

# CHAPTER 6

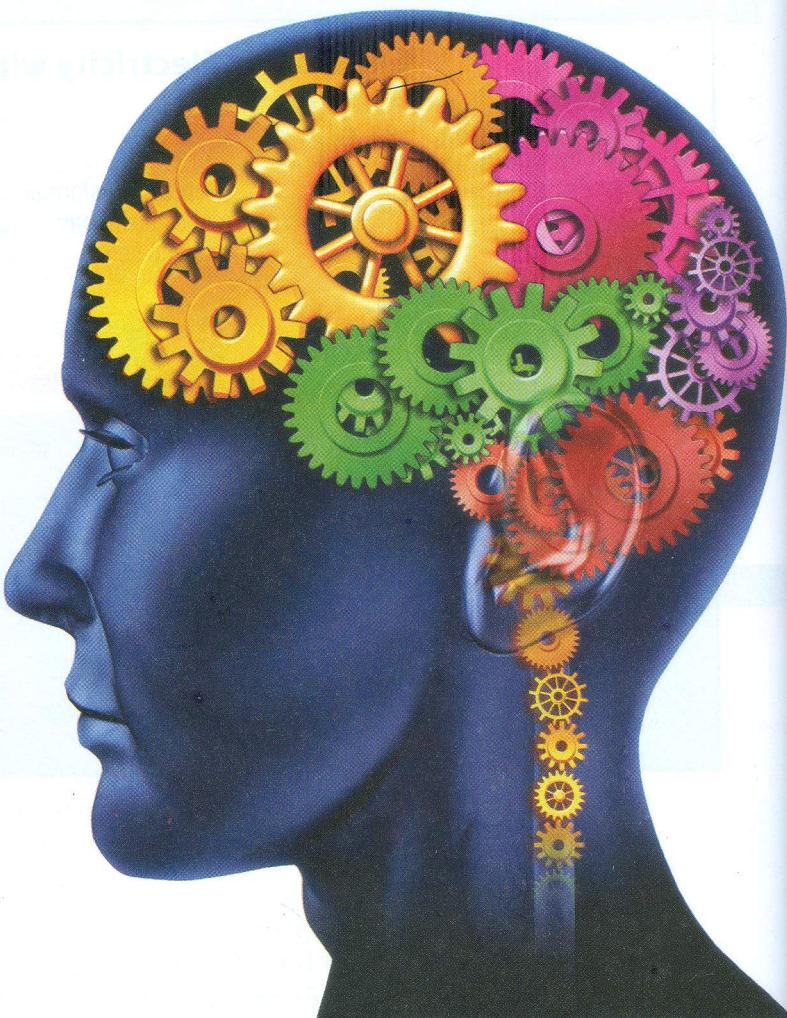
## OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Analyze a cause / effect essay
  - Construct a thesis statement for a cause / effect essay
  - Organize a cause / effect essay
  - Use cause / effect transition signals
  - Write, revise, and edit a cause / effect essay about psychology

# CAUSE / EFFECT ESSAYS



*Different parts of the brain are responsible for different kinds of thought and behavior.*

# INTRODUCTION

Another common type of essay examines cause and effect relationships. In a **cause / effect essay**, you discuss the causes (reasons) for something, the effects (results), or both causes and effects. You might use cause / effect organization to answer typical test questions such as these:

**EDUCATION** Explain reasons for the decline in reading ability among schoolchildren.

**ENVIRONMENTAL STUDIES** Discuss the effects of global warming on the environment.

**BUSINESS, ECONOMICS** Discuss the housing market and its effects on the U.S. economy.

**HISTORY** Discuss the causes of the U.S. Civil War.

**PSYCHOLOGY** Explain the causes and effects of depression.

At the end of this chapter, you will write a cause / effect essay on a topic related to psychology.

## ANALYZING THE MODELS

In this chapter, you will read two cause / effect essays that look at psychological topics. Each model is organized differently: Writing Model 1 uses block organization, and Writing Model 2 uses chain organization.

Read the models. Then answer the questions.

