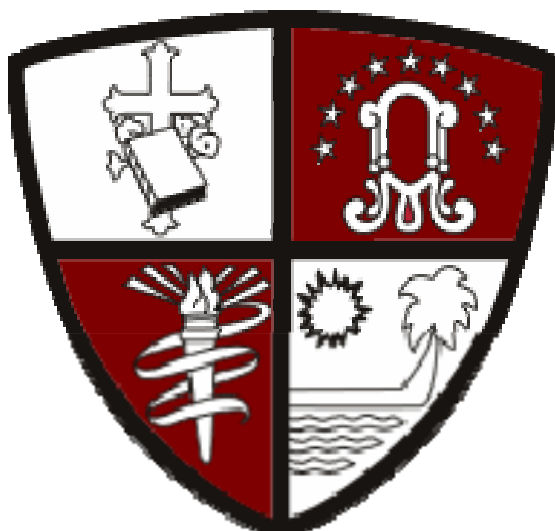


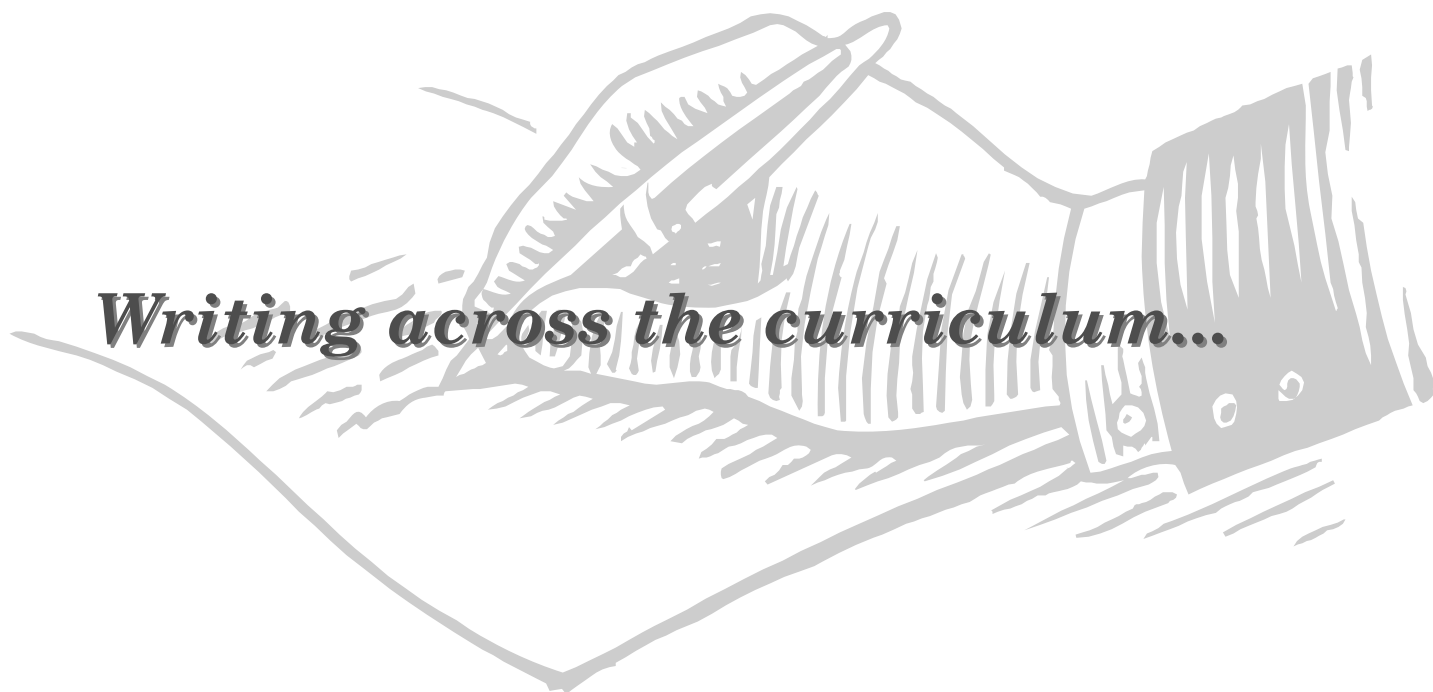
SAINT JOSEPH ACADEMY



WRITER'S HANDBOOK

First Edition

Writing across the curriculum...



INTRODUCTION

As a college preparatory school, Saint Joseph Academy's mission is to equip our students for success in their university studies and for a lifetime of learning. No skill is more necessary for success in college or in professional life than the ability to express one's ideas in writing clearly and effectively.

Writing has a new focus these days. Colleges expect personal essays from college applicants, and both the SAT and ACT college entrance exams have writing components. Former SJA students return to campus emphasizing the importance of reading, thinking, and writing in their college studies. Businesses cite the need to write effectively as a number one priority for new employees. Writing is not going away...nor do we want it to. The electronic age has made it vital that reading and thinking take place in writing. In fact, writing is reading and thinking rolled into the physical act of putting pen to paper.

In response to the challenge of preparing our students to be effective writers, Saint Joseph Academy has developed a comprehensive school-wide program that incorporates reading, writing, and research into all classes. This handbook is intended as a resource for teachers and students and contains useful information on writing instruction, mechanics, and techniques.

Just as language continues to evolve, this handbook is a work in progress. Questions, comments, and suggestions for future editions are welcome and should be addressed to the Assistant Principal for Curriculum and Instruction.

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Purpose of Writing Across the Curriculum Initiative

Despite technological advances in communication, the ability to put words on paper or on the screen is still crucial to the work of the world – to research, to learning, to thought, to business relations, to management, to government, to every human enterprise. Not only academics but also people working in other areas are aware of the importance of writing in their lives. In one study college graduates working in many fields were asked to rank seventeen college disciplines in order of importance to them as employed adults. The graduates put English right at the top, second only to business administration.

Barbara E. Fassler Walvoord in Helping Students Write Well. New York: The Modern Language Association of America, 1986.

“...Students may complain, ‘But how can you grade on the basis of writing when this isn’t a writing course?’ We mustn’t forget here a basic pedagogical principle: we are not obliged to teach everything we require.

We don’t teach typing, yet we often require it. Must we stop requiring skilled reading unless we explicitly teach it?”

Peter Elbow, in “High Stakes and Low Stakes in Writing” New Directions for Teaching and Learning. University of Massachusetts, Amherst.

Marshall University’s website says: “Created to reinforce writing skills in classes outside of English composition, this academic movement engages students directly in the subject matter of the course through a variety of activities that focus on writing as a means of learning.” Simply put, students use their writing assignments to explore other areas of study. Not only does this kind of writing boost a student’s writing ability, it helps him better understand the content and specialized vocabulary of a particular subject.

(<http://www.writeshop.com/article2.htm>)

Writing across the curriculum (WAC) refers to incorporating writing in all courses, rather than isolating writing in the English Language Arts (ELA) course. While the ELA teacher continues to emphasize the development of writing skills, teachers of other disciplines include writing as a tool for both learning and assessment. Students benefit from WAC because they are writing more frequently and often for greater variety of purposes, audiences, and contexts. Additionally, students learn the content and the styles of discourse for other disciplines as they write for each course. Teachers can use writing to help assess student knowledge and understanding of the course content, as well as to encourage the development of communication skills essential to success in school and beyond.

(<http://www.ncpublicschools.org/curriculum/languagearts/secondary/writingacross>)

Writing to Learn

Research shows that writing helps students internalize course material because writing requires students to state course concepts using their own words. “The primary purpose of writing to learn assignments is for student to explore thoughts, jot down ideas, and to get them to think about the course material. This kind of writing often relies on associations that come to mind as student writes and gives them an opportunity to explore their own ideas. It is a way to encourage them to think actively about the subject matter being learned. This section contains writing-to-learn assignment ideas.”¹

- Assignments based in this approach define writing itself as a thinking process and utilize a variety of writing activities that are designed to lead students to interact with course content in ways that result in increased learning.
- Teachers want students to use writing to help them make connections between topics and to put the content of the course into their own words.
- The approach is more process oriented, in that value is put on a wide variety of writing activities that are believed to foster thinking and wrestling with new material in new ways.
- PRIMARY AUDIENCE: the writers themselves. ²

EXAMPLES OF *WRITING TO LEARN* ASSIGNMENTS:

Journal writing
First rough drafts
Brainstorming
Free-writing

Learning to Write

“The purpose of the formal writing assignment is usually to communicate an idea, opinion, or reaction to a particular audience. Since formal writing is intended for a specific audience, clarity, organization and logic are important. These are more traditional, formally structured writing assignments from teachers whose goals are based on teaching the writing of a particular discipline.”³

- Assignments designed for this approach teach students how to produce the kind of writing considered important in their field, and the resulting product is usually academic, formal, and well-polished.
- Teachers expect students to conform to specific grammatical and organizational standards, as defined by the discipline.
- These assignments are more product-oriented, in that value is placed on a finished product that conforms to particular standards.
- PRIMARY AUDIENCE: another person or group of people.⁴

EXAMPLES OF *LEARNING TO WRITE* ASSIGNMENTS:

Laboratory reports
Translations
Essay tests
Academic, structured papers, five paragraph themes
Research papers

The Jane Schaffer Writing Program™

Saint Joseph Academy uses The Jane Schaffer Writing Program™ as a foundation for teaching writing. It is a formulaic method and is used for the purpose of teaching writing elements and skills. Once a student has mastered the foundation, he/she is encouraged to break away from the format to less formulaic writing, continuing to use the important elements and skills but in a more creative and original way.

Middle Division teachers introduce the format and polish its use in grades 7 and 8. The students are taught to color code their essays to show understanding and mastery of the terms and the ability to craft each element of the paragraph/essay. The 9th grade teacher continues the process but begins to move away from every essay following the format. Teachers expect the high school students to be fully versed in the format and its terminology because a common terminology and format allows students to feel at ease with expectations in any classroom.

Below are explanations of the terms followed by the format for a four-paragraph essay.

Terms

Topic Sentence (TS) – states topic of a body paragraph *WRITTEN IN BLUE INK*

Concrete Detail (CD) – the what, the stuff from the story, examples, facts, illustrations, evidence, support, plot references, citations, quotations, plot summary, what really happens/happened in the story? play-by-play announcer *WRITTEN IN RED INK*

Commentary (CM) - the *so what?* the *why?* the "spin," analysis, interpretation evaluation, a character's feelings, *George feels (felt) _____*, opinion, inference insight, significance, reasons, *How does /did _____ feel on the inside? Why did _____ do that?* color commentator *WRITTEN IN GREEN INK*

Concluding Sentence (CS) - concludes the paragraph *WRITTEN IN BLUE INK*

Ratio – amount of CD : CM in a paragraph
English = 1:2+ for response to literature writing
 2+:1 for narrative and persuasive
History = 2+:1 or 3+:0
Science and Math = 2+:1 or 3+:0
All others = Varies with the assignment

Chunk – a series of CD and CM sentences following the required ratio

Format for ONE Paragraph

1. **Topic sentence** – a statement that has a subject and an opinion about this subject. This statement introduces the topic of the first body paragraph.
2. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference.
3. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
4. **Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.

SENTENCES 5-10 ARE OPTIONAL. THEY ILLUSTRATE A THREE-CHUNK PARAGRAPH. A CONCLUDING SENTENCE IS ALWAYS REQUIRED (SENTENCE #11).

5. **Concrete detail** – *fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference*
6. **Commentary** – *opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.*
7. **Commentary** – *further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.*
8. **Concrete detail** – *fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference*
9. **Commentary** – *opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.*
10. **Commentary** – *further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.*
11. **Concluding sentence** – statement that is all opinion and gives a finished feeling to ideas presented in this paragraph.

Format for a FOUR-paragraph Essay*

PARAGRAPH ONE – INTRODUCTION

1. General life statement – a statement about life connected to the topic.
2. Controlling idea – a statement about what you will prove in the essay.
3. Thesis – a statement about how you will prove your controlling idea.

PARAGRAPH TWO – BODY

1. **Topic sentence** – a statement that has a subject and an opinion about this subject. This statement introduces the topic of the first body paragraph.
2. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference
3. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
4. **Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.
5. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference.
6. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
7. **Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.
8. **Concrete detail** – *fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference*
9. **Commentary** – *opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.*
10. **Commentary** – *further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.*
11. **Concluding sentence** – statement that is all opinion and gives a finished feeling to ideas presented in this paragraph.

OPTIONAL

PARAGRAPH THREE – BODY

1. **Topic sentence** – a statement that has a subject and an opinion about this subject. This statement introduces the topic of the first body paragraph.
2. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference.
3. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
4. **Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.
5. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference.
6. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
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9. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
10. **Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.
11. **Concluding sentence** – statement that is all opinion and gives a finished feeling to ideas presented in this paragraph.

OPTIONAL

PARAGRAPH FOUR – CONCLUSION

1. Statement one – statement that may sum up ideas, reflect on what is said in essay, say more commentary about the subject, or give a personal statement about the subject of the essay.
2. Statement two – another statement that further reflects and concludes the essay and gives a finished feeling to the essay.

**Please note here that this structure is for the response to literature essay. The ratio changes for the content area writing. The ratio is generally 2+:1 for content area writing.*

Examples of Writing

Argument / Controversial Issue Essay*

Knowing how to use the proper words to persuade is an art. Colleges require freshmen to take rhetoric. Saint Joseph Academy's goal is to prepare students to compete in the college rhetoric realm. Below is a sample organization of an argument or persuasive essay followed by an actual essay.

Paragraph One – Introduction

1. Introduce subject generally
2. State the problem
3. State the thesis

Paragraph Two – Body paragraph for “counter arguments”

1. **Topic Sentence** (introduces opposing opinion)
2. **Concrete Detail** (gives fact which supports opposing opinion)
3. **Commentary** (reacts to CD in sentence 2 – explains why it's important to consider)
4. **Commentary** (explains why sentence 2 is not valid)
5. **Concrete Detail** (gives another fact which supports opposing opinion)
6. **Commentary** (reacts to CD in sentence 5)
7. **Commentary** (explains why sentence 5 is not valid)
8. **Concluding sentence** (explains why opposing opinion is wrong)

Paragraph Three – Body paragraph for “supporting arguments”

1. **Topic Sentence** (makes your first major point in support of your thesis)
2. **Concrete Detail** (gives fact which supports your thesis)
3. **Commentary** (reacts to CD in sentence 2 – explains why it's important to consider)
4. **Commentary** (reacts and relates further)
5. **Concrete Detail** (gives another fact which supports your thesis)
6. **Commentary** (reacts to CD in sentence 5)
7. **Commentary** (reacts and relates further)
8. **Concluding sentence** (concludes conversation on this supporting point)

Paragraph Four – Body paragraph for “supporting arguments”

1. **Topic Sentence** (makes your second major point in support of your thesis)
2. **Concrete Detail** (gives fact which supports your thesis)
3. **Commentary** (reacts to CD in sentence 2 – explains why it's important to consider)
4. **Commentary** (reacts and relates further)
5. **Concrete Detail** (gives another fact which supports your thesis)
6. **Commentary** (reacts to CD in sentence 5)
7. **Commentary** (reacts and relates further)
8. **Concluding sentence** (concludes conversation on this supporting point)

Paragraph Five – Conclusion

1. Commentary – restates thesis in a convincing way
2. Commentary – reacts or reflects and gives “finished feeling” to essay

**Again, please note here that this structure is for the response to literature essay. The ratio changes for the content area writing and is generally 2+:1.*

Today, with increasing evidence of a diet's critical effect on good health, and with people becoming more environmentally conscious, more Americans are becoming vegetarians. (General statement) The central issue surrounding vegetarianism is whether it is healthy to eliminate meat and meat products from a diet and whether it is morally acceptable to be a flesh-eater. (Problem) As part of a culture that prides itself on its compassion for others, man needs to realize it is not our place to deprive an animal of that which it is entitled to by birth: the right to life. Vegetarianism, then, is a preferable alternative to flesh-eating. (Thesis)

Contrary to vegetarian ideals, eating meat is a tradition in many cultures and has been since the beginning of time. Meat has always been, especially in America, a staple food source as well as a prominent part of our culture, from hot dogs at ball games to bacon and eggs for breakfast. As the meat industry asks, when so much of our culture is based on our diets, how can a small minority of people expect to convince the majority that their ways are erroneous. Indeed, do they have any right to try? This idea of tradition is one that many meat eaters cling to, as they believe that the benefits of vegetarianism are not enough to advocate changing their conventional lifestyle. As the "highest form of life on earth" and the top of the food chain, the meat industry claims we have a right, or perhaps even a responsibility, to preserve the natural order of life. To cease in our consumption of meat and meat products would disrupt nature's balance. After all one of the four main food groups is aptly called the "meat group," so nature must have intended for mankind to be flesh-eaters.

On the other hand, as Nature's disciples, we are ill-suited. Studies have shown that the human jaw is structurally much more similar to that of an herbivore than to that of any carnivore. Human skulls dating back thousands of years prove these studies even further, and it is theorized that early cave dwellers were primarily vegetarians. Furthermore, a

vegetarian diet can actually increase your life span. Take, for instance, a study published by the Journal of the American Medical Association, which stated that 90% to 97% of heart disease, causing more than half the deaths in the United States, could be prevented by a vegetarian diet. Even more astounding is the average life span of a vegetarian as opposed to that of a omnivore. Strict herb-oriented Americans tend to live up to 15 years longer and are much more active in their old age, with fewer health complications. It would seem reasonable, then, that man should lean toward vegetarianism. Not only would we be healthier, and thus happier, but we would become so without depriving other creatures of their own health, happiness, and life.

In addition to the health rationale, most vegetarians will agree that the best reason to cease consuming animal products is compassion. Stories abound of “slaughter houses,” where animals are taken to be turned into food. They are subdued by hammers, guns, shovels, and worse, then still alive and screaming, they are hoisted by their feet onto conveyor systems. Mechanical blades are used (in the high-tech facilities only – otherwise anything from carving knives to axes may be used) to slit their throats and methodically slice off their flesh. Often, the clumsy machines fail to kill the poor creatures, and they are still living and feeling as they are sliced apart. In this brutal, bloody way, over 134 million mammals and 3 billion birds are killed for unnecessary food each year in America alone. It is unnecessary because the protein and nutrients received from the carcasses of these creatures can be received in a much gentler fashion. Through the consumption of plants and plant products such as nuts, soy, and other beans, humans can easily meet their daily protein requirements. From an economic standpoint it is unsettling as well to learn that each year, the government spends millions of dollars on surplus meat products which go to waste in warehouses and rarely are utilized to solve our hunger problem. Even when it

comes to providing food for the homeless, a meat diet falls surprisingly short. In terms of calorie units per acre, a diet of grains, vegetables, and beans will support twenty times more people as a diet of meat. Raising livestock, as well, has proven wasteful. Over one half of all the grain produced in America is used for feeding livestock, so that for every sixteen pounds of grain used as fee, only one pound of meat results. Undeniably, a living cow yields society more food than a dead one in the form of a continuing supply of milk, cheese, butter, yogurt, and other high-protein foods. How, then, can society continue to stand with “tradition,” and especially a society that is so insistent in the belief that all life is precious and sacred?

We can compare meat eating to slavery to better understand this “tradition.” At one time, slavery was a custom, simply a normal convention of life. Yet, now we consider that same practice to be appalling, inhumane, and completely intolerable. In other words, simply being a tradition does not make a practice right. How can a tradition which allows the cruel, unnecessary slaughter of animals be considered right? Eating meat is simply immoral, as it involves an act which is contrary to moral feeling – killing. If man is truly the “highest life form on Earth,” then it behooves us to act as parents to our fellow Earth-dwellers - to care for them, to nurture them, to love them – not to eat them.

**Please note here that this structure is for the response to literature essay. The ratios change for the content area writing. The ratio for a persuasive essay in the content areas is 2+:1. The layout for a two chunk persuasive paragraph is as follows:*

TS
CD
CD
CM
CD
CD
CD
CM
CS

Taken from J. Schaffer materials obtained at J. Schaffer Workshop.

Character Analysis Assignment

Literary analysis is a critical skill in the English classroom. Below is a sample assignment for a character analysis. After the assignment is an organization of the basic format for an analysis essay. That is followed by an explanation of embedding quotations in the literary analysis essay, followed by a sample character analysis essay on a character from The Outsiders.

Prewriting

1. Select ONE of the major characters from _____.

2. Write THREE adjectives that describe that character.

1. Find 6 or more direct quotes spoken by your character or by another character about your character that show the qualities illustrated by your 3 adjectives. Try to find at least one quote for each adjective.

1. _____

Spoken by _____ pg. _____

2. _____

Spoken by _____ pg. _____

3. _____

Spoken by _____ pg. _____

4. _____

Spoken by _____ pg. _____

5. _____

Spoken by _____ pg. _____

6. _____

Spoken by _____ pg. _____

4. Find six examples of descriptive narration about your character that show the qualities illustrated by your 3 adjectives.

1. _____

pg. _____

2. _____

pg. _____

3. _____

pg. _____

4. _____

pg. _____

5. _____

pg. _____

6. _____

pg. _____

Writing the Character Analysis

PROMPT: Write a 4-5 paragraph essay (minimum of 2 chunks per body paragraph) in which you analyze your character. Use your prewriting quotes as your concrete details. You must devote at least 2 of your body paragraphs to 2 of your chosen adjectives.

Follow the following format:

1. General life statement – a statement about life connected to the topic.
2. Controlling idea – a statement about what you will prove in the essay.
3. Thesis – a statement about how you will prove your controlling idea.

PARAGRAPH TWO – BODY

1. **Topic sentence** – a statement that has a subject and an opinion about this subject. This statement introduces the topic of the first body paragraph.
2. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference from the novel.
3. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
4. **Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.
5. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference from the novel.
6. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
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9. ***Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.*
10. ***Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.*
11. **Concluding sentence** – statement that is all opinion and gives a finished feeling to ideas presented in this paragraph.

optional

PARAGRAPH THREE – BODY

1. **Topic sentence** – a statement that has a subject and an opinion about this subject. This statement introduces the topic of the first body paragraph.
2. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference from the novel.
3. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
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5. **Concrete detail** – fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference from the novel.
6. **Commentary** – opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.
7. **Commentary** – further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.

optional

8. **Concrete detail** – *fact, description, evidence, support, example, illustration, proof, quotations, paraphrase or plot reference from the novel.*
9. **Commentary** – *opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about concrete detail.*
10. **Commentary** – *further opinion, analysis, interpretation, insight, personal reflection, feelings, evaluation, or reflection about previous commentary or more about concrete detail.*

11. **Concluding sentence** – statement that is all opinion and gives a finished feeling to ideas presented in this paragraph.

PARAGRAPH FOUR – BODY - OPTIONAL (follow sentence instructions for body paragraph) OR CONCLUSION

1. Statement one – statement that may sum up ideas, reflect on what is said in essay, say more commentary about the subject, or give a personal statement about the subject of the essay.
2. Statement two – another statement that further reflects and concludes the essay and gives a finished feeling to the essay.

Blending and Embedding Quotes for a Literature-based Essay

Literary quotations are taken from *Of Mice and Men* by John Steinbeck.
All the examples are from The Jane Schaffer Writing Program™, janeschaffer.com.

A quotation can be a single word or an entire paragraph. You should choose quotations carefully and keep them as brief as possible. Be sure that wording, capitalization, and punctuation or direct quotations are the same as in the original work. When you need to change a quote to fit into your sentence, clearly mark changes for your readers by putting changes in the quote in brackets (see sample #3). You must always include a page number to indicate from where in the original work you took the quote. This page number is enclosed in parenthesis and comes AT THE END OF THE SENTENCE ALWAYS (like this).

1. PARAPHRASE

You may paraphrase concrete detail – say something from the story in your own words. Here you may or may not have a lead-in. This example is all paraphrase with no lead-in.

Example: After George kills Lennie, Slim tells him he did the right thing (150).

2. QUOTATIONS

You may use quotations (words, phrases or sentences from the story) as your concrete detail. If you do so, you must learn how to integrate (blend) the quotation into your own writing and include *a smooth lead-in* to the quote. You must also learn to punctuate the quotation and sentence correctly.

- a. **Do not overuse quotations. Incorporate quoted phrases into your own sentence structure and avoid having two quotations in a row.**

Ineffective: Lennie's strength overpowered Curley. "The next minute Curley was flopping like a fish on a line, and his closed fist was lost in Lennie's big hand." "Curley was white and shrunk by now, and his struggling had become weak. He stood crying, his fist lost in Lennie's paw" (100).

Effective: *Lennie's strength so overpowered Curley that Curley looked* "like a fish on a line" with his "fist lost in Lennie's paw" (100).

- b. **Work the quotation smoothly into your own sentence structure.**

Ineffective: Steinbeck describes Lennie in animal-like terms by saying, "Lennie dabbled his paw in the water" (101).

Ineffective: "Lennie dabbled his big paw in the water" shows how Steinbeck describes Lennie in animal-like terms (101).

Effective: *Like a big bear*, "Lennie dabbled his paw in the water" (101).

- c. You may alter a quote for clarity by placing the alteration in brackets.

Original: George said, "That mouse ain't fresh, Lennie; and besides you've broken it pettin' it" (150).

Changed: *Steinbeck foreshadows Lennie's troubles early in the novel when Lennie has* "broken [the mouse by] pettin' it" (150).

- d. If you omit material in order to be concise, mark the omission with three periods (called an ellipsis) with a space between each(. . .). You do not need to use these at the beginning and end of your quotations. It is understood that you are taking passages from a longer work.

Original: "Curley was white and shrunken by now, and his struggling had become weak. He stood crying, his fist lost in Lennie's paw."

With ellipsis: *As Lennie continued to crush Curley's fist, he turned*"white and shrunken. . .his fist lost in Lennie's paw" (110).

3. USING BOTH PARAPHRASE AND QUOTATIONS

You can include paraphrase and quotations in concrete detail.

Example: *After George kills Lennie*, Slim "[comes directly to] George and says, 'A guy got to sometimes'" as they leave the river's edge (107).

PARENTHETICAL REFERENCES WITH QUOTATIONS HAVE THREE THINGS:

1. LEAD – IN
2. QUOTATION
3. PAGE NUMBER

Like a big bear, "Lennie dabbled his paw in the water" (101).

PARENTHETICAL REFERENCES WITH PARAPHRASING HAVE TWO THINGS:

1. PARAPHRASING
2. PAGE NUMBER.

After George kills Lennie, Slim tells him he did the right thing (150).

Sample Character Analysis Essay (7th grade)

7th Grade Student

Mrs. Tipton

Lang. Arