

Academic B Writing

Academic Essays

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Objectives

1. Writes level-appropriate* text.

- Writes multiple paragraph length text.
- Writes introductory paragraphs for multi-paragraph compositions.
- Writes thesis sentences with a clear controlling idea.
- Writes effective topic sentences for paragraphs.
- Writes logically organized paragraphs.
- Adequately supports ideas with facts, examples, and reasons.
- Writes effective concluding sentences in paragraphs.
- Ends multi-paragraph compositions with an appropriate concluding paragraph.
- Uses a variety of cohesive devices.
- Writes in all major time frames.
- Adapts language to fit the audience, material, context, and time constraints.

2. Synthesizes information from written and spoken texts.

- Summarizes main ideas of texts.
- Summarizes major details or key arguments in texts.
- Connects ideas and details among different texts.
- Synthesizes information from sources as support for original ideas.
- Paraphrases without plagiarizing.
- Cites sources using appropriate formatting methods.

3. Effectively implements appropriate writing strategies.

- Uses prewriting to generate ideas for writing.
- Uses an outline to structure writing.
- Reads and rereads their own texts to identify and correct errors.
- Responds to teacher, tutor, and peer feedback.

*Writing for this level can be described by the following level descriptors:

Function: Students are able to meet basic academic writing needs. They consistently write in all major time frames with some control. They have minimal control of academic syntax and vocabulary. They produce personal, general and some academic texts in concrete terms. Students will occasionally produce texts about academic topics in abstract terms. They are able to write in most informal situations and in some formal situations.

Text: Students use a limited number of cohesive devices in texts and may resort to redundancy or awkward repetition. They are able to combine and link sentences into texts of multiple paragraph length but may lack the ability to consistently maintain coherence among paragraphs. Students incorporate some organizational conventions of academic writing but may also use atypical organizational conventions.

Comprehensibility: Students can be understood by those unaccustomed to non-native writing, although some additional effort may be required. Errors sometimes interfere with understanding.



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The Writing Process

Think about the writing process as a very fluid cycle. You should use the writing process flexibly, adapting it to what you need to write. The way you use the writing process depends on a lot of things: the task, the time and resources available, your experience with the topic, etc. The guidelines here are meant as general guidelines.

Addressing the Prompt
Prewriting
Writing
Revising
Originality
Timed Writing (Expectations)
Integrated Writing (Writing Process)



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https://open.byu.edu/academic_b_writing_p/the_writing_process.

Addressing the Prompt

The first step to effective academic writing is ensuring that you fully understand what you are being asked to write about and who your audience will be.

Verbs

First, look carefully at the verb used in the prompt. This is a signal to you on how you write your essay. If you think carefully about the meaning of the verb, it will help you decide on your organization, and you can use it to check that you included all of the necessary information.

Example Prompt Verbs

- Describe an important place in your home country.
 - This topic is more general. You will need to create a picture in the reader's mind of that place, but there are many different ways you could do this. It does not narrow down what to describe like a more specific variation (ex *Describe a specific place in your country and its religious importance.*)
- Compare and contrast a vacation at the beach or a vacation in the mountains.
 - You need to explain similarities and differences. You must include both in order to completely respond to the prompt. This requires you to do a little more than describe the characteristics of the two places, you need to also make some judgements about them.
- Summarize the speaker's thoughts about TikTok.
 - In this response, your supporting ideas should be limited to the content in the original source. You should not have any of your own ideas mixed into this answer.
- Many cities in the United States do not have reliable, widespread public transportation. Do you think college towns, such as Provo, UT, should be required to provide public transportation for the students? Support your position on this issue with reasons and examples.
 - The question is about more than your opinion. The idea of supporting your ideas implies that you need to bring in additional sources to add strength to your argument. If the prompt is timed, you would need to focus your support on general knowledge or personal experience to give reasons and examples.

Content

Next, think about what supporting ideas you would need to include. The prompt may be very narrow because the topic is very specific.

- Ex. Do you think the ELC classes should begin at 9am instead of 8:30am? Why or why not?

In other cases, the prompt may be very general and allow you space to make personal decisions about what supporting ideas to include.

- Ex. What quality do you think is most important for being a good friend?

Always remember to review the prompt throughout the writing process. Rereading the prompt often will help you check that you have included all the necessary information. It will also help your brain generate new ideas when you are stuck.

Example Content Breakdowns

- Describe an important place in your home country.
 - This topic is more general. You could approach it by describing the physical attributes, the history, or the cultural significance. If you had the opportunity, it would be wise to clarify with the teacher if there is a more specific explanation of what aspect of your that place should be described.
- Compare and contrast a vacation at the beach or a vacation in the mountains.
 - Again, this topic is fairly broad. You know you need to talk about what is the same or different, but it could again be about many different attributes of the two cities. You could focus on what activities are related to those vacations, the cost, the type of people that enjoy each vacation, or what the environment is like.
- Summarize the speaker's thoughts about TikTok.
 - In this response, your supporting ideas should be limited to the content in the original source. You should not have any of your own ideas mixed into this answer. It should also be limited to the opinion about the TikTok, not about any other type of social media. You should not be describing or defining TikTok, only restating the speaker's point of view on this platform.
- Many cities in the United States do not have reliable, widespread public transportation. Do you think college towns, such as Provo, UT, should be required to provide public transportation for the students? Support your position on this issue with reasons and examples.
 - The content of this essay is restricted to public transportation accessibility for college students specifically. Your focus should only be on this population and the unique environment of college towns. Additionally, you need both reasons and examples as support, excluding one of those types of support would result in an incomplete response.

Constraints

Finally, you should also look at any limitations included in the prompt. Constraints could include

- limits of time
- characters (letters, punctuation, and spaces)
- words
- revision tools (dictionaries, thesaurus, spell check)
- sources (required or no access)
- teacher, tutor, or peer review (required or no access)

Exercises

Exercise 1: Prompt Analysis

1. Take a look at these [New York Times Writing Prompts](#)
2. Identify the prompt for three writing tasks.
3. Discuss what the prompt verb would require the writer to do? How would a successful response be organized?

Exercise 2: Writing Prompts

Choose a topic (content) for your partner to write about. Choose a verb that identifies a specific task. You can use this resource ([UARK Verb chart](#)) to help select an appropriate verb for your prompt. Write a prompt and exchange it with a partner. Analyze your partner's prompt for the task and content that the writer should target.



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https://open.byu.edu/academic_b_writing_p/addressing_the_prompt.

Prewriting

Anything you do before you start writing is *prewriting*. You should always start by making sure you understand the assignment. Other activities that are frequently completed in this stage are re- searching, brainstorming, choosing a focus, and outlining.

Understand the assignment

Make sure that you understand the requirements of the task. If there is a specific prompt you are supposed to use, make sure your writing addresses the prompt.

Research

Doing research can be the hardest part about academic writing. Up until this point, a majority of the writing you have done shows what you *know or think* about a topic. Researched academic essays are more about what you *learn*. You should not choose topics you know a lot about for researched essays. Instead, choose topics you want to learn about.

You will find the other steps of the prewriting phase to be very difficult if you have not done some basic preliminary research, but you will also probably need to do research all along the way.

After you know about your assignment (e.g., write a classification essay), you may start searching online to find a topic (e.g., types of clouds). With the topic in mind, you will need to do more research (unless you are an expert on your topic) to know what to focus on (e.g., cirrus clouds, cumulonimbus clouds, stratus clouds, etc.). After you have your focus, you may need to do more research to create a good outline.

Keep track of the sources you use when you are researching. Save links to the websites you find or print sources. Saving information about these sources makes it easier to find quotes for your essay later.

You should not try to write the entire essay from your own experience and knowledge and then try to find research that agrees with your points. Research should be the starting point.

Brainstorm

Sometimes you are given a specific prompt (e.g., Research and describe a famous author), but sometimes you can choose your topic. If you can choose your topic, then brainstorming can help you generate ideas to write about.

There are many methods you can use for brainstorming.

- Discuss the topic with a partner - This is a good way to get your brain engaged. You may want to try recording the conversation so you can type up your ideas after.
- Do a free write - Open a new document or find a fresh piece of paper. Then just start writing what you are thinking. It doesn't matter at this point how related it is to the topic! You can then look through and underline what is useful or delete anything that is not.
- Make a list of ideas - Start making a list of every word or phrase that comes to your mind when you read the prompt. Do not worry about writing something that is not relevant. You can go through after and mark what you like best.
- Make an idea map (also known as an idea web) - An idea map starts with a word or phrase at the center. Draw lines out from that phrase to connect to related words and phrases. This will end with an image similar to a spider web that gives you an idea of connections and relationships you see between your ideas.
- Do a search on Google - Often one of the early steps in brainstorming is to do an internet search to see what other people have to say about the topic.

Choose your focus

If your topic is really broad, you should narrow the topic down to have a more specific focus.

For example, if you choose to write about the benefits of learning another language, you will probably need to narrow down that topic to a few benefits of exercise (e.g., social, professional, and mental benefits of learning another language). Researching online or repeating a brainstorming activity may help you choose your focus.

Tip: Choosing a Focus

It's often best to choose a topic you are most excited about. Drafted essays are typically long-term projects, which means you want to avoid getting tired of your topic over the weeks of working on it. Even a timed writing assignment will be easier to write if you start by choosing something you are invested in.

Being invested in a topic looks different for everyone. Here are some examples of what it might look like for different students writing about an important place in their home country:

- I really love history. I'm very proud of the people who made my country what it is today. We have so many interesting stories that my classmates don't know about. I think this place really shows the interesting history of my country. I've never written about my country's history formally and definitely not in English. It would help me stay motivated to write about these stories because I want more people to know the events and people connected to this place.
- I enjoy the unique landscape of my country. I want to write about the volcano near my home because this is a popular vacation spot for people in my country, but I have noticed that none of my American friends can find it on a map. I want to convince people to visit this beautiful place.
- My country has many famous artists. I am always so excited to talk to people who love art because they know all these famous artists. This essay does not feel exciting to me, but I love to talk about art. Maybe focusing on the art museum will help me feel excited to write because I am so proud of this talent from my country.
- Unfortunately, many people connect my city to negative things. It is not a perfect place, but I am always so disappointed by the negative reaction I get when I say where I'm from. I want to focus my essay on a religious pilgrimage site so that people understand that there is more to my home than the negative things they hear in the news.

Outline

Making an outline is a prewriting activity you should do for everything you write. An outline is a plan that will ensure your essay is easier to write and understand.

Not all outlines are the same. The amount of detail required in the outline depends on the purpose of the essay and the expectations of your instructor. If you are writing a timed essay without research, your outline will be very simple. If you are writing a researched essay, your outline will probably be more detailed and may include some of your sources.

When you write an outline for a class, your teacher may ask you for a very detailed outline of your essay so that you can show your whole plan. When you need to make an outline, be sure to ask how much detail your teacher expects you to use in your outline.

At a minimum, every outline will at least state your thesis and topic sentences. To create your outline, think about the question that your essay answers (e.g., what is essential for a friendship?). Answer the question (e.g., trust and communication). The supporting points in your answer will become your topic sentences (abbreviated TS). Write the main idea of your essay, your thesis (abbreviated TH), by summarizing your supporting points into one sentence.

Look at the example outline below. This basic outline is the type of outline you could create when you are writing an essay without research that is based on what you know (the type of essay you write on the TOEFL). Notice how directly the topic sentences support the thesis.

Example: Basic Outline

1. Introduction

I. TH: Communication and trust are essential parts of every friendship.

2. Body Paragraph 1

I. TS: Friendships have clear, positive, and frequent communication.

3. Body Paragraph 2

I. TS: Trust is foundational in our friendships.

4. Conclusion

I. TH: Friendships require both communication and trust.

You can finish one of these basic outlines very quickly. In fact, for timed essays, you need to be able to write an outline like this in about two or three minutes.

On the other hand, planning a researched essay will take more time. A simple method for planning a researched essay starts with a basic outline. Then add questions to the outline for each topic sentence. Then find quotations in sources that answer each of your questions.

One of the reasons that this method is helpful is because it gives you direction in your research. You can research more quickly because instead of reading everything you can find out about your topic, you are reading to find the answers to a few questions.

Write a basic outline after you have done some preliminary research.

Start by simply writing out your thesis and topic sentences. You can add any additional points that you came up with during the brainstorm stage as well. Be sure to check the rubric for your assignment to know how much detail your teacher expects to see in the outline.

Example Minimal Outline

TH: Learning to play an instrument is a valuable skill for everyone to learn.

TS: Playing an instrument has several benefits for our brains.

TS: There are also emotional benefits we receive from learning to play an instrument.

Ask questions about each of your topic statements.

Asking yourself questions is a helpful step. Look at your topic sentences and ask yourself what a reader without any knowledge about this topic would want to know. What type of information would be new, exciting, or convincing for your reader? What questions do you have? You aren't expected to be an expert about the topic, so thinking about what you would *want* to know will help you direct your content.

Example Outline with Questions

TS: Playing an instrument has several benefits for our brains.

Q1: Does it help you learn other things (ex. languages/math)?

Q2: What impact does learning to play an instrument have on our memory?

Q3: Are the benefits the same when you play as a child vs as an adult?

TS: There are also emotional benefits we receive from learning to play an instrument.

Q1: What benefits are there for mental health?

Q2: How does music change your emotions?

Q3: Why do I feel calm when I play the piano?

Example Outline with Questions (Additional)

TS: A restaurant is one of the most risky businesses to start for entrepreneurs.

- What makes a restaurant more risky than other types of businesses?
- Is a restaurant equally risky for a franchise to establish?
- How many restaurants started by entrepreneurs fail? Why?
- How many restaurants started by entrepreneurs succeed? Why?

Find sources that answer your questions. Copy the quotes and put them in the outline.

Use key words from your questions to search for information online through the BYU Library or Google Scholar. You don't want to type the whole question. Instead, you could use something like: "benefits" and "mental health" and "play instrument" to get a list of articles that might answer your question.

Example Outline with Questions & Sources

TS: Playing an instrument has several benefits for our brains.

Q2: Are the benefits the same when you play as a child vs as an adult?

"Thus, musicians appear to be less susceptible to age-related degenerations in the brain, presumably as a result of their daily musical activities" (Wan & Schlaug, 2010, p. 572)

TS: There are also emotional benefits we receive from learning to play an instrument.

Q3: What benefits are there for mental health?

"The results of the study indicate that there are specific benefits associated with piano instruction, especially the development of self-esteem. The increase in self-esteem of the children who completed three years of piano instruction was significant while the changes in self-esteem of those who never participated in piano instruction or who dropped out of the lessons were not." (Costa-Giomi, 2004, p. 148)

Sometimes your questions may be difficult to find answers for. Asking questions is a good strategy to focus your research, but don't hesitate to ask additional questions (or adjust your original questions) if you can't find sources to answer all of them. It may be that there are no sources to answer some of your questions, and that is okay. Let the research guide you.

Oftentimes as you research and become more familiar with your subject, you will ask better questions based off of things you read. It's also okay to adjust your outline based on the research that you conduct.

All of these questions support and develop the topic sentence. However, if after doing research you can't find a source to answer one of these questions, don't be afraid to throw out or adjust a good question.

Exercises

Exercise 1: Researching a Prompt

For this practice, we will use a prompt from the "Addressing the Prompt" chapter of this textbook. However, you could practice this same step with a different prompt topic using the same steps.

Prompt: Describe an important place in your home country.

1. Visit the Wikipedia page, location website, or city tourist information website to get a clear idea of what can be included in the content.
2. Use a search engine to look for recent news articles about your city.
3. Use the BYU Library search or Google Scholar and search for the name of the place you chose (You may not find anything useful here for this topic, but it's always worth a try!)

Exercise 2: Brainstorming for a Prompt

For this practice, we will use a prompt from the "Addressing the Prompt" chapter of this textbook. However, you could practice this same step with a different prompt topic using the same steps.

Prompt: Describe an important place in your home country.

1. Set a timer for 3 minutes. Make a list of everything you think about connected to the topic in that time.
2. Revisit one of the websites you looked at in the previous exercise. Add notes to your paper of anything interesting that stands out to you from that page.
3. Describe is a big verb. Add ideas to your list of *how* you can describe the place and *how* a place can be important. What would someone be interested to learn? What is most unique to you about your place?
4. Set a timer for 10 minutes. Think about the prompt and draw. You don't need to be a confident artist, just draw.
5. Choose 5 of your items on your list. Draw 5 lines coming from each of those 5 items. Next to each line, write details, questions, or related ideas.
6. Set a timer for 3 minutes. Talk to a partner about your initial ideas. Then listen to your partner share his or her ideas. Write down any new thoughts you have during this discussion.

Exercise 3: Focusing on the Prompt

For this practice, we will use a prompt from the "Addressing the Prompt" chapter of this textbook. However, you could practice this same step with a different prompt topic using the same steps.

Prompt: Describe an important place in your home country.

1. Take a highlighter or a pen and circle all of the ideas that feel interesting and broad enough to write an essay about.
2. Choose two or three aspects of your city that you will focus your paper on.
3. Think about how the list items you circled best connect to those two or three points.

Exercise 4: Complete outlines

The following outlines are incomplete. After you read the prompt, take 1-2 minutes to brainstorm, then finish the outlines.

1. Prompt: Why do cities contract public art?

- TH: Cities contract public art because it inspires unity in the community and draws visitors to the city.
- TS:
- TS:
- TH: In order to encourage visitors and more unity, many cities install public art into parks and other public spaces.

2. Prompt: Which is more important: talent or skill?

- TH:
- TS:
- TS:
- TH:

Exercise 5: Write Questions

For each topic sentence, write questions that could help guide the researcher.

Example:

TS: Business etiquette differs greatly between the United States and many Asian countries.

- What is typical business etiquette in the US?
- What is typical business etiquette in Asian countries?
- What characteristics of business etiquette are the most unique to each place?

Practice

1. TS: Rome and Greece were influential societies because of their architecture.
2. TS: Governments need to regulate burning fossil fuels because the health effects of air pollution on humans are severe.
3. TS: The Great Depression was a time of economic uncertainty that led to innovation.

Sources

- Costa-Giomi, E. (2004). Effects of three years of piano instruction on children's academic achievement, school performance and self-esteem. *Psychology of Music*, 32(2), 139-152. <https://doi.org/10.1177/0305735604041491>
- Wan, C. Y. & Schlaug, S. (2010). Music making as a tool for promoting brain plasticity across the life span. *The Neuroscientist*, 16(5), 566-577. <https://doi.org/10.1177/1073858410377805>



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Writing

The “writing” stage is often called **drafting**. When you draft, you should be focused mainly on ideas, rather than worrying too much about your grammar. Use your outline as you draft to make sure you don’t lose your focus.

Tip: Get it on Paper

One of the challenges we often have as writers is overcoming the belief that what we write needs to be good. The first draft is exactly that. It’s a first version. Every time you come back to the essay to work on it, it will improve.

Watch this video clip of a designer creating a dress. Writing is a similar creative process. You need an outline, a clear idea of what you want it to be at the end. However, the first steps of the creation are very general. In fact, for most of this video, the pieces of fabric look like they could be part of anything. It isn’t until later in the process when details come in. Notice how the designer will work on one part, but will return to it later multiple times. It is not finished before working on anything else.

So, when you are writing, think of the early drafts as the big cuts of fabric. Think about how this designer works from the biggest parts to the smallest parts. You don’t need to worry as much about specific word choice or getting the grammar just right. Your focus should be getting the shape of the essay, the general ideas and organization.

You should not simply paste several quotes together into one body paragraph. Consider which pieces of your quotes are necessary to support and develop the topic sentence. This means that some pieces of quotes may be unnecessary because they don’t support the topic sentence. It’s also okay to divide large quotes into smaller quotes that focus on smaller ideas.

You will also need use your own words to connect quotes together. You will use your commentary to introduce some of your research, explain how a quote supports your topic sentence, explain what a quote means, or show how quotes are connected together.

After you use a quote, don’t simply summarize it; remember to justify or clarify the reason for using the quote.

Exercises

Exercise 1: Outline to Body Paragraph

Below is an example of section of an outline with questions and sources for one topic sentence. Discuss how the writer combined this information. How do you think the outline helped the writer prepare for this first draft of the paragraph?

Outline:

- TS: The Titanic was the most important invent at the 20th Century.
 - Q1: How long does it take to learn vocabulary in a second language?
 - "Yes, but only just. Titanic was built to the same design as her slightly older twin sister, Olympic, launched about seven months before Titanic on 20th October, 1910. Olympic, Titanic and Britannic, the third sister of the Olympic Class trio, were all 882ft 9ins long." (Maltin & Aston, 2011, p. 7)
 - Q2: What was the real purpose of the Titanic?
 - "Titanic, in full Royal Mail Ship (RMS) Titanic, British luxury passenger liner that sank on April 14–15, 1912, during its maiden voyage, en route to New York City from Southampton, England, killing about 1,500 passengers and ship personnel. One of the most famous tragedies in modern history, it has inspired numerous stories, several films, and a musical and been the subject of much scholarship and scientific speculation." (Tikkanen, 2017, para. 1)
 - Q3: How was the background history about the ships at that moment, that made the Titanic the most important?
 - "In the early 1900s the transatlantic passenger trade was highly profitable and competitive, with ship lines vying to transport wealthy travelers and immigrants." (Tikkanen, 2017, para. 2)

Body Paragraph - First Draft:

The Titanic was the most important invent at the 20th Century. At that time, boat trips were the best way to travel around the world. The Titanic was the most important ship at that time because their special characteristics and technology used in their construction. The Titanic was one of the largest ships at the time, it was one of the Olympic Class trio which "were all 882ft 9ins long" (Maltin & Aston, 2011, p. 7). The Titanic provides all the luxury of a 5-star hotel, but it "sank on April 14–15, 1912, during its maiden voyage, en route to New York City from Southampton, England, killing about 1,500 passengers and ship personnel" (Tikkanen, 2017, para. 1). This is why the beautiful invention of the Titanic is remembered today as a historic tragedy.

Sources

Maltin, T., & Aston, E. (2011). *101 things you thought you knew about the Titanic... but didn't!* Penguin Books.

Tikkanen, A. (2017, October). *Titanic*. Britannica. <https://edtechbooks.org/-xlpD>



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Revising

When you finish writing your essay, you should revise it. After you revise it, you may need to return to either of the previous stages (prewriting or writing) to make improvements to your writing. You also may need to do additional drafting.

Quote about drafting

"Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something—anything—down on paper. A friend of mine says that the first draft is the down draft—you just get it down. The second draft is the up draft—you fix it up. You try to say what you have to say more accurately. And the third draft is the dental draft, where you check every tooth, to see if it's loose or cramped or decayed, or even, God help us, healthy."

-Author Anne Lamott ([from a GMU Writing Center article](#))

Many people divide the revising stage into revising and editing. Revising focuses on making changes to improve the clarity of your ideas and organization. Editing focuses on making changes to improve the clarity of your grammar. Revising should generally be completed before editing.

Here are some questions you can use when you are revising your essays, giving feedback to a peer, or evaluating a sample essay.

Revision questions

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body Do the supporting sentences support the topic sentence?
6. Look at each body Are the supporting sentences sequenced in a logical order?
7. Look at each body Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Self-check

You should always read through your essay to identify mistakes you have made. Try to finish your drafting with enough time to leave your essay and then come back to it to make revisions. As you revise your own work, you may need to add, delete, or move text. Mark any parts of your essay that you want to ask a friend/tutor to help you with. You should also proofread for mechanical errors (spelling, grammar, etc.). You may be surprised how many errors you are able to identify on your own.

Here are some strategies for proofreading:

1. Start by simply reading through your essay for errors. Especially in timed writing, this is an easy way to clean up your mechanics and present a more professional essay.
2. Look through your essay for basic grammar that you know. For example, you can check to make sure every sentence has a subject and a verb (and that they agree).
3. If you are not writing for a test, try reading out loud. This may help you identify more errors.
4. Read the essay out loud. We often notice that something doesn't make sense when we hear it.
5. Read the essay backward (paragraph by paragraph).
6. Look at only one paragraph and then close the document and come back to it later to repeat this. Do this paragraph by paragraph until you've looked at it all.

Get feedback and make changes

If you are not writing for a test, have a friend or a tutor review your writing before you submit it to your teacher. Then use the feedback you get to make changes. If your teacher gives you feedback on one draft before the final draft is due, make sure you use it to improve your essay.

Many teachers use symbols like the following to mark specific types of errors. If your teacher uses codes, make sure you clearly understand what the codes mean and how to fix the error.

Exercises

Exercise 1: Respond to Feedback

Read this student's essay. Then look at the comments from the teacher. Specific parts of the text are underlined when feedback is connected to a specific part of the paragraph. The bullet points list the feedback the teacher provided.

Review the feedback and decide what changes you would need to make before the next draft.

Smart Homes vs Traditional Homes

Some advantages and disadvantages between traditional homes and a smart home are technologically significant. A smart home is defined like properties* where devices can be controlled remotely by smartphone or other devices connected to the internet. In a traditional home you need to turn on/off the lights or close/open the windows manually, while in a smart home, you can press only one button and you can have the control over all your home wherever you are with an Internet connection. However, there are pros and cons between these two options of homes. **Advantages include energy efficiency and savings, while disadvantages include security and internet reliance.**

- This is awkward

Even though smart home technology is more energy-efficient than traditional home there are also some problems associated with them. The initial cost to transform your traditional home into a smart home is expensive. However, once installed everything the* electronic components and appliances for smart homes are designed to work with less amount of energy. As a result, the savings on gas, electric and water are reflected in your bills. You can save money diminishing the waste of water or gas because the smart energy devices can avoid excessive use of energy. Also, the savings and the control of heating and air conditioning is totally different than a conventional installation in a traditional home. For example, "The first way in which smart homes save energy is heat monitoring. *Old school thermostats are rarely capable of properly keeping track of the heat in your home.* Smart homes use multiple sensors to measure the exact temperature and therefore have a better knowledge of how to heat it" (<https://www.smart-energy.com/features-analysis/how-smart-homes-save-energy/>) with these changes in your home you can approach the energy and save money if you utilize the correct sensors in a practical way. These improvements help you to use the energy as efficiently as possible a difference than a traditional house where you can't make improvements or monitoring the consumption in your energy.

- add "including" here

It's very expensive convert traditional homes into smart homes. At the beginning you will need some main devices like switches, hubs, change some traditional outlets to smart outlets to automate lighting, climate or some products that currently are not smart yet, you must change* the most appliances to smart appliances that support the new technologies and those can be connected to Internet. Besides you will need a new security system to protect your network and your Internet from hackers or malicious people. Therefore, the new digital and modern appliances and devices will result in a strong investment, and it will necessarily include a new budget for maintenance because the new devices are often more expensive and more sophisticated to repair than their traditional counterparts. In contrast with traditional homes where you can fix some issue in your home easily or found someone to fix it, with the smart homes you need to find someone who has the expertise and knowledge about smart things. Many handymen are not skilled enough in this field yet and finding how to fix these smart home technologies could not be easy and cheap than stuff in traditional homes.

- This should be a new sentence
- vt

However, if you have decided to transform your traditional home in a smart home “The convenience factor here is enormous. Being able to keep all of the technology in your home connected through one interface is a massive step forward for technology and home management” (<https://edtechbooks.org/-rXeI>), but if you want to enjoy these full capabilities you should have a good and stable Internet connection, and often another Internet service to have redundancy, because a smart home without a reliable Internet connection will not work properly. For instance, if you live in an area where the internet connection is poor, you could experience serious issues because your smart home devices might not respond correctly. Besides if you want to control your home or your devices since your work or another remote place, you will not be able to do it.

- This is a great quote, but it should not be part of your topic sentence. Begin your paragraph properly, then use the quote to support your controlling idea.
- Runon sentence

The security is another very important point, whereas a traditional home is secure because the data or the information is not expose, in smart homes are at risk of getting hacked, while more devices are connected to Internet there are more probability to be attacked. The hackers can learn about your routine, stole important data, images, videos, take the control of surveillance cameras, doors, lights, alarms and everything with a connection in the network. On the other hand, in a traditional home, you can be safe for hackers, but you should be careful to thieves who may be attracted by unsecure traditional homes than a surrounded and equipped home with cameras and alarms. Nowadays many older people don't like the idea of a smart home because they think “it easy for burglars to get into our home, many people may refrain from those smart home technologies and rather rely on their old-school locks, even if those locks are also quite unsafe” (<https://environmental-conscience.com/smart-homes-pros-cons/>) but unless you have enough expertise or knowledge in programming or hacking you won't be able to break the security in a smart home.

- End your topic sentence here

Your house represents and express the style of living that you want. The traditional home can be more warmth and reflect a natural lifestyle while a smart home is completely automatized house with everything programable. There are many important advantages to smart homes like the energy efficiency and the savings that you can achieve having a smart home. However, there are also some problems related to smart homes associated with the initial costs, with security problems and the internet reliance. Although many traditional homes are being transformed into smart homes to manage the energy efficiently and help the environment with these technologies, we need to be careful improving security in our devices and network to have a secure place where we might live.

Sources

<https://edtechbooks.org/-Insm>

<https://edtechbooks.org/-GcMf>

<https://edtechbooks.org/-Ctto>

****Complete essay comments****

- Your body paragraphs sometimes do not have clear topic sentences and concluding sentences.
- I think your body paragraphs a slightly out of order.
- Your TurnItIn score is too high. Check your information and add (or correct) citations.
- Find the author(s) and year to put in the citation in the paragraph. You also need page numbers or paragraph numbers for direct quotes.
- Watch for simple grammar mistakes: mainly subject-verb agreement, verb tense, and infinitives



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Originality

It is expected that your writing is *your* writing. *Plagiarism* refers to the action of taking the words or ideas of another person and using those words or ideas like they are yours. This is viewed differently in different cultures. In some cultures, copying what another person wrote is a way to honor the original writer. In American educational settings, plagiarism is not viewed this way. Plagiarism in the United States is viewed as stealing another person's work. There are very serious consequences for stealing another person's words or ideas and using them in your writing. You should never plagiarize **any** part of **any** assignment in **any** of your classes.

There are many ways to plagiarize. You should be familiar with them so that you don't do it accidentally. Some examples of plagiarism include copying text word-for-word (or with a few changes) from something without citing the author, copying too much from one source, and improperly crediting the source. Compare the quote to the examples of plagiarism in the following box.

Example: Types of Plagiarism

Original Quote:

"Frida's medical history was notoriously tragic. She was born in 1907 with an undiagnosed scoliosis. At the age of six, she contracted polio (or a polio-like illness) that affected the muscles of her right leg." (Launer, 2018, p. 369).

Plagiarized Version: Copy and paste without source information

Frida Kahlo was a strong woman who overcame many difficulties. For example, Frida's medical history was notoriously tragic. She was born in 1907 with an undiagnosed scoliosis. At the age of six, she contracted polio (or a polio-like illness) that affected the muscles of her right leg. Her art was very influenced by her health problems. She is an awesome example of resilience.

Plagiarized Version: Paraphrase the idea without source information

Frida Kahlo is famous for being so sad. Her scoliosis was undiagnosed at birth. When she was about six years old, she got polio or something like it. Her right leg was impacted by the disease.

You should never copy a quote and change just a few words (with or without the source information).

Even if you include the source information and you have only changed a few words, this is not correctly paraphrasing and still considered plagiarism.

When you include research in your essays, you need to properly quote, summarize, or paraphrase as well as include the proper citation. Each of these skills will be explained in this book.

Exercises

Exercise 1: Plagiarism Discussion

In a small group or with a partner, discuss the questions below:

1. Why do you think academic culture in the United States is so concerned about plagiarism?
2. Think about your past educational experiences.* Is plagiarism something that your teachers were concerned about? How does that compare to the information in this chapter?
3. The paragraph above mentions that there are different ways to include research: a quote, a summary, or a paraphrase. What do you know about these different writing techniques? Which one do you think would be the most useful? Which one would be the most difficult?

*As with many aspects of cultures, a difference does not mean one way of doing things is *better*. Culture simply means *the way we do things here*. We often have to adjust our actions or words to fit a context. The concern or lack of discussion of plagiarism in different cultures is just an interesting difference to be aware of and to adjust for. Students growing up in the United States have to be specifically taught how to avoid plagiarism as well.

Sources

Launer, J. (2018). Frida Kahlo and her doctors. *Postgraduate Medical Journal*, 94(1112), 369-370.
<https://edtechbooks.org/-nQry>



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Timed Writing (Expectations)

Timed writing can take many forms, but the clear requirement of this type of writing is a time limit to complete it. A time limit most commonly occurs in an exam situation, where the tester is evaluating how well you understand a topic and/or can explain your thoughts without any help (ex. teacher, peer review, spell check, translator, etc). The amount of time and the expected length of your writing will depend on the instructions.