### Writing Model 1

#### ***The Biological and Environmental Causes of Shyness***

- 1 If you suffer from shyness, you are not alone, for shyness is a universal phenomenon<sup>1</sup>. According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent report having felt shy at some point in their lives” (Payne). As shyness is so common, it is not surprising that social scientists are learning more about its causes. They have found that shyness can result from both biological and environmental factors.
- 2 Recent research shows that some individuals are born shy. Indeed, researchers say that between 15 and 20 percent of newborn babies have signs of shyness. These babies are quieter and more watchful. In fact, researchers have found differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds later identified as shy reacted with signs of stress to moving mobiles<sup>2</sup> and tape recordings of human voices. These shy babies had increased heart rates as well as jumpy movements of arms and legs, and they cried

*(continued on next page)*

<sup>1</sup> **phenomenon:** something that happens or exists in society, science, or nature, especially something that is studied because it is difficult to understand (plural: *phenomena*)

<sup>2</sup> **mobiles:** a decoration made of small objects tied to wire or string which is hung up so that the objects move when air blows around them

a great deal. Furthermore, parents and grandparents of shy children often say that they were shy as children. They report childhood shyness more frequently than parents and grandparents of non-shy children (Henderson and Zimbardo).

- 3 However, environment can, at least in some cases, triumph over biology. On the one hand, a shy child may in time lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults. Both facts point to environmental causes.
- 4 The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or older siblings are more likely to be inhibited<sup>3</sup> in social interactions. Another factor is that today's children are growing up in smaller families. They have fewer relatives living nearby. Also, more children are growing up in single-parent homes or in homes in which both parents work full time. These children may not have frequent visits by neighbors and friends. Because they have less interaction with relatives and other visitors, they may begin to feel shy when they start school (Henderson and Zimbardo).
- 5 A second environmental cause of shyness may be one's culture. In a large study conducted some years ago in several nations, 40 percent of participants in the United States rated themselves as shy. This percentage is compared to 57 percent of participants in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel. The rate there was 31 percent. Researchers Henderson and Zimbardo note that differences "in the way each culture deals with attributing credit for success and blame for failure" may account in part for the higher rate of shyness reported in Japan than in Israel. In Japan, failure is generally attributed to the individual but success is not, while the reverse is often true in Israel. Therefore, Israelis may be more likely to take risks than Japanese.
- 6 In addition to family and culture, technology may play a role. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (Henderson and Zimbardo). The rising numbers may result in part from a growing dependence on technology (Payne). Watching television, playing video games, and surfing the Web have displaced activities that involve face-to-face social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-face interactions are no longer necessary in many situations. Instead, people can use machines to do their banking, fill their gas tanks, order merchandise, take college courses, and make friends. As a result, people have less opportunity to socialize in person. Therefore, they become more awkward at it. Eventually, they may start avoiding it altogether. In short, they become shy.
- 7 While being shy has some negative consequences, it has positive aspects, too. For example, shy people may be better listeners ("Shyness"). Furthermore, a university professor says, "Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic behavior<sup>4</sup>" (Benton).

<sup>3</sup> inhibited: too embarrassed or nervous to do or say what you want

<sup>4</sup> altruistic behavior: altruistic behavior shows that you care about and will help other people, even though this brings no advantage for yourself

- 8 **To sum up**, shyness has both environmental and genetic causes. Some people come into the world shy. Others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

**Sources:**

1. Benton, Thomas H. "Shyness and Academe."
2. Henderson, Lynne and Philip Zimbardo. "Shyness."
3. Payne, Karen S. "Understanding and Overcoming Shyness."
4. Wikipedia. "Shyness."

### Questions about the Model

1. Is the topic of this essay **primarily the causes or the effects of shyness?**
2. Which paragraphs discuss the **causes?** 4, 5, 6
3. Which paragraph discusses the **effects?** 2, 3, 7 **biological and environmental factors.**
4. What **two subtopics** are named in the thesis statement?
5. Which paragraph discusses the **first subtopic?**
6. Which paragraphs discuss the **second subtopic?**



