**Smarthinking Tutor Response Form**

Your tutor has written overview comments about your essay in the form below. Your tutor has also embedded comments **[in bold and in brackets]** within your essay. Thank you for choosing Smarthinking to help you improve your writing!

Hello, James! I look forward to working with you on this **Essay Center Review**to improve your writing today. Let's get started! Shielagh B.

**\*Writing Strength:** 

Well done on using various forms of presentation to achieve the multi-modal paper required by your assignment. This shows attention to detail as well as creativity in tackling this assignment. 😊

**Content Development**

Your essay content seems more argumentative and a call to action than a fully cause and effect paper, James. You make this claim in your thesis, but you don’t develop it as a cause and effect discussion in the content of your paper.

*Easy access to sugar-packed beverages and sodas in our schools is causing our kids to be obese and their health is being jeopardized.*

Let’s go back to basics and look at what a cause and effect essay does. It shows why one thing/event happens and what happens as a result of the first thing/event. Look at this example of a thesis.

People smoke tobacco *[topic*] for the hit of nicotine [*why it this happens*], and this results in health issues [*effects that are a result of smoking tobacco*).

And a second example. El Nino is a weather phenomenon that occurs because of warm water currents in the ocean, and it results in extreme weather situations such as droughts and floods around the world.

These essays will develop a paragraph on the why it happens, and then it will develop paragraphs on the results. In your paper, you claim sweetened drinks are making obesity happen, but what happens as a result of obesity? The discussion of health issues needs to be developed in your paper, so you have clear supporting content for both sides of the discussion. Click on this link to our Writer’s Handbook to find out more about [Writing a Cause and Effect Essay](http://services.smarthinking.com/static/document_library/docs/writeman/1_02_04.cfm) (Chapter 1: Section 2, Lesson 4).

**\*James 10173865 has requested that you respond to the Organization:**

I am concerned you use up part of the body of your paper to discuss the tobacco situation, James, but this is not really relevant to your discussion of obesity, with its causes and its effects. If you were writing an argumentative paper, you could use the tobacco case as evidence to support the idea that changes can be made to happen, but, in this essay, your main point is to discuss the links between what makes a child obese and what the possible results of that obesity could be. By reorganizing your content to clearly support your thesis, you can strengthen the overall impact of your essay. For example, each paragraph of your discussion should make its main idea clear as well as linking it to your thesis. Let’s use another example, so you get the idea.

A particularly bad effect of smoking can be tongue cancer that leaves the smoker unable to speak.

The paragraph will then develop the detailed discussion of this effect. The result is strong organization of information because the thesis has prepared the reader for the overall essay discussion, and the topic sentences organize the information to support it. This is what you need to consider in your paper. To find out more about [Clear Topic Sentences](http://services.smarthinking.com/static/document_library/docs/writeman/3_03.cfm) (Chapter 3: Lesson 3), click on this link to our Writer’s Handbook.

**\*James 10173865 has requested that you respond to the Grammar & Mechanics:**    
You tend to leave out the necessary comma before the coordinating conjunctions that connect your two independent clauses in your sentences, James. Look at this example.

*It is a nationwide epidemic that hasn’t received much attention but it needs yours today.*

Where does your first independent clause end? Where does your second independent clause begin? [An independent clause is a sentence that can stand alone and make sense to the reader because it includes a subject and a verb.] What coordinating conjunction, or joining word, do you use to connect them? Where should you place the comma to indicate there is another step to follow your first main clause? Here is an example to make this clear for you.

The birds had nested in the fever tree, and they were raising three chicks.

The underlined sections are independent clauses/sentences that can stand alone, and I have conjoined them with ‘and’. I have placed a comma before *and* to show there is another independent clause to follow. ‘And’ is a coordinating conjunction – these conjunctions can be remembered by the mnemonic FANBOYS (for, and, nor, but, or, yet, so) which need a comma before them when they join two separate sentences. Your sentence uses ‘but’, so where should you place the comma to correct your grammar and punctuation?

Now check your writing for mistakes like this. Our Writer’s Handbook has more information about the coordinating conjunction words, the FANBOYS (for, and, nor, but, or, yet, so), so use this link to find out more about them [Comma Splices and Run-Ons](http://services.smarthinking.com/static/document_library/docs/writeman/5_04_06.cfm) (Chapter 5: Section 4, Lesson 6)

**Summary of Next Steps:**

* Develop your content to support your thesis.
* Use clear topic sentences to link your body paragraphs to your thesis, as discussed.
* Use the FANBOYS comma rule.