You could expect to find a timed writing portion of a test or quiz in any subject. It doesn't matter if you plan to study business, engineering, music, or linguistics. Timed essays are used frequently to get you to analyze, argue, or create something with what you have learned. Essays push you to show more than just recognizing a correct answer.

Timed Writing Expectations

The first strategy for timed writing is to fully understand the expectations. This means that when you encounter a timed writing prompt, you should first think about the context.

Questions to think about for timed writing

- How much time do you have?
- Who will be reading your answer and why are they reading it?
- What length of a response does the teacher expect?
- What aspect of my writing is most important to the teacher?
- Are there other sections of the test (like multiple choice questions) that you need to complete in the time that is given?
- Does the testing format provide spell check?
- Is this test more focused on language accuracy or comprehension of the topic accuracy?

Usually you will know in advance that there will be a timed writing component to an assessment, so you can think about these questions beforehand. This will help you prioritize your time.

Examples of timed writing prompts & expectations

- Compare and contrast the similarities and differences between food in the United States and in your home country. Choose at least three aspects in your comparison.
 - Time: 30 minutes
 - Audience: ELC writing teacher; evaluating thesis and topic sentences
 - Length: 4 paragraphs
 - Focus: Organization
 - Other sections: No
 - Help: No spell check, no dictionary/translator, no peer review, no help from teacher
 - Purpose: Accuracy in structure, not accuracy in grammar
- Read this opinion article from a newspaper. Respond to it by agreeing or disagreeing and supporting your position.
 - Time: 10 minutes to read; 20 minutes to write
 - Audience: ELC writing teacher & reading teacher; evaluating supporting details and comprehension of reading
 - Length: 2 paragraphs
 - Focus: Comprehension of information; structure of argument
 - Other sections: Reading passage
 - Help: Peer discussion of article before writing, no additional support
 - Purpose: comprehension of article points and clarity of personal opinion
- Explain the process of applying to be an international student. What are the steps you had to take to study here?
 - Time: 40 minutes (not limited by the website, this is limited by the time you have)
 - Audience: BYU admissions committee
 - Length: 300 words max
 - Focus: Clarity, accuracy
 - Other sections: 3 other essay prompts (separate time for each)
 - Help: You can use support, but it must still be your writing
 - Purpose: clear organization and accuracy that demonstrates readiness for college

Planning your Time

Think about how to use the time as a helper. Think about how you can use the time to keep yourself focused. For example, if the essay is only a small part of the total test grade, control the amount of time you give yourself to write the answer and use more of your time for the other questions. You might do this by answering that writing question first under a stricter time limit before you answer any of the multiple choice questions. Divide your the time you have to work with so you can work smarter.

As another example, you may only have 30 minutes to work on an essay. In order to work quickly, you could follow a time schedule like this:

Minutes	Time (Counting down)	Task
3	30:00-27:00	Write your thesis and topic sentences (outline)
7	27:00-20:00	Write your first body paragraph

7	20:00-13:00	Write your second body paragraph
5	13:00-8:00	Write your introduction paragraph
5	8:00-3:00	Write your conclusion paragraph
3	3:00-0:00	Revise and edit your essay

You might wonder why this example starts with the body paragraphs instead of the introduction and conclusion. This is one suggestion of how to focus your time to develop your ideas and create a good organization for the main part of the essay. The introduction and conclusion are usually easier to write after you have the middle. If you run out of time, you would still have at least your thesis statement and restatement as the minimum expectation for the beginning and end of your essay.

There are other approaches to choosing which paragraph to start with:

- Start with the point that is easiest to write, leaving the sections that are hardest for when you have some momentum to your writing. (Note: This may create a challenge if you are still stuck and have no time to revise)
- Start from the beginning and work to the end. (Note: Although this seems like the obvious way to approach writing, it can often lead to disorganized thoughts)

You will obviously need to structure your times differently depending on the length of time you have to work with. It may also be necessary to adjust times depending on what is most important to the teacher. For example, there may be a larger emphasis on accuracy, so you will need to give yourself more time to revise and edit

Exercises

Exercise 1: LATs Rubric

Take some time to look over the writing rubric used for the Language Acquisition Test used at the ELC

1. What will the test raters be focusing on as they assign a score to your essay?
2. How is this rubric similar or different from the rubrics your AA Writing teacher is using this semester?

Exercise 2: Timed Writing Practice

Before you begin writing, ask your teacher questions about the expectations for this timed writing practice. Listen carefully and decide how you will focus your time to meet those expectations.

- What is one characteristic you think is key to being a good student? Why do you think that characteristic is so vital? What are the consequences of not developing this characteristic?

Set a timer for 20 minutes. Write about the above topic. Your response should be between 250-300 words.



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Integrated Writing (Writing Process)

Integrated writing is an extremely common task type in life, especially at the college level. In fact, almost all of the writing you will do may be considered "integrated" to some degree. Integration means including ideas using one or both of your receptive language skills: reading and listening. At the most basic level, when we read or listen and then respond, we are using a receptive skill to support our writing. At the more academic level of this skill, you will express an understanding both of explicit and implicit information. This may include comparing/contrasting or providing your own opinion on the topic.

Because this is such a common expectation of academic writing, you can expect to see integrated tasks in potentially any college course you enroll in. Typically a true integrated task would allow you the support of referring to the original material (or at least the notes you took) while writing. However, there may be instances when there will be a constraint of time (such as on a quiz or test).

Writing about a topic you were expected to understand and drawing connections between different sources pushes you beyond a passive understanding to recreating the essential knowledge of the course in your own words.

Integrated Writing Expectations

When you start an integrated writing assignment, there are two main things to think about with the expectations: source content and task.

Source Content

Because you will be summarizing, comparing, or giving an opinion about the source material, you will first need to meet the expectations of comprehension for the sources. When you consider these expectations, think about the following questions:

- Is there one required source material or multiple?
- Is the content written or spoken?
- How complex are the ideas presented?
- What connections can I draw between the content and other concepts discussed in this (or another) course?
Should I include these connections in my writing, or can I only write about the source content given now?
- What connections are there between the various sources?

As you read and/or listen, ask yourself some questions to make sure you get all of the necessary information:

- Who is writing? Who is the audience? Are people being discussed? (who)
- What is the main idea? What important details are included? (what)
- Is place important to this topic? (where)
- Is time important to this topic? (when)
- What purpose does the author have in saying/writing this? (why)
- How is the information organized? (how)

These are all skills you will continue to refine in your listening and reading classes. Pay close attention to the strategies you learn there and practice writing summaries of what you understood after each class period to practice this skill.

Task

The next step is to make sure you understand what you need to do with the information you get from the sources.

Questions to think about for integrated writing

- Is one source more important than another?
- Is this a comparison, summary, opinion, or cause-effect task?
- What complexity of a response does the teacher expect?
- To what degree can I include my own opinion or background knowledge?
- Am I expected to include direct quotes/references to the text or to discuss it more indirectly through summary and paraphrase?
- Is there a time limit for reviewing the source and/or writing my response?

Because integrated writing generally includes access to the source material in advance of writing and during the writing process itself, this will feel more like a drafted task. Sometimes you will receive the source material well before the essay is due, as in a literature class where you give an analysis of a book. Other times, like on the TOEFL, you will have a limited amount of time to work with the source content.

Examples of integrated writing prompts

- Compare and contrast the similarities and differences in opinion between the authors of the two articles on dieting. Choose at least three aspects in your comparison.
- Read the newspaper article provided and discuss if this account is trustworthy according to the points discussed in class lectures.
- After reading the section of a textbook, listen to the professor's opinion on the topic. What reasons does the professor give for disagreeing with the text?

Writing with Time Limits

An outline will *always* benefit you. You may think that the best idea is to immediately start writing, but that could lead to a very disorganized or unfocused answer. Read the prompt carefully and make a brief outline of ideas from the source(s) that are necessary to include in your answer. Ensure that you know how all parts of the prompt will be addressed. Outline all of the most important details that you will include. Identify any specific phrases or sentences you would want to include word for word.

Second, be realistic about the time you have to work on this task. Review the source material to estimate the time it will take to read or listen to it. This may include multiple reviews and/or notetaking, which will add to the overall time. Next, consult the syllabus deadlines and your other commitments to set a personal timeline for working on this project. Will you have time to write multiple drafts? Is there time to have a classmate review your writing or to visit the campus Writing Center?

It may also be necessary to adjust times depending on what is most important to the teacher. For example, there may be a larger emphasis on accuracy, so you will need to give yourself more time to revise and edit. You will also want to consider how necessary it is for you to fully grasp the concepts. In other words, if this assignment is for a core course in your major or in a particularly challenging class, it will be worth scheduling additional time. However, if the assignment is a small percentage of your total grade, it may be fine to lower the priority for reviewing and drafting this essay.

Exercises

Exercise 1: Integrated Writing Practice

1. *Read the passage.*
2. *Listen to the lecture.*
3. *Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.*

Teachers have access to the "Science of Lying" Integrated Writing files on the ELC Curriculum Portfolio.



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https://open.byu.edu/academic_b_writing_p/integrated_writing_1.

Shape and Organization

Style

It is important to recognize that just like there are many distinct styles of art or music, there are different styles of writing. Each style has its own unique characteristics and techniques.

Think about how distinct each of these pieces of writing is:

- A newspaper article vs. a short story
- A college application essay vs. a job resume

These differences may seem obvious, but there are also differences between academic writing assignments. A 40-page master's thesis will be structured very differently from a chemistry lab report, which will be structured differently from an 8-page research paper. In this class, you will learn a specific style of basic academic writing that is called a "five-paragraph essay." This is a very predictable nonfiction essay structure that is considered foundational to other, more advanced writing styles. A five-paragraph essay will be described in detail in the following sections.

There are a variety of benefits that come from learning how to write a five-paragraph essay. First, in order to write using other styles in the future, you need to know how to analyze an example text and base your writing off the structure you identified. Because five-paragraph essays are so straightforward, they make a good style of writing to learn this skill with. Similarly, it provides a simple context for mastering complicated skills that apply to a variety of writing styles like logically connecting your ideas. Writing a five-paragraph essay is also a gateway skill to college admission for many students on timed exams like the TOEFL, GRE, LATs, etc. As such, most of your native-speaking peers have learned this structure in their high schools and you will have similar background knowledge to those peers as you enter the university.

You should be very careful to not assume that everything you write will always follow the structure of a five-paragraph essay. In fact, many college writing teachers will ask you to break the five-paragraph structure and use more complex structures. Your future writing will be better if you learn how to control this more prescriptive form of writing while applying the skills you will learn in this class (e.g., developing your ideas, using adequate support, etc.). You need to remember to be flexible in the way you approach writing assignments at the university. Always do a little background research before you begin writing something in a new style. That background research should include reading any resources your instructor gives you, especially a rubric or assignment description sheet.

As part of knowing the style you will use, you should understand that at this level, your essays should be based on your own knowledge and experiences (not facts you find from any outside sources). Using sources improperly can lead to plagiarism, which is a serious issue in the U.S.

Shape

Before anyone reads your essay, you communicate something about your skill by the shape of your essay. You should divide your essay (more or less evenly) into paragraphs.

Typical formatting guidelines you should be aware of include using 12 pt font, Times New Roman font, double spacing, one-inch margins, left-alignment, indented paragraphs, and not leaving a space between paragraphs.

If you are writing a timed essay on the computer, most of these formatting features are not within your control. You should however, still make an effort to divide your essay into paragraphs by either indenting at the beginning of the paragraph or leaving an empty line between paragraphs.



Organization

Five-paragraph essays have very predictable organization. These short, academic essays typically have four, five, or six paragraphs: one introduction paragraph; two, three, or four body paragraphs; and one conclusion paragraph. The number of body paragraphs you need can change depending on the topic or time requirement (but they are still generally referred to as "five-paragraph essays").

The way you organize your ideas in a five-paragraph essay may be different from the way you normally organize your ideas. You should focus on one central idea, and that idea needs to be clearly stated multiple times. The essay should present reasons and evidence that support that one, central idea. You may have heard that American writers "tell you what they are going to tell you, they tell you, and then they tell you what they told you." This is often true in a five-paragraph essay.

While it is often easier to draft your essay by beginning with the body paragraphs, the following section will present the organization of an essay to you in the order your reader should experience your writing. You should prepare them for the topic (in the beginning of the introduction), present your main idea (at the end of the introduction), provide explanations and evidence to support your main idea (in the body paragraphs), and summarize or extend your main idea (in the conclusion).

Exercises

Exercise 1: Noticing Styles

Discuss the unique styles of the following types of writing. Who is the audience? How is the tone different? What differences do you see in vocabulary or grammar?

- [Standard 5 paragraph essay for writing class](#)
- [BYU Newspaper article](#)
- [Intro to Business Textbook](#)
- [Pride & Prejudice by Jane Austen \(novel\)](#)
- [The Tragedy of Romeo and Juliet by William Shakespeare \(play\)](#)
- [How to Article & Resume Example](#)

Exercise 2: Shape

Discuss the unique shapes of the following types of writing. Why do you think the paragraphs and sentences are structured differently?

- [Standard 5 paragraph essay for writing class](#)
- [BYU Newspaper article](#)
- [Intro to Business Textbook](#)
- [Pride & Prejudice by Jane Austen \(novel\)](#)
- [The Tragedy of Romeo and Juliet by William Shakespeare \(play\)](#)
- [How to Article & Resume Example](#)

Exercise 3: Analyze Example Essay

Consider how the essay in the following chapter of this book follows the patterns of a typical five-paragraph essay. Look for the following components:

- *Introduction*
- *Body paragraphs*
- *Conclusion*
- *Repeated ideas*

Introduction Paragraphs
Body Paragraphs
Conclusion Paragraphs
Example Essay
Timed Writing (The Prompt)
Integrated Writing (TOEFL Task 1)
Integrated Writing (TOEFL Task 2)



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https://open.byu.edu/academic_b_writing_p/style_shape_and_orga.

Introduction Paragraphs

Your introduction paragraph should grab your reader's attention, introduce the topic of your essay, and present your thesis. (The thesis is the main idea of the essay.) As you introduce your topic, make sure to give the reader enough background information about the topic that the reader will be able to understand the thesis.

You can visualize the ideas in your introduction paragraph by thinking about an inverted triangle. The ideas in the beginning of your introduction paragraph are general. Then you narrow down the topic to a specific idea.

Grab the reader's attention

The very first sentence of your introduction should get your reader interested in your topic. The first sentence of an introduction is called a "hook."

The word *hook* is a noun for a tool you use to catch, hold, or pull something. A good example of this is the hook used for fishing. The hook is the part that catches the fish and allows the person to pull the fish out of the water.



Photo by David J. Boozer on Unsplash

A hook in writing fills the same purpose. It is the interesting start to your essay that gets the reader's attention, pulls them in, and keeps them reading until the end.

There are many types of hooks: facts, questions, problems, descriptions, etc.

Establish context

After the hook, you will introduce the necessary background knowledge (context) that the reader will need before introducing your main points. This is the more general information that is the foundation for your thesis.

Depending on the type of essay you are writing and who your audience is, you will have to adjust the content of your introduction.

Context by Type

In this textbook, you will practice three main types of essays.

In the descriptive essay, you will practice describing and narrating about the life of a famous individual. Because you are writing about a person, you should include biographical information in your introduction. Think about *where*, *when*, and *why* this person had an influence on the world.

The second essay type in this book is a comparison essay. You will choose two topics and discuss either the similarities or differences. The context needed in the introduction will be about why these two topics are worth comparing in the first place? Why should the reader care?

Finally, the argumentative essay requires you to take a position on a topic. The introduction may include general information about the topic and why there are divisive opinions. It may challenge a widely-held belief. Your context is focused on establishing why you would have to take a position on this topic.

Context by Audience

Your reader has a significant impact on your introduction. Before you begin writing, think about who this essay is for.

At the most basic level, the essay audience is your teacher. Think about what your teacher would be expected to already know about this topic. If the topic you chose is closely tied to your culture or country's history, think about what the average person outside of your home would need to know to follow your organization. It may help to write a list of questions you think that your teacher would ask if you started a conversation about your topic.

Beyond your teacher, your essay should have another audience. For your descriptive essay, you could think of writing a wiki article. A comparison is often used in media to discuss differences between products, beliefs, people, places, etc. And argumentative essays have a lot in common with blogs and many opinion news articles. Besides thinking of your teacher, think about *who* would read your essay if you published it openly. What would that audience need to know?

Present your thesis

The thesis states the main idea, or focus, of the essay. The rest of the essay will give evidence and explanations that show why or how your thesis is true.

An effective thesis—

- addresses the **prompt** if there is one* (i.e., answers the question).
- is usually at the **end** of the introduction paragraph.
- controls the content of **all** of the body paragraphs.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about exercise.").
- should **not** simply be a **fact** (e.g., "Many people exercise.").
- should **not** be **too general** (e.g., "Exercise is good.").
- should **not** be **too specific** (e.g., "Exercise decreases the chance of developing diabetes, heart disease, asthma, osteoporosis, depression, and anxiety.").
- may **state** main points (e.g., "Exercise is essential because it improves overall physical and mental health.").
- may **imply** main points (e.g., "Exercise is essential for improving our well-being.").

*In some essays you write, you will not have a specific question to answer. Instead, you may need to choose your own topic. Your essay should still answer a question (e.g., how are typical Japanese and Chinese diets similar or different?).

Exercises

Exercise 1: Evaluating Hooks

Look at the example hooks below. What strategy does the writer use to make you interested? Which ones do you think are most effective?

1. It is impossible to talk about models without mentioning Gisele Bündchen.
2. The contemporary world is marked by different movements that emerged throughout the centuries.
3. What skill do you think most students would say is the most important for success in college?
4. It is scientifically proven that having a pet at home can increase the quality of life of the owner in many aspects
5. Golda Meir expressed the strong and vital attributes needed to be the first woman prime minister of Israel.

Exercise 2: Identify Type & Audience

Using the example writing situations below, identify the topic, the type of writing, and the audience. Practice brainstorming information for an introduction using who, what, where, when, why, and how questions.

1. Describe a famous musician from your country to your American roommate.
2. Compare two cellphone brands that you are considering buying.
3. Your best friend posts on social media that she is voting for a politician that you dislike. Explain to her why she should vote for someone else.
4. The teacher is giving you an option to take a test on Friday or during class. Before making a decision, he has asked you (the student leader) to lead the class discussion on the two choices.
5. Your classmates are messaging in Whatsapp about options for a class activity this weekend. Give your opinion.
6. The ELC is having an activity. You have been asked to prepare a speech to introduce your country to a group of elementary students from a nearby school.

Exercise 3: Evaluate thesis statements.

Discuss each thesis statement with a partner. Which sentences are effective thesis statements? Which sentences are not effective thesis statements? Be prepared to explain *why* it is not effective.

Prompt 1: What causes poverty?

1. Poverty is caused by many forms of economic instability including unemployment, crop failure, and scarcity of resources.
2. The causes of poverty
3. Poverty is completely devastating to the people who suffer from it.
4. Poverty is caused by a slow economy where people don't spend money, so stores start to fail and then the employees are laid off as well as when the weather is really extreme and farmers can't produce a good crop, so the prices of the other crops increase.
5. Now I will explain the causes of poverty and the devastating effects that come when poverty is widespread in a community.
6. Governmental failures including political corruption and the misuse of foreign aid can lead a country into poverty.

Prompt 2: Does advertising encourage us to buy things we do not need, or does it tell us about new products that may improve our lives?

1. I agree that sometimes people buy things because they are new.
2. Many shoppers are persuaded to buy things they do not need because of the convincing power of advertisements.
3. The influence that the advertising has in our life, the huge information that the advertising gives us to compare with other products, and the way the advertising shows information.
4. Products such as technology, clothes, and toys are the most common in advertisements.
5. Advertisements play an important role in informing consumers about new products they would not know about otherwise.
6. I will show how advertisements help us to know about products that we need, and those products can change our way of living because they are innovative.



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https://open.byu.edu/academic_b_writing_p/introduction_paragraph.

Body Paragraphs

Body paragraphs should all work to support your thesis by explaining *why* or *how* your thesis is true. There are three types of sentences in each body paragraph: topic sentences, supporting sentences, and concluding sentences.

Topic sentences

A topic sentence states the main idea, or focus, of the paragraph. The rest of the body paragraph will give evidence and explanations that show *why* or *how* your topic sentence is true. In many ways, a topic sentence is very similar to a thesis. Remember that the thesis is the main idea of the essay; a topic sentence is the main idea of a body paragraph. Many of the same characteristics apply to topic sentences that apply to theses. The biggest differences will be the location of the sentence and the scope of the ideas.

An effective topic sentence—

- clearly **supports** the thesis statement.
- is usually at the **beginning** of a body paragraph.
- controls the content of **all** of the supporting sentences in its paragraph.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about exercise.").
- should **not** be **too general** (e.g., "Exercise is good.").
- should **not** be **too specific** (e.g., "Exercise decreases the chance of developing diabetes, heart disease, asthma, osteoporosis, depression, and anxiety.").

Supporting sentences

Your body paragraph needs to explain *why* or *how* your topic sentence is true. The sentences that support your topic sentence are called **supporting sentences**. You can have many types of supporting sentences.

An effective supporting sentence—

- provides an explanation
- states a fact
- describes the topic in more detail
- supports with reasons
- gives examples

Concluding sentences

Your final statement should conclude your paragraph logically. New ideas should not be presented in your concluding sentence.

An effective concluding sentence—

- can restate the main idea of your paragraph
- state an opinion
- make a prediction
- give advice
- offer an evaluation of information
- transition from one body paragraph to the next

Exercises

Exercise 1: Body Paragraph Analysis

Read this example body paragraph. Is the topic sentence effective? Do the supporting sentences directly connect to the topic sentence? Or are there unnecessary or overly specific details included? Does the concluding sentence effectively end the point? Is it logically organized?

First, different form freedom of decision between capitalism and socialism. Robert Longley, who graduated from History and Government Expert at B.S., Texas A&M University, defines capitalism as the system that allows free markets and there are no restrictions to participate in the economy. Capitalism allows people, businesses and large companies to invest their money, what to produce and what price to set. On the other hand, socialism only allows the democratically elected government to control major companies and industries. Socialism allows large private companies to participate in the economy but with "high taxes" and government regulations. Capitalism and socialism have marked differences in terms of freedom of decision in markets and economies.



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Conclusion Paragraphs

Your conclusion paragraph should logically conclude your essay, just like your concluding sentences logically conclude your body paragraphs. The conclusion paragraph should begin by restating your thesis, and then you should broaden back out to a general topic. End with a closing statement. This paragraph looks like the reverse of your introduction paragraph, going from specific to general.

Restate your thesis

The first sentence of your conclusion paragraph should restate your thesis. In order to restate your thesis, remember that the meaning of your thesis should not change, but the words need to. One way you can do this is by reversing the order of the clauses in your thesis. The clauses are also paraphrased, rather than simply copying them and moving them. Compare the thesis with the restatement below.

Example: Restated thesis

Thesis: Some of the most impactful inventions of the nineteenth century that changed the way we live were the telephone, the bicycle, and plastic.

Restated Thesis: It is obvious that these three nineteenth-century inventions dramatically changed our lifestyles.

The thesis changed by implying the main points, instead of stating them directly. Even though the words were changed, the overall meaning did not change. Other ways to restate a thesis include reversing the order of the clauses or using different word forms (e.g., adjective to noun: essential>the importance).

Apply your thesis to general contexts

Connect your thesis back to the general topics you mentioned in your introduction. Why should the reader care about what you have just said? How does all of this work together to support your position?

Give a closing statement

Your closing statement is very similar to the concluding sentence of a body paragraph except that you will not restate your main idea at the very end of your paper. Your closing statement can be a prediction, suggestion, or opinion.

Exercises

Exercise 1: Restate a thesis

Rewrite each thesis statement as you would at the beginning of a conclusion paragraph.

1. Rosa Parks was one of the most influential leaders of the Civil Rights movement because of her dignity and bravery.
2. Financial problems and miscommunication are two major causes of divorce.
3. Governments should prepare for disasters by educating citizens and storing commodities.

Exercise 2: Concluding Paragraph Analysis

Read the example student's concluding paragraph. Does the paragraph appropriately restate the thesis? Does the author apply the main idea to general topics? Does the writer include a closing statement? Do you think this is effective as a concluding paragraph? Why or why not?

In conclusion, even though both of them are sugar, there are differences between them. The differences were calories, how sweet they are, and how we can include them with our bodies. About calories, real sugar does have calories and artificial sugar does not. Artificial sugar is way sweeter than real sugar. Then, real sugar can be our energy but artificial sugar cannot really be. When we look up the backside of the food package, we can know what sugar is in it. Knowing these facts will help us to choose which food will be better at that time. Those types of sugar have differences that will make our life easier.

Here is the essay's thesis statement: However, there are differences between the number of carbohydrates that they have, taste, and the way the body processes them.



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Example Essay

Teacher Submission

Exercise 1: Analyze an essay

Read the example essay on the following page to complete this exercise.

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Inventions

Humans see problems and immediately start thinking of ways to fix them in the community, at work, at school, and at home by creating a new tool or technology. For example, microwaves were invented to heat food quickly, calendars were made to keep track of time, and computers were developed to process and store data. Many inventions have completely changed our lifestyles, like the invention of electricity. Other inventions merely make life more convenient, like dishwashers and lint rollers. Some of the most impactful inventions of the nineteenth century that changed the way we live were the telephone, the bicycle, and plastic.

The telephone was an important invention because it enabled real-time communication with people in another location. Before the telephone, real-time communication was limited by location. People physically had to be in the same location in order to get an immediate answer to a question or quickly make plans with someone. Once the telephone was invented, that changed. This new possibility for real-time communication inspired other, more updated forms of communication that we use today. The telephone was an invention that influenced the way we communicate with people who are not physically with us by making real-time communication possible.

Another very important invention from the nineteenth century was the bicycle because it was a unique form of transportation available to anyone. Like the telephone, the bicycle saved time. Before the bicycle was invented, people

walked to many of the places they needed to travel to because it was inexpensive. However, it takes a long time to walk long distances. There were other, more expensive types of transportation like horses (or wagons that were pulled by horses) or the train. The bicycle was different from these forms of transportation because it was inexpensive and available to everyone. After the bicycle was invented, people began thinking about how to make the bicycle move without the rider providing the energy, and other forms of transportation were invented, like the motorcycle. Bicycles were one large influence on transportation.

Finally, plastic was a revolutionary invention because it made certain products cheaper, but it also introduced a new attitude into society. Instead of selling something like soda in a glass bottle, many people started producing plastic bottles, which decreased the cost of many products. The low cost of many plastic products brought an interesting attitude with it; since it was so inexpensive, people began throwing them away instead of washing them. In recent years, many campaigns have been started to encourage people to reverse this new disposable attitude and recycle more. Plastic definitely changed the way many people live and the way many people think about living.

It is obvious that these three nineteenth-century inventions dramatically changed the way people lived. Those changes were so profound that they have endured, and many of us could not imagine life without them. That's what many inventions simply seem to do: change the way people live. Hopefully these changes are for the better. Modern lifestyles will continue to change as new problems arise and people invent things to solve them. It is hard at times to think about life without these modern tools like microwaves and calendars. One thing is certain; we aren't done inventing things yet! There are still future problems to solve and innovations to create.



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Timed Writing (The Prompt)

Prompt

Because you have a limited amount of time when you write a timed essay, it is important to organize your time so that you can create a complete response. It is common for students to feel a sense of panic when they see a clock counting down the seconds during an exam. Because of this psychological pressure, it is easy to overlook a few important things.

The Prompt

One of the challenges of timed writing is making quick decisions about content and organization. The brainstorming stage is limited and requires you to move swiftly into creating your paragraphs. Unlike most writing situations, you don't have weeks of preparation time to research ideas, revise, and get feedback on your essay.

First, you need to be clear on what the prompt is asking you. This is true in any assignment, but it is especially important when you have limited time to make corrections. You need to recognize the type of writing (compare, describe, argue, explain) and create a thesis statement and supporting points that make a clear road map for what you will say. Additionally, you need to check the prompt to make sure that you are addressing all of the points.

Once you have analyzed the prompt, you should be able to start creating your outline so you have all of the necessary pieces.

Make a short list of the parts of the prompt if there are multiple questions. That is a good first step for creating a thesis and topic sentences that cover all of the necessary information.

Understanding and including all of the parts of the prompt is important for two reasons.

The first reason is that the question is specifically designed to get you to write about the topic for a specific reason. A multi-part question signals to you the degree of complexity that the audience expects to find in your response. If you miss information from your response, your reader might assume that this means you don't know the information.

Second, your audience may attribute missing information to a lack of language ability. This is especially true in a standardized test like the TOEFL or the GRE where the reader knows nothing about your ability other than what you show on the test. The reader might think that you chose not to write about part of the question because you do not have the grammar or vocabulary to explain your ideas. This unfortunately might be your college professor's assumption as well, especially if a professor in a large class does not get many opportunities to speak with you one on one.

Therefore, it's in your best interest to carefully read through the prompt and dissect it. Once you know what the reader expects, you can write a stronger response with more purposeful organization.

Outline Ideas

First of all, an outline will *always* benefit you. You may think that the best idea is to immediately start writing because the time is limited, but that could lead to a very disorganized presentation of an answer. Read the prompt carefully and make a brief outline of ideas so that you know all parts of the prompt will be addressed and all of your most important details will be included.

Your outline should include the important basics you will practice throughout this semester:

Timed Outlining

- Read the prompt carefully.
- Brainstorm your ideas for each part of the prompt.
- Organize your ideas into a logical outline.
- Decide on what is the most important to include.
- Write a thesis statement that directly answers the main part of the prompt.
- Write topic sentences for your main points.
- Write a restated thesis statement.

Exercises

Exercise 1: Analyze Timed Writing Prompt

Read the prompts below. Identify the linguistic task. Break the prompt down into the individual parts.

1. Some people believe that it is not possible to create true friendships over the internet. Others believe that online relationships can be as meaningful as those in person. In what ways do you think technology limits building connection? In what ways do you think it allows for creating friendships?
2. In today's society, there is a lot of discussion about the negative impact of humans on the environment and the need to make changes for a healthier future. What environmental issue do you think is the most important? Why do you think that this issue is so important to address? What solutions do you have for improving in this area?
3. Imagine the ideal future city. What does that city look like and how is it different from the one you live in now? What technology would need to be developed to make that city a reality? Do you think this ideal is possible? Why or why not?

Exercise 2: Timed Writing Practice

You have 30 minutes to respond to this prompt. Your answer should be around 300 words long. Before you begin, think about how you will use your timer to complete the task

Prompt: Do you think all colleges should require students to study abroad as part of their graduation requirements? Why or why not?



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Integrated Writing (TOEFL Task 1)

In the first integrated writing practice, you learned that integrated writing is a common task at the college level. Because incorporating ideas from outside sources through summary and synthesis is so important, it is a task included on the TOEFL. This section of the integrated writing practice focuses on the unique differences between a normal integrated writing task and the very controlled version you will encounter on the TOEFL.

It is important to first note that the TOEFL integrated writing task is not a true essay as you have likely learned to create. There is no introduction. There is no conclusion. There is no room for your own personal reactions and opinions on the topic. You do not write a thesis statement. You don't need 5 paragraphs with 5 sentences each.

The TOEFL integrated writing structure is very prescribed, and the content is provided directly. The integrated writing task requires you to summarize and compare academic information.

Task format

You will have three minutes to **read** a passage about an academic topic. You should take notes about the main points that the author makes, but you do not need to write a lot because you will be able to see the reading again when it is time to write.

Then you will **listen** to a piece of an academic lecture that addresses the same topic that you read about. The professor that is speaking may have the same opinion as the author of the article you read, but the professor often has an opposing point of view. You need to take good notes during the listening. You can only listen one time. Make sure you listen for the main points you found in the reading.

You will have 20 minutes to **write** your response to the question.

Read the question carefully and address all the parts of the question. For example, in this example question, the primary task is to summarize the points made in the lecture. Then you should explain how they relate to points in the reading. Always answer both parts of the question.

Example: TOEFL Writing Prompt 1

The TOEFL Writing Task 1 will always ask you to summarize the lecture and compare it to the reading passage.

Prompt: Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.

Response format

Your answer will not look like a traditional essay because this task is not an essay. This task is a summary. In order to summarize the information they give you, you will typically need four paragraphs. The first paragraph will state the relationship between the reading and the listening (e.g., do they agree about the topic, or do they disagree?). The other three paragraphs will each focus on a specific point that was addressed in both the reading and the listening. You do not need a conclusion paragraph. An effective response will have approximately 200 words.

Be careful in your response to not summarize both the reading and the lecture. You should typically focus on summarizing the lecture. You should not copy from the reading passage word-for-word.

Paragraph 1: Introduction	A brief introduction with a comparison thesis statement. There is probably no hook. The background information is more of a summary of the listening and reading passages.
Paragraph 2: Point #1	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.
Paragraph 3: Point #2	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.
Paragraph 4: Point #3	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.

*Because this is a summary, DO NOT include your own opinion or any outside information. This integrated writing task is not an opinion essay. The independent writing task is the opinion essay.

Scoring

In order to receive a high score on this section, you need to answer the question by writing about the important points from the reading and listening in a clear and accurate way.

Shape

Every integrated writing assignment will have different expectations for how it should *look*. In many ways, a typical 5-paragraph essay can be considered an integrated writing assignment when you have to include references to other sources that you read. Other situations like the TOEFL will have a very strict expectation for the visual organization of this task.

The TOEFL Integrated Writing prompt should be 3 short paragraphs.

The general rule for the shape of this essay is that all of the necessary information from the original source should be included, and nothing extra should be in the paragraph. This means that you will likely have shorter paragraphs that do not follow the traditional organization.

Strategy

Many students find it helpful to organize their notes with a “T-Chart.” On one side of the T chart, write down the main points from the reading. On the other side of the T-Chart, write down the corresponding points found in the listening. Even though the reading passage reappears on your screen while you write, taking notes on the reading is important. If you can quickly refer to your notes instead of spending longer periods of time rereading the passage during the writing time, you will be able to spend more time writing.

It can also help you focus during the listening and give you something to listen for. Make sure you listen for the main points you found in the reading. The listening passage will probably address the same three points found in the paragraphs of the reading. They may even be in the same order. Take notes on the main ideas and key details. You do not need to write full sentences; phrases or words could be enough.

This is a sample T-Chart that could be used to show the points made in the example task.

Reading Passage	Lecture
1.	1.
2.	2.
3.	3.

Scoring

In order to receive a high score on this section, you need to answer the question by writing about the important points from the reading and listening in a clear and accurate way.

The sample task on the following pages contains a reading passage, a lecture transcript, and a response that would receive high marks.

TOEFL Integrated Writing Tips

Because students take the TOEFL at various points in the semester, here is a list of strategies that are discussed at other points in this textbook. All of these strategies are things to keep in mind as you prepare. You may want to skim through the textbook ahead of the class schedule to learn more about these points in more detail.

- The prompt does not really change. The content will be different, but you will always be comparing two different sources.
- The reading will be visible when you write. Only take simple notes of the main points to make it easier to listen for the comparison point.
- Take careful notes during the listening.
- Organize your ideas into a logical outline.
 - Paragraph 1 What do the reading and lecture discuss?
 - Paragraph 2 What is the speaker's first point? How does it challenge the reading?
 - Paragraph 3 What is the speaker's second point? How does it challenge the reading?
 - Paragraph 4 What is the speaker's third point? How does it challenge the reading?
- Leave at least 5 to review and revise your writing.
 - Check your notes again. Did you accurately present the perspective of the lecture as it compares to the reading? Are all 3 main points included in your essay?
 - Before the test, look at feedback your writing teacher has given you on your writing. Are there patterns of organization, development, coherence, or unity errors? Meet with your teacher during office hours before if possible to get tips for how to recognize and resolve those errors during the test.
 - Also look at feedback your grammar teacher has given you on your accuracy errors. Are there patterns of errors with grammar structures that you can look for? Meet with your teacher during office hours before if possible to get tips for how to recognize and resolve those errors during the test.

Exercises

Exercise 1: TOEFL Writing Task 1

1. *Read the passage.*
2. *Listen to the lecture.*
3. *Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.*

Teachers have access to the "Television" Integrated Writing files on the ELC Curriculum Portfolio.



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Integrated Writing (TOEFL Task 2)

A change to the writing section of the TOEFL was announced, beginning in July 2023. This change to the TOEFL shows a clear change in the college experience as technology has advanced. The second TOEFL writing prompt now asks for students to participate in an academic discussion.

Task format

The discussion is set up like a discussion board similar to what is used in many college classes today. There is an explanation of the task, as with all TOEFL questions. The discussion board shows a question from the professor and responses from other students. You have **10 minutes** to express and support your opinion.

The goal of this task is to show that you can actively participate in an online class discussion and add to the conversation with your own unique ideas.

Response format

This task does not result in an essay. You should have a short response of about 100 words.

Because you only have 10 minutes to read the other posts on the discussion board and add your own contribution, you need to think quickly.

Your response should begin with a 1 sentence clear statement of your opinion (similar to a thesis statement). The following sentences should provide support for your opinion.

The other student response can be used as a guide for how to organize your ideas, but you should be careful to add unique thoughts to your post. You do not want to repeat what someone else has already said. You can acknowledge the thought with a statement such as *I agree with James* or *My perspective is similar to Emily's post*. However, your ideas and language should be clearly distinct from what others have said.

Scoring

In the TOEFL rubric, it is stated that a response would receive a high score if it is clearly connected to the prompt and the ideas are communicated well.

Exercises

Exercise 1: Rubric

Review the TOEFL rubric for the second writing task "[Writing for an Academic Discussion.](#)" Then discuss the following questions with a partner:

1. Why do you think the TOEFL has added this type of writing question?
2. What similarities and differences are there between the expectations for writing task 1 and 2?
3. What challenges do you expect with this type of writing?

Exercise 2: Discussion Board Practice

Add to the discussion board conversation about sleep in your Canvas course. Your teacher will provide the question and two example student responses. Set a timer for 10 minutes. Your addition to the discussion board should be about 100 words.



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Descriptive Writing

The purpose of a descriptive essay is simply to describe a subject. In this descriptive essay you will describe an important historical figure. Think about this person's attributes or characteristics. You may also describe things they accomplished.

Example Descriptive Writing 1
Example Descriptive Writing 2
Prewriting
Skill: Word Choice
Sources: Quoting
Revising
Revise: Descriptive Writing
Timed Writing (Choose a Position)
Integrated Writing (Word Choice)



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Example Descriptive Writing 1

Teacher Submission

A Pilot and Two Pieces of Gum

Gail Halverson might not have changed the world, but he changed how many people see it. Gail's work took place in Europe after World War II at a time when many people in Germany did not have food because there were economic and political problems. England and the United States delivered food nearly every day for a few months in what was called Operation Vittles (Lauterborn, 2022). Gail Halverson flew many planes to Germany to deliver supplies. One day he saw kids by the fence and he started talking to them. They were very grateful for the food that was being delivered and Gail wanted to give something to the children because he was so impressed by them (Kominicki, 1984). He had two sticks of gum in his pocket, so he gave the gum to them. The children shared the gum, but there was not enough for everyone. The other children were happy to just smell the paper. He promised the children that he would return with more candy for them (Lauterborn, 2009). Gail returned with candy for the children that he dropped from his airplane. Then he began delivering more candy. This simple act turned into a widespread operation to deliver candy to the children all over the area. It became an inspirational operation and affected many people in a war-torn area. Gail Halvorsen was a selfless man that shared hope and inspired kindness during World War II.

First, Gail Halvorsen shared hope with people who desperately needed it. In an interview years after the war was over, Halvorsen said, "Without hope, the soul dies" (Lauterborn, 2022, para. 43). The children that Gail shared his kindness with lived in Germany during a very difficult time. There were times that the children were afraid about the future and were scared of what might happen to them. Even the food that they ate was a reminder that life was not normal and it might not ever be fixed. The candy that Gail delivered gave the children hope in a time that people were trying to help them and that maybe life could return to normal. It gave them hope that they would be okay. Kurt Roth was a teenager during this time in Germany who found hope in the candy deliveries. He said, "Chocolate bars coming from the sky. It all sounds rather dramatic today, but for me it was a special sign. A sign that we Berlin-ers had to survive" (Kominicki, 1984, para. 36). When they saw the candy, they were reminded to not give up because there was something to work for. It was a sign to some that if they didn't give up, they could have safety again. As the candy was dropped from the airplanes, Gail Halvorsen was inspiring the people in Europe to have hope for their futures.

Gail Halvorsen was a selfless person that inspired kindness. Gail Halvorsen, while he didn't have a lot for himself, thought of the children's lack when he met them and he gave them his gum. He was concerned for them and wanted them to know that people cared about them. He wanted them to know they were not forgotten. He was so concerned that Gail asked for help from his copilot and engineer so they could take more candy to more of the children.

His copilot and engineer gave him their candy to give away and other pilots decided to help as well. When his commander found out about what Gail was doing, he wanted to make it an official operation (Hollenhorst, 2014). Soon, many more people in the military were sharing kindness to thousands of children as they dropped large quantities of candy from the planes. In addition to inspiring kindness in the military, there were many individuals in the United States who wanted to show the same kindness when they heard about what the pilots were doing on the news. These people

made handkerchiefs that could be used for parachutes and tied them to candy bars (Lauterborn, 2022). Large candy companies donated candy for the children (Kominicki, 1984). There were thousands of people in the United States inspired to help by the efforts that Gail made to show a little kindness to a few children by the fence. Gail inspired pilots, military leaders, citizens, and companies with his kindness and example of selfless concern for others.

His selflessness was inspirational and the hope that he shared was encouraging. By delivering candy to children in war-torn areas of Europe, he was delivering so much more than candy. After the war, he stayed at one of the military bases, Templehof for four years, as part of his work in the military and the German people treated him like one of their own (Kominicki, 1984). He received many letters of appreciation and is still widely recognized today for his kindness. He retired and bought a ranch in Spanish Fork, Utah. He showed that a simple action can encourage others to show more kindness and can give people hope. Gail Halvorsen taught us that simple acts of kindness can really make a huge difference for other people and inspire others to treat people with more kindness as well. In that way, everyone can participate in changing how people see the world.

Exercises

Exercise 1: Analyze an essay

Use questions like these to evaluate the example essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
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8. Look at each body. Does the concluding sentence close the paragraph logically?
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10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

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**This reference page is aligned with the APA style guide, but you are not expected to format your papers exactly like this during the semester. You will learn how to fully format a references page as you continue in your US academic experience.



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Example Descriptive Writing 2

Student Submission

Brazilian Political Figure: Getúlio Vargas

Historical figures can be conceptualized as people who accomplish helpful and useful ideas. They are usually recognized in societies, cultures and the world. Gandhi, Martin Luther King Jr. and Winston Churchill were examples of historical figures. It is likely that each country has had an important person, and Brazil is not different. Getúlio Dornelles Vargas was a key figure in Brazil's development. He was a southerner with a brilliant mind, and by his ideas the Brazilian people improved their lives. There were many remarkable events during Vargas's life. However, the most interesting and important points must be considered when discussing Getulio Vargas life: the origin, the political life, and his death.

Getúlio Dornelles Vargas was born on April 19, 1883 (Levine, 1998). Son of Candida Francisca Dornelles and Manuel do Nascimento, Getúlio was one of the couple's five sons. He grew up in a small city called Sao Borja, in Rio Grande do Sul state, Brazil. Since he was young, he proved to be an interesting person. Attending the military high school in his city, Getúlio showed himself to be an excellent student. He always had the best GPA and attendance in his classes. Characteristics like these were essential to be accepted in the law school in the city of Porto Alegre. In few months, Vargas had already bridged the gap between professors and classmates; it was a key criterion to become an editor of the law school newspaper, "Debate", while he was attending university.

Also, Getúlio was a successful speaker and for this reason he was elected orator of his class. Professors and other students claimed that Vargas was persuasive and enlightening. In 1907, He got his degree in law and after few years he received the position the assistant in a new newspaper called Petit Journal, which made many critics to the political class. In March 1911, Getúlio married Darcy Lima Sarmanho (Levine,1998). They lived together for almost forty-seven years until his death. Getúlio Dornelles Vargas, just as many men in Brazil during that era, had the great opportunity to grow up in a family which was able to sponsor his studies and provided a noble condition of education. This was possible because his father was a successful military sergeant. Military members have excellent salaries, and they are able to get many privileges. These things prepared Vargas to become an excellent politician.

The character Getúlio Vargas started his political career in 1909. Throughout it, Vargas had innumerable parliamentary offices. According to an article posted by Globalsecurity:

His meteoric political career started in 1909, when he was elected State Deputy; in 1922, he was elected Federal Deputy; in 1926, he was Minister of Finances; in 1928, he was elected governor of Rio Grande do Sul. Provisional President Getúlio Dornelles Vargas ruled as dictator (1930-34), congressionally elected president (1934-37), and again dictator (1937-45), with the backing of his revolutionary coalition. He also served as a senator (1946-51) and the popularly elected president (1951-54). (2018)

These positions were essential to build Vargas's character. He really believed that he would be able to give a good quality of life to poor people providing jobs, health, education, helping old and young people. For these reasons he was given the nickname "Father of the poor" (Levine,1998). He really had the belief that the Brazil could be a world power.

His ideology was based in nationalism and interior development since he understood who the Brazilian people and their abilities to increase.

The most important position which Getúlio disputed was the republic president. For many years, this position was divided by politicians from Sao Paulo and Minas Gerais. It was known as the “período do café com Leite” (or “Coffee with milk period”, translated by Rafael Lopes, 2018). Both Sao Paulo and Minas were the greatest, most powerful states. Sao Paulo was rich in coffee; therefore, it was the main importer of coffee in the 19th century. Sao Paulo sold its product to other south American countries and Europe. Minas Gerais had many farms and cows which produced and exported a huge quantity of milk and cheese. In addition, the state of Minas had many precious rocks and diamonds. These states were responsible for almost 100 percent of Brazil’s economy. It created a political system which guided Brazil for years. This economic influence led to a similar political structure. One year the president was a politician from Sao Paulo, the next year it was a politician from Minas Gerais. This circle was repeated many times.

In contrast to this idea, Getúlio Vargas, who was a politician from Rio Grande do Sul, decided to dispute the election against a politician from Minas. It was a tense period between Paulistas (people who were born in Sao Paulo), Mineiros (people was born in Minas Gerais) and Sulistas (people from southern Brazil). Many farmers and some politicians in the south had been constants confrontations because they disagreed about the “café com leite” policy.

Getúlio failed in that election, and one year later he and other groups executed a overthrow known now as “Estado Novo” or “30 Revolution”. Vargas became president and formed a new constitution almost 30 years after his political strike. He was elected democratically and continued for several more years as the Brazilian president. He created many workers’ rights and the Brazilian economy grew, as well as the education and health indexes. Therefore, Vargas was an excellent leader and his political life was an example of service and progress.

After and during his presidency in Brazil Vargas suffered many accusations of corruption by the journalist Carlos Prestes; this generated the nickname “mother of rich” in opposition to “Father of Poor”. This was because Vargas was accused of receiving money by companies and businessman and attempted murder of a Marine captain. Getúlio made a decision that decided Brazil’s history. On the morning of 1954 Getúlio Vargas killed himself at the Guanabara palace. Getúlio’s death was a sad moment for Brazilian people.

Around the world, many important newspapers recognized the death of the ex-Brazilian president. The BBC described this moment with the followed notice: “Brazilian President Getúlio Vargas has committed suicide hours after resigning amid a deepening political crisis.” (BBC,1954). The Brazilians’ main question in that moment was, “Getúlio, why did you do it?”

In conclusion, Getúlio Dornelles Vargas was not only a figure of Brazilian History; his political life, origin, unexpected death, his thoughts, ideas, improvements, and knowledge have proved just how Brazilian he was. His ideas and accomplishments made a better Brazil. He created rights that are helping humble people to become wealthier, not only in money but in courage too. Courage to wake up every morning believing in a better Brazil. His choices were remarkable influence to children, youths, adults, and even the elderly; overall to the Brazilian people. Unfortunately, the new generation will not able to know Getulio Vargas. However, books will continue to recognize his life and achievements.

Exercises

Exercise 1: Analyze an essay

Use questions like these to evaluate the example essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
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9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Sources

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**The references in the paragraphs and at the end of this essay are level-appropriate. The most important thing is to show where the information comes from. You will learn specifics of formatting styles later.



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Prewriting

Understand the assignment

Descriptive Essay Prompt

Describe an influential historical person. Through the supporting ideas you choose, show the reader how the person you selected has had an impact on the world in a significant way.

Additional Instructions:

You may choose to focus your supporting ideas on attributes, characteristics, actions, contributions, inventions, events, etc.

Remember to include adequate biographical information so that your teacher and classmates that read your essay will understand the context of the individual. This is especially important if the person you choose is from your home country, had a significant impact on a specific community, or if the person is from a long time ago (or is making a difference right now)

Brainstorm

A Google search for "influential people" might be a good place to start if you aren't sure who you want to write about.

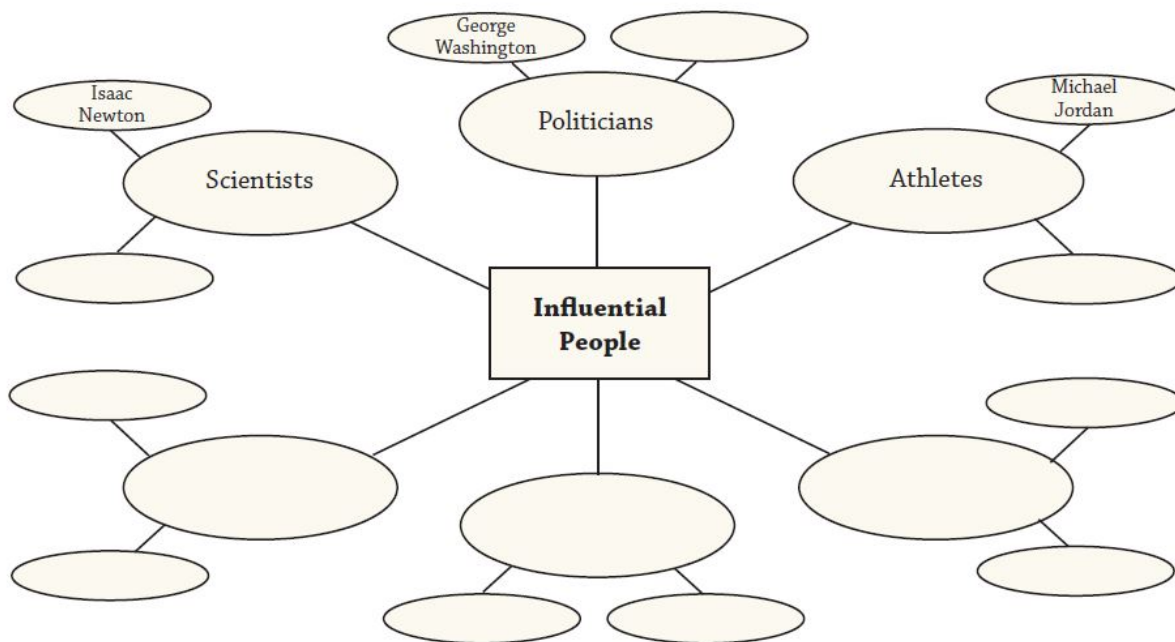
Choose people that you can find research on that is written in English and published in a trustworthy place. Research will be much more plentiful and easy to access if you choose someone who was recognized internationally instead of a local figure.

You may start thinking about types of people that you would be interested in writing about.

For example, you could look for:

- athletes
- artists
- politicians
- scientists
- explorers
- inventors
- musicians
- philanthropists, etc.

As you brainstorm, you may also find it helpful to make an idea map like the one below.



Choose your focus

Even though it may seem specific enough to have chosen a name of a historical figure, you will need to narrow your focus even more. People have complex lives and are often known for many different things. The same historical figure may be viewed as a hero by some and a villain to others. In a 2-3 page essay, you don't have the space to try to give a complete biography for the person.

Focus your essay by deciding what attributes or accomplishments you will talk about. Those will be the focus of your essay even though there may be many other interesting things to say about that person.

Research

Encyclopedias can be an excellent place to begin looking for information on a specific person. Remember that after you do enough preliminary research to brainstorm and choose your focus, you should do more detailed research about your topic so that you can make your outline.

Finding sources to support your ideas can be a challenge. Here is a list of the type of information you might want to find from a source:

- Basic biographical information (ex. family, work experience, achievements, etc)
- Statistics (ex. sales, amount donated to charity, value of famous artwork, etc)
- Stories (ex. memories shared by people who knew the person, speeches by that person)
- Descriptions (ex. definition of invention, explanation of impact on industry)

Outline

Start with your topic sentences and thesis. Add questions or quotes to help you develop each of your ideas.

Example Outline

Thesis: Jimmy Ohnishi is the luckiest and funniest guy in the world because he succeeded as a comedian, painter, and comedian again.

TS1: Jimmy Ohnishi's life is firstly well-known as a comedian.

- started as a janitor at a comedian hall
- Introduce role of Sanma (boss/supervisor) in becoming successful
- examples of shows

TS2: Surprisingly, when Jimmy was thirty-two years old, he quit his career as a comedian and went to Spain to study painting, even though Jimmy's fortune as a comedian was still lasting.

- exploring other talents
- Support again from Sanma
- Sales

TS3: In 2015, Jimmy came back to the comedian world again and continued his art.

- debt from bad habits
- continued painting
- success with comedy

Restated Thesis: Jimmy Ohnishi's life is something mysterious and can't explain by logic. It is because his life is full of fortune and some destiny that Jimmy has been so successful in both careers.

Sources:

<https://edtechbooks.org/-TyRj>

<https://edtechbooks.org/-zZJc>

<https://edtechbooks.org/-ABXH>

Introduction

Your introduction should start by describing any background of the person that will be important for the reader to know. For example, in the introduction paragraph for an essay about Martin Luther King Jr, you might explain the context of what was happening in the 1950's in the United States. A brief description of the racial discrimination of the time would help give your reader valuable background knowledge to understand the role of Martin Luther King Jr. in the Civil Rights movement.

At the end of your introduction paragraph, you should give your thesis. The thesis should describe the person in very specific terms.

Example descriptive thesis statements

1. Martin Luther King Jr. was a courageous, nonviolent social reformer.
2. José Joaquín de Olmedo demonstrated his intelligence in many areas, both political and literary, that he contributed in many ways to the city of Guayaquil.
3. Jorge Luis Borges was one of the most famous writers from Argentina and he was recognized for the passion he had to write, his creativity, and his intelligence.
4. Kurt Cobain was a legendary grunge musician who inspired people because he was reserved, idealistic, and sensitive.
5. Rosa Parks was one of the most influential leaders of the Civil Rights movement because of her dignity and bravery.
6. Ivan the Terrible was considered by some to be a top-notch leader and conqueror, while others considered him a crazy villain.
7. Homero Gomez, an environmental activist full of love, perseverance and leadership.

Sometimes when you are describing a person from history, you talk about the influence or impact of the person. Because you will write a cause/effect essay during this semester, try to focus this essay away from causes/effects.

Think about your topic in terms of adjectives. How can you describe your person? What qualities are unique to that person?

Thesis Statements: Parallelism

Parallelism is the grammar principle that words in a list should have the same structure. In other words, if you are making a list of your points in your thesis, you should use only nouns, verbs, or adjectives. You should not be mixing word parts or types of phrases.

Look at the examples below:

- Niina's success comes from her authenticity as a creative youtuber, talented digital influencer, and sympathetic businesswoman. (adjective + noun list)
- Emma Smith showed us how to be a godly woman by her faithfulness, strength and devotion. (noun list)
- Julio Jaramillo has been the inspiration of many people for creating a new music genre, winning a lot of awards in the world, and having an infamous life. (verb phrase list)

Body

Your body paragraphs should explain how or why your thesis sentence is true. As you plan each of your body paragraphs, remember that using sources will make your writing more credible and interesting. Use sources properly so that you do not plagiarize. Each of your body paragraphs should have citations.

Prewriting for Development

At this stage of writing, your "development" of the body paragraphs will be limited. For many students, this might be limited to a list of questions that relate to your topic sentences. It may be a bulleted list of phrases that represent ideas that you think would benefit your description of the impact of the person.

Example

- TH: Jane Goodall was very curious and investigated new ideas to answer questions.
 - How did she show that she was curious?
 - What new ideas did she investigate?
 - How did she answer questions with her research?

Be careful to not include questions that are not connected to your topic sentence. If you ask unconnected questions, your paragraph will lack unity. For example, these questions would not support that same topic sentence about Jane Goodall.

- Where was Jane Goodall born?
- Why did Jane Goodall want to be a researcher?

This does not mean that the information should not be included in your essay. These ideas just do not belong in this paragraph. They would be better at supporting the introduction.

Conclusion

Your conclusion paragraph should start by restating your thesis. Then, you should speak about the person/event in more general terms and apply their situation to the world more generally. End with a concluding statement.

Exercises

Exercise 1: Discussion

Use the questions below to discuss this assignment before you begin.

1. What does it mean to describe a person? What are the typical ways we describe an average person? How is that the same or different to how we describe a famous person?
2. What does it mean to be influential?
3. There are many different ways to have an influence on the world. What issues or topics are you most interested in? Who are some of the famous people connected to those things?
4. Historical in this prompt means that the person is remembered for years after because of specific contributions or characteristics. Do you think people are remembered most for their actions or way of being?
5. Who do you think your audience is for this essay? Why would that person be interested in reading your writing?

Exercise 2: Brainstorm

Make a brainstorm idea map similar to the one above. Now that you have some options, choose your favorite. If aren't sure which one to talk about, consider the following questions:

1. Which person am I most interested in learning more about and writing about for a few weeks?
2. Who on the list would be the easiest/most challenging for me to write about?
3. Is there a person that would have more sources in English?
4. Is there a person I think the audience should know more about?
5. Are there any options I can eliminate because they are too commonly used as topics?

Exercise 3: Narrowing the focus

Now that you have selected a person to write about, continue prewriting by deciding what aspects of that person you want to discuss. Create a T chart like the one below to help you organize potential major details:

Personal characteristics, traits, attributes, etc	Contributions, actions, events, discoveries, inventions, etc

You should choose your major details from only ONE side of the chart. Look at each list and decide which one is strongest or most interesting. Choose three of those points to include as your major details.

Exercise 4: Looking for Sources

Use the list from Exercise 3: Narrowing the Focus to identify what type of information you need to learn from another source. You can do this by making a list of information you know off the top of your head and a list of things you need to learn (or double-check) to explain the points you chose.

Note: Wikipedia is an ok place to start. However, when you look for sources, try to make sure your source list is:

- from multiple websites/books (not just one perspective)
- in English
- from an author or institution you can trust
- actually related to your ideas

Exercise 5: Revise thesis statements

Revise these thesis statements to be more effective for a descriptive essay.

1. We understand that Ghandi was a spiritual leader for people around the world and could know the best ways to show people how to live and become more peaceful and caring.
2. First, his concept of leadership, his role in World War II, and at last his legacy.
3. Let me analyze what makes us remember Madame Curie as an important person in history.
4. Khalo changed the way women were depicted and perceived in Mexico through her art.
5. His educational life in Spain at the age of 16 and his married life were two facts in Simon Bolivar's life before he passed away on December 17, 1830, near Santa Marta, Colombia.
6. Vygostky was one of the forerunners of developmental psychology, and one of the most important works in Psychology and Education was the Zone of Proximal Development.

Exercise 6: Revise developing questions.

Cross out the developing questions that do not help develop the topic sentence.

Some of the developing questions below don't support the topic sentence or would be better to provide background information in the introduction.

Peyton Manning was a talented leader.

1. Who was Peyton Manning?
2. What were some of Peyton Manning's talents that helped him lead others?
3. How did Peyton Manning show leadership?
4. What teams did Peyton Manning play on?
5. What successes did Peyton Manning have in his career?
6. What did Peyton Manning help his team achieve through his leadership?

Exercise 7: Revise the outline

Revise the outline on a piece of paper. Make sure the topic sentences support the thesis.

- TH: Jose de San Martin released three countries from Spanish rule including Argentina, Chile, and Peru.
- TS: San Martin was a good leader because he created a regimen of grenadiers.
- TS: San Martin was a freedom seeker.
- TH: San Martin truly left an important mark on Argentina and the whole world.

Exercise 8: Make an outline

Make an outline for the example essay in this chapter.

Think about what you have learned about outlines. Remember that the more details you include now, the easier it will be to create your first draft.



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Skill: Word Choice

Now that your planning stage is complete, you can begin writing your draft. Your writing should be organized, developed, accurate, and original. During the entire time you draft your body paragraphs, keep in mind what your focus should be. By the time you finish writing a body paragraph, your reader should clearly understand why you believe that your topic sentence is true.

One way that you can create strong supporting ideas for a body paragraph is by carefully choosing the vocabulary that best represents your ideas.

Because descriptive writing is characterized by detailed and interesting illustrations, word choice is a very important writing skill. For this writing practice, we will focus on incorporating new and more specific words to emphasize your meaning.

A challenge with introducing new vocabulary into your writing is appropriately including a new word into a sentence. There are three important parts of word knowledge to consider before including the word: part of speech, connotations vs definitions, and collocations.

Synonyms

Think of how in the fictional books you read in English the word *said* might be replaced with *screamed*, *sighed*, *commanded*, *told*, *whispered*, or *claimed*. These words all have the basic definition of a verb for *speaking*, but they carry extra meaning that gives more information to the reader.

Be aware that some vocabulary may also have an expression (phrase) that could be used instead of a single word. For example, someone may say *excited*, but the expression *I'm pumped* or *I'm looking forward to it* or *He's bouncing off the walls* also mean the same thing.

One step that may be helpful is making a list of adjectives and adverbs that more accurately describe the person and their impact on others. A thesaurus is a great place to look for synonyms:

- <https://edtechbooks.org/-xJldG>
- <https://www.thesaurus.com/>

Part of Speech

Most of the words you encounter when looking for synonyms or translating words from your first language will be in the same **part of speech**: noun, verb, adjective, adverb. However, it is possible that you will find a word that changes to a different word form.

Now that you've practiced looking at descriptive words and synonyms in isolation, you need to start thinking about how the words are actually used in sentences.

As mentioned in the previous exercise, it is important to check that the part of speech of your synonym is the same. This is the first step to knowing how to include it in a new sentence.

Sometimes, a synonym that uses a different part of speech is the best word for the job. Other times, you may find that the sentence you want to write would be most clear if you change the form of the word on your list.

Connotation

The word synonym can be deceptive. As mentioned with the word *said*, a synonym can add meaning. Sometimes this additional meaning, or **connotation**, is clear in the definition.

- For example, the additional meaning of *whispered* compared to *said* is directly explained in the definition: to speak softly
- Take a look at the dictionary definitions of the words *say* and *tell*. In this case, the difference is not as obvious.

Connotations and Culture

An important note is that connotation is largely determined by culture. A direct translation of a word can often lose an intended connotation or gain one accidentally. An example of this can be seen within the general culture of the United States with words like *fat*, *chubby*, *skinny*, or *slim*. While the dictionary definition of these words may simply describe the physical shape of a person, there is often a cultural connotation to such descriptions that could be seen as offensive.

When the dictionary does not provide enough information to know the connotation of a new word, the additional meaning can often be found by viewing example sentences. Look at the example sentences below for *said* and *state*. Can you recognize a difference in meaning now?

- He *said* he will be home at 8.
- He *told* me about his family.

After looking at a few additional example sentences, you may come to the conclusion that *tell* has an additional level of detail.

The Grammar of Vocabulary

In addition to knowing the part of speech and full meaning of a word, you will need to be aware of any grammar patterns that are connected to that word. The part of speech is one step in this direction, but it does not give you the full information about how the word is commonly included in actual written English.

A **collocation** is a word that frequently occurs together with a target vocabulary word. Likely as you have memorized verbs, you will have noticed that there is a particular preposition that goes with it.

- For example: *agree with*, *talk about*, *wait for*, or *hope for*

There are also times that a collocation (particularly a preposition or adverb) can create a phrasal verb. A phrasal verb creates a completely new meaning when the words are found together.

- For example: *make up*, *get over*, *take over*, *move on*, *go under*, or *jump in*

Because a collocation can either be required to complete the grammatical unit or can signal a change in meaning, it is important to look for clues about a new vocabulary word before trying to include it in a sentence.

Word Choice Review

Throughout this chapter of the textbook, you have looked at how to select vocabulary that provides more specific detail than the low-hanging fruit* of the most common words of English. As you write your short descriptive essay, pay special attention to the words you choose. Is the meaning clear and direct? Is the word form used appropriately for the grammar of your sentence? Have you checked to ensure any new vocabulary words match the intended meaning?

*Low-hanging fruit: obvious or easy choice or action

Descriptive Writing Tip

As a final note, it is important to remember that at the college level, your writing will have a main purpose other than to describe. The description adds to the overall impact of your writing, but there is such thing as too much description. Be careful not to overwhelm your reader with so much description that your actual purpose is lost.

Since the purpose of this essay is to isolate the language skills needed for descriptive writing, you do not need to worry too much about this here. However, look carefully at the feedback you receive from the teacher. Are there supporting ideas that are over-described? Are there additional places where descriptions would enhance the writing?

Exercises

Exercise 1: Vocabulary List

Make a list of vocabulary that would be useful in describing the person you are writing about. Along with the list of words you already know, try making a new vocabulary list of synonyms that you can try to include in your writing.

Example

creative: clever, innovative, original, gifted, inspired, resourceful, prolific

Exercise 2: Part of speech

1. Practice with the following words. First find a more descriptive synonym and double check the part of speech.

Original (basic) word & part of speech	Example synonym & part of speech	Your synonym & part of speech
<i>creative</i> (adjective)	<i>original</i> (adjective)	
<i>brave</i> (adjective)	<i>bold</i> (adjective)	
<i>create</i> (verb)	<i>produce</i> (verb)	
<i>start</i> (verb)	<i>establish</i> (verb)	
<i>proudly</i> (adverb)	<i>fearlessly</i> (adverb)	
<i>plainly</i> (adverb)	<i>directly</i> (adverb)	

2. Next, write a sentence for each of the words above. Some sentences may be exactly the same with just one word replaced, while others may need additional changes.

Example words	Example sentences
<i>brave</i>	The opposition was strong, but she was very <i>brave</i> .
<i>bold</i>	Even though the opposition was strong, the speech he gave was very <i>bold</i> .
<i>create</i>	She <i>created</i> an incredible new product.
<i>produce</i>	She <i>produced</i> an incredible new album of music. (Using produce and product in the same sentence is repetitive, so you need a more specific object.)

Exercise 3: Changing part of speech

In this exercise, you will practice changing your word to a different part of speech so it can be used in a different way in your sentence.

1. Change the part of speech of the synonyms you chose.

Original (basic) word & part of speech	Example synonym & part of speech	Your synonym & part of speech
<i>creatively</i> (adverb)	<i>originally</i> (adverb)	
<i>bravery</i> (noun)	<i>boldness</i> (noun)	
<i>creator</i> (noun)	<i>producer</i> (noun)	
<i>start</i> (noun)	<i>established</i> (adjective)	
<i>proud</i> (adjective)	<i>fearless</i> (adjective)	
<i>plain</i> (adjective)	<i>direct</i> (adjective)	

2. Write a sentence for each of the synonyms using them in this new word form.

Example words	Example sentences
<i>bravery</i>	The <i>bravery</i> he demonstrated throughout his life made a significant impact on others.
<i>boldness</i>	The <i>boldness</i> he demonstrated throughout his life made a significant impact on others.
<i>proud</i>	We are very <i>proud</i> of her for representing our country at the Olympics.
<i>fearless</i>	She is a <i>fearless</i> entrepreneur. (Fearless does not have the same meaning and needs to be used in a different way than proud.)

Exercise 4: Recognizing connotation

1. Consider the connotations of the underlined words below. How does the meaning shift? Does the dictionary definition clearly show you the difference in use?

- My brother and I have *different* hobbies.
- My brother has a *unique* personality.
- My brother's interests are totally *alien* to me.

2. Now check the connotations and definition differences between the provided synonyms and the one you selected from the previous exercise. How does the meaning shift? Does the dictionary definition clearly show you the difference in use?

- *proud, fearless*, and ____
- *plain, direct*, and ____
- *start, establish*, and ____

Exercise 5: Connotation Sentences

Read the words below. They have similar dictionary definitions but different connotations. Write a sentence for each word in the pair that demonstrates your understanding of the differences in meaning.

- Example: My cat is very *curious* and always looks out the window. My neighbor is so *nosy* and is always sharing gossip with anyone who will listen.

1. *relaxed, easygoing*
2. *club, gang*
3. *confident, arrogant*
4. *vintage, old*
5. *unusual, rare*

Exercise 6: Collocations

1. Practice finding collocations for the following words:
 1. *catch* + noun
 2. *give* + preposition
 3. *ask* + preposition
 4. *keep* + noun
 5. *get* + adjective
2. Take a look at these verbs and the phrasal verb form. How does the meaning change?
 1. *hold*: *hold on* and *hold up*
 2. *fight*: *fight over* and *fight for*
 3. *pay*: *pay off* and *pay up*
 4. *hang*: *hang in there* and *hang up*
 5. *get*: *get back at* and *get back to*

Exercise 7: Collocation sentences

1. Write a sentence for each of the 5 collocates from question 1 in Exercise 5.
2. Write a sentence for 5 of the phrasal verbs from question 2 in Exercise 5.



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Sources: Quoting

There are many ways to include ideas from outside sources. In this section of the textbook, we will focus on quoting.

Sources are used to add credibility and emphasis to your essay. When you read about your topic to prepare to write, you will want to make notes of specific sources that influenced your position on the topic and the supporting details you chose for support. After you have decided that information from the original source would be best to include word-for-word, you will follow these steps.

Choosing a quote

The first step is to read about your topic in reputable sources. If you are unsure if a source is trustworthy, talk with either your writing or reading teacher.

While you are reading, create a system for saving the information that is helpful for creating your essay structure and developing your ideas. You may choose to do this with sticky notes, the copy/paste function in a word document, or highlighting. At this stage, you will find larger sections of text that you won't actually use directly in your writing.

Once you have created your essay outline, you can begin to connect these sources you identified as helpful to specific paragraphs.

For quoting, you will need to focus in a small section of the source (up to 40 words, but typically shorter) that will strengthen your main idea and supporting details. Quotes are best used when the original words from a source are:

- already fairly concise and does not need to be condensed
- best supports your topic sentence when preserving the author's original wording and authority
- not easily said in another way
- powerfully stated (highly persuasive or emotional)

Below is an example of an original paragraph-length source which was narrowed down to a relevant and precise quotation that could be added to a paragraph.

Example: Original Passage with Underlined Quote for Essay

"Violence as a way of achieving racial justice is both impractical and immoral. I am not unmindful of the fact that violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem: it merely creates new and more complicated ones. Violence is impractical because it is a descending spiral ending in destruction for all. It is immoral because it seeks to humiliate the opponent rather than win his understanding: it seeks to annihilate rather than convert. Violence is immoral because it thrives on hatred rather than love. It destroys community and makes brotherhood impossible. It leaves society in monologue rather than dialogue. Violence ends up defeating itself. It creates bitterness in the survivors and brutality in the destroyers."

[By Martin Luther King Jr., Nobel Lecture in 1964, para. 15](#)

Introducing a quote

Even though the quotation uses someone else's words, this is still your writing. This means a quote should not just be dropped into the middle of a paragraph. There need to be transitions in and out of a quote to show that it is there for a specific purpose other than to meet the assignment rubric expectation of a certain number of sources. Good writing requires you to show that the source is used strategically to enhance your writing.

The introduction you decide to use for the quote will vary depending on your purpose in using those words. Here are some possible reasons why an author may choose to include a direct quote for support:

- The original author is well-known and respected, so using exact words inspires confidence. Additionally, the author's perspective on the matter is considered to be unique and relevant.
- The source emphasizes information in terms of chronology, meaning that the quote connects a supporting idea to a specific point in time.
- The location of the source adds depth to the position because of the narrow focus of the thesis or to show the scale of the topic.
- The information itself is clearly stated, concise, and strong (or uses very specialized terminology) and says something that needs to be said exactly that way.
- The idea is new, unexpected, or contrary to the common belief that it is necessary to show how it was originally said.

The reason for including the quote can often decide how it would be best introduced. Here are some examples of how each of the above purposes could be introduced based on purpose:

- Author:
 - Latin American liberator Jose de San Martin once said...
 - A close friend of Patch Adams described him as...
- Time:
 - In 2018, the *The Sun* stated...
 - Just after the incident, an employee of CDC said that...
- Place:
 - Speaking of the Pre-Colonial Philippines, Virgilio S. Almario said...
 - Beijing officials describe the negative impacts of holding the Olympics as...
- Precision:
 - In fact, this idea is described through the words of the Guatemalan national anthem...
 - She explained her own writing best when she said...
- Uniqueness:
 - Surprisingly, some faculty opposed renaming the university building in tribute to him because...
 - Her unpublished stories that were recently discovered provided the following insight...

When you quote information, you copy the information exactly as you found it. You need to put the source material in quotation marks and include the in-text citation in parentheses. See the example below.

Example: Introduced Quote

In her own words, Clara Lemich stated "I am a working girl... One of those who are on strike against intolerable conditions. I am tired of listening to speakers who talk in general terms. What we are here for is to decide whether we shall strike or shall not strike. I offer a resolution that a general strike be declared now." ([PBS: American Experience, n.d., para. 3](#)).

These introductions precede the quote to create a bridge between your own supporting ideas and the additional perspective of your source. By smoothly incorporating someone else's words into your own, you remain in control of the essay.

Commenting on the quote

Just as you needed to create a bridge from your original thought into the direct quote using an introduction, you will need to transition back to your own words. The most effective way to do this is to elaborate on why this quote is relevant. Even if the reasons for including the source feel obvious to you as an author, the cohesion of the paragraph will be much stronger when you include a commentary or reaction to the source before moving into your next supporting thought.

Take a look at the the example quote in a complete context.

Example: Quote in context

In her own words, Clara Lemich stated "I am a working girl... One of those who are on strike against intolerable conditions. I am tired of listening to speakers who talk in general terms. What we are here for is to decide whether we shall strike or shall not strike. I offer a resolution that a general strike be declared now." ([PBS: American Experience, n.d., para. 3](#)). This quote is a powerful example of Clara's role in inspiring the strike of 20,000 exploited garment factory workers.

Notice that the author does not simply summarize the quote or give an overly general "this is important" response. This quote is contextualized by showing that this fact focused on time and place fits into a larger discussion about causes. Even without seeing the topic sentence, this quote in context signals that the main idea of the paragraph (topic sentence) has to do with learning more about the causes of landslides.

At the beginning of this chapter about descriptive writing, you learned that academic descriptive writing is typically situated within a larger purpose. The use of descriptive supporting ideas and details is to add strength and interest to the thesis. This contextualized quote is an excellent example of how this can be done.

Tips for quotations

- Do NOT change any of the words or punctuation
 - If a change is necessary for the integration of the quote into the grammar of your sentence, you can use brackets [*word*] around the word you need to change
- Quotes should not be more than 40 words*
- Quotes should start and end with quotation marks "word"
- You should include a citation. See the citation section of this textbook for details on how to do this.
- The final punctuation (usually a period) should come after the final parenthesis in the citation
- If you quote only a part of a sentence, you should use ellipses (...) to show where there is information missing.
- Because the quote will be part of your sentence, you will not capitalize the first word of the quotation, even if capitalized in the original source.
- Quotes should come from multiple sources. Relying too heavily on one source can weaken your position.
- Quotes are just one form of including sources. An essay (or paragraph) should include a variety of integrated sources.

*It is possible to include longer direct quotations, but that is not covered in this textbook.

Exercises

Exercise 1: Choosing quotes

The following quotes come from an article about Miguel Hidalgo, a famous Mexican revolutionary leader. Read the example topic sentences below and choose short quotes from these paragraphs that could be used to support each topic sentence.

1. Since he was young, Miguel Hidalgo showed intelligence.
2. Miguel Hidalgo was brave because he dared to defend his country.
3. At the time and before of the independence war, Miguel Hidalgo was loyal to his nation and people.

Source:

"Hidalgo was the second child born to Cristóbal Hidalgo and his wife. He studied at a Jesuit secondary school, received a bachelor's degree in theology and philosophy in 1773 from San Nicolás College (now Michoacán University of San Nicolás de Hidalgo) in Valladolid (now Morelia), and was ordained a priest in 1778. He had an uneventful early career, but in 1803 Hidalgo assumed his recently deceased elder brother's duties as parish priest in Dolores (now Dolores Hidalgo, Guanajuato state). His interest in the economic advancement of his parishioners—for example, through the introduction of newer methods of agriculture—and his political convictions regarding the oppression of the people by the Spanish authorities caused the latter to regard him with suspicion." ([The Editors of Encyclopaedia Britannica, 2022, "Miguel Hidalgo y Costilla," para. 2](#)).

"While Hidalgo's exact words are debated, scholars generally agree that he challenged his people to throw off the yoke of European colonial oppression and to refuse to remain slaves of Napoleon (who then occupied Spain in the First French Empire). He chanted "Death to bad government!" with such vociferous conviction, that each year on Sept. 15, the President of México initiates the following day's independence ceremonies with a reenactment." ([The National Bell Festival, n.d., "What is Mexico's Grito de Dolores?," para. 4](#)).

"On the morning of September 16, 1810, the priest Don Miguel Hidalgo y Costilla summoned the town of Dolores Hidalgo, through the ringing of the bells of his church, to rise up in arms against the domination of the Spanish." ([Agroasemex, 2019, "209th Anniversary of the beginning of the Independence of Mexico," para. 1, translated from Spanish](#)).

Exercise 2: Introducing Quotes

Choose one of the individuals below. After skimming the article, practice choosing and introducing a quote in each of the following ways:

1. Time
2. Place
3. Precision
4. Author

[Lucy Stone](#)

[Gabriel Garcia Marquez](#)

[Genghis Khan](#)

[Bessie Coleman](#)

[Maria de Lurdes Mutola](#)

[Yi Soyeon](#)

Exercise 3: Create commentary

The following quotes come from research about Martin Luther King Jr. Add commentary for each of the quotes to connect them to the topic sentence. These quote commentaries should be independent of each other. You are not writing a paragraph.

TS: Martin Luther King Jr. was remembered for being a nonviolent reformer.

1. "King became synonymous with nonviolent direct action as he worked to overturn systemic segregation and racism across the southern United States" ([Miller, 2018, para. 2](#)).
2. "I am not unmindful of the fact that violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem: it merely creates new and more complicated ones." ([King, 1964, para. 15](#)).
3. "The experience of these last few days has deepened my faith in the relevance of the spirit of nonviolence if necessary social change is peacefully to take place." ([History.com Editors, 2022, para. 12](#))
4. "Dr. King often said, he got his inspiration from Jesus Christ and his techniques from Mohandas K. Gandhi. These principles should be embraced as a lifestyle." ([The King Center, n.d., para. 9](#)).

Exercise 4: Use a Quotation

Use the source information and original quote to create an in-context quote. You should choose a small part of this quote, introduce that part of the quote, and then add commentary.

Source:

Jane Goodall Institute

Author: No name listed

Date: No Date

Title: Our Story

Website: <https://edtechbooks.org/-EXW>

Paragraph 1

Original:

"When she discovered that the survival of their species was threatened by habitat destruction and illegal trafficking, she developed a breakthrough approach to species conservation that improves the lives of people, animals and the environment by honoring their connectedness to each other" (The Jane Goodall Institute, n.d., "Our Story," para. 1).



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Revising

Revising is an important step in writing. In fact, revising is *most* of what writers do. In this chapter, you will practice this skill with a focus on descriptive writing.

Exercises

Exercise 1: Word choice feedback

Compare these two versions of a descriptive paragraph. The first paragraph includes underlined sections where the teacher suggested adding more detail or better word choice. The second paragraph is the revision the student wrote in response to the feedback.

- What changes did the student make in terms of adding descriptions?
- What changes did the student make to word choice?
- What changes did the student decide not to make?
- What changes did the student make that were not suggested by the teacher?
- How do those changes impact the overall writing?

Original with feedback underlines:

Innovation allowed him to adapt to market requirements and raise his business when other companies were taking advantage. After almost two decades of production, the companies began to surpass in sales. The innovations that Henry Ford did until that time look for improve the assembly line and to improve the functionality. The cars were all one color because the drying time was lower than the drying time of the other colors. Due to this he realized he did not change according to the market. That's when he decided to turn to the model that he had been producing and start looking for more models, with the purpose of keeping the company. Then, Henry Ford started working in a new model called "Model A". This model was available for sale in various combination of colors, depending on models, and after some years they were increasing and changing these colors (Sorensen, 1956, p. 223).

Innovation allowed him to adapt to market requirements and increase his business when other companies were taking the lead. After almost two decades of production, the competing companies began to surpass Henry Ford company in the sale of automobiles. The innovations that Henry Ford had done up until that time to improve the assembly line and the functionality of the vehicle kept the appearance of the cars the same. The cars manufactured were all black because the drying time of the color black color was lower than the drying time of the other colors. Ford was even quoted as saying "Give them any color they want so long as it is black" (Sorensen, 1956, p. 217). However, the increasing competition caused Ford to realiz the flaw that this emphasis on efficiency had: he did not change his product according to the tastes of the market. That's when he decided to turn to the model that he had been producing and start looking for more attractive adjustments for the consumers, with the purpose of keeping the company prosperous. Then, Henry Ford started working on a new model called "Model A". This model was available for sale in various combination of colors. Ford demonstrated that he was aware of the innovations necessary to keep his product competitive.

Exercise 2: Word choice revision

Read through this paragraph. The student received feedback from the teacher that the paragraph is not descriptive enough for this assignment. Revise the paragraph by replacing the underlined sections with more specific vocabulary or phrases to provide a richer description.

An important person in my life was my grandmother. She lived with my family. She was kind and helpful. My grandmother made me feel special. She told me to work hard. I learned a lot from him. I am a better because of her example. Everyone needs someone like my grandmother to help them become better.

Exercise 3: Peer feedback

Read the student paragraphs. What suggestions would you give the authors?

1. The reason that Matteo Ricci became a well-known figure in the Age of the Discovery not only because he translated the Elements of Euclid, but also, he is the first person to bring gospel to China. How Matteo Ricci, the missionary of the Society of Jesus, did the missionary work in China, where culture was totally different from him?
2. Batman appeared for the first time with a large shawl, and the outside was blue with a black, yellow belt. Bob Kane doesn't seem to draw too much shadow in both character and environment. Everything looks simple and clean, including every painting. However, Kane's Batman doesn't seem to highlight his silhouette in muscles or the whole body, just some simple lines to represent the overall shape, chest muscles, thighs and arms.
3. Micaela Bastidas all an example of woman. She was the Tupac Amaru's wife, a man well known in Peru, but she forged a name for her own. She got married very young but raised all her children as an expert. She was stronger than her husband. Who is this extraordinary woman? Micaela Bastidas all an example of woman.

Exercise 4: Revise a body paragraph

Read the paragraph and revise it. First, check to make sure all of the supporting sentences support the topic sentence. Some information may be better for the introduction or another body paragraph. Also think about how to add commentary between quotes as necessary.

Joan of Arc was a brave leader who was sensitive to spiritual impressions. "At the age of 18 she led the French army to victory over the British at Orléans in the Hundred Year's War. She was captured a year later and burned at the stake as a heretic by the English and their French collaborators. She was named as a Roman Catholic saint more than 500 years later in 1920. Joan of Arc was a young girl and her bravery and actions to protect France were unheard of for a woman. Joan of Arc is one of the most powerful female figures in French history" ("France's Great Heroine," 2009, para. 1). She became one of the great heroines through divine help. "At the age of 13, Joan began to hear voices, which she determined had been sent by God to give her a mission of overwhelming importance: to save France by expelling its enemies, and to install Charles as its rightful king" ("France's Great Heroine," 2009, para. 3).

Exercise 5: Check your own writing

Use these questions to evaluate your essay.

1. Do you include an effective thesis? Does it match the style of the essay?
2. Is the topic of your short descriptive essay focused? (not too general, not overly specific)
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph include a restated thesis?

Revise: Descriptive Writing



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Revise: Descriptive Writing

Teacher Submission

Nelson Mandela: A World Leader

Through the ages, the rights of black people have been abused. The non-white people, especially in South Africa, have suffered a lot of discrimination because of racial segregation, which is "...the practice of restricting people to certain circumscribed areas of residence or to separate institutions (e.g., schools, churches) and facilities (parks, playgrounds, restaurants, restrooms) on the basis of race or alleged race" ("Racial segregation," 2017, para. 1). People could not comment, work, and even interact with people of different races. Racism spread throughout in all parts of South Africa, and each time it gained more strength due to government support. "By 1950, the government had created an apartheid system to separate the races in South Africa lasting until the early 1990s" ("Racial segregation," 2017, para. 3). Non-white people looked for the way to defend their rights, but they were not heard until Nelson Mandela appeared. Nelson Mandela fought against racial segregation and founded a political and democratic model in South Africa.

Nelson Mandela repeatedly fought against racial segregation. Black people in South Africa were devastated for the racial segregation and suffered because they lacked the rights that white people had. People manifested with "non-violent demonstrations, protests and strikes to political action and eventually to armed resistance" ("Apartheid," 2010, para. 8). Nelson Mandela was a remarkable person because he fought racial discrimination making diverse strikes and protests. Nonetheless, these rebellions did not help him because the government imprisoned him. While he was "sentenced to life imprisonment, Mandela became a powerful symbol of resistance for the rising anti-apartheid movement" ("Youth for Human Rights," n.d., para. 3). After many years in prison he was able to go free and was chosen to represent the country. In May 1994, "Mandela was inaugurated as South Africa's first black president, a position he held until 1999."

Nelson Mandela was a revolutionary political leader. Nelson Mandela, seeing so much oppression and injustice, decided to join the "African National Congress (ANC) and actively worked to abolish the apartheid policies of the ruling National Party" ("Nelson Mandela," 2009, para. 4). He made many protests against the discriminatory movement and promoted a political model, for example, he "established the Truth and Reconciliation Commission to investigate human rights and political violations committed by both supporters and opponents of apartheid between 1960 and 1994" ("Nelson Mandela," 2009, "Nelson Mandela as President of South Africa," para. 2). However, because of these protests he was imprisoned for 27 years. After negotiations with the governing National Party and other politicians, he could put an end to the unjust policies of the state. This powerful leader left a great legacy "which investigated human rights violations under apartheid, and he introduced housing, education, and economic development initiatives designed to improve the living standards of the country's black population" ("Nelson Mandela," 2017, para. 9).

In summary, Nelson Mandela fought against racial segregation and founded a political and democratic model in South Africa. Mandela was an intelligent person because he used various strategies to fight against discrimination. Mandela was a great leader who risked his life and political career in favor of democracy, freedom, peace, and equality. Mandela was a symbolic leader of the anti-apartheid movement as president of South Africa. Nelson Mandela died in

2013 from a recurring lung infection. Thanks to Mandela's legacy today, black people enjoy the same rights as white people. The world has changed, and we can see people of color in large positions, both political and social. Nelson Mandela will always be remembered in the world.

Exercises

Exercise 1: Give feedback

Read the essay Use these questions to give the author advice about how to improve it. Think about the function of each type of paragraph as well as how sources are used to support the main idea of the essay.

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body Do the supporting sentences support the topic sentence?
6. Look at each body Are the supporting sentences sequenced in a logical order?
7. Look at each body Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?



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Timed Writing (Choose a Position)

One of the most common types of timed writing you will encounter is writing a well-structured argument. This type of timed essay is used for standardized tests like the GRE because it requires critical thinking of complex issues and advanced language use. Many university courses will also use this task to push you to explain your thought process and comprehension of a topic. In this section, you will learn strategies for quickly and effectively choosing a position.

Position

The first thing to remember when you are asked to explain your opinion on a topic in a limited amount of time in an academic setting is that there is no "wrong" opinion. Your reader is not grading your response based on if you choose the correct position. Think about this on the most basic level. There is no actual correct answer if someone asks you what your favorite color is. Likewise, you should not waste time in your brainstorming on these essays on choosing the position that is "best."

One strategy for choosing your position is to go with your gut instinct. This means your immediate thought on the issue when you read the question. Often, it will be easiest for you to explain your ideas when you go with that first reaction. It is likely that you have already gathered information over time to support that position, which is why it is so quick to think of.

Another strategy is to go with the position that is easiest to support, even if it doesn't actually match your opinion. This does not mean to be dishonest. It simply means that if you do not have a strong personal belief, the best thing to do is to explain the perspective that you understand or recall most clearly. For example, maybe you personally do not have strong feelings about economic issues, so you just choose to explain why one system is better because it was the one you spent the most time studying in preparation for the exam.

Rather than stressing and losing time thinking about which option to choose or which position to take, decide quickly and focus your time and energy on supporting.

Examples of Choosing a Position

Prompt 1: Describe an important person in your life. Why has that person had a significant impact on you?

- My immediate thought is to write about my grandmother. There are many other people I *could* write about, but I am going to start brainstorming and organizing my ideas instead of worrying about offending someone or realizing after the test that I should have written about someone else.

Prompt 2: Write about a time when you were able to do something that seemed very difficult. What strategies did you use to accomplish your goal?

- This topic makes me feel a little uncomfortable. I don't want to share with a stranger about the experience I thought about first because it is too personal. Instead, it would be easiest for me to write about a less emotional story like the time I was playing in a soccer tournament.

Can I use "I" in my response?

This depends on the task for a class. Your teacher/professor might have clear expectations for this, or you may need to ask before writing your first paper for that instructor. You may also need to look at the prompt or examples of writing for that area of study. For example, a biology lab write up would probably be an inappropriate place to use first person pronouns. However, a reflection for a marketing class might allow for that informality.

In the TOEFL, the answer is yes. The TOEFL rubric does not penalize you for using personal pronouns. While you are not graded on your formality, you are graded on your accuracy, and if it is easier to be accurate with your grammar using personal pronouns and examples, do it! For academic college writing, many professors will ask you to avoid personal pronouns, so you may need to clarify with your instructor what you should use in your essays for class.

Supporting Ideas

A timed writing response is limited. This means you will not be able to include as many supporting details, examples, and explanations as in a drafted essay. It also means you have less time to refine your writing to make sure it is very clear.

Therefore, when you choose your supporting ideas, make sure that they are the strongest points. You do not have the time or space to include anything unnecessary like a story or explain a complicated process. Be simple, but be intentional so that your points have an impact on the reader.

Finally, make sure you read the complete prompt and consider the expectations. Do you need to talk about short-term and long-term impacts of your choice? Do you need to acknowledge the opposite point of view? Are there multiple questions in the prompt? As you write, be sure to double-check the prompt to make sure your supporting ideas have addressed everything the reader expects you to explain.

Exercises

Exercise 1: Timed Writing Discussion

Discuss the prompt below with a partner. What position would you choose? What strategy did you use to quickly make that decision? Make a list of 2 topic sentences that could support each of your positions.

Prompt: Would you rather be described as *smart* or *hard-working*? Explain why.

Exercise 2: Timed Writing Practice

You have 20 minutes to respond to this prompt. Your answer should be around 200 words long. Make a quick decision and focus your time on supporting your ideas.

Prompt: What characteristic do you think is most important for a leader to have? How does that characteristic impact other people? Why is this characteristic more significant than other traits a leader might show?



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Integrated Writing (Word Choice)

Integrated writing goes one step beyond explaining your thoughts and opinions clearly and in a logical order. Integrated writing assignments push you to take the words and ideas from another author or speaker and then bring the pieces from those original sources together to make a new, complete explanation.

It is like putting a puzzle together. The individual pieces have colors and shapes that are unique and interesting, but it is the skill of putting them together in the correct places that makes a puzzle function.



Photo by Jonny Gios on Unsplash

With this comparison in mind, you can see how an integrated writing will require you to look carefully at the individual pieces to understand them. This means listening and reading carefully to ensure your comprehension. Once you understand the parts, you can use them to respond to the prompt.

Comprehension

In your reading and listening classes, you will learn specific strategies and skills for comprehension. Since this textbook focuses on the *writing* part of the skills, this is only a brief review of how to check your understanding of the main ideas

and major details of source materials.

The first step is to check that you understand the main idea of the source. A main idea is the topic + a controlling idea. A controlling idea is the part of the main idea that narrows the topic. The main idea often also includes a clue for the organizational pattern of the text/speech.

- Climate change (topic: general) is accelerated by (organizational pattern: cause/effect) human activities (controlling idea).

When you look for a main idea, you should always look for the topic, purpose, controlling idea, and point of view. The topic will be easiest to identify. The purpose will usually be found in the verbs used. The controlling idea will show you a more specific focus for the topic. The point of view will be seen through the word choice.

Once you have identified the main idea, you will look for the major details, or the major supporting points that the writer or speaker uses to explain the main idea. This will vary based on the organizational pattern.

Examples of Different Main Ideas

- Descriptive main ideas will have feature/characteristic supporting ideas.
 - ex. BYU is a rigorous, private, religious university.
- Comparison main ideas will have comparative/constrastive supporting ideas.
 - ex. New York and Los Angeles are both metropolitan centers for the arts, entertainment, and tourism.
- Cause main ideas will have effect supporting ideas.
 - ex. Hurricanes have a significant impact on a city's infrastructure, economy, and the health of the citizens.
- Opinion main ideas will have reasons as supporting ideas. Although these reasons should be supported by facts, they will be debatable.
 - ex. Learning in an online classroom is a better experience than a traditional classroom because it allows for more individual learning experiences.

While the main ideas and major details may sometimes be written or spoken together like the examples above, they will not always be so easy to identify. A thesis (main idea) does not always have to be explicitly stated.

Word Choice

The point of view of the speaker is often very important in an integrated task. You have to ask yourself *why* is the speaker saying this? How does the speaker's perspective compare to the writer's point of view? Do they see the world in the same way? Why or why not?

This perspective is sometimes clear in the major details and controlling ideas. However, you may need to pay closer attention to the word choice (and intonation and stress in listening passages) to really understand the differences in how the sources view a topic. This is a skill you will need to practice in your reading and listening classes.

When it comes to writing, your own word choice is very important for two main reasons:

1. you use your words carefully to explain the relationship between the sources quickly and simply
2. you have to explain the ideas from the sources in different words when the idea is long/complex or you cannot use an exact quote

Look at the two example sentences below. It should be easy to identify which one would be the most efficient way to explain a relationship between sources, especially in a timed integrated task like the TOEFL writing task 1.

- The lecture and textbook provide conflicting accounts of the invention.
- The lecture says that the first flight was by Brazilian aviator Alberto Santos-Dumont, but the textbook says that it was the American aviators known as the Wright brothers.

The second point has more details, which is helpful for understanding the important details from the sources. However, the relationship between the sources is only expressed with the word *but*. This is a simple connector word and does not have any real interest. The word *conflicting* on the other hand, expresses more than just a difference. The first sentence is able to say much more about the relationship in fewer words, and therefore, becomes the stronger sentence to use in your integrated writing.

Exercises

Exercise 1: Word Choice

Read the example sentences for integrated writing below. Rewrite each sentence to be simpler and to explain the relationship between the sources in a more interesting way.

1. In the video, the speaker explains that Americans are taught that there are seven continents. The geography textbook explains that not everyone divides the continents in the same way because they are not universally defined.
2. The newspaper article describes the damage to many buildings in the city. The news clip tells the history of the 2004 Indian Ocean tsunami.
3. One website discusses the impact of Steve Irwin on conservation efforts in Australia. The other website talks about his role at the Australia Zoo. The final website discusses the impact his children continue to have on wildlife conservation.

Exercise 2: Integrated Writing Practice

Watch the video and take notes on the main idea and any major details. Then click on the museum article and read that source. You have 20 minutes to answer the prompt. Your answer should be around 200 words long.

Prompt: How do the video and article describe dinosaurs? How are their descriptions similar or different?

Museum article: <https://www.amnh.org/exhibitions/dinosaurs-among-us/feathers>



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Comparison Writing

How are shopping online and shopping in a physical store different? How are they the same? What makes these types of businesses unique? Answering these types of questions can help you write a good comparison essay.

Example Comparison Writing 1
Example Comparison Writing 2
Prewriting
Skill: Unity
Sources: Summarizing
Revising
Revise: Comparison Writing
Timed Writing (Plans & Obstacles)
Integrated Writing (Summarizing)



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https://open.byu.edu/academic_b_writing_p/comparison_essays.

Example Comparison Writing 1

Teacher Submission

Two Faces of Retail

Shopping online is very quick and convenient. Because shopping online is so convenient, many people wonder if online shopping will overpower physical stores. Will society replace physical stores entirely with online shopping carts? There are clear advantages and disadvantages to both shopping in person and shopping online. While many shoppers enjoy online shopping because it is more convenient (Bogaisky, 2014), 78% of consumers still prefer to shop in-store ("In-Store Vs. Online," 2016). This means that physical store owners can still serve a large part of the market. Will that number keep decreasing? It's hard to say. In fact, they are such distinct experiences that it is hard to judge if one is better. While shopping online or shopping in a store are very distinct shopping experiences for consumers, they both stimulate the economy.

One thing that makes the experience different when you shop online or in a store is the range of options that are available. Physical stores have limitations on how much inventory they can keep in the store. Having a more diverse inventory is one of the advantages of online shopping (Adler, 2014). Shopping online opens up the available inventory to include everything that is available in the store's warehouse, rather than only what is available at one location, so it is easier to find what you are looking for. This is especially true for special sizes, which are harder to find in physical stores. According to an article in The Huffington Post, "Out of the few stores that do carry plus-sizes, even fewer of them stock those sizes in stores" ("Plus Size Clothing," 2016, para. 10). That makes it much easier for online shoppers to access the sizes they need. Online shoppers can also access goods that would not have been accessible to them before based on the location of the physical store. For example, you can purchase something from the other side of the country (or even from another country) by shopping online without having to travel to the store. Thus, a diverse inventory is a very distinct point between online shopping and shopping in-store.

Another thing that makes the experience different when you shop online or in a store is the way you evaluate the merchandise. When you go to a physical store, you can see the real size, color, or shape of something. You can try clothes on, or test how comfortable a chair really is. It has been noted that 73% of consumers want to try on or touch a product before they buy it ("In-Store Vs. Online," 2016), so it seems that in-store shopping definitely has an advantage in this aspect. While online shoppers can not physically try on or test the product before they buy it, many websites post customer reviews. About 80% of shoppers reported that they used these reviews when buying something for the first time (Smith & Anderson, 2016). Many shoppers trust these online reviews and use them to help inform their shopping (Bogaisky, 2014). These types of reviews are typically not available when you shop in physical stores. Thus, it is clear that the methods people use for evaluating the products they want to purchase are very distinct.

What these two shopping experiences share is their ability to stimulate the economy. Whether you buy things online or in a physical store, the money generated by retailers helps boost the economy. Retail sales for both online and in-store purchases totaled \$1,212,489,000 in the third quarter of 2016 for the United States and of that total amount, e-commerce was \$101,251,000 (Denale, 2016). This information shows that e-commerce is a significant part of the

market and is stimulating the economy, but in-store purchasing is still a more significant economic influence. In either scenario, shoppers are still stimulating the economy, whether they choose to shop online or in stores, so this is a shared point between the two shopping options.

As both stores stimulate our economic system, we can appreciate their distinct features. Shopping online can offer the shopper more convenience and more options, but shopping in person can make it easier to make sure you are buying what you want and you can enjoy it immediately after you make your purchase. There will certainly be some people who have a clear preference between the two, but overall, both will likely continue to be used.

The way people shopped has clearly changed since the creation of the Internet, and the way people shop in the future will probably continue to change as new tools and technology are invented.

Exercises

Exercise 1: Analyze an Essay

Use questions like these to evaluate the example essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body **paragraph**. Are the supporting sentences sequenced in a logical order?
7. Look at each body **paragraph**. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body **paragraph**. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Sources

<https://edtechbooks.org/-rBYG>

<https://edtechbooks.org/-Egtm>

<https://edtechbooks.org/-WHJHN>

<https://edtechbooks.org/-udAg>

<https://edtechbooks.org/-knwu>



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Example Comparison Writing 2

Student Submission

Smart Homes vs Traditional Homes

Some advantages and disadvantages between traditional homes and a smart home are technologically significant. A smart home is a house connected with devices to automate specific tasks and controlled, monitored and managed remotely through Internet. In a traditional home you need to turn on/off the lights or close/open the windows manually, while in a smart home, you can press only one button and you can have the control over all your home wherever you are with an Internet connection. However, there are pros and cons between these two options of homes. Advantages include energy efficiency and savings; manage and control through Internet, while disadvantages include initial costs, internet reliance and security issues.

It's very expensive convert traditional homes into smart homes. The initial cost to transform your traditional home into a smart home result in a strong investment. At the beginning you will need some main devices like switches, hubs, change traditional outlets to smart outlets to automate lighting, climate or some products that currently are not smart yet. You must change the most common appliances to smart appliances that support the new technologies and those might be connected to Internet. Therefore, the new digital and modern appliances and devices will result in a strong investment, and it will necessarily include a new budget for maintenance because new devices are often more sophisticated to repair than common appliances or devices. In contrast with traditional homes where you can fix some issues in your home easily or find someone to fix it, with the smart homes you need to find someone who has the expertise and knowledge about smart things. Many people are not skilled enough in this field yet and how to fix these smart home technologies could not be easy and cheap than stuff in traditional homes. Although smart homes have high costs at the beginning, future savings might absorb associate costs even more than a traditional home.

Smart home represents more energy-efficient than traditional homes. The technology used and installed in this kind of houses include electronic components and smart appliances with the only goal to work with less amount of energy and to be connected during long periods of time even years, without change a battery. As a result, savings on utilities such as gas, electric and water are reflected in your bills. Moreover, it is not only saving money, you can also diminish the waste of water, gas, electricity because smart devices can avoid, monitor and control excessive use of energy. In contrast savings and the control of heating and air conditioning is totally different in a conventional installation of a traditional home. For example, "The first way in which smart homes save energy is heat monitoring. *Old school thermostats are rarely capable of properly keeping track of the heat in your home.* Smart homes use multiple sensors to measure the exact temperature and therefore have a better knowledge of how to heat it" (*Smart Energy International, 2019, para. 4*) with these changes in your home you can approach the energy and save money if you utilize the correct sensors and devices in a practical way. These improvements use the energy more efficiently than a traditional house where you are not able to make improvements or monitoring the consumption in your energy.

Nowadays, Internet is part of our daily lives thus Internet is essential for smart homes. To enjoy full capabilities in a smart home is imperative to have a good and stable Internet connection. When people have decided to transform and

connect traditional homes in smart homes through Internet “The convenience factor here is enormous. Being able to keep all of the technology in your home connected through one interface is a massive step forward for technology and home management” (*Bluespeed AV, 2016, para. 6*), these open unlimited possibilities to manage your home. However, is not only to have a good connection of Internet, this connection should also be reliable and redundant with maybe another service provider, because a smart home without a reliable Internet connection will not work properly. For instance, if you live in an area where the internet connection is poor, you could experience serious issues because your smart home devices might not respond correctly. Besides if you want to control your home or your devices since your work or another remote place, you will not be able to do it. For these reasons a good and reliable Internet could be a big advantage but also a big obstacle if the place where we want to build or transform a smart home doesn't have the vital resource to connect it with the world.

The security is another very important point to take in mind. A new security system is necessary in smart homes to protect the internal network from hackers or malicious people. Whereas a traditional home is secure because the data or the information is not expose, in smart homes are at risk of getting hacked. While more devices are connected to Internet there are more probability to be attacked. The hackers can learn about your routine, stole important data, images, videos, take the control of surveillance cameras, doors, lights, alarms and everything with a connection in the network. On the other hand, in a traditional home, you can be safe for hackers, but you should be careful about thieves who may be attracted by unsecure traditional homes than a surrounded and equipped home with cameras and alarms. Nowadays many older people don't agree about the idea of a smart home because “Since we often hear about weaknesses of those systems which make it easy for burglars to get into our home, many people may refrain from those smart home technologies and rather rely on their old-school locks, even if those locks are also quite unsafe.” (*Joe Gebbia, 2020, para. 3*) but unless you have enough expertise or knowledge in programming or hacking you won't be able to break the security in a smart home.

Your house represents and express the style of living that you want. The traditional home can be more warmth and reflect a natural lifestyle while a smart home is completely automatized house with everything programable. There are many important advantages to smart homes like the energy efficiency and the savings that you can achieve having a smart home. However, there are also some problems related to smart homes associated with the initial costs, Internet reliance and security problems. Although many traditional homes are being transformed into smart homes to manage the energy efficiently and help the environment with these technologies, we need to be careful improving security in our devices and network having a secure place where we might live. In the end both traditional and smart homes are the perfect place to live, both have pros and cons, the last decision is yours, everything depends in how you prefer to live.

Exercises

Exercise 1: Give feedback

Read the essay Use these questions to give the author advice about how to improve it. Think about the function of each type of paragraph as well as how sources are used to support the main idea of the essay.

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body Do the supporting sentences support the topic sentence?
6. Look at each body Are the supporting sentences sequenced in a logical order?
7. Look at each body Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Sources

1. Smart Energy International

Author: Smart Energy International

Date: Oct29, 2019

Title: How smart homes save energy

Website: <https://www.smart-energy.com/features-analysis/how-smart-homes-save-energy/>

Paragraph 4

2. Bluespeed AV

Author: Bluespeed AV

Date: Jun14, 2016

Title: The 7 greatest advantages of smart home automation

Website: <https://bluespeedav.com/blog/item/7-greatest-advantages-of-smart-home-automation>

Paragraph 6

3. Environmental-Conscience

Author: Joe Gebbia

Date: 2020

Title: Advantages & Disadvantages of Smart Homes

Some people may not like smart technologies

Website: <https://environmental-conscience.com/smart-homes-pros-cons/>

Paragraph 3



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https://open.byu.edu/academic_b_writing_p/example_comparison_e.

Prewriting

Understand the assignment

Descriptive Essay Prompt

Choose two topics to compare. Through the supporting ideas you choose, show the reader how the two topics share important similarities or have significant differences.

Additional Instructions:

Your essay will be stronger and the organization will have better clarity if you talk only about what is the same or different. This is not an opinion essay, so the purpose is not to convince the reader to think that one is better than the other or that they are equally good. The focus is just on describing what is the same or different, not assigning value or quality.

For the sake of instructions in this section of the textbook, *compare* will be used for explaining similarities and *contrast* will be used for discussing differences.

Brainstorm

You can start researching for a comparison essay by thinking about a category of things you are interested in. For example, you could look at two different topics within any of bigger subjects:

- Ancient civilizations
- Languages
- Advertising
- Leadership
- Education
- Holidays
- Sports

Choose one subject area and make a list of the *types of topics* you can compare within that subject. You might want to type "types of__" in a Google search (e.g., Types of natural disasters). Look at a list and choose two (e.g., hurricanes and tsunamis) to compare if you are having trouble making a list. An example of looking at various topics within a larger subject can be seen below:

- Ancient civilizations
 - Greek and Roman architecture
 - Qin and Han dynasty legacies
 - Aztec and Incan art
 - Silk Road and the Gold Road
 - Native American and Australian Aboriginal cultures
 - Polynesian and Viking navigation

Choose topics that are interesting to you personally! Any topic you are interested in can be made into an academic topic. You just need to see the activity or topic in a different way.



Choose your focus

Having two topics that you can compare or contrast is often just the first step. You will need to focus even more by choosing what characteristics or functions you want to discuss. This combines with the controlling idea of similarities or differences to create the purpose of your essay.

Research

Encyclopedias can be an excellent place to begin looking for information on your two topics. Remember that after you do enough preliminary research to brainstorm and choose your focus, you should do more detailed research about your topic so that you can make your outline.

Finding sources to support your ideas can be a challenge. Here is a list of the type of information you might want to find from a source:

- Descriptions (ex. define the two topics, physical descriptions, explain impact)
- Statistics (ex. sales, effectiveness, usage etc)
- Stories (ex. experiences that highlight sameness or difference)

Depending on your topics, an internet search for "differences between ___ and ___" or "similarities between ___ and ___" might give you helpful results.

Outline

Start with your topic sentences and thesis. Add questions or quotes to help you develop each of your ideas.

Example Outline

Thesis: There are notorious differences between Halloween and Day of the Dead.

TS 1: Even though both celebrations focus on the supernatural world, their histories are completely different.

- Research question: What is the story about the beginnings of the holidays?
- <https://www.spanish.academy/blog/13-ways-halloween-is-different-from-day-of-the-dead/>

TS 2: The activities that people do during these celebrations are distinctive.

- Research question: Which activities are the most common for each ?
- <http://www.garzablancaresidenceclub.com/newsletter/differences-between-halloween-day-of-the-dead>

TS 3: The purpose varies for each of these traditions.

- Research question: What is the spiritual tradition and religious significance?
- <https://news.ucdenver.edu/its-not-either-or-its-both-halloween-and-dia-de-los-muertos>

Restated Thesis: To sum up, these characteristics show how much diversity there is between Halloween and Day of the Dead.

Introduction

Your introduction should describe in general terms the topics that you will be comparing.

At the end of your introduction paragraph, you should write your thesis. The thesis may list the categories that will be used for the comparisons in your body paragraphs. It may simply argue that the two topics are distinct.

Example Comparison Thesis Statements

1. While British English and American English have many similarities, there are significant differences in spelling, vocabulary, and grammar.
2. There are many differences between Christmas and Halloween.
3. Books and movies are the same because they both develop stories, entertain us, and make us feel like part of a story.
4. Business trips and vacations share many important characteristics.
5. Even though comic strips and graphic novels seem different, they both use lots of images, rely on dialogue, and the purpose is to entertain the reader.
6. Soccer and basketball are both famous sports, but they have many differences such as their rules, players, and equipment.
7. High school and college education are different in several ways.
8. DNA and RNA are related yet distinct molecules in our cells with very unique roles.

Here are some phrases that are useful for writing a comparison thesis:

Even though they seem different, *X and Y* are both...

X and Y are both _____, ***but***...

X and Y may share similar functions, ***yet***...

Thesis Statements: Explicit vs Implicit

An explicit thesis statement is one that includes a list of your main points that you will discuss in the essay. This essentially works as a map for the reader. The introduction provides context and direction for the whole essay. There are no surprises in the overall topics, although there will likely be specific details that are surprising to the reader.

- Cars and motorcycles make for excellent means of transportation, there are differences in terms of the person's lifestyle, finances, and the city they live in.
- While Textbooks and E books are good options for readers, they have some differences between price, portability, and how environmentally friendly they can be.
- Niccolo Paganini and Beethoven were musicians from different musical movements and with different composition styles, but they both passed through similar experiences and situations.

An implicit thesis statement has a more general main idea because it does not give a specific direction for the rest of the essay. The topic sentences will not be hinted at in this sentence.

- Bulimia nervosa and anorexia nervosa are two eating disorders that are very alike but can be characterized by different behaviors.
- Living in a big city is very different compared to living in a small city.
- Both going to the stadium and seeing the game on tv allow us to enjoy the experience of watching a game.

There is not necessarily a "better" way to write a thesis. Your teacher might want you to use a specific style or you may have a personal preference. However, often a restated thesis will be in the opposite style of the thesis in the introduction to provide variety. Body

Your body paragraphs should explain how or why your thesis sentence is true. You can organize your body paragraphs in two general ways: the block method or the point-by-point method. Here are two examples of how the same topics can be organized in both styles.

Block Method

Example 1: Shopping

Thesis:

While shopping online or shopping in a store are very distinct shopping experiences for consumers, they both stimulate the economy.

Body Paragraph 1: Shopping online

Options

Evaluation of products

Point-by-Point Method

Example 1: Shopping

Thesis:

While shopping online or shopping in a store are very distinct shopping experiences for consumers, they both stimulate the economy.

Body Paragraph 1: Options

Shopping online

Shopping in a store

Body Paragraph 2: Shopping in a store

Options

Evaluation of products

Body Paragraph 2: Evaluation of products

Shopping online

Shopping in a store

Example 2: Seasons

Thesis:

It may sound surprising, but spring and fall are actually very similar.

Body Paragraph 1: Spring

Colorful

Mild weather

Seasonal holidays

Body Paragraph 2: Fall

Colorful

Mild weather

Seasonal holidays

*Optional Opposite POV Body Paragraph 3: more different than similar

days get longer vs shorter

new plants vs dying plants

big weather differences by region

Restated Thesis:

Spring and fall share many essential characteristics despite their differences.

Example 2: Seasons

Thesis:

It may sound surprising, but spring and fall are actually very similar.

Body Paragraph 1: Colorful

Spring

Fall

Body Paragraph 2: Mild weather

Spring

Fall

Body Paragraph 3: Seasonal holidays

Spring

Fall

Restated Thesis:

Spring and fall share many essential characteristics despite their differences.

Conclusion

Your conclusion paragraph should start by restating your thesis. Then you should discuss your topics more generally and connect to what you described in the introduction. End your conclusion with a closing statement.

The outline for a compare/contrast essay can be very flexible. Read the example thesis below and compare it to each of the outlines. Each outline could be effective for this thesis.

Example Outlines

TH: While learning a language as a child and learning a language as an adult both demonstrate similar linguistic needs, the process itself differs.

Outline #1

- TS: Children and adults both need enough language input in order to learn a language.
- TS: Another necessity for both adults and children who are learning a language is getting adequate feedback.
- TS: Adults and children learn languages through different processes.

Outline #2

- TS: Children need enough input and feedback in order to learn a language.
- TS: Adequate input and feedback are also essential for adults who are learning a second language.
- TS: Adults and children learn languages through different processes.

Outline #3

- TS: Children and adults both need enough language input and feedback in order to learn a language.
- TS: Children mainly learn language through play and social networks.
- TS: Adults primarily learn language cognitively by mapping a new language onto their first language.

Outline #4

- TS: Children and adults both need enough language input in order to learn a language.
- TS: Another necessity for both adults and children who are learning a language is getting adequate feedback.
- TS: Children mainly learn language through play and social networks.
- TS: Adults primarily learn language cognitively by mapping a new language onto their first language.

Outline #5

- TS: Children need enough input and feedback in order to learn a language.
- TS: Adequate input and feedback are also essential for adults who are learning a second language.
- TS: Children mainly learn language through play and social networks.
- TS: Adults primarily learn language cognitively by mapping a new language onto their first language.

After your basic outline is done, use the researching strategies you have learned about to prepare all of the research you will need before you begin drafting.

Exercises

Exercise 1: Discussion

Use the questions below to discuss this assignment before you begin.

1. What are the common reasons that people compare or contrast topics? In what situations do we often find ourselves comparing/contrasting different things?
2. There are various types of similarities or differences. Make a list of ways to things can be similar or different.
3. Why do you think the instructions in the prompt mention that this is not an opinion essay? What does that mean to you?
4. Who do you think your audience is for this essay? Why would that person be interested in reading your writing?

Exercise 2: Brainstorm

Make a brainstorm idea map similar to the one above. Now that you have some options, choose your favorite. If aren't sure which one to talk about, consider the following questions:

1. Which two topics am I most interested in learning more about and writing about for a few weeks?
2. What option on the list would be the easiest/most challenging for me to write about?
3. Is there a comparison that would have more sources in English?
4. Are there similarities or differences that I think the audience should know more about?
5. Are there any options I can eliminate because they are too commonly used as topics?

Exercise 3: Focusing the Topic

Now that you have selected a person to write about, continue prewriting by deciding what characteristics or functions you want to discuss. Create a T chart like the one below to help you organize potential major details. It might look something like the one below:

Social Media: Similarities between TikTok and Instagram

Physical Description	Purpose	Actions	Impact
-app design	-connection	-record videos	-ages of users
-types of posts	-entertainment	-post photos	-negative use
		-record audio	

Look at each list and decide which points are strongest or most interesting. You might be able to use points from different columns. Remember that you will be talking about how these points are different or similar. Choose three of the points to include as your major details.

Exercise 4: Looking for Sources

Use the list from Exercise 3: Focusing the Topic to identify what type of information you need to learn from another source. You can do this by making a list of information you know off the top of your head and a list of things you need to learn (or double-check) to explain the points you chose.

Note: Wikipedia is an ok place to start. However, when you look for sources, try to make sure your source list is:

- from multiple websites/books (not just one perspective)
- in English
- from an author or institution you can trust
- actually related to your ideas
- focused on neutral comparison, not an opinion

Exercise 5: Revise thesis statements

Revise thesis statements to be more effective for a comparison essay.

1. There are similarities and differences between renewable energy and non-renewable energy.
2. Relative pitch and perfect pitch are two types of pitch.
3. Recycling paper encourages more people to recycle plastic too.
4. Steel plates are better than wood for the formwork of reinforced concrete structures.
5. Women have the power to make art with makeup with products and they can buy whatever quality they want.
6. Both organic and non-organic food are beneficial for the body, but there are significant differences in the growing process.
7. Today, domestic cars have more value because they are cheaper and can have more years of duration. On the other hand, imported cars are expensive because they are original brand and are luxury.

Exercise 6: Complete an outline

Use the topic sentences to create the thesis for this outline.

- TH:
- TS: Frank Gehry and Franklin Wright have distinct architectural styles.
- TS: The techniques that are used in Gehry's architecture are very difference from those used in Wright's.
- TS: The use of color and texture in buildings also makes their work distinct.
- TH:

Exercise 7: Evaluate an outline

What advice would you give to the author of the following student outline? Is it an effective outline for a comparison essay?

- TH: The invention of electric engines not only changed the idea of how we use cars but also had a huge influence on pollution and potential costs of purchasing and maintaining a car.
- TS: The main idea of creating electric and hybrid engines was the efficiency and pollution issue.
- TS: Even though driving an electric car is better and more fancy, there are still types of cars where internal combustion engines play the first role.
- TS: The most important reason of creating electric engines is of course to save money.

Exercise 8: Complete an outline

Using the information, create a thesis for a comparison essay. Then write as many different outlines for your thesis as you can.

Some preliminary research about viruses and bacteria is presented in the T chart below. Experiment with both block and point-by-point organization.

Viruses	Bacteria
<ul style="list-style-type: none">• Viruses need a host to reproduce.• Viruses can not generally be treated.• Generally all viruses are bad.• Viruses are between 20mm and 400mm.• Viruses cause human infection.	<ul style="list-style-type: none">• Bacteria can reproduce without a host.• Bacteria can be treated with antibiotics.• Bacteria are not all bad.• Bacteria are approximately 1,100mm.• Bacteria cause human infection.



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Skill: Unity

Writing has unity when the supporting sentences all work together to support the topic sentences. Paragraphs that lack unity are confusing to the reader because some ideas do not seem to belong.

Unity issues also cause a lack of clarity because you assume the reader is following your ideas, but you have jumped over important information or moved on before completing an idea.

Exercises

Exercise 1: Teacher Feedback

Read the paragraph with the *feedback* from the teacher. Explain to a partner how you would respond to the feedback to improve the unity in the paragraph.

There are legitimate differences in what they (How do I know what "they" means in this sentence without context?) measure and in what tests they (Is this the same subject as the previous "they" or is it a new one?) used to do it. First, making plans, reaching solutions, using logic are associated with intelligence (The rest of this paragraph talks about cognitive and emotional, which one is this sentence about?) (Cherry, n.d.). In order to measure the cognitive intelligence an IQ test is used, which assess how well a person makes plans, understands the complexity and nature of a problem. Also, researchers have said that IQ tests appraise the capability of a person to discern their setting and make adequate actions (Arnold, n.d., p.1). On the other hand, MSCEIT test measures (Is the purpose of this paragraph just to compare the tests? Or they types of intelligence?) the four-part of EI (What is EI?) which are Perceiving, understanding, managing emotions and facilitating thoughts. (There is significantly less information in this paragraph about emotional intelligence than cognitive. It is not balanced to match the thesis statement.) As we can notice, whereas cognitive bits of intelligence is more associated to individual's capability to solve problems with their knowledge that they have acquired, emotional intelligence is more related to the ability to control emotions. Since they are different concepts, experts in the field have created a specific test for each one of them.

Exercise 2: Revise for unity

Read the paragraphs. Cross out sentences that are not connected to the topic sentence. Add sentences as needed to improve the unity of ideas by completing an incomplete thought.

1. Political administrations differ from one another depending on the country and depending on the culture which the president operate in. In USA (United states), Work in a country where democratic values or attributes were praised. Barack Obama was elected by and served mainly one side of the country whereas this is different from Nelson Mandela's administration. His goal or his desire was to serve every single people in the country even you were one of his enemies.
America's culture differ from South Africa's culture because they value strength in one side and standing up to your adversaries. This sort of value somewhere create a division that hide behind the political American culture. In Africa's culture people value harmony and unity between each members of the same family that is South Africa. Historically, people of South Africa was in need to find a leader that could bring them together in order to abolish the Apartheid that was one of the vital concerns to the eventual peace between every single group and ethnicity in the population. Obama's administration was making laws in favor of one side or Nelson Mandela was making laws to bring together.
2. At least, some of the holidays that are pretty similar in both culture and more countries. Some of them are Christmas, San Valentine's day, New Year. Christmas are celebrate on December 25th. Families gather to share an amazing dinner on December 24th night. People, mostly children go to bed early and they wake up early the next day to share, receive, and give Christmas presents. Also, people decorate their houses with Christmas lights and Christmas tree. Another one, is San Valentine's day, about this holiday is performed in february 14th, the custom is that couples spend this day together that they can have a date and could be creatives. Often, they have a dinner, romantic movies, flowers, serenades, and more. Last, New Year, families gather time together waiting for the midnight to hug each one to others and giving some good wishes for the year that is starting. A famous event in the United States is in Times Square, NewYork City, hundreds of people come to this place to say bye at the old year, in some Latin countries new year is more important than Christmas, and people have some traditions like eating twelve grapes and asking wishes for each one, puting rice and money into their pockets to have abundance, using underwear of different colors to find the love, having peace, and other ones.

Exercise 3: Identify a good introduction

Choose the best introduction paragraph. Use the underlined thesis statement to identify if the ideas used earlier in the introduction are focused on the same topic or are disconnected.

1. What makes a child different from an adult? People will be able to answer that question in many ways because there are many obvious differences. Children and adults have different life experiences and different perspectives. They have different goals and different needs. Their brains are even different. When their lives are examined, the differences are easy to find. They also learn languages differently. Learning a language as a child and learning a language as an adult are very distinct processes.
2. Not all language learners are the same. Some people are motivated to learn a language by interest; others are motivated by necessity. Some people learn a new language in the country where it's spoken natively and others learn a new language in their native country. One of the most interesting comparisons in language learning is between people who learn a language as a child and those who learn it as an adult. There are certain to be differences in motivation, needs, and resources due to their age alone. Learning a language as a child and learning a language as an adult are very distinct processes.
3. Learning a language can be difficult. In order to learn a language, people have to learn new vocabulary, new grammar, and new strategies for learning. This is especially true for children and adults. There are a lot of new words and grammar rules that are essential for mastering any language. Adults and children learn these things differently because adults are faster in many things they do. Children tend to take more time, but they reach excellent ultimate attainment. Learning a language as a child and learning a language as an adult are very distinct processes.

Exercise 4: Write a body paragraph

Use the topic sentence to write a unified body paragraph. Use at least one of the quotes to support your paragraph. You do not need to use the entire quote.

- TS: While traditional learning has a common schedule for all students, online learning can be adapted to fit an individual student's schedule.
 - Quote: "In a traditional classroom, students can directly share their views and clarify their own queries with the teacher, thus getting their questions answered right away." (De, 2018, para. 4-5)
 - Quote: "However many employees may be exhausted after their work and don't want to attend regular classes. So, naturally, an online class is more convenient for them, as it saves valuable time, money, and energy. The best thing about online learning is that individuals can take a course from the comfort of their office or home. Even with a busy schedule, one can find some spare time to take a course or study for it." (De, 2018, para. 12)

Source: <https://edtechbooks.org/-gUZj>



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Sources: Summarizing

When you summarize information, you explain the most important parts of a source text in your own words. You typically summarize something to make it shorter. The page number is not required in the in-text citation for a summary.

An effective summary—

- explains the most important parts of the original.
- is written in your own words.
- keeps the original meaning.
- does not merely cut and copy from the original.
- is shorter than the original.

Below is an excerpt from a website article that describes water pollution. This example will be used on the next several pages to illustrate how to write a summary.

Example Source

"Because of the differences in the way the aircraft fly, there are also differences in what they're able to do. An airplane is more limited than a helicopter in its abilities and will not be able to do all the things that make a helicopter so cool and useful. For example, an airplane needs a long runway in order to take off while a helicopter can take off by lifting straight up. This means that a helicopter is able to go places that an airplane can't because it will be able to get out again without a long runway. Helicopters are able to land in many places that would otherwise be inaccessible, which makes them very useful in search and rescue missions."
(Crookston, 2020, para. 5).

<https://edtechbooks.org/-SHJu>

Example: Summary

One of the significant differences is that airplanes have more limitations to taking off and maneuvering in different spaces than a helicopters (Crookston, 2020, para. 5).

Here are some simple steps you can follow in order to create a summary:

1. Determine your purpose.
2. Read or listen to what you will summarize.
3. Make a list of the main points.
4. Write the summary.
5. Compare the summary to the original.

Determine your purpose

The purpose of your summary will help you determine which details you should include. Typically, your summaries for academic writing have a similar purpose: you need to explain academic information without your opinion. You may also have a more specific focus in mind that will help you decide which details are important and which details you should not include in your summary.

Example Source

"I hope they'll gain an understanding about what fun actually is: a confluence of playfulness, connection and flow, as I've come to define it. In other words, they'll be able to know true fun when they feel it, and give it a name. Right now, there isn't a very good definition of "fun" (other than mine *laughs*) if you look it up in a dictionary. That means that a lot of things and activities are marketed as "fun" when they're actually what I call "fake fun," or the junk-food category of fun — it makes us feel good in the moment, but unfulfilled in the long run. (I'm looking at you, social media!)" (Bryzski, 2020, para. 7)

<https://edtechbooks.org/-eqYX>

Example: Summary 1

According to author Catherine Price in a recent interview (2022), one reason we often feel unfulfilled by the fun activities we usually experience is because they are not true fun, which she defines fun as the result of playfulness, connection, and flow.

Example: Summary 2

Actual fun is caused by the combination of playfulness, connection, and flow, which are characteristics not associated with many of the usual activities we categorize as fun, such as using social media (Brzyski, 2020).

Read/listen

Read or listen carefully so you understand the source well enough to summarize it.

Make a list of the main points

As you read/listen, pay attention to the main ideas and major details of the source material. You should make a list of these main points either while you read/listen or just after. If you can write on the text, it may help to underline main points or cross out minor details. If you are summarizing a lecture, you can do something similar with your lecture notes. As you write your list, focus on ideas rather than copying the exact words from the source. Compare the example paragraph and the example list below.

Example: Quote

"In 2020, 74 per cent of the global population used safely managed drinking water services. National estimates were available for 138 countries and four out of eight SDG regions, representing 45 per cent of the global population. Coverage was lower in rural areas (60 per cent) than in urban areas (86 per cent), which were home to two out of three of the 5.8 billion people using safely managed services. By 2020 a total of 84 countries had achieved universal (>99 per cent) coverage of at least basic drinking water services." (UNICEF, 2021, para. 3)

<https://edtechbooks.org/-EelR>

Example: List

- 74 percent of people have clean water.
- A higher percentage of people in urban areas have clean water than in rural areas

A lot of details were left off the list because they were not essential for the summary. There is not one perfect way to make a list for your summary.

Write the summary

Without looking at/listening to the original, use your list to write your summary. Again, it is important to focus on the ideas. Use your own words to write your summary.

Example: List

- 74 percent of people have clean water.
- A higher percentage of people in urban areas have clean water than in rural areas

Example: Summary

Globally, 74% of the population has access to safe, clean water services, and cities have better water safety than towns and villages (UNICEF, 2021).

Notice how the items on the list are not just copied and pasted together into one big sentence. The ideas are connected together carefully. The order is changed a little and some of the ideas are condensed.

Compare to the original

After you write your summary, you should compare it to the original. Make sure that the ideas have not been changed, but that the words/syntax are distinct. Make revisions as necessary.

Example: Quote

"In 2020, 74 per cent of the global population used safely managed drinking water services. National estimates were available for 138 countries and four out of eight SDG regions, representing 45 per cent of the global population. Coverage was lower in rural areas (60 per cent) than in urban areas (86 per cent), which were home to two out of three of the 5.8 billion people using safely managed services. By 2020 a total of 84 countries had achieved universal (>99 per cent) coverage of at least basic drinking water services." (UNICEF, 2021, para. 3)

<https://edtechbooks.org/-EeIR>

Example: Summary

Globally, 74% of the population has access to safe, clean water services, and cities have better water safety than towns and villages (UNICEF, 2021).

Exercises

Exercise 1: Evaluate Summaries

Evaluate the summaries. Which summary is most effective? Identify features of the ineffective summaries that make them ineffective.

Original:

"Due to how affordable the clothing is and how new trends convince consumers to seek out more, the value of clothes may diminish in the eyes of consumers. As of 2019, the current report shows that 62 million metric tons of apparel were consumed globally." (Le, 2020, para. 4).

1. The fast fashion industry causes consumers to buy more clothes (Le, 2020).
2. Inexpensive clothes and rapidly changing trends have increased consumption to a reported 62 million metric tons (Le, 2020).
3. The consumption of 62 million metric tons of clothing worldwide is directly linked to our cultural values and perceptions of the clothing industry (Le, 2020).
4. Due to how affordable the clothing is and how new trends convince consumers to seek out more, the value of clothes may diminish in the eyes of consumers. As of 2019, the current report shows that 62 million metric tons of apparel were consumed globally (Le, 2020).

Source: <https://edtechbooks.org/-zKqS>

2 Exercise: Write a summary

Choose one of the quotes to summarize. Follow the steps in this chapter as you write your summary.

1. "Acidic precipitation can be caused by natural (volcanoes) and man-made activities, such as from cars and in the generation of electricity. The precursors, or chemical forerunners, of acid rain formation result from both natural sources, such as volcanoes and decaying vegetation, and man-made sources, primarily emissions of sulfur dioxide (SO₂) and nitrogen oxides (NO_x) resulting from fossil fuel combustion. The burning of fossil fuels (coal and oil) by power-production companies and industries releases sulfur into the air that combines with oxygen to form sulfur dioxide (SO₂). Exhausts from cars cause the formation of nitrogen oxides in the air." (Water Science School, 2019, para. 2)

2. "The inflated ego that comes with success — the bigger salary, the nicer office, the easy laughs — often makes us feel as if we've found the eternal answer to being a leader. But the reality is, we haven't. Leadership is about people, and people change every day. If we believe we've found the universal key to leading people, we've just lost it. If we let our ego determine what we see, what we hear, and what we believe, we've let our past success damage our future success." (Hougaard & Carter, 2018, "Face Challenges," para. 14).

3. "Camouflage, also called cryptic coloration, is a defense or tactic that organisms use to disguise their appearance, usually to blend in with their surroundings. Organisms use camouflage to mask their location, identity, and movement. This allows prey to avoid predators, and for predators to sneak up on prey." (Boudreau et. al., 2022, para. 2).

4. "Pidgins and creoles are both the result of what happens when you blend two or more languages, but they're not the same. Put simply, a pidgin is the first-generation version of a language that forms between native speakers of different languages — a makeshift communication bridge, if you will. A creole is a pidgin with native speakers, or one that's been passed down to a second generation of speakers who will formalize it and fortify the bridge into a robust structure with a fully developed grammar and syntax" (Koyfman, 2017, para. 3).

<https://edtechbooks.org/-hiWh>

<https://edtechbooks.org/-KhVu>

<https://edtechbooks.org/-HZwR>

<https://edtechbooks.org/-qTb>





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Revising

Revising is an important step in writing. In fact, revising is *most* of what writers do. In this chapter, you will practice this skill with a focus on descriptive writing.

Exercises

Exercise 1: Revise a body paragraph

Here is a paragraph from a student essay and the feedback from the teacher. Use the teacher's feedback to decide what changes you would make to improve this paragraph.

On the other hand, the services offered by the big cities, in most cases, are much better than those offered by the small cities. For example, better hospital services, better school offers, and much better communications channels, in terms of roads, bridges, transport services such as front runner, buses and light rail, among others. These comforts of having better services including large shopping centers, with different offers of shops and restaurants, as well as entertainment centers such as stadiums, theaters and concert halls, make a great difference between living a large and small city.

Feedback: This paragraph focuses almost completely on one of the topics (cities) and does not explain the other topic (small cities). The second sentence is not a complete sentences. You include long lists of things cities do have, but you don't discuss the ideas generally. The word *better* shows your opinion, but this essay should not have your opinion in it. You also need a concluding sentence and more supporting details.

Exercise 2: Give Feedback

Give feedback on this body paragraph. How could it be improved? Look specifically at the organization of the ideas and the flow of ideas (logical connections).

Modernism and pop-art both use bright colors. Both styles happened around the same time, also making them similar. Artists of both these styles want to attract their viewer's attention to their communication, and the best way to do it is by using neon and bright colors. Because of the colors and lights of the art styles, both styles are similar to each other. Spectators needed something new for their eyes, and artists gave them this new experience. Modernism served as the basis of pop art, so they have similarities, like color. Furthermore, if the artistic space is not defined by an unified and rigid system of perspective, color begins to play a particularly important role in determining the depth of both pictures.

2 Exercise: Check your essay

Use these questions to give the author advice about how to improve it. Think about the function of each type of paragraph as well as how sources are used to support the main idea of the essay.

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body Do the supporting sentences support the topic sentence?
6. Look at each body Are the supporting sentences sequenced in a logical order?
7. Look at each body Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Revise: Comparison Writing



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Revise: Comparison Writing

Hurricanes and Tornadoes

Hurricanes and tornadoes are both natural disasters. They are both swirling storms created by thunderstorms, composed of strong winds, they are composed by strong winds, and they cause a lot of destruction. Their winds can go from 38 mph to 300 mph. Even though hurricanes and tornadoes cause a lot of destruction, they both have a lot of differences such as how they are created, where and how they develop, the consequences of their formation and what happens during and after these natural disasters.

Hurricanes usually form in the Atlantic Ocean above the line of the equator and over ocean waters with temperatures of 80 degrees Fahrenheit. They are also very common in the tropics. They usually form during the summer and the fall. They usually begin as tropical disturbances that turn into a rotating thunderstorm. When they keep gaining more energy, strength, and power, they turn into tropical depressions (with winds of 38 mph) or tropical storms (with winds of 39 mph) until they become a hurricane (winds can go above 119 mph). These storms can cover a stretch of 500 – 600 miles. To keep track of a hurricane's path, speed and strength, these are given names since there can be more than one hurricane at a time. They are also classified into five different categories depending on these characteristics. During a hurricane the air pressure decreases, the wind speed and the rain can increase, and the hurricane's wind can cause storm surges, which causes the level of the water to rise to 15 feet or more. Hurricanes can cause a lot of destruction. They can tear down trees, electrical posts, destroy houses and flood everything.

Tornadoes are very common in North America. They are common from May to June (northern states) and from May to August (southern states). They are also formed during thunderstorms, especially when warm and moist wind from the south meets with cold and dry wind from the north, creating a swirling, funnel shaped cloud, also called a tornado. The wind speed of a tornado can go from 65 to 200 mph accompanied by a suction force that can be strong enough to lift things up and throw them around in the air. This destroys anything that is in its path. Tornadoes can cause damage up to 10 miles away. Its winds are so strong they can rip trees from their roots and throw them around the air. They can also drag cars and destroy houses and buildings. Its destructive path is unpredictable because no one knows where it can go. The duration of a tornado can last from 5 to 10 minutes. Tornadoes are also classified into six categories according to their speed.

Both tornadoes and hurricanes are possessors of big destructive forces. They cause a lot of destruction and are created during thunderstorms, but they are both different because they can happen in different parts of the world and at different times of the year. Their physical characteristics and formation are what make them different from each other, but many agree that destruction is the main characteristic that they have in common, making them similar in effects but not in concept.

Exercises

Exercise 1: Give feedback

Use these questions to give the author advice about how to improve it. Think about the function of each type of paragraph as well as how sources are used to support the main idea of the essay.

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body Do the supporting sentences support the topic sentence?
6. Look at each body Are the supporting sentences sequenced in a logical order?
7. Look at each body Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?



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Timed Writing (Plans & Obstacles)

As discussed in our previous timed writing lessons, you should always start your writing with a plan. Having that outline will help you to stay focused and use your time well. However, things do not always go as planned. In this section, you will learn some strategies for how to be flexible when the unexpected happens.

Obstacles to Following an Outline

First, let's consider some of the reasons you might need to change your plans during a timed writing situation. As you look at the list, you will probably recognize problems that occur in drafted writing as well. The main difference is you don't have the same time or resources for solving these problems.

1. A idea is harder to develop into a paragraph than you thought it would be.
2. You realize you aren't happy with the position you decided on.
3. The place you are taking the test is distracting you and you lost time.
4. Your typing skills with an American English keyboard (QWERTY) are not strong.
5. You took longer than planned to write the outline.
6. The test is long and you are starting to feel tired and lose focus.
7. The test is important and your stress is making it hard to do your best.
8. You have taken the test before and didn't perform as well on the writing section as you had hoped and you are worrying.

Obstacles 1-5 are all writing-based concerns and can be solved with a few simple strategies.

1. If a point is too hard to develop, you can switch to your next point and leave the one you were working on for later. If you can't think of how to continue writing that paragraph, you can choose to leave it incomplete to show an attempt at writing it, or you can delete it depending on what you think would be best for the task and the rubric.
2. As discussed in the third timed writing assignment, your position does not matter. What matters most is your ability to explain and defend using clear reasons and support from the course or from your background knowledge. If you decide you don't like the position, it doesn't really matter. What matters is writing a well-organized response. Don't start over!
3. There is very little you can do to change the environment once you've started the test. Some testing centers (like the ELC during end of semester testing) are filled with many people taking the test. Taking a test at home can provide different distractions. The best thing you can do is practice in similar environments as much as you can before the actual test.
4. There is not a true shortcut for typing. While there may be times that you will have timed writing questions on a paper test, it is becoming less and less frequent in university settings. Practice with typing instruction websites and practice with the keyboard as much as you can.
5. One thing that will help you to adjust to this problem is to organize your outline with your strongest and easiest points at the beginning. By organizing it this way, you know that you have the thesis and restatement as a minimum introduction and conclusion, and you will begin the most important supporting idea first. That way, if you run out of time, you can delete what you didn't get to.

As you can see from examples 6-8, not all of the problems you might have are just about organization or time. Anxiety and stress about a test or the environment of the testing room can impact your ability to do your best. Rather than make those obstacles worse by panicking, acknowledge the feelings and make a new plan. Take another look at your outline and see what you can eliminate. What is still necessary to explain? What points would just be a bonus to include? Let yourself put your focus on the essentials and minimum expectations. You should have time to write those parts. Anything more you have time to do just improves your writing, but you will know that you accomplished the most important parts of the tasks.

Exercises

Exercise 1: Reflection

Write a short reflection (1 paragraph) to answer the question below.

What obstacles do you face when you are asked to do timed writing? How do you overcome those obstacles? What strategy would you like to try?

Exercise 2: Timed Writing Practice

You have 30 minutes to respond to this prompt. Your answer should be around 300 words long. Before you begin, think about how you will use your strategies if you have an obstacle with following your plan.

There are many different social media websites and apps. Choose two examples of social media to compare or contrast. Explain either two similarities or two differences in your response.



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Integrated Writing (Summarizing)

Summarizing

This section of the textbook is the perfect time to talk about integrated writing. Integrated writing (especially on the TOEFL writing task 1) is all about comparison and summarizing. You are taking what you learn from different places and bringing it all together into a much shorter review of the most important and relevant information.

Important & Relevant

When you are summarizing the information from the sources, you must first decide what information is essential to understanding the topic. This means you need to think about the audience and your own writing.

The idea of important and relevant information is that anything you include from a source must be purposeful. It needs to be directly connected to the prompt and the expected organization of your writing. Do not include something in your summary that is just *interesting* but not *important* and *relevant*.

	TOEFL Integrated	Class Integrated
Audience	The reader wants you to explain as much as possible from each source in the limited time. The listening is more important than the reading.	Think if the reader needs more or less context from that source. You only want to include what is necessary.
Your Writing	You cannot include any additional information from your background knowledge on the topic.	Your own organization will be the standard for if general or specific information is needed.
Content	There is always the same structure. There is a main idea. There are three major details in each source. The details either contradict each other or support each other.	You need to decide if a very specific piece of knowledge (like a statistic) is important to support <i>your</i> major details.

Writing the Summary

When you write your summary, using a T-chart and/or a list of the points that were most important and relevant is a good place to start. Making that short bullet list helps you to see the information in the most basic form.

Organizing that information then depends on the context.

In the TOEFL writing task 1, you should always present the information in the same order that it is given in the original sources. The structure follows the point-by-point comparison format rather than the block style.

In your own writing, you will need to think about *where* the summary will be used and *why* it will be used.

The summary should transition easily from your own supporting detail. This is most easily done if the first point from the summary matches the last idea in the sentence immediately before.

- ex. If my sentence before the summary is "Sleeping schedules and healthy diets are both important factors in energy levels." Then your summary should begin with the idea of energy levels.)

The purpose of the summary should be clear. Think about what the purpose of that summary is? What claim, detail, reason, description, etc is it supporting?

- ex. If my sentence is about how working in an office is more common than working from home, my summary should begin with information from the source that directly connects to supporting my claim about *common*. So, if my source includes the percentages of people work in offices or from home, this would be a good point to begin my summary with.

Writing is not a mathematical equation. There are patterns that can help make things easier. However, using the same "formulaic" structure for your summaries makes them boring and weak. Remember that the context will always decide the importance, relevance, and organization of your summary.

Exercises

Exercise 1: Review

With a partner, choose one of the review points to present to the class. Practice explaining the connection between the skill from that section and integrated writing. If possible, share an example with the class of a writer using this skill effectively.

Exercise 2: Integrated Writing Practice

Watch the video and take notes on the main idea and any major details. Then click on the article and read that source. You will then use your notes to answer the prompt. You will have 30 minutes to write your response. You should have at least 300 words in your answer.

Prompt: Describe the characteristics of a good listener using the points from the video. What benefits do the video and article explain result from really listening? Use at least one specific example from the reading to illustrate this concept.

Article: <https://www.nytimes.com/2020/02/11/well/family/listening-relationships-marriage-closeness-communication-bias.html>



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Cause-Effect Writing

What makes certain things happen? What happens because of certain things? These questions will help you write a cause/effect essay.

Example Cause-Effect Writing 1
Example Cause-Effect Writing 2
Prewriting
Skill: Cohesion
Sources: Paraphrasing
Revising
Revise: Cause-Effect Writing
Timed Writing (Revising)
Integrated Writing (Revising)



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Example Cause-Effect Writing 1

Teacher Submission

Effects of Obesity

Obesity rates in the United States are alarming. According to the Centers for Disease Control and Prevention (2018), over a third of US adults are considered obese. This is also an issue worldwide, but more than 50% of the world's obese population come from a mere ten countries, with the U.S. topping the list (Murray & Ng, n.d., "Key Findings," para. 1). Such a large portion of the population with obesity in the U.S. is not necessarily surprising when one considers the large amounts of sugars and fats in many people's diets and the oversized portions that are so common in restaurants. However, this serious problem should not be ignored merely because it is common. Obesity negatively impacts an individual's quality of life in significant ways psychologically, socially, and physically. The psychological and social effects are not as visible, and thus not understood as well, though certainly still present. The physical effects have been extensively researched because they are easier to quantify and diagnose. Some of the most obvious physical health effects of obesity include high blood pressure, type 2 diabetes, and bone diseases.

Obesity may lead to high blood pressure. In the US, a considerable number of people are affected by hypertension as a consequence of being obese. According to the Framingham Heart Study, a 44-year longitudinal study, excess body weight "...accounted for approximately 26 percent of cases of hypertension in men and 28 percent in women..." (Delaney, n.d., "The Incidence of Hypertension and Obesity," para. 1). Thus, it seems very common to encounter high blood pressure when obesity is present. This high blood pressure is caused in part by extra fats that line the blood vessels, restricting blood flow and increasing the pressure in the vessels. Fatty tissue not only affects the heart by constricting blood vessels; it also requires the heart to pump more blood. "By some estimates, each pound of fat requires approximately a mile of extra blood vessels to supply nutrients and oxygen" (Delaney, n.d., "Knowing Your Risk for Hypertension," para. 8). These extra blood vessels increase blood pressure because the heart has to pump harder to get blood through all of the extra blood vessels created. Therefore, excess body weight may be responsible for many cases of hypertension in the U.S.

Type 2 diabetes is another health concern that may be caused by obesity. Insulin is a hormone that regulates blood sugar levels in the body, and being overweight reduces the effectiveness of insulin, in some cases, even leading to insulin resistance ("Effects of Obesity," n.d., "Health Effects of Obesity," para. 3). This inability to regulate appropriate blood sugar levels can then lead to the development of type 2 diabetes, requiring insulin injections to supplement the body's natural insulin reserves. That is not to say that being overweight is a guaranteed path leading to diabetes, but "...roughly 30 percent of overweight people have the disease, and 85 percent of diabetics are overweight" (Powell, 2012, para. 8). The opposite is also true, in that losing weight even in small increments, combined with increased physical activity, can reduce the risk of developing type 2 diabetes by 40% to 60% ("Your Weight and Diabetes," 2015, "What Can You Do if You Already have Diabetes?," para. 1). Based on this evidence, it is safe to say that while obesity doesn't automatically lead to diabetes, it is strongly linked to the development of that disease.

Finally, obesity can contribute to a variety of bone and joint diseases. Among all the physical health concerns that can stem from obesity, bone and joint diseases are fairly straightforward, mechanical consequences. The knees, hips, and other joints are all affected by being overweight due to the increased impact on the joints that comes from bearing extra weight ("Effects of Obesity," n.d., "Health Effects of Obesity," para. 4). Individuals may develop joint or bone diseases when they are overweight, and those who already have these diseases may find the symptoms worsen with additional weight gain. Osteoarthritis is a degenerative joint disorder that affects "one in 5 Americans...but according to the Centers for Disease Control and Prevention (CDC), that number jumps to more than 1 in 3 among obese people" (Kane, n.d., para. 2). Osteoarthritis is one of the most prevalent joint diseases associated with obesity. Losing weight will reduce the risk of developing joint and bone diseases.

In conclusion, obesity brings with it an increased risk for a variety of health problems. Obesity makes the heart work harder, decreases the effectiveness of the body's insulin, and adds extra strain to the bones and joints. This extra wear on the body is avoidable, but only as people are vigilant to fight against the trends that created the problem in the first place. It is possible to reverse the frighteningly high rates of obesity in the U.S. and improve the quality of life for many individuals. Understanding the way that obesity affects the body is one of the first steps to changing the fate of the nation.

Exercises

Exercise 1: Analyze an Essay

Use questions like these to evaluate the example essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Sources

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Example Cause-Effect Writing 2

Student Submission

The Effects of a Stutter

Have you ever met someone who has a hard time speaking fluently? The disability to speak smoothly and confidently is called "Stutter". Stuttering is a disability of speaking and communicating. Some of the 2 to 4 year-old children may face this situation when they try to learn complex sentences to communicate with others. Some of the adults also have this disability for many reasons. Stuttering can seriously affect patients' daily lives; it can affect patients' mental health, physical health, and social abilities.

To begin with, stuttering can really affect our mental health in multiple ways. When people stutter, they feel a lot of stress and anxiety. Therefore, they fear to talk in front of the other people, and they are afraid to express their own opinions or thoughts. They assume that other people around them think they are weird or foolish because they cannot speak normally or fluently. The stutterers have negative thoughts on everything and on themselves. They're hard to have confidence in themselves and easily lose their hope.

Furthermore, lots of people stutter because they have strong anxiety about speaking with others, especially when some situations need speaking. According to the author of the Journal of Fluency Disorders "In studies of adults, the relationship between emotion and stuttering has focused almost exclusively on anxiety. Findings of increased stuttering frequency when speaking under feared conditions such as a job interview" (2017). To sum up, stuttering truly can cause lots of inconvenience in the patients' lives. The stutterers need to go through many challenges of speaking and emotional changes.

Next, the stutterers not only need to face mental challenges but also they need to conquer physical problems. Mental problems literally can influence our physical health. The stutterers have to bear lots of stress, and they are extremely nervous in most of their life. Therefore, their mental situation is very tense all the time. Their physical health is usually influenced by their minds. When they feel anxious or worried, they may have the cold sweat. Their eyes blink rapidly. Their vocal cords become very tight, and their hearts beat very fast. Furthermore, some doctors and experts point out that "the stutterers also will have tremors of the lips or jaw, facial tics, head jerks, and clenching fists when they're trying to pronounce words" (MAYO Clinic, 2017). As these stress responses increase, their stutter becomes more serious. Their physical health faces a big risk.

Moreover, when people are under heavy stress, their bodies will release a hormone named "Cortisol". This hormone will let the bodies be prepared to face the coming challenges. Endocrinologists address that "Cortisol will increase people's heart rate, blood pressure, blood glucose, respiration, and muscle tension in response" (Hormone Health-Network, 2018). Therefore, Cortisol is often called "stress hormone". Although Cortisol can help people be prepared to face the trials in a physical way, the excessive amounts of the Cortisol can cause some serious health problems. Endocrinologists also believe that

Sometimes tumors on the pituitary or adrenal glands can contribute to a condition known as Cushing syndrome, which is characterized by high levels of cortisol in the blood. Cushing syndrome causes a flushed face, high blood pressure, and changes in the skin. Osteoporosis and mood swings are also a factor considered with Cushing disease. (Hormone Health- Network, 2018)

Stress to the stutterers is a serious problem indeed because it can lead them to some incredible results. In addition, the Americans with Disabilities Act (ADA) has also considered that stuttering is a disability in 2013. Kailee Goold, an employment layer in Columbus, Ohio commented that "In most cases, stuttering will be a disability. A disability is an impairment that significantly impacts a major life activity. The ADA includes "speaking" and "communication" as major life activities. So, if the stutter significantly affects one's ability to communicate, it will be a disability" (Employment Discrimination Report, 2014). In conclusion, the emotional problems can truly lead the stutterers to the severe physical concerns.

Last but not least, the stutterers have the serious social phobia. They fear to interact with other people. Every time when they try to interact with other people, they remember the last failure in social activities. Once they memorize the bad or awkward experiences, they start to stutter and have more serious fear of talking with others. They may have difficulty in making friends and having success in their employment. According to the researcher David M. Clark, the stutterers may give themselves extremely high standards of social performance; they may ask themselves, "I must not show any signs of weakness", "I must always sound intelligent and fluent", "I should only speak when other people pause", "I should always have something interesting to say" (A Cognitive Perspective on Social Phobia, 2001). Lots of them might be the perfectionists in all aspects. additionally, the stutterers may think that they are different from others, they are odd or strange, they are boring, and they may think of themselves as invaluable. Everyone is going to hate or ignore them. They have too many negative thoughts in their minds because of their stutter.

Furthermore, the stutterers may face bullying and teasing situations in school or in the work environments. Some people think that the stutterers are stupid or useless because they don't really understand stutter and make wrong judgments casually. The stutterers need to accept others' insight every day. In sum, the stutterers don't like to attend any social activities or meeting, and they try to avoid any situation that requires speaking. They lock themselves in their dark atriums. All in all, the stutterers can experience something very difficult, such as mental health problems, physical health concerns, and the disability of interacting with other people. The stutterers really need other people's understanding and help. There are some methods that can help someone who is suffering in the stutter, including read a book or newspapers out loud, lay down tension, and practice speaking in front of a mirror every day. If you are a stutterer, or someone you know is suffering with the stutter, you can apply those ways or tell someone who may need to know this information so they can get free from stuttering. Ivan Das, a brave stuttering man said, "Stuttering can't stop you from speaking your heart out, only your inappropriate mindset" (The Stuttering Foundation, 2018). If people can be the friend with stuttering, and they accept and embrace it. They can truly get free from stuttering. The most important thing is having a positive attitude. Everything has a good aspect. We all don't need to face the challenges alone.

Exercises

Exercise 1: Analyze an Essay

Use questions like these to evaluate the example essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
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8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Sources

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https://open.byu.edu/academic_b_writing_p/example_cause_effect.

Prewriting

Understand the assignment

Descriptive Essay Prompt

Describe a cause-effect relationship. You will choose either to explain the causes of a topic OR the effects of a topic.

Additional Instructions:

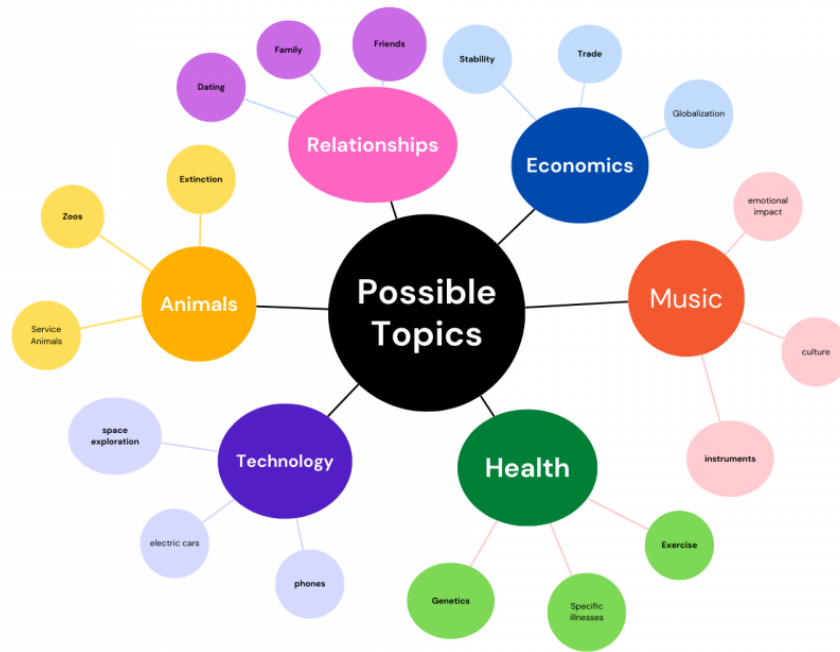
Make sure to narrow your topic. A broad topic loses strength, and it is harder to keep the supporting details focused and specific. Narrow in on the *who*, *where*, and *when*.

If you choose to talk about the effects, you will want all of your supporting details to be positive, neutral, or negative. It is challenging to effectively combine effects with different perspectives of the impact. It will be much simpler to identify your perspective and address the topic from that angle., This is not an opinion essay, but you can show your perspective in the supporting ideas you choose.

Remember to include adequate background information so that your teacher and classmates that read your essay will understand the context. What specific vocabulary do you need to define or avoid for your audience to understand?

Brainstorm

First choose a general topic that you are interested in. Then narrow down that topic into more specific topics. You should have a list similar to the one below. Each of the smaller circles can be a topic that you can discuss the causes of or the effects of.



Simple Google searches with either "causes of" or "effects of" might be a good place to start if you aren't sure what to write about.

Choose your focus

Having a topic that you can explain the causes or effects of is often just the first step. You will need to focus even more by thinking about the *who*, *where*, and *when* you want to discuss. This combines with the controlling idea of causes or effects to create the purpose of your essay.

Research

Wikipedia can be an excellent place to begin looking for information causes or effects of your topic. The information is usually explained simply on that website, but most academic writing will require you to find a different type of source that is more trustworthy. However, Wikipedia usually links references to the specific information it includes. You can use that reference list at the bottom of the page to begin your official search.

As you are developing your supporting ideas and finding sources, thinking about the following questions:

- Why does this topic have this effect/cause?
- Are there effects/causes that I don't know about?
- Are my effects/causes the main ones I find when I search?
- Are the sources I find challenging my information or supporting it?

Depending on your topics, an internet search for "CAUSES TOPIC and NARROW WORD" or "EFFECTS TOPIC and NARROW WORD" (ex. causes depression and teenagers) might give you helpful results.

Outline

Start with your topic sentences and thesis. Add questions or quotes to help you develop each of your ideas.

Example Outline

Thesis: The arts have a massive effect in the economic, cultural, and social life of the society, not only for just a single country but for the world too.

TS 1: The society have a economically grown thanks to the effect that arts produce on it.

- Research questions: Benefits of the Arts in the Economy? How it helps? How it help is related to next topics?
- Source: <https://edtechbooks.org/-SZw>

TS 2: The influence of the arts can change how we see a community and how we behave.

- Research question: Benefits of the Arts in the Culture? How it helps? How it help is related to next topics?
- Source: <https://edtechbooks.org/-tHLg>

TS 3: The society can make huge changes because of the effect that the arts have on it, making it better in many way related to the with the aforementioned topics.

- Research question: Benefits of the Arts in the Society? How it helps?
- Book Source: Managing Art Projects with Societal Impact: A Book for Studetns Stakeholders and Researchers (Bast, G. et. al., 2014)

Restated Thesis: The impact of the arts can be seen in the economic, cultural, and social changes in a community.

Note: This example explores one cause (arts) and the impact it has on one topic (society) and it explores that one effect relationship in detail (three different ways arts cause change in a society).

Introduction

Your introduction should describe in general terms the topic you will write about in your essay. At the end of your introduction paragraph, you should write your thesis. The thesis should clearly state a cause or effect relationship.

Example Thesis Statements

1. A poor diet, excessive stress, and sleep deprivation cause attention problems in school.
2. Some of the effects of social media include having more access to information, easier communication, and an ability to share photos and videos.
3. The most common reasons for the insomnia are physiological conditions, mental conditions, and lifestyle.
4. The companies that generate a lot of profits are using technology in commerce as a tool, and as a result are making more software investment, developing business to customers, and internationalizing companies.
5. Good stress has many ways such as motivating, cognitive enhancer, and physically enhancing.
6. If the polar ice caps melt continuously, we will face severe sea level rise, climate change, and habitat loss of animals.
7. Aging is a natural and unavoidable process in people's lives affects their physical and mental condition, and social status.
8. Although it sometimes makes confusion to customer, airlines expect alliances to reduce their expenses and create new advantages to customer.

Here are some phrases that are useful for writing a cause/effect thesis:

*X is **caused by** Y*

***The effects of** X include Y*

***Due to** X,*

*X often **affects** Y*

*X occurs **as a consequence** Y*

Body

Your body paragraphs should explain how or why your thesis sentence is true. As you plan each of your body paragraphs, remember that using sources will make your writing more credible and interesting.

Use sources properly so that you do not plagiarize. Each of your body paragraphs should have citations.

Conclusion

Your conclusion paragraph should start by restating your thesis. Then, you should speak about the person/event in more general terms and apply their situation to the world more generally. End with a concluding statement.

As you outline your body paragraphs and choose research, make sure the quotes you use support your topic sentence (see pages 19 and 52). Read the example outline below. Notice how the selected quotes support the first topic sentence by answering the questions that were based on it.

Example: Outline with sources for a body paragraph

TH: Stress affects our body's muscular, cardiovascular, and chemical systems.

TS: One of the most obvious effects of stress is muscle tension.

What muscles are affected?

"For example, both tension-type headache and migraine headache are associated with chronic muscle tension in the area of the shoulders, neck, and head" (APA, n.d., "Musculoskeletal," para. 2).

What happens to the muscles?

"When the body is stressed, muscles tense up. Muscle tension is almost a reflex reaction to stress – the body's way of guarding against injury and pain" (APA, n.d., "Musculoskeletal," para. 1).

Exercises

Exercise 1: Discussion

Use the questions below to discuss this assignment before you begin.

1. In what situations do we usually talk about causes and effects? Why do we talk about causes? Why do we talk about effects?
2. There are many different causes and effects within any topic. Choose a general topic. Make a list of causes and effects.
3. Why do you think the instructions in the prompt mention that this is not an opinion essay? What does it mean by "show your perspective in the supporting ideas you choose"?
4. Who do you think your audience is for this essay? Why would that person be interested in reading your writing? How will your style be impacted by your audience?

Exercise 2: Brainstorm

Make a brainstorm idea map similar to the one above. Now that you have some options, choose your favorite. If aren't sure which one to talk about, consider the following questions:

1. Which topic am I most interested in learning more about and writing about for a few weeks?
2. What option on the list would be the easiest/most challenging for me to write about?
3. Would it be easier to find English sources that describe the causes or the effects of that topic?
4. Are there causes or effects that I think the audience should know more about?
5. Are there any options I can eliminate because they are too commonly used as topics?

Exercise 3: Focusing the Topic

Now that you have selected a topic to write about, continue prewriting by deciding what causes or effects you want to discuss. Create a chart like the one below to help you make your topic more specific.

Topic	Narrow Topic	Cause or Effect	Who	Where	When
Relationships	Problems	Causes	Coworkers	Work in the US	you are from a different country
School	Bullying	Effect	Children	Schools everywhere	Elementary School
Environment	Air Pollution	Causes	Big companies	Cities with the biggest populations	Now
Politics	Revolution	Effect	Citizens	My country	1800s

This will help you generate the list of supporting details

- What are the causes of problems with US coworkers when you are from another country?
 - Communication: Language limitations/differences
 - Culture: Expectations or ways of talking about problems
 - Roles: Power/responsibility over coworkers

Look at each list and decide which points are strongest or most interesting. For example, you might decide that last point is difficult to explain or not common enough to talk about. It would be better to divide communication and culture into smaller parts and focus just on those ideas. Remember that you will be talking about how these points cause problems. You will not be talking about how problems with US coworkers effect international workers.

Exercise 4: Looking for Sources

Use the list from Exercise 3: Focusing the Topic to identify what type of information you need to learn from another source. You can do this by making a list of information you know off the top of your head and a list of things you need to learn (or double-check) to explain the points you chose.

Note: Wikipedia is an ok place to start. However, when you look for sources, try to make sure your source list is:

- from multiple websites/books (not just one perspective)
- in English
- from an author or institution you can trust
- actually related to your ideas
- focused on natural comparison, not an opinion

Exercise 5: Revise thesis statements

Revise the theses to be more effective for a cause/effect essay. Write the revised theses on a piece of paper.

1. Here are the three negative effects of overfishing.
2. Homelessness is caused by unemployment, but we can find many solutions for this problem.
3. What kind of effects and benefits are there?
4. An unstable economy is a significant economic issue.
5. Everyone can become addicted to alcohol, and the most important thing is to be able to admit it to yourself and know where to start looking for help.
6. Every country should have free trade laws because there are many benefits.

Exercise 6: Complete an outline

Use the topic sentences to create the thesis for this outline.

TH:

TS: Depression can be caused by genetics.

TS: Another cause of depression is chemicals in the brain.

TS: A final cause of depression is due to circumstance.

Exercise 7: Choose sources that support a topic sentence

Using the following research, choose quotes that would support the topic sentence below.

TS: Additionally, stress impacts the heart and blood pressure.

"Acute stress causes an increase in heart rate and stronger contractions of the heart muscle, with the stress hormones acting as messengers for these effects. In addition, the blood vessels that direct blood to the large muscles and the heart dilate, thereby increasing the amount of blood pumped to these parts of the body and elevating blood pressure" (APA, n.d., "Cardiovascular," para. 1).

"Chronic stress, or a constant stress experienced over a prolonged period of time, can contribute to long-term problems for heart and blood vessels. The consistent and ongoing increase in heart rate, and the elevated levels of stress hormones and of blood pressure, can take a toll on the body. This long-term ongoing stress can increase the risk for hypertension, heart attack or stroke" (APA, n.d., "Cardiovascular," para. 2).

"Repeated acute stress and persistent chronic stress may also contribute to inflammation in the circulatory system, particularly in the coronary arteries, and this is one pathway that is thought to tie stress to heart attack" (APA, n.d., "Cardiovascular," para. 3).



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Skill: Cohesion

Now that your planning stage is complete, you can begin writing your draft. Be careful as you quote, paraphrase, and summarize. Your writing should be organized, developed, accurate, and original.

As you write your introduction, think about the information your reader needs to understand your topic so they feel ready for the thesis when they read it. For example, imagine the following thesis at the end of an introduction paragraph about sleep deprivation. What information would help a reader understand the general topic so he is ready for the thesis?

TH: Sleep deprivation has many physiological and immunological effects.

Some key information might include a definition of sleep deprivation, how common it is, who suffers from it, or why people suffer from it. Now read the introduction paragraph that follows and look for the information that the author included to introduce the general topic and give background knowledge.

Example: Introduction Paragraph

Do you know anyone who is tired all of the time? Our bodies need rest, and while scientists aren't exactly sure why we do, it is certain that we do. People who consistently sleep less than 6-7 hours each night are considered sleep deprived (Carter, 2014), and this issue affects a lot of the population (Drix, 2017) including working professionals, young mothers, and students (Andrews, 2016). Working professionals may say they need every extra minute to finish a project for work, mothers are constantly awakened by their children, and students have many responsibilities to balance to complete all of their assignments. However, cutting out time for sleep is no small matter. There are serious effects that come from not sleeping enough consistently. Sleep deprivation has many physiological and immunological effects.

Cohesion

Writing has cohesion when the ideas logically flow from one to the next. Writing paragraphs that have good sequencing will help your readers understand your ideas more clearly. Sometimes you will have a clear order that relates to time. Sometimes the order is more flexible and there is not one perfect way to sequence the sentences.

Cohesive Devices

One way to improve the cohesion of your writing is by using cohesive devices properly. There are many types of cohesive devices: pronouns, adjectives, determiners, prepositions, conjunctions, repeated words, transition words, etc.

Some cohesive devices show certain relationships between ideas, like showing contrast or a cause/ effect relationship.

Showing Addition

Another	<u>Another</u> reason to use public transportation is that it is reliable.
Also	Public transportation is <u>also</u> reliable.
Besides	<u>Besides</u> being efficient, public transportation is reliable.
In addition	<u>In addition</u> to being efficient, public transportation is reliable.
First, second, etc.	<u>Second</u> , public transportation is reliable.

Showing Similarity

Both	The two sports share <u>both</u> a wide fan base and a name.
Likewise	The two sports share a wide fan base. <u>Likewise</u> , they share a name.
Similarly	The two sports share a wide fan base. <u>Similarly</u> , they share a name.

Showing Contrast

However	RNA is able to leave the nucleus of the cell. <u>However</u> , DNA isn't.
In contrast	RNA is able to leave the nucleus of the cell. <u>In contrast</u> , DNA isn't.
On the other hand	RNA is able to leave the nucleus of the cell. <u>On the other hand</u> , DNA isn't.
Whereas	<u>Whereas</u> RNA is able to leave the nucleus of the cell, DNA isn't.
Yet	RNA is able to leave the nucleus of the cell, <u>yet</u> DNA isn't.

Showing Cause/Effect

Thus	Excessive stress weakens the body, <u>thus</u> making it easier to get sick.
As a consequence	Excessive stress weakens the body. <u>As a consequence</u> , stress makes it easier to get sick.
therefore	Excessive stress weakens the body. <u>Therefore</u> , stress makes it easier to get sick.
as a result	Excessive stress weakens the body. <u>As a result</u> , stress makes it easier to get sick.
consequently	Excessive stress weakens the body. <u>Consequently</u> , stress makes it easier to get sick.

Giving Examples

An example of	Squats are <u>an example of</u> exercises that strengthen our muscles
For instance	Many exercises strengthen our muscles. <u>For instance</u> , squats are an...
To illustrate	Many exercises strengthen our muscles. <u>To illustrate</u> , consider how your muscles are strengthened when you do an exercise like squats.

Exercises

Exercise 1: Brainstorm background knowledge for an introduction

What does the reader need to know before they encounter any of these thesis statements in an introduction paragraph?

TH: Smart investments in both people and resources lead to success in business.

TH: Stereotypes can lead to racial discrimination.

TH: A poor diet and excessive stress cause attention problems in school.

Exercise 2: Write a conclusion

Read the following introduction paragraph for an essay about causes of airplane accidents. Write the conclusion paragraph (or explain what you would write to a partner).

Technology advances in aviation have made flying safer nowadays. The construction materials have been tested and proven to be durable. The mechanics have been improved for maximum efficiency and precision. Even the passengers receive more extensive safety training before takeoff. However, there are some accidents that can't be controlled for in every situation. It has been found that human errors are responsible for 70 percent of airplane accidents ("Human Factors," n.d.). Mechanical errors, memory problems, and intentional violations are the most common human causes of aircraft accidents.

Exercise 3: Identify logical order of sentences

Each of these sentences combine to make a paragraph. Write a number by each sentence A-E to show a logical order for sequencing the supporting sentences.

TOPIC SENTENCE: Robots are becoming more advanced with advances in technology.

- A. _____ NASA has robots in space that “are performing tasks with sub-millimeter precision” (National Aeronautics and Space Administration, 2015, para. 3).
- B. _____ Today’s robots are very powerful.
- C. _____ On the other hand, the robots of twenty years ago were not able to do as much or make such exact movements.
- D. _____ In addition to being powerful, today’s robots are also very precise.
- E. _____ Robots in the United Kingdom, for example, were strong enough to harvest five tons of barley from a farm run by robots last year (Pultarova, 2017).

CONCLUDING SENTENCE: With the amazing advances we have seen recently, it is very likely that robots will continue to improve and become capable of doing even more.

Sources:

<https://edtechbooks.org/-yWle>

<https://edtechbooks.org/-DGsa>

Exercise 4: Insert a sentence

The numbers represent places that the bolded sentence could be inserted into the paragraph. Choose the most logical place to insert the bolded sentence.

1 Everyone experiences stress. **2** Some of these causes include health, relationships, life changes, and conflicts between your beliefs and your values. **3** Regardless of the cause, everyone should understand stress because they will have to know how to handle it. **4**

Even though all people have different lives and circumstances, stress is universal because it has so many different causes.

Exercise 5: Identify misplaced sentences

Read the original paragraph. Underline sentences that seem to be out of place. Then compare the original to the revised version.

Original:

The skin is one of the most important lines of protection that the human body has against infection. If a germ makes it past the skin, the body has several mechanisms in place to destroy it. For example, the body uses white blood cells to find and destroy germs that enter the body (Tigner, A. et. al., 2022). These mechanisms don't always work quickly enough to prevent people from becoming sick, but they do begin fighting the bacteria or virus and help people recover. In order to become infected, either bacteria or viruses have to enter the body. The skin prevents this from happening most of the time, as we encounter thousands—if not millions—of germs every day. Thus, the skin is one of the best ways to protect the body from germs because it blocks the majority of them.

Revision:

The skin is one of the most important lines of protection that the human body has against infection. In order to become infected, either bacteria or viruses have to enter the body. The skin prevents this from happening most of the time, as we encounter thousands—if not millions—of germs every day. If a germ makes it past the skin, the body has several mechanisms in place to destroy it. For example, the body uses white blood cells to find and destroy germs that enter the body (Tigner, A. et. al., 2022). These mechanisms don't always work quickly enough to prevent people from becoming sick, but they do begin fighting the bacteria or virus and help people recover. Thus, the skin is one of the best ways to protect the body from germs because it blocks the majority of them.

Source: <https://edtechbooks.org/-WrmG>

Exercise 6: Revise for cohesion

Revise the paragraph for cohesion.

The languages spoken in Haiti and the Dominican Republic are one evidence of their distinct cultures. On one side of the island, they speak French, while on the other side they speak Spanish. The indigenous people of the island originally spoke Taíno (Poole, 2011). Spanish and French were imported. France and Spain both established colonies on the island, bringing their languages with them. Due to these new influences, most of the native Taino language was conquered. There are a few words of Taíno that remained in Spanish and even found their way into English, like hurricane, hammock, and barbeque (Poole, 2011). Both sides of the island are certainly distinct because they now have different languages.

Source: <https://edtechbooks.org/-jVfK>

Exercise 7: Identify connectors

Read the groups of sentences and think about what cohesive devices would most effectively combine the research into a paragraph.

The following research comes from an article by Watson & Cherney (2021). If you wanted to include all of this research in a body paragraph, what kind of cohesive device could you use?

1. Sleep plays a critical role in thinking and learning.
2. Lack of sleep impairs attention, alertness, concentration, reasoning, and problem solving.
3. Various sleep cycles play a role in consolidating memories in the mind.
4. If you don't get enough sleep, you won't be able to remember what you learned.

The following research comes from an article by DiSalvo (2017). If you wanted to include all of this research in a body paragraph, what kind of cohesive device could you use?

1. Controlling your breathing calms your brain.
2. Breathing regulates your blood pressure.
3. Counting breaths taps into the brain's emotional control regions.
4. The rhythm of your breathing affects memory.
5. Controlled breathing may boost the immune system.

The following research comes from an article by Jacobs (2017). If you wanted to include all of this research in a body paragraph, what kind of cohesive devices could you use?

1. To give someone a business card, a Japanese business person will hold the card with two hands as she passes the card to the other person. The card should be studied and discussed as part of the conversation.
2. When an American business person passes a business card to another person, they do not hold it with two hands, and they may not even have a card with them. Many millennials prefer to have business contacts go to their LinkedIn profiles. Failure to present a business card is not offensive in American culture.

Sources:

<https://edtechbooks.org/-JVTt>

<https://edtechbooks.org/-Jsrl>

<https://edtechbooks.org/-kXKC>





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Sources: Paraphrasing

Paraphrasing is restating something. This skill is very similar to restating a thesis statement. You want to include the same information but say it in a different way. It is also like a summary; the most obvious difference between them is length. You typically use summaries for text that is too long to paraphrase. A paraphrase will usually be approximately the same length as the original source text.

The page number is not required in the in-text citation for a paraphrase, but it is encouraged.

An effective paraphrase—

- is written in your own words.
- keeps the original meaning (does not add or take away important ideas or relationships).
- does not keep the structure of the original while only changing some words for synonyms.
- is approximately the same length as the original.

Example Source

"Carmakers had gotten so good at silencing the exhaust and reciprocating parts inside their offerings that those who relied on noise cues to locate them—especially the vision impaired—were having a tough time hearing the cars approach, and accidents were on the rise."

<https://www.forbes.com/sites/billroberson/2019/10/08/silent-but-deadly-electric-vehicles-need-to-make-more-noise-and-tesla-has-some-ideas-about-that/?sh=759790d546d9>

Example: Paraphrase

Accidents involving electric vehicles increased because the creators of the cars were too effective at reducing the noise and people such as those with a visual impairment could not hear the cars approaching (Robertson, 2019).

Here are some general steps for writing a paraphrase.

1. Read or listen to what you will paraphrase.
2. Divide the sentence into parts and make sure you understand what each part means.
3. Identify any logical connectors (e.g., *because*, *and*, *while*, *in contrast*, etc.).
4. Rephrase each of the parts of the sentence (using synonyms, word forms, etc.).
5. Put the sentence back together.
6. Compare the paraphrase to the original.

Read/Listen to source

As with a summary, before you can write an effective paraphrase, you need to have a solid understanding of the source text. You should look up any new words in the original text if possible.

Divide the sentence

Many English sentences combine clauses and phrases together, and you will need to understand each of the clauses before you can paraphrase a sentence. Start by dividing the sentence into clauses (a clause has a subject and a verb).

Example: Sentence to Paraphrase

"Carmakers had gotten so good at silencing the exhaust and reciprocating parts inside their offerings that those who relied on noise cues to locate them—especially the vision impaired—were having a tough time hearing the cars approach, and accidents were on the rise."

<https://www.forbes.com/sites/billroberson/2019/10/08/silent-but-deadly-electric-vehicles-need-to-make-more-noise-and-tesla-has-some-ideas-about-that/?sh=759790d546d9>

Example: Sentence Divided into Clauses

"Carmakers had gotten so good at silencing the exhaust and reciprocating parts inside their offerings / that those who relied on noise cues to locate them—especially the vision impaired—were having a tough time hearing the cars approach, / and accidents were on the rise."

<https://www.forbes.com/sites/billroberson/2019/10/08/silent-but-deadly-electric-vehicles-need-to-make-more-noise-and-tesla-has-some-ideas-about-that/?sh=759790d546d9>

Now you can clearly see that this sentence has three main parts. The second part has an embedded relative clause (it describes the people included in the word *those*). You need to make sure you understand each part of the sentence (e.g., new words, the pronoun references, etc.).

This step becomes more important (and more difficult) when the sentence is more complicated. Consider this more complex example:

Example Source

"All of which presaged a more robust presence in the membership by 2000, when about 15% of the total membership identified themselves as female, increasing in 2010 to 20%, and by 2020, around a third (see Figures 1 and 2), based on data supplied by the Association's Business Office at Executive Director, Inc. (EDI)" (Offutt & McCluskey, 2021, p. 9).

Source: <https://doi.org/10.1002/aepp.13183>

How many main parts are there in this example? Can you identify the clauses? Start by identifying the main verb(s). Every clause has to have a verb, so this can help you locate the clauses.

If you can't look at the sentence and find the main verbs quickly, you can try crossing out or simplifying phrases that don't have verbs or that you can identify as adjective clauses. Remember that your goal is to find the verbs so you can find the clauses.

Here are some examples of phrases you could cross out if you are trying to identify the main verb:

1. An appositive (words that rename or give extra, grammatically unnecessary information)

Example: My teacher, ~~a recent college graduate~~, loves grammar.

2. Phrases that show when, where, and how

Examples: ~~A few years ago~~, I took a class.

~~Throughout the history of the country~~, the United States has fought for freedom.

The scientist studied the dangerous animal ~~with extreme caution~~.

We can use this approach with the more complicated quote we looked at before.

Every new mode of communication ~~—be it Facebook, Twitter, or new visual sharing apps like Instagram, Periscope, Reddit, or Snapchat—~~ has its own rules and style, and we're creating sophisticated new language rules for each of them.

The verbs are *has* and *are creating*. Now it is easier to see that there are two clauses:

Every new mode of communication has its own rules and style.

We're creating sophisticated new language rules for each of them.

Dividing the sentence into clauses will be easier now.

Example: Sentence Divided into Clauses

"Carmakers had gotten so good at silencing the exhaust and reciprocating parts inside their offerings / **that** those who relied on noise cues to locate them—especially the vision impaired—were having a tough time hearing the cars approach, / and accidents were on the rise."

<https://www.forbes.com/sites/billroberson/2019/10/08/silent-but-deadly-electric-vehicles-need-to-make-more-noise-and-tesla-has-some-ideas-about-that/?sh=759790d546d9>

Identify any logical connectors

The way that two clauses are joined shows you the relationship that they have. For example, if two clauses are joined with *because*, you know that there is a cause/ effect relationship. This step is usually simple if you are familiar with some of these relationships.

Here are some common connectors and their general relationships.

cause/effect:	because, since, due to, as a result, consequently, thus, therefore
contrast:	however, but, in contrast, on the other hand, whereas, although
example:	for example, for instance
time:	when, before, after, while, during, since, until
sequence:	then, next, last, first, second, third
possibility:	if
alternative:	or
addition:	and

Rephrase each part

Here are some strategies for rephrasing clauses and phrases. Most para- phrases combine several strategies.

1. Use synonyms
 - EX: the financial **impact** > the **influence** on finances
2. Use equal transition words/conjunctions (if possible)
 - EX: because > since
3. Change from active to passive voice
 - EX: Nearly classes **uses** the internet. > The Internet **is used** by almost every class.
4. Change word forms
 - EX: Geometry is **easy**. > Geometry is **easily** explained.
5. Change the subject
 - EX: **You** can be misunderstood. > **Misunderstandings** happen.
6. Change an adjective into an adjective clause
 - EX: **new** types of communication > types of communication **that are new**

Returning to the first example given, look at how each part of the sentence was changed.

Carmakers had gotten so good at silencing the exhaust and reciprocating parts inside their offerings	--->	the creators of the cars were too effective at reducing the noise
that those who relied on noise cues to locate them—especially the vision impaired—were having a tough time hearing the cars approach,	--->	and people such as those with a visual impairment could not hear the cars approaching
and accidents were on the rise.	--->	Accidents involving electric vehicles increased

These clauses changed in several ways. For example, the first clause changed from active to passive voice, and in the second clause, the subject was changed.

Put the sentence back together.

After you have changed the sentence parts, you can put it back together. Many people change the order of the clauses at this point. Make sure that the structure of the paraphrase is different than the original structure.

Example: Paraphrase

Accidents involving electric vehicles increased because the creators of the cars were too effective at reducing the noise and people such as those with a visual impairment could not hear the cars approaching (Robertson, 2019).

Compare to the original.

Make sure you changed the structure, but not the meaning.

Example Source

"Carmakers had gotten so good at silencing the exhaust and reciprocating parts inside their offerings that those who relied on noise cues to locate them—especially the vision impaired—were having a tough time hearing the cars approach, and accidents were on the rise."

<https://www.forbes.com/sites/billroberson/2019/10/08/silent-but-deadly-electric-vehicles-need-to-make-more-noise-and-tesla-has-some-ideas-about-that/?sh=759790d546d9>

Exercises

Exercise 1: Choose the best paraphrase.

Choose the best paraphrase for each original quote:

1. "In much the same way that we're becoming bilingual, we're also learning to swap between other, new types of communication" (Van Camp, 2016, para. 21).

- A. Changing from one new type of communication to another is becoming easier for us, as is changing between languages (Van Camp, 2016).
- B. We are learning to change languages and change communication (Van Camp, 2016).
- C. In the same way as we are learning multiple languages, we are learning how to change between types of communication that are new (Van Camp, 2016).
- D. Because we can change types of languages, we can now similarly also change between types of communication that are new (Van Camp, 2016).

2. "Since offense is easily avoided by remembering a few simple rules, it's worth your time making sure you're up to date on modern U.S. norms (Clark, 2012, para.3).

- A. Norms change a lot in the U.S., especially in business (Clark, 2012).
- B. Because you can easily avoid offense by remembering a few easy rules, it's very important to make sure you are current with U.S. customs (Clark, 2012).
- C. Learning current U.S. norms is worthwhile because if you know some basic rules, you won't offend people (Clark, 2012).
- D. Your time is well spent if you learn the most current rules for behavior because business can not be conducted well if you have offended people (Clark, 2012).

Sources:

<http://www.digitaltrends.com/features/dt10-language-and-tech/>

<https://www.nyintl.nyc/new-york-international-blog1/2012/12/american-business-etiquette>

Exercise 2: Write a paraphrase

Write a paraphrase for the original quote below.

"When women are visible through professional recognition, more potential female students are likely to be attracted to study in the fields of agricultural and applied economics" (Offutt & McCluskey, 2021, p. 19).

Source: <https://doi.org/10.1002/aepp.13183>

Exercise 3: Write a body paragraph with paraphrases

Create context for a paraphrase. First, introduce the information with a sentence connecting it to a cause-effect statement. Second, rewrite this sentence as a paraphrase. Third, write a commentary about the information.

1. "You can see Webster's legacy in the American spelling of words like *color* (from *colour*), *honor* (from *honour*), and *labor* (from *labour*). ("British and American Spelling," 2017).

Source:

<https://learningenglish.voanews.com/a/six-difference-between-british-and-american-english/3063743.html>

Exercise 4: Write a quote, summary, or paraphrase

Using each paragraph below, write a quotation, a summary, or a paraphrase.

For the quotation and the paraphrase, choose one sentence. For the summary, summarize the entire paragraph. Include the correct citation for each.

Author: NASA

Year: n.d.

Paragraph: 1-2

Website: <https://climate.nasa.gov/effects/>

Original:

Changes to Earth's climate driven by increased human emissions of heat-trapping greenhouse gases are already having widespread effects on the environment: glaciers and ice sheets are shrinking, river and lake ice is breaking up earlier, plant and animal geographic ranges are shifting, and plants and trees are blooming sooner.

Effects that scientists had long predicted would result from global climate change are now occurring, such as sea ice loss, accelerated sea level rise, and longer, more intense heat waves.



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Revising

Revising is an important step in writing. In fact, revising is *most* of what writers do. In this chapter, you will practice this skill with a focus on descriptive writing.

Exercises

Exercise 1: Give feedback

Read the paragraph below. What advice would you give to the writer?

In addition, melting ice caps can cause climate change. 99 percent of the polar ice consists of fresh water. Besides, most of the ice is floating on the sea. Hence, melting ice means two changes. These are the changes in salinity and temperature (Glick, n.d., para 13). Both salinity and temperature greatly affect the ocean currents. The Earth's currents are mostly steady, and The direction of the current usually remains unchanged. However, large changes in ocean currents might cause changes in the atmosphere (Jason Samenow, 2018, para 1). If the currents in the atmosphere were changed, huge natural disasters, such as long-term flooding, hurricanes, typhoons, and tsunamis, would occur frequently (curiosity.com, n.d., para 1). As a result, ice melt of the polar ice caps is very closely related to natural disasters caused by future climate changes.

Sources:

<https://edtechbooks.org/-hUfw>

<https://edtechbooks.org/-XYMk>

Exercise 2: Check your essay

Use these questions to give the author advice about how to improve it. Think about the function of each type of paragraph as well as how sources are used to support the main idea of the essay.

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body Do the supporting sentences support the topic sentence?
6. Look at each body Are the supporting sentences sequenced in a logical order?
7. Look at each body Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Revise: Cause-Effect Writing



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Revise: Cause-Effect Writing

Student Submission

Social Media

What is social media? Social media is the new form to communicate with others in this new era. Many people use social media, but do not know about its bad effects.

The principal negative effect of social media is fake reality and many problems with self-esteem. Many young people do many crazy things only to get a like on their post. Young people and older people post on social media many different social posts only to receive attention.

Now relationships have many troubles with spending time together, and many relationships are in trouble when they are together. People do not know how to make real relationships and this is a real problem. They make new gadgets to make life easier, but we are in this world to experiment, to explore, and to make mistakes. This is the real purpose of having technology: to make progress. We need to use technology to advance and use social media to connect with those around us. We need to use social media to help others, not to watch videos and see entertaining things. We can use social media to help others if we make tutorials and teach our skills to other people, and everybody has the opportunity to contribute knowledge. Another factor to be affected is marriages. Many couples spend a lot of time on social media and they only chat for a short time. This makes a new problem and this spreads these couples apart and sometimes gives other people the opportunity to enter into this relationship. This division causes many problems in their relationship. Infidelity is more common today because social media posts news articles talking about how infidelity is normal.

People have a huge problem with social media addictions, but we can help people with this issue. If we are good friends and motivate people who are addicted to social media to explore the real world, they don't need to use the social media to be happy. Maybe they can use their phones only for the camera to save a good memory. It is time to use social media to get started to connect countries and end discrimination. It is time to use social media to bring happiness to poor people. Technology and social media make up our era. We must be the users and not the slaves of our devices.

Take time to count how much time you are spending with your family and evaluate how much time you spend on social media.

Exercises

Exercise 1: Give feedback

Read the essay. Pretend you are the teacher. What would you tell the author? What did the author do well? What can they improve on?



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https://open.byu.edu/academic_b_writing_p/revise_cause_effect_.

Timed Writing (Revising)

The nature of timed writing means that you are extremely limited in your ability to review your work and make changes. However, even just 5 minutes reserved at the end to check your writing can make a big difference. Don't be tempted to submit an essay early when those remaining minutes could help you catch some easy to fix mistakes.

Writing Revisions

Before you take a test with a timed writing question, look at feedback your writing teacher has given you on your writing.

- Has your teacher given you feedback on an organization issue more than once?
- Have you been given comments about problems with developing ideas?
- Is there feedback that shows you that your ideas are not clear on the first draft?
- Does your teacher comment frequently about sentences being unconnected to the rest of the paragraph?

Looking at the patterns of feedback you have received in the past will help you focus the short revision time you have on looking where mistakes are most likely to occur in a first draft. Since that is what a timed writing response is, it's a good place to start with your revisions. Meet with your teacher during office hours before a test if possible to get tips for how to recognize and resolve those errors during the test.

Grammar Revisions

In addition to the writing feedback you have been given, take some time to review the feedback you get from your grammar teacher about your grammar accuracy in writing.

- Are there patterns of errors with specific grammar structures that you can look for?

Meet with your grammar teacher during office hours before if possible to get tips for how to recognize and resolve those errors during the test. It might be as simple as checking that all of your sentences start with a capital letter or looking for subject-verb agreement. Knowing the mistakes you make most frequently can empower you to make quick changes.

Claim Revisions

One of the common concerns that readers have when they read an opinion essay is that there are logical errors (also known as fallacies; [you can click here to learn more about logical fallacies](#)) that weaken your supporting ideas. This is a complex topic, so we will just address common issues with logic that happen in timed writing.

- Do any of your supporting ideas move away from the main idea (thesis) by introducing details that aren't directly relevant? (red herring)
- Are any of your supporting details exaggerating or misrepresenting the opposite point of view? (straw man)
- When you explain the consequences, do your supporting details include a series of events that are not supported by evidence? (slippery slope)
- Is there a supporting idea that takes one example and says that all situations will be the same, even though there might not be support for that? (hasty generalization)
- Did you include any statements that suggest something is true only because it is popular or commonly believed? (bandwagon)

Revising claims that are weak can take much more time than you will have in a timed essay. However, knowing the common types of mistakes can help you to avoid them or quickly notice and replace them.

Developing strong logical supporting details is a skill that takes time and practice, so don't get discouraged if this is feedback you get from your teacher. Keep trying and ask for advice on how to improve!

Exercises

Exercise 1: Review Feedback

For this exercise, you will need to have access to recent feedback on your writing and/or grammar assignments.

- What do the comments say about your organization, development, clarity, and unity?
- What types of grammar corrections do you frequently receive?
- Are there any examples of logical errors in your assignments? If so, did your teacher give any suggestions on how to fix the issue?

Exercise 2: Timed Writing Practice

You have 30 minutes to respond to this prompt. Your answer should be around 300 words long. Remember to save the last 5 minutes to check your writing.

Prompt: What are the causes of poverty? Explain two major causes of poverty in your answer. Be sure to use examples and clear explanations of *how* your points lead to poverty.





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Integrated Writing (Revising)

In this textbook, you have learned a lot of writing skills in the context of specific writing tasks. This chapter will help you apply skills from each of the major sections of this textbook to integrated writing tasks specifically.

Originality

In the first section of this textbook, you learned about the concept of plagiarism. Plagiarism is when you present words and ideas as if you were the original creator. As a student, you should always be pointing to where you learned the information. Your reader does not expect you to know everything, but they want to know where you learned it. Your professors want to know that you did the work. Your other audience for your writing might want to learn more and your references can give them directions on where to find more information.

The way you will reference your sources will depend on the task. The most common way to explain originality is to include a citation in your sentence that connects the idea to one of the references at the end of your essay. This is the most formal form of showing sources.

Sometimes, you are given the specific sources to include in your writing, like on the TOEFL or in a reading (literature) class. In those cases, you will follow the expectations of the assignment for showing originality.

On the TOEFL, you do not need citations or a reference page. The reader knows *exactly* where you learned the information, so it is not necessary. All you need to do is signal *which source* each idea came from with the words *lecture* or *reading passage*.

In a reading (literature) class where you are reporting on a specific book, you may need to use citations for specific quotes that you include, but other information can just be explained generally because the reader makes the assumption that all that information came from the book you are discussing. Any information you learned from outside of the book (ex. Wikipedia page, dictionary, etc) would need a citation and reference.

Organization

The organization will always depend on the specific assignment. The length will depend on the assignment. That being said, everytime you include a reference to information you learned from another source, you should always have the following parts:

- Introduction: Move from your own ideas into a source reference by connecting the two ideas and/or using an introductory phrase; or include a topic sentence that connects two sources with a shared idea
- Body: Include a direct quote, summary, or paraphrase and the citation (if required)
- Conclusion: Explain why the information is important in supporting your topic sentence or your own supporting ideas

Quoting

Use the exact words from the original source if:

- there is not other way to express the idea clearly
- you want to use 3 or more words in a row from the source, but it should generally be less than 30 words total
- the original phrase is powerful
- the original author is an authority on the topic
- you are required to use direct quotes

Always begin and end the direct quote with quotation marks ("words"). The citation should be immediately after the final quotation mark. The sentence punctuation should be after the citation.

Summarizing

Most of your integrated writing assignments will require summarizing. This is especially true for the TOEFL integrated writing task 1. The purpose of including most of your source information is to show that you understand the topic thoroughly and can explain it yourself. In order to show strong writing skills, you will have to take the information and transform it into new phrases that express the exact same meaning. A summary should be shorter than the original text.

Cohesion

The definition of the word cohesion is the act of bringing different parts together into a whole product that works together. This is done in large part by having a clear organization that matches the expectations of the prompt. Cohesion is also the result of moving between information from sources smoothly. It should not feel like several sentences pushed together that are sort of about the same thing. Your writing should feel purposeful and connected.

In a class assignment, this also includes moving between your sources and your own ideas without the reader really noticing. On the TOEFL writing task 1, you should not be including your own thoughts on the sources, and the organization is more rigid. This means that it won't feel as natural to move between explanations of the sources, but the required structure makes it easy for the test evaluators to check your understanding and clarity quickly.

Exercises

Exercise 1: Review

With a partner, choose one of the review points to present to the class. Practice explaining the connection between the skill from that section and integrated writing. If possible, share an example with the class of a writer using this skill effectively.

Exercise 2: Integrated Writing Practice

Watch the video and taken notes on the main idea and any major details. Then click on the article and read that source. You will then use your notes to answer the prompt. You will have 30 minutes to write your response. You should have at least 300 words in your answer.

Prompt: What is the placebo effect? Using the information from the reading, explain how the placebo effect can impact our lives beyond just our physical health.

Article: <https://www.theguardian.com/books/2022/jan/06/the-expectation-effect-by-david-robson-review-mind-changing-science>



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Additional Resources

Your writing needs to show good development, unity, and cohesion, in addition to being organized and accurate. This chapter mainly focuses on how to achieve development, unity, and cohesion in your body paragraphs.

Appendix 1: Development

Appendix 2: Punctuation

Appendix 3: Using Academic Vocabulary

Appendix 4: Finding Sources

Appendix 5: In-Text Citations

Appendix 6: Simple Sentences

Appendix 7: Compound Sentences

Appendix 8: Complex Sentences Part 1

Appendix 9: Complex Sentences Part 2



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Appendix 1: Development

Writing is developed when the ideas are explained in sufficient detail. You need to show that you have thought about the topic and that you have something meaningful to say. Paragraphs that lack development often sound too general or are redundant.

Compare the examples below. The first body paragraph is not developed well. The ideas are repeated and there are no solid examples, details, reasons, etc. Find the supporting sentences in the revised version that help develop the ideas.

Example: Body Paragraph (Little development)

The branch of science known as geology relates to the study of solid earth. Some of the features that geologists study include mountains and other solid features of earth. Geologists study these features extensively. Geologists study the composition of these formations. These studies of the earth are collectively called geology.

Example: Body Paragraph (Better development)

The branch of science known as geology relates to the study of solid earth. That means that geologists study features of earth that are based on rocks and minerals. Some of the features that they study include mountains, volcanoes, canyons, and plate tectonics. Geologists study these features extensively because they want to investigate the gradual processes that form them and by studying the processes, they can help prevent devastation from future disasters (King, 2018). These processes include natural disasters like earthquakes. Geologists also study the composition of these formations by taking samples and analyzing them. These studies of the earth are collectively called geology.

You can revise a paragraph that lacks development by adding supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc. Which types of supporting sentences you use will depend on your topic. In researched essays, using and explaining sources can also help you develop your ideas.

You can start revising a paragraph by asking questions about the topic sentence (or the other supporting sentences). Ask questions like "Why?" "Like what?" and "How?" The answers to these questions can give you ideas to include that will develop your paragraph.

The first example paragraph had poor development because the ideas stopped too soon. The writer basically only said that geologists extensively study solid earth features and their composition.

The revised body paragraph has better development also stated that geologists extensively study solid earth features and their composition, but it did not stop too soon. It gives lots of examples and relevant details.

In order to revise the paragraph, the author might have asked questions like this: Geology relates to the study of solid earth.

- Question: What does that mean?
 - That means that they study features of earth that are based on rocks and minerals.
- Question: What features do they study?
 - Mountains, volcanoes, canyons, and plate tectonics.
- Question: Why do they study these features extensively?
 - Because they want to study the processes that form them.
- Question: What processes do they study?
 - Natural processes like earthquakes.
- Question: What else do they study?
 - The composition of earth formations.
- Question: How do they study the composition of these formations?
 - By taking samples and analyzing them.

Sometimes paragraphs that lack development have the length of a developed paragraph, but don't clearly develop an idea because the writer was trying to sound elegant or add extra words to make a paragraph longer. **Good development is not the same thing as length.** You need to focus on supporting your ideas rather than making your sentences long. Compare the following paragraphs. Even though the second paragraph is a little shorter, the paragraph is more developed. The redundant words are crossed out.

Example: Body Paragraph (Little development)

Chemistry is an absolutely completely different branch of science from any other branch of science that studies how things are formed at the extremely small level of a molecule. Chemists mainly know about chemistry because they study how certain molecules react with each other in very complex and incredible molecular reactions. These reactions happen in an extremely rapid way and very quickly and they can be easily observed in the moment that they occur. Chemists study these processes because they can use them to create new products and materials. Chemists frequently study these reactions by initiating reactions in a laboratory so they can observe them. Molecular reactions are studied in the field of chemistry.

Example: Body Paragraph (Better development)

Chemistry is an absolutely completely different branch of science ~~from any other branch of science~~ that studies how things are formed at the ~~extremely small~~ level of a molecule. Chemists ~~mainly know about chemistry because they~~ study how certain molecules react with each other ~~in very complex and incredible molecular reactions~~. These reactions happen ~~in an extremely rapid way and~~ very quickly and they can be ~~easily~~ observed in the moment that they occur. Chemists study these processes because they can use them to create new products and materials. Chemists frequently study these reactions by initiating reactions in a laboratory so they can observe them. Molecular reactions are studied in the field of chemistry.

Exercises

Exercise 1: Ask questions to generate supporting sentences

Write questions about this topic sentence and the answers to the questions you write.

Topic sentence: It is essential to understand the natural resources that exist on the planet.

Question:

Answer:

Question:

Answer:

Question:

Answer:

Exercise 2: Ask questions to generate supporting sentences

Write questions about the topic sentence. Use the answers to write a developed paragraph.

EX: Topic sentence: The Statue of Liberty is one of the most iconic symbols of America.

Possible questions:

Why is it iconic?

What does it represent?

Paragraph:

The Statue of Liberty is one of the most iconic symbols of America. The Statue has become iconic because it was the first thing that many people saw when they first came to the United States. People began to connect their first sight of the statue with the hope in their heart of what America held for them. They saw it as a symbol of the freedom they were looking for. Ever since, it has been a symbol of freedom to millions of people who have never physically visited it, but understand the significance. This symbol lives on and continues to be an icon.

1. Topic sentence: Science has made our modern lives better.

Possible questions:

Paragraph:

2. Topic sentence: Music is an essential part of culture.

Possible questions:

Paragraph:



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Appendix 2: Punctuation

Listing Punctuation

A **colon** (:) is used to introduce a list if there is a complete sentence before the list.

When you finish your essay, you should check it for the four features of good writing: organization, development, accuracy, and originality.

Commas (,) and **semicolons** (;) are used for separating items in a list.

1. Commas are used to separate items in a list without If several adjectives are listed to describe a noun, a comma separates them.

- *I have lived in California, Utah, and Texas.*
- *The beautiful, new building was finished this summer.*

2 . Semicolons are used to separate items in a list when the items contain commas. When we write cities and states in English, a comma always separates them.

- *I have lived in San Diego, California; Provo, Utah; and Houston, Texas.*

*If we used commas instead of semicolons in a list that already has commas, it would be very confusing.

I have lived in San Diego, California, Provo, Utah, and Houston, Texas. (Incorrect)

Sentence Linking Punctuation

Comma + Coordinating Conjunction

You can link two independent clauses (complete sentences) together with a comma if you also use a coordinating conjunction. These conjunctions are sometimes referred to as FANBOYS (*for, and, nor, but, or, yet, so*).

There are many ways students use commas, but not all of those ways are correct.

Notice that there are two complete sentences:

There are many ways students use commas.

Not all of those ways are correct.

**Remember that you only need a comma if you are joining two COMPLETE sentences together.

I need to print my essay tonight, and ask my study buddy to give me some feedback. (Incorrect)

I need to print my essay tonight and ask my study buddy to give me some feedback. (Correct)

Semicolon

Another way to link two complete sentences is by using a semicolon.

There are many ways students use commas; not all of those ways are correct.

Notice that there are two complete sentences again:

There are many ways students use commas.

Not all of those ways are correct.

A comma combined with a coordinating conjunction does the same thing in this situation, but a semicolon shows a little stronger of a connection between the sentences. Writing this type of sentence can also add variety to your writing. If you use a semicolon, NO conjunction is necessary

Variety and Avoiding Linking Errors

Variety in sentence length is important for your writing. Some sentences should be short, while some can be linked to other sentences to create variety.

When you link independent clauses, you need to be careful to avoid run-on sentences.

A run-on sentence either has no punctuation between independent clauses, or splices two independent clauses together by only using a comma. (This type of run-on sentence is called a "comma splice sentence".)

<i>He will help her prepare for the TOEFL and she will practice every day.</i>	(Incorrect)
--	-------------

<i>He will help her prepare for the TOEFL, she will practice every day.</i>	(Incorrect)
---	-------------

<i>He will help her prepare for the TOEFL, and she will practice every day.</i>	(Correct)
---	-----------

<i>He will help her prepare for the TOEFL; she will practice every day.</i>	(Correct)
---	-----------

<i>He will help her prepare for the TOEFL. She will practice every day.</i>	(Correct)
---	-----------

Remember that even if you are correctly linking independent clauses together, do not link too many together because it will make your writing harder to read.

Exercises

Exercise 1: Revising for listing punctuation

Revise the sentences that are written incorrectly.

1. Interesting buildings on BYU campus: the Wilkinson Center, the Museum of Art, and the Fine Arts Center.
2. The expensive red sportscar was parked illegally.
3. We will write three major essays this semester: a problem/solution essay, a comparison essay, and a process essay.

Exercise 2: Revise linking punctuation

Revise the sentences that are written incorrectly. If there are multiple ways to correct the sentence, write all of the possible corrections.

1. Personality tests can tell you a lot about a person, but they aren't a perfect measure of what people are really like.
2. BYU has lots of fun activities for students, you will never be bored on the weekends.
3. Amazon is one of the most popular websites for online shopping; and you can find a wide variety of products that ship quickly to your home.
4. Electricity was one of the most important inventions in the nineteenth century and it led to other important inventions.
5. The United States fought a revolutionary war against England and won their independence.

Exercise 3: Revise run-on sentences

Revise the punctuation in the student paragraph.

Parents do not control what their children do; children's behavior is affected more by television, movies, and other influences from outside the home, this is a terrible thing that sociologists have noticed, but fortunately, parents are still interested in trying to teach their children, parents should teach their children about good behaviors and parents will see improvements in the behavior of their children.



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Appendix 3: Using Academic Vocabulary

At a minimum, you need to know the meaning, the part of speech, and the collocates.

Meaning

Make sure you know what words mean. Sometimes when you use words incorrectly, it is because you don't fully understand what it means.

Part of Speech

You also need to know what part of speech it is.

A **noun**...

...is a person, place, thing, or idea.

...can be described with adjectives.

...frequently follows determiners.

**common suffixes include "sion/tion" (condition); "ance/ence" (difference); "ment" (development); "ity" (activity)*

A **verb**...

...is a word that shows action.

...can be described with adverbs.

...follows subjects (or comes before objects).

...can be changed to show past or future tense.

**common suffixes include "ate" (indicate); "ize" (recognize); "ify" (identify)*

An **adjective**...

...is a word that describes a noun.

...usually comes before a noun or after a verb like BE.

**common suffixes include "ive" (effective); "ful" (useful); "ic" (specific)*

An **adverb**...

...is a word that describes verbs, adjectives, and sentences.

...can be in many different places in a sentence.

*common suffixes include "ly" (quickly)

Collocations

A collocate is a word that is frequently used with another word. Sometimes when you use academic vocabulary, your teacher will tell you that you have a "word choice" error or your roommate may tell you that it "sounds funny." That is often because you used a word that is not a collocate. You should memorize a couple of collocates with each new word you learn. You can find lists of collocates on the LEAP dashboard, wordandphrase.info, in collocation dictionaries, and in your LEAP vocabulary packet. Using these lists while you make sentences will help you remember the words in a natural context.

You need to be careful in your writing to use the correct word form.

Look at the chart below. You will notice that some words have a noun, verb, adjective, and adverb form that are all a little different. Some words do not. Some words even have the same form for two different parts of speech.

Noun	Verb	Adjective	Adverb
expression	express	expressive	expressively
respect	respect	respectful	respectfully
honesty	be honest	honest	honestly
confidence	be confident, have confidence	confident	confidently

Exercises

Exercise 1: Identify word forms

Fill in the word forms that you know.

Noun	Verb	Adjective	Adverb
			developmental
	support		
sustainability			-----
		explanatory	-----
			sequentially
part	-----		
		collective	
	expect		

Exercise 2: Revise for word form errors

Find the word form errors.

The homework assignment looked easy, but I did not know how to completely it. I asked my study buddy to help me because he is so intelligence. Apparent, he is really good at learning languages, because he is learning three languages at BYU. I know one day he will be famously. I respectful him a lot.





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Appendix 4: Finding Sources

There are some websites that are useful to cite in academic papers, but there are many websites that you shouldn't cite in an academic paper. Websites you may cite in a researched essay include sites like The United States Department of Commerce or NASA. Sites that are not good to use are sites like personal blogs, social media, open-source websites, or forums.

A website URL can tell you a lot about the credibility of a source. If you are on a government website (.gov), people usually feel that the information is more credible than what is written on a commercial website (.com). Educational websites (.edu) and organization websites (.org) are sometimes credible, but you should be careful. You can narrow a Google search by domain extension if you simply type the extension after your search term (e.g., Poverty .gov) in the Google search bar. The website domain extension alone isn't enough to know if the site is a good source. For example, many newspapers and encyclopedias use the .com extension and can still be good sources.

Other things you can look at are references, authors, and dates. If you read an educational website that lists references, that is an extra level of confidence that you can trust what they say is true. If you see an author, that is also usually a good sign. Finally, look for a date of publication. If the website was last updated in 1990, using that website probably isn't a good idea. Look for things that are more current, or are at least updated regularly.

What about Wikipedia?

Wikipedia is an excellent place to begin your preliminary research for a topic (but not a source you should cite). Wikipedia can offer background knowledge that will help you decide quickly if you are interested in a topic. If there are references listed at the end of the article, those references would be an excellent place to start looking for sources you can cite.

Most teachers will ask you to not cite Wikipedia for several reasons. First, it can change (and does change) frequently. When you write an essay and list references, people should be able to look up your references for more information. If someone looks up a Wikipedia article, it may be different from when you wrote your essay.

Academic Searches

Journal articles (especially those from a respected journal) and books are often considered much more credible than general websites, so it will strengthen your writing to use them.

You may find that journal articles and books are very difficult to understand. It is helpful to start by reading the abstract of an article before you read the entire article. The abstract will give a brief summary of the article. Some students skip the abstract and start reading with the beginning of the introduction, but this will slow you down in your research.

In order to find academic research articles, you should use a library database or Google Scholar. The trick to finding research when you use an academic database is limiting your search to find useful results. You can use quotation marks, asterisks, or boolean search terms (e.g., AND) to refine your search. For example, if you want to write an essay and describe various types of earthquakes, you will get different results if you use these different search terms:

types of earthquakes =	any articles that use the words <i>type</i> , <i>of</i> , or <i>earthquake</i>
"types of earthquakes" =	only articles that use the exact phrase
<i>types of earthquakes</i> types AND earthquakes =	any articles that mention BOTH <i>types</i> and <i>earthquakes</i>
type* AND earthquake* =	any articles that use the words <i>type</i> or <i>types</i> as well as <i>earthquake</i> or <i>earthquakes</i>

There are research tutorials at <https://ysearch.lib.byu.edu>



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Appendix 5: In-Text Citations

When you use information you found in your sources, you need to mark that information to show that the ideas are not your ideas. Source material is marked in your essay using in-text citations. The exact format of your citation will vary a little depending on the style guide you are using. All of the citations in this book use the APA style guide, but there are other style guides you may need to use in college. Your teacher will usually tell you which style guide they expect you to use.

Three basic types of information are required for an in-text citation

1. The author's last name
2. The year that the information was published
3. The page number (or for some electronic sources, the paragraph number)

Example: In-Text Citation

(Kamenetz, 2016, para. 1).

The in-text citation is split if you use a phrase to introduce the source material that includes the author's name. The year goes in parentheses directly after the name of the author, and the page number goes in parentheses at the end of the source material. See example below.

Example: In-Text Citation with an Introductory Phrase

According to Kamenetz (2016), "Sleep deprivation affects memory, cognition and motivation, and the effects are compounded when it's long-term." (para. 1).

Variations

You may need to adjust the in-text citation for some of your sources, depending on the information that is available.

No author?

If there is no author listed because something was written by an organization, include the organization's name. If the organization has a widely-recognized acronym, you can use it after the first in-text citation (e.g., NASA).

Example: In-Text Citation with a Group as the Author

The Food and Drug Administration (2017) asserted that "Dietary Supplements can be beneficial to your health..." (para. 1). People often take these supplements because it is hard to get all of the nutrients they need naturally through diet. However, "...taking supplements can also involve health risks" (FDA, 2017).

If there is no author or organization name, (as is the case with many encyclopedias or dictionaries), you should use the first few important words of the article's title with quotation marks.

Example: In-Text Citation without an Author

He was "...a charismatic pioneer of the personal computer era" ("Silicon Jobs," 2017, para. 1).

Two authors?

In parentheses, use the ampersand (&) between the names. In an introductory phrase, write the word *and*.

Example: In-Text Citation with Two Authors

Understanding plate tectonics is important for those that study volcanoes because "volcanoes are closely associated with plate tectonic activity. Most volcanoes, such as those of Japan and Iceland, occur on the margins of the enormous solid rocky plates that make up the Earth's surface" (Decker & Decker, 2017, para. 4).

More than two authors?

The first in-text citation should list all of the authors by last name (unless there are more than five). The subsequent citations should only list the first author and the phrase "et al." (meaning "and others").

Example: In-Text Citation with Three Authors

Anderson, Jacobs, and Sween (2016) found that consumers were more hesitant to buy clothing online if they had never shopped from a particular retailer before. This may be attributed to the fact customers did not know if clothing from a particular retailer runs small or if it would be true to size. On the other hand, "Customers were reasonably confident about buying computers and tech products online, regardless of the retailer" (Anderson et al., 2016, para 6).

No page number?

The paragraph number should be used with the abbreviation *para*. If there are headings in the text, use the name of the heading before the paragraph number. Put the name of the heading in quotation marks. (Some headings may be very long. In that case, you can use a shortened version.)

Example: In-Text Citation without Page Number

"The timing and severity of the Great Depression varied substantially across countries" (Romer & Pells, 2017, "Economic History," para. 1).

Example: In-Text Citation without Page Number

Lava provides a unique environment for plant growth, and finding a good observation site is essential. Hawaii is a good place for these observations because "Hawaii's ecosystems are isolated enough—and thus rich enough—that ecologists can recite the typical order of arrival on new lava" (Roach, 2017, para. 10).

No year?

Use the abbreviation *n.d.* (no date).

Example: In-Text Citation without Year

"Volcano studies can reveal a lot about the earth" (Stephens, n.d., para. 28).

Other variations?

Check a complete APA citation style guide like the *Publication Manual of the American Psychological Association* (7th ed.) or the OWL online.





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Appendix 6: Simple Sentences

Sentence Structure



A simple sentence must include a subject and a verb.

Subjects

Subjects are the nouns (person, place, thing) that *does* the verb.

- I sing.
- Ana shops.
- Emelie dances.
- The school is good.
- My house is blue.
- The store has clothes.

Verbs

The verb is the action or state.

- I sing.
- Ana shops.
- Emelie dances.
- The school is good.
- My house is blue.
- The car stops.

It is also possible to have two or more subjects and/or two or more verbs.

- I sing and dance.
- We see, hear, smell, taste, and feel.
- Ana and Emelie shop.
- Your parents, sister, and brother visit.

Complement

A simple sentence can have a complement. The complement is a word or phrase that adds more information about a part of the sentence.

A simple sentence can have an object as a complement. The object is the noun that receives the action. A sentence can have two or more objects.

- We eat lunch.
- We eat lunch and dinner.
- Yuri buys clothes.
- Yuri buys clothes, shoes, and hats.
- They listen to music.
- The university has many students.
- My friend calls me.
- Charlie throws the ball to me.
- The book gives the instructions.

A simple sentence can also have other words or phrases as a complement. The other words or phrases might include adjectives, prepositions, or adverbs.

- We eat lunch quickly.
- Yuri buys clothes at the store.
- They listen to music on their phones.
- The university has many students.
- My friend calls me after class.
- The book gives the instructions to make cookies.

Example 1



Example 2



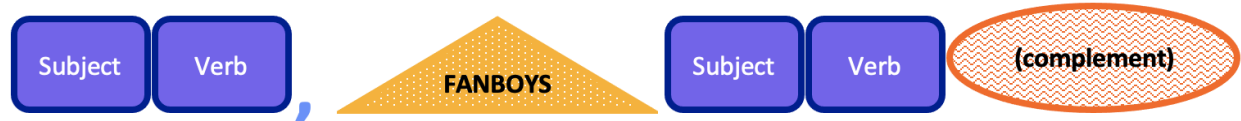
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Appendix 7: Compound Sentences

Sentence Structure



Independent Clauses

A simple sentence can also be called an independent clause. An independent clause is a subject and verb that is a complete idea. It does not need more information to complete the thought.

You can connect separate independent clauses (simple sentences) using a coordinating conjunction. Coordinating conjunctions are words that connect the two sentences together. You use them when the ideas in the sentences are connected.

- I have a dog, and I want another dog.

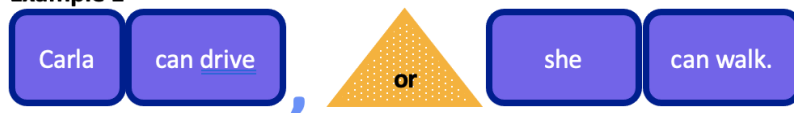
See that both sentences are complete. You can separate them with a period. However, the meaning of the sentences is connected, so you can use a coordinating conjunction to make the connection clear. When a sentence has more than one independent clause, it is called a compound sentence.

Coordinating Conjunctions

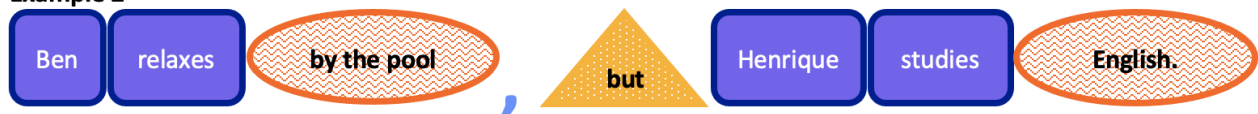
Coordinating conjunctions in English are *for, and, nor, but, or, yet, and so*. We often use the word *FANBOYS* to remember these words. When you use a coordinating conjunction (*FANBOYS*), you will use a comma before the second independent clause.

- F – Bring an umbrella, for it will rain this afternoon.
 - This word shows a cause or reason connection.
 - This is more formal and not common.
- A – Reading class is first, and writing class is second.
 - This word shows addition, time order, or cause/reason.
- N – I never liked broccoli, nor will I ever like it.
 - This shows that both clauses are not true or do not happen.
 - This is use more in formal English.
- B – Rei was late to class, but he did participate.
 - This shows a difference connection.
- O – My classmates are going to karaoke, or they are going bowling.
 - This word shows a choice between the clauses.
 - It is often used in questions.
- Y – I did the homework, yet I still have many questions.
 - This word is used like *but* to show a difference connection.
- S – We need money, so we will get jobs.
 - This conjunction shows a cause or reason connection like *for*.

Example 1



Example 2



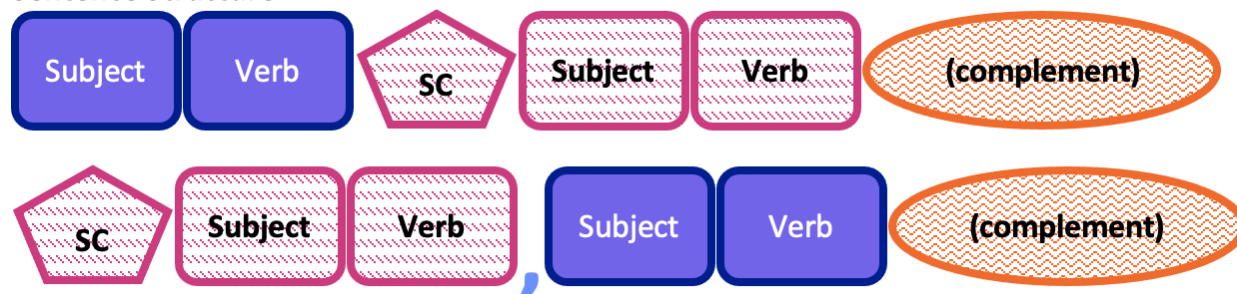
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Appendix 8: Complex Sentences Part 1

Sentence Structure



Dependent Clauses

A dependent clause is an idea that is not complete. It has a subject and verb, but it also has a word that requires more detail.

Because is a clear example of a word that makes an idea a dependent clause. A clause that begins with *because* cannot be used alone. You need to connect it to an independent clause for the idea to be complete.

- Because I don't like to swim. (*Incomplete*)
- Because I don't like to swim, I do not go to the pool. (*Complete*)

When a sentence has a dependent clause and an independent clause, it is called a complex sentence. There are many different types of dependent clauses. We use the different clauses to show different connections between ideas.

Time Clauses

A specific type of dependent clause is a time clause. These clauses have a time word that requires more information to show the sequence of actions. Common time words are *after*, *before*, *when*, *while*, *whenever*, *since*, and *until*.

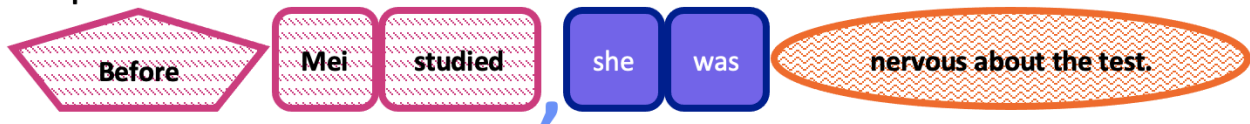
When you start a sentence with the dependent clause, you need a comma to connect the clauses.

- After – After she exercises, she goes to school.
 - The dependent clause is the first action in time.
- Before – Before I go to bed, I brush my teeth.
 - The dependent clause is the second action in time.
- When – When he drives, he listens to music.
 - The dependent clause is the first action in time.
- While – While I was studying at the ELC, I met my best friend.
 - The dependent clause started first but continues during the second action.
- Whenever – Whenever Bryan hears this song, he misses his home.
 - The dependent clause is the first action and causes the second action.
- Since – Since we started the semester, we have been classmates.
 - The dependent clause is the first action. The focus is on the period of time, usually between the first action and the present.
- Until – Until they graduate, they will need to focus on studying.
 - The dependent clause is the second action. The focus is on the period of time, usually between the present moment and the second action.

Example 1



Example 2



When you start the sentence with the independent clause, you do not need a comma to connect the sentences.

- After – She goes to school after she exercises.
- Before – I brush my teeth before I go to bed.
- When – He listens to music when he drives.
- While – I met my best friend while I was studying at the ELC.
- Whenever – He misses his home whenever Bryan hears this song.
- Since – We have been classmates since we started the semester.
- Until – They will need to focus on studying until they graduate.

Example 3



Example 4





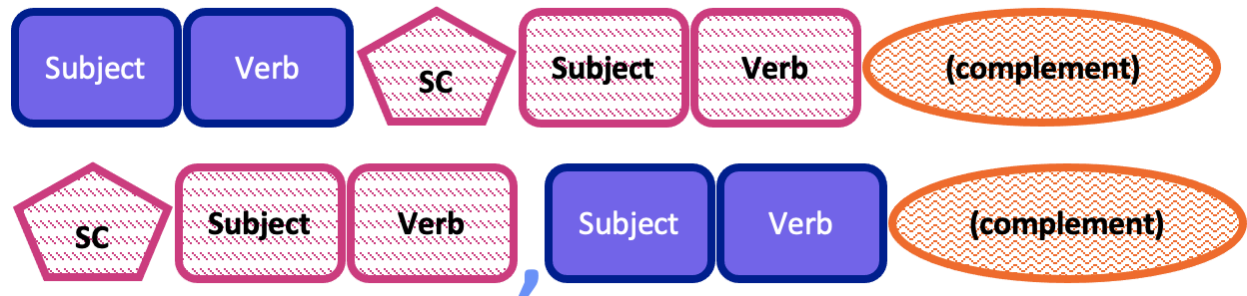
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Appendix 9: Complex Sentences Part 2

Sentence Structure



Subordinating Conjunctions

There are many different names that we use to describe grammar. In previous ELC writing textbooks, we used the term time clause to talk about dependent clauses that show the sequence relationship between two actions. Those time clauses started with words like *after*, *before*, *when*, *while*, *whenever*, *since*, and *until*.

The general name for words that connect two clauses is conjunction.

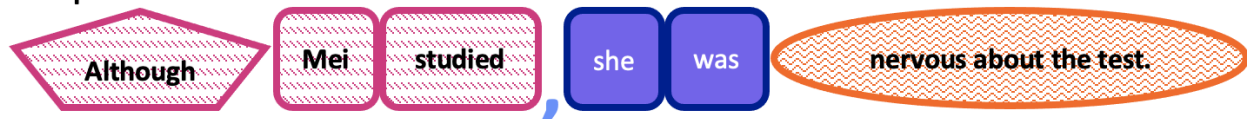
As explained in the other section of this chapter, a coordinating conjunction connects two independent clauses. Both of those ideas are complete on their own, but the writer chooses to emphasize how they are connected using a coordinating conjunction.

A subordinating conjunction is a word that makes an idea incomplete as soon as it is added to the beginning of a clause. Time clauses are a specific type of subordinating conjunction. Subordinating conjunctions make an idea dependent, meaning it requires another clause. When you have both a dependent and independent clause, the sentence is called a complex sentence.

Additional common subordinating conjunctions are: *although*, *even if*, *even though*, *if*, *though*, and *whether*.

- Although – Although she loves pizza, she does not want to eat it tonight.
 - The dependent clause contrasts with the independent clause.
- Even if – Even if it rains tomorrow, the soccer game will happen.
 - The possible action in the dependent clause does not change the action in the independent clause.
- Even though – Even though you were tired, you were able to finish your homework.
 - The action in the dependent clause does not change the action in the independent clause.
- If – If I miss the lecture, I can watch the Zoom recording later.
 - The dependent clause is a condition, the independent clause is the consequence.
- Though – Though they practiced every day, they did not play well at the concert.
 - The dependent clause contrasts with the independent clause.
- Whether – Whether it is sunny tomorrow or not, we will have a picnic.
 - The two possibilities in the dependent clause do not impact the independent clause action.

Example 1



The order of the clauses can change. If the independent clause is first, the comma is not necessary.

- Although – She does not want to eat pizza tonight although she loves it.
- Even if – The soccer game will happen even if it rains tomorrow.
- Even though – You were able to finish your homework even though you were tired.
- If – I can watch the Zoom recording later if I miss the lecture.
- Though – They did not play well at the concert though they practiced every day.
- Whether – We will have a picnic whether it is sunny tomorrow or not

Example 2



Relative Clauses

Sentence Structure



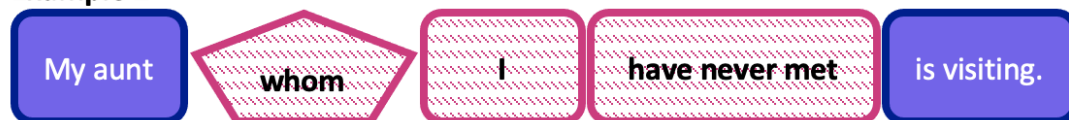
Sometimes a dependent clause is used within a sentence to add more information about a noun or noun phrase. This is called a relative clause. Instead of using a subordinating conjunction, the relative clause uses a relative pronoun to introduce the dependent clause. Relative pronouns include *which*, *that*, *who*, *whom*, and *whose*.

- Which – The ELC, which is a language school in Provo, is in the University Parkway Center.
- That – The car that passed me on the freeway was pulled over by a police officer.
- Who – I am going to visit my sister who lives in Las Vegas.
- Whom – The person whom I like is not at the party.
 - This is more commonly reduced because it sounds dumb.
- Whose – Will the person whose car is blocking the driveway please move it?

Sometimes we do not write the relative pronoun, and this is called a reduced clause. A relative clause can only be reduced if the information is not required.

- Which – The soup which she cooked yesterday is delicious.
 - The soup she cooked yesterday is delicious.
- That – The hat that I'm wearing looks exactly like yours.
 - The hat I'm wearing looks exactly like yours.
- Who – The doctor who she goes to doesn't have any availability today.
 - The doctor she goes to doesn't have any availability today.
- Whom – The person whom I like is not at the party.
 - The person I like is not at the party.
- Whose – not possible

Example 1



Example 2



Example 3



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https://open.byu.edu/academic_b_writing_p/appendix_9_complex_sentences_part_2.