### Writing Model 2

#### SAD

- 1 Years ago, medical researchers identified a psychological disorder that they named **Seasonal Affective Disorder, or SAD**. People who suffer from SAD become **very depressed during the winter months**. Doctors now understand the causes of this condition, which affects millions of people. It is particularly common in areas of **the far north where winter nights are long**, and the hours of daylight are few.
- 2 SAD results from a decrease in the amount of sunlight sufferers receive. There are several reasons why decreased sunlight may have this impact on some people. Doctors know that **decreased sunlight increases the production of melatonin**. This **sleep-related hormone is generated at increased levels in the dark**. Therefore, when **the days are shorter and darker, the level of melatonin rises**. Shorter, darker days also decrease production of **serotonin**, a chemical that helps transmit nerve impulses. **Lack of serotonin plays a role in causing depression in some people** ("Seasonal Affective Disorder" HH). In others, who may not usually suffer from depression, **winter depression may result from an imbalance of melatonin and serotonin in the body**. Also, doctors believe that decreased sunlight may cause a **disturbance in the body's natural clock** ("Seasonal Affective Disorder" NMHA). The combination of chemical imbalance and biological clock disturbance, doctors say, results in characteristic symptoms. These can include lack of energy, oversleeping, weight gain, and anxiety. They are all signs of depression.

*(continued on next page)*

3 Since absence of light seems to be the cause of SAD, a daily dose of light appears to be the cure. Doctors advise patients to sit in front of a special light box that simulates natural light for a few hours every day. An hour's walk outside in winter sunlight may also help ("Seasonal Affective Disorder" NMHA).

4 In conclusion, the depressive effect of low sunlight levels may help explain why some people suffer feelings of tiredness and sadness in winter. The 19th-century American poet Emily Dickinson even wrote about the feelings of sadness she experienced during winter afternoons. But if low sunlight can produce such feelings, there is nevertheless hope for sufferers. In fact, the problem itself may suggest its own remedy! When the days grow short, turn on the lights.



**Sources:**

1. The Healthy House Ltd. "Seasonal Affective Disorder."
2. National Mental Health America. "Seasonal Affective Disorder."

### Questions about the Model

1. What is the cause of increased melatonin and decreased serotonin in winter?
2. What effect do these seasonal changes in melatonin and serotonin have on some people?
3. What advice do doctors give people who suffer from SAD?

### Noticing Vocabulary: Collocations 1

**Collocations** are words that are commonly found together. For example, in the model, the phrase *difficult relationship* is a collocation because the word *difficult* is frequently used with the word *relationship*. The word *hard*, on the other hand, does not collocate well with *relationship*. Being aware of collocations will make you a better writer. Try to notice collocations as you read or listen to people speaking English. Some dictionaries also list collocations.

#### PRACTICE 1 Identifying and Using Collocations

- A** Writing Model 1 on pages 117–119 contains several adjective-noun collocations. Find the nouns in the model and write the adjectives.

environmental causes (paragraph 3)

growing dependence (paragraph 6)

negative consequences (paragraph 7)

Positive aspects (paragraph 7)

environmental and genetic causes (paragraph 8)

**B** Complete the sentences with the collocations from Part A.

1. It is not clear why some people are more likely to be optimistic than others, but it is likely that there are some genetic causes, or reasons related to the biological traits that people inherit from their parents.
2. One of the positive aspects of working as a teacher is the satisfaction of helping students learn.
3. Because of the growing dependence on cell phones, most people do not make clear plans far in advance; they assume that they will be able to get in touch whenever they want.
4. The environmental causes of lung disease include exposure to smoke, coal or asbestos dust, and certain chemicals.
5. One of the negative aspects of owning a car is decreased physical activity.

## ORGANIZATION

You can organize a cause / effect essay in two main ways: “block” organization and “chain” organization. You can write an effective essay using either type of organization, but you should choose which one you will use before you start writing. Knowing the type of organization will help you present information clearly.

### BLOCK ORGANIZATION

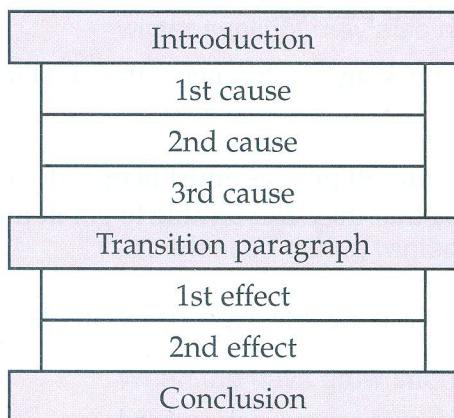
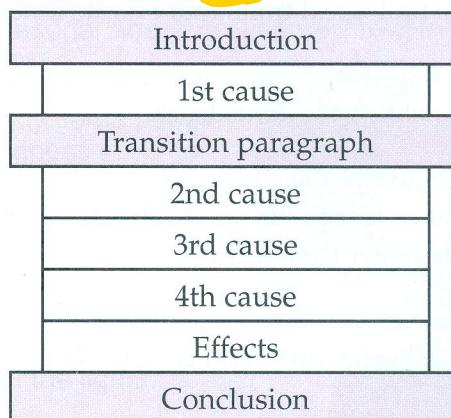
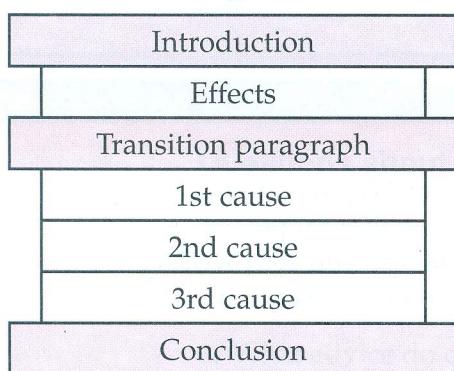
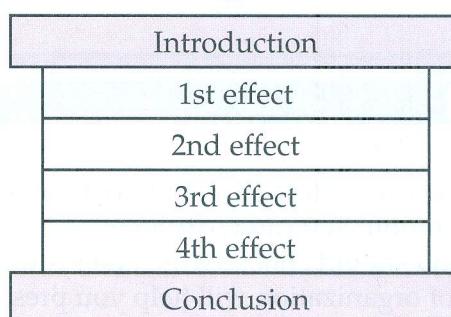
In block organization, you first discuss all of the causes (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all of the effects. You can discuss either causes or effects first. Of course, you can also discuss only causes or only effects. Writing Model 1 on pages 117–119 is written using mostly block organization.

In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy.

In short, a block-style cause / effect essay can have many different patterns. This chart shows some possibilities.

### BLOCK ORGANIZATION

**A****B****C****D**

### PRACTICE 2 Analyzing Block Organization

Fill in the boxes to show the block organizational pattern of Writing Model 1 on pages 117-119. Write the topic of each paragraph and tell whether it is a cause or an effect.

**INTRODUCTION**

Thesis statement: They have found that shyness in an individual can result from both biological and environmental factors.

1st cause: genetics

Transition paragraph

2nd cause: The first environmental cause of shyness may be a child's home and family life.

3rd cause: A second environmental cause of shyness may be one's culture.

4th cause: In addition to family and culture, technology may play a role.

Effect: people may be better listeners

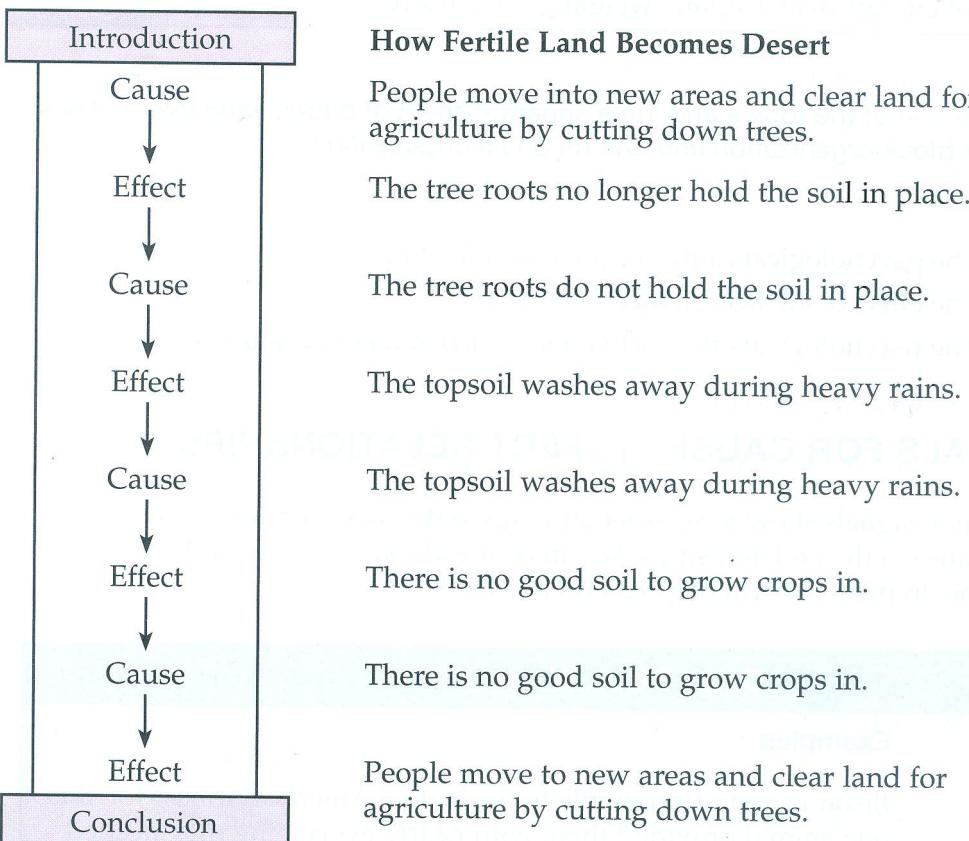
**CONCLUSION**

Conclusion

## CHAIN ORGANIZATION

The other organizational pattern you can use to write about causes and effects is chain organization. Writing Model 2 on page 119 uses this organizational style.

In Writing Model 2, causes and effects are linked to each other in a continuous chain. One event (a change in seasons), causes another event (decreased sunlight), which causes a third event (disturbance in both hormonal balance and the body's natural clock), which in turn causes a fourth event (the development of depressive symptoms), and so on. Each new cause and its effect are links in a chain, with the effect of one event becoming the cause of the next event. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph. Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. Notice the chain pattern in this diagram.



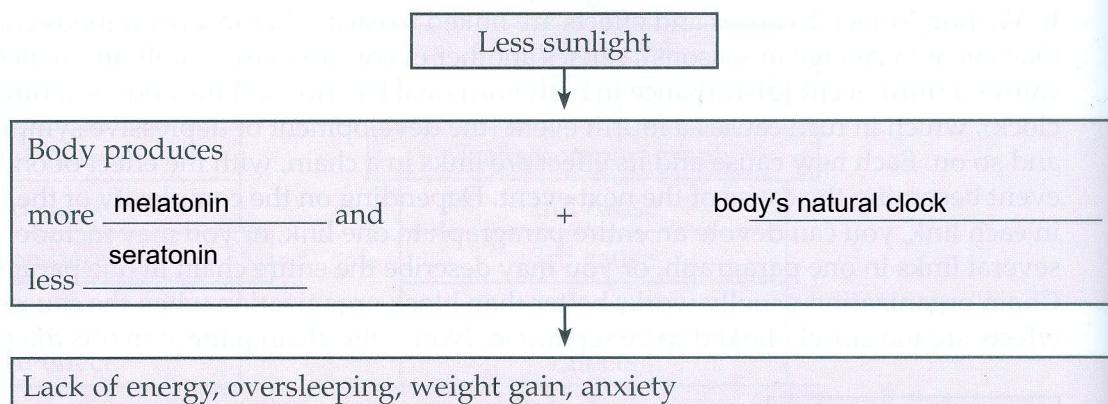
### Writing Tip

The type of organization you choose depends on your topic.

- A chain pattern is usually easier if the causes and effects are very closely interrelated, as in an explanation of a natural phenomenon such as a thunderstorm.
- The block pattern is usually easier with larger, complex topics such as global warming or homelessness.
- Sometimes you will want to use a combination of block and chain organization. Writing Model 1 on pages 117–119 uses mostly block organization, but in paragraphs 4, 5, and 6, you will find chain organization.

**PRACTICE 3****Analyzing Chain Organization**

Fill in the boxes to complete the flowchart, which illustrates the cause / effect chain described in Writing Model 2.