Thank you for submitting your essay for a review, James. I enjoyed helping you with this step in the revision process. Have a good day! Shielagh B.

You can find more information about writing, grammar, and usage in the [Smarthinking Writer's Handbook](http://services.smarthinking.com/static/Document_Library/docs/writeman/contents.cfm" \t "_blank).

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Please look for comments **[in bold and in brackets]** in your essay below.  
Thank you for submitting your work to Smarthinking! We hope to see you again soon.

Taking a Stand

Fight Against Childhood Obesity

Our Kids. Our School

As a parent, we can all agree on one thing: protecting our kids from harm and ensuring their well-being is our top priority. This is undisputable. From the moment, our kids come into our lives, we spend countless hours protecting them from any danger. **[Your last sentence requires only one comma, so which one separates the introductory element from the independent clause? This is the one to keep.]**

Cover the corner of all tables: ✅

Cover each electrical outlet: ✅

Lock all the kitchen cabinets: ✅

But there’s a greater and imminent danger that we’re clearly ignoring and it needs your attention.

Childhood obesity. In our school. Our kids.

It is a nationwide epidemic that hasn’t received much attention but it needs yours today. This is affecting your kids and it’s happening in our schools. An article published in the Lancet in 2010 points out that “every other child in the USA now has a body-mass index (BMI) at or above 85th centile on age-specific national growth charts for ideal weight gain.” This alarming rate of childhood obesity is not just happening elsewhere but it’s happening here, to our kids. Easy access to sugar-packed beverages and sodas in our schools is causing our kids to be obese and their health is being jeopardized.

Let’s step back and reflect on an event that took place not too long ago.

It’s a known fact that carcinogens and other chemicals contained inside of a cigarette has a detrimental and irreversible effect on our bodies. The tobacco companies have fought hard to dispute this fact for decades but ultimately conceded to science. We now have laws prohibiting underage kids from purchasing any tobacco products. New education programs were introduced in schools, commercials were aired on TV, radio, and other mediums to inform everyone. According to The Journal of Medical Association, we now have fewer underage smokers than ever before. (The JAMA Network, 2003) We took a stand to protect our kids and we succeeded. **[Your last sentence needs to be expanded to include a reference to your current discussion. Which words would do this job, so you show your reader the link between the tobacco question and the obesity one?]**

Once again, we’re faced with another crisis. In the article from *Childhood obesity: affecting choices*, “children whose BMIs were in the top quartile at the mean age of 11 years were more than twice likely to die before the age of 55.” (The Lancet, 2010) So what does that mean? If your child’s body-mass index ranks higher than normal, their life expectancy can be drastically reduced. This is a shocking statistic and should cause you to start asking why.

Each morning we drop off our kids at school and believe that our kids are in good hands. Their well-being is left in the hands of administrators and academic program that guides it. The part of this academic program is a national lunch program. The original program was first introduced back in 1946 and with advance in nutrition science, it has evolved over time. In a study conducted in 2008 by The New England Journal of Medicine reveals that the kids were eating far less fruits and vegetables and consuming high amounts of refined grains. The study also shows that the kids ate 500 excess calories from solid fats and added sugar per day. That’s 3500 extra calories a week. This equates to possibility of gaining one pound of fat a week and there are 36 weeks in an academic school year. I’ll let you do the math but this is an incredible number of extra calories that our kids are consuming. In an article *The Role of Sugar-Sweetened Beverage Consumption in Adolescent Obesity: A Review of Literature*, author Susan Harrington writes, “56 - 85% of children in school consume at least one soft drink daily. The odds ratio of becoming obese among children increases 1.6 times for each additional can or glass of sugar-sweetened drink consumed beyond their usual daily intake of the beverage.”



As part of the current lunch program in elementary school, kids are offered a choice of either milk or juice. Unless you grew up in a household that doesn’t offer sugar-packed juice drinks, the choice is fairly obvious. In middle school and high school, vending machines stand tall throughout the campus dispensing sodas without discrimination.

So once again, it’s time to stand up and take a stand. Just as we did against the tobacco company, we need to rise together and protect our kids. Our future. If we work together with the school administrators and board of directors, we can seek alternative solutions to sugar-packed drinks in our kid’s lunch and healthy alternatives in the vending machines. We can make a positive change for our kids. It’s time to cover the corners of tables, electrical outlets, and lock the kitchen cabinets one more time. It’s time for a change. **[You are writing about obesity, but you don’t use this word in your conclusion. You need to do this to make your conclusion stronger and more in touch with your topic, so where could you introduce it to fill this gap?]**

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