**TRY IT OUT!**

Choose one of the topics and, on a separate sheet of paper, write two outlines: one for block organization and one for chain organization.

**TOPICS**

- The psychological causes of Internet addiction
- The effect of job loss on mental health
- The psychological effects of violent video games and movies

**TRANSITION SIGNALS FOR CAUSE / EFFECT RELATIONSHIPS**

Just as certain transition signals show time order and logical division, certain words and phrases signal cause / effect relationships. You may already know many of them. This chart and the one on page 126 will help you review them.

**CAUSE SIGNAL WORDS**

Coordinators	Examples
for	Bison were indispensable to the Native American tribes, <b>for</b> this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons. (Note: When used in this way, <i>for</i> has the same meaning as <i>because</i> .) However, you must use a comma in front of <i>for</i> , and you must not use a comma in front of <i>because</i> .
Subordinators	Examples
because since as	Bison were indispensable to the Native American tribes <b>as</b> this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons.

Others	Examples
to result from to be the result of	The bison's near extinction resulted from loss of habitat and overhunting.
due to because of	Bison nearly became extinct because of loss of habitat and overhunting.
the effect of the consequence of	One consequence of westward expansion was the destruction of habitat for the bison.
as a result of as a consequence of	The areas in which bison could roam freely shrank as a result of the westward expansion of the 1800s.

## PRACTICE 4 Recognizing Cause Signal Words

**A** Underline the part of the sentence that states a cause. Circle the word or phrase that introduces the cause.

1. The computer is a learning tool since it helps children to master math and language skills. (*After since, we must use a clause with a subject and a verb.*)
2. Many department stores rely on computers due to their ability to keep records of sales and inventory.
3. A medical computer system is an aid to physicians because of its ability to interpret data from a patient's history and provide a diagnosis. (*How would you rewrite this sentence using because instead of because of?*)
4. War, famine, and ethnic violence have caused a flood of refugees in the past 50 years.
5. Hollywood movies are known for their special effects because U.S. audiences seem to demand them.
6. Since European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought-provoking.
7. Smog results from chemical air pollutants being trapped under a layer of warm air.
8. John's promotion is the result of his brilliant management skills and company loyalty.
9. Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.
10. Holes are created in the protective ozone layer of the stratosphere as a result of the burning of fossil fuels.

- B** Work with a partner or in a small group. Discuss the use of each word or phrase you circled. What kind of grammatical structure follows each one? Notice especially the difference between the use of *because* and *because of*.

EFFECT SIGNAL WORDS	
Transition Words and Phrases	Examples
as a result as a consequence therefore thus consequently hence	Workers building the new transcontinental railroad needed meat; <b>as a result</b> , hunters killed bison by the thousands.  <i>Note:</i> Notice the difference between <i>as a result</i> and <i>as a result of</i> . <i>As a result</i> is followed by a full sentence (independent clause) and introduces an effect. <i>As a result of</i> is followed by a noun phrase and introduces a clause.
Coordinators	Examples
so	Native Americans began trading bison skins to the settlers for steel knives and guns, <b>so</b> they began killing bison in larger numbers.
Others	Examples
to result in to cause  to have an effect on to affect  the cause of the reason for  thereby	Loss of habitat and overhunting <b>resulted in</b> the near extinction of bison.  The reduced numbers of bison <b>had a terrible effect on</b> the lives of the Native Americans who had depended on them for survival.  Another <b>cause of</b> the problem was the loss of habitat as more farmers moved to the west.  The 85 bison that survived were given refuge in Yellowstone National Park in 1892, <b>thereby</b> saving this species from total extinction.  <i>Note:</i> <i>Thereby</i> is most frequently used in front of -ing phrases.

### PRACTICE 5

#### Recognizing Effect Signal Words

- A** Underline the part of the sentence that states an effect. Circle the word or phrase that introduces the effect.

1. The purchase price of electric cars is far greater than the price of cars with conventional internal combustion engines. **consequently**, **the price must be lowered** if they are to become popular.

2. However, electric cars are nonpolluting; therefore, the government offers cash incentives to people who purchase them.
3. In addition, electric cars use relatively inexpensive electricity for power; thus, they cost less to operate than cars that use gasoline.
4. Unfortunately, the operating cost of electric cars only begins to make up for the higher purchase price if a car owner keeps the car for more than eight years; as a result, most people still prefer gasoline-powered vehicles.
5. His patient diplomacy resulted in the successful negotiation of a peace treaty.
6. It has been documented that lack of sleep affects a person's ability to think clearly.
7. Cold water is denser than warm water and will therefore sink.
8. Freshwater is less dense than saltwater, so it tends to float on the surface of a body of saltwater.
9. Air pollution creates holes in the protective ozone layer of the stratosphere, thereby allowing harmful ultraviolet radiation to reach Earth's surface.
10. The cause of the patient's rapid recovery was the excellent care he received from his doctor.

- B** Work with a partner or in a small group. Discuss the use of each word or phrase that you circled. What kind of grammatical structure follows each one? How is the sentence punctuated?

#### PRACTICE 6

#### Using Cause / Effect Signal Words

Label the sentences in each item as either **C** (cause) or **E** (effect). Then combine the sentences to show a cause / effect relationship using the signal words in parentheses. Add, delete, or change words as needed.

1. **E** There are fewer hours of daylight.

**C** In winter, the sun is lower in the sky.

(thus) *In winter, the sun is lower in the sky; thus, there are fewer hours of daylight.*

2. **C** Some breeds of dogs have a stronger desire to perform a service than other breeds.

**E** They are more suitable as search-and-rescue animals.

(since) *Some breeds of dogs have a stronger desire to perform a service than other breeds since they are more suitable as search-and-rescue animals*

*(continued on next page)*

3. E Seals and other aquatic mammals can see when they are hunting for food in the dark ocean depths at night.

C They have very large eyes.

(due to) \_\_\_\_\_ .... due to very large eyes

4. C Metals have many free-moving electrons.

E Metals are good conductors of heat.

(consequently) \_\_\_\_\_ Metals have many free-moving electrons, consequently, metal are good conductor of heat

5. C My company began offering employees flexible working hours.

E Productivity has increased.

E Absenteeism has declined.

(as a result) \_\_\_\_\_ My company began offering employees flexible working hours; as a result, productivity has increased and absenteeism has declined

6. E The temperature of the reactor cooled down.

C The Fukushima nuclear reactor was flooded with cool seawater.

(hence) \_\_\_\_\_ The Fukushima nuclear reactor was flooded with seawater; hence, the temperature of the reactor cooled down.

7. E The earthquake damaged the connection to the power grid.

C The pumps lost electricity and stopped working.

(because of) \_\_\_\_\_ The pumps lost electricity and stopped working because of the damage of the earthquake

8. E Weather around the world changes.

C During an El Niño, the jet stream blows in a different pattern.

(therefore) \_\_\_\_\_ During an El Niño, the jet stream blows in a different pattern; therefore, weather around the world changes

9. C In some areas of the world, heavy rains fall.

E Devastating floods and mudslides happen.

(cause—verb) \_\_\_\_\_ In some areas of the world, heavy rains fall, caused floods.....

10. C In other parts of the world thousands of people suffer starvation.

E Drought happens.

(as a result of) Drought happens as a result of other part of.....

11. C There was a dramatic rise in food prices in 2012.

E The Midwest of the United States suffered the worst drought in more than 60 years.

(the reason for) The reason for a dramatic rise in food prices in 2012 was The.....

## Applying Vocabulary: Using Collocations 1

As you read earlier, collocations are certain words that are commonly found together. You will hear some collocations used casually in conversation, and you will come across others frequently in your reading. You will also use collocations in your academic writing as you become more familiar with them.

### PRACTICE 7 Using Collocations

**A** Work with a partner. Answer the questions. Use the collocations in your answers.

1. What are some of the **negative consequences** of smoking?
2. What are some of the **positive aspects** of having a job?
3. Have you noticed a **growing dependence** on video games among teenagers?
4. What are some of the **environmental causes** of stress in college?
5. Do you think that the tendency to be violent has **genetic causes**?

**B** Write your own sentences using the collocations from the box.

environmental causes

negative consequences

genetic causes

positive aspects

growing dependence

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

# WRITING ASSIGNMENT

Your assignment for this chapter is to write a cause / effect essay on a topic related to psychology. Choose one of the topics from the list to write about. You may notice that you read these topics previously in the Try It Out! on page 124. Use Writing Models 1 and 2 starting on page 117 to help you. To complete the assignment, follow the steps in the writing process.

## TOPICS

- The psychological causes of Internet addiction
- The effect of job loss on mental health
- The psychological effects of violent video games and movies



### Prewrite

#### STEP 1: Prewrite to get ideas.

- Use a prewriting strategy, such as freewriting (Chapter 5), clustering (Chapter 2), or listing (Chapter 1), to generate ideas about your topic.



### Organize

#### STEP 2: Organize your ideas.

- Look for related points from the prewriting you did in Step 1. If you find anything that is completely off topic, or repeated, cross it out.
- Then decide whether you will use chain or block organization, and re-group your ideas so that they follow the kind of organization you chose. These groups will become your body paragraphs.
- Make an outline as you learned to do in Chapter 4. At the start of the outline, after Roman numeral I, put a thesis that indicates a cause / effect essay. For letters A, B, and C in section II, write the sentences that will form the topic sentences of your body paragraphs.



### Write

#### STEP 3: Write the first draft.

- Using your outline, begin writing your first draft. Remember to use cause / effect transitions in your body paragraphs.
- Don't worry if you think of new ideas that are not on your list as you write. You can add or delete ideas later. Just be sure that your new ideas support your thesis.



### Revise

#### STEP 4: Revise the draft.

- Review the content and organization of your draft. Do not try to correct errors in format, mechanics (capitalization, punctuation, and spelling), grammar, and sentence structure at this stage. You will do this in Step 5.

- Begin by reading over your paragraph to get a general overview. As you read, check to make sure that
  - your essay has a thesis statement that is appropriate for a cause / effect essay;
  - you have organized the causes and effects clearly;
  - you have used appropriate cause / effect transition signals.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft using the Chapter 6 Peer Review on page 331.
- Discuss your classmate's suggestions and decide which ones to take.



### STEP 5: Edit and proofread the draft.

- Make sure that you have identified all of the changes you want to make in content and organization. Then review your essay for errors in format, mechanics, grammar, and sentence structure. Use the Chapter 6 Writer's Self-Check on page 332 to help you.
- When you find an error, make a note on your paper using the correction symbols from Appendix D on pages 309–311.



### STEP 6: Write a new draft.

- In your new draft, include the changes you identified in Steps 4 and 5.
- Proofread your new draft again carefully. Make sure it is neat and error free.
- Hand in your essay to your teacher.

## SELF-ASSESSMENT

In this chapter, you learned to:

- Analyze a cause / effect essay
- Construct a thesis statement for a cause / effect essay
- Organize a cause / effect essay
- Use cause / effect transition signals
- Write, revise, and edit a cause / effect essay about psychology

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them



### TIMED WRITING

In this expansion, you will write an essay in class. As you write, focus on using the writing process steps that you learned in this chapter. You will have 50 minutes. To complete the expansion in time, you will need to budget your time accordingly. Follow this procedure.

- Read the writing prompt (or the prompt your teacher assigns) carefully. Choose one topic to write about. Make sure you understand the question or task. You may want to underline the key words in the prompt. (5 minutes)
- Brainstorm to get ideas, choose a thesis and make a rough outline to organize your ideas. (10 minutes)
- Write your essay. Be sure to include an introductory paragraph with your thesis, body paragraphs, and a concluding paragraph. (25 minutes)
- Check your essay for errors. Correct any mistakes. (10 minutes)
- Give your paper to your teacher.

**Prompt:** Write a cause / effect essay of five or more paragraphs on one of these topics:

- The causes of obesity
- The effects of involvement in sports on young children
- The causes of stress in college students



### WRITING A SUMMARY AND RESPONSE

In this assignment, you will write an essay in which you summarize and respond to an article called “Nice by Nature?” The topic of the article is helpful behavior in animals. Your response should focus on reasons why you think people help each other. Remember to include an in-text citation at the end of your summary with the name of the article’s author.

Read the article “Nice by Nature?” on page 281 in Appendix A and answer the questions. Then following the steps in the writing process, write your summary essay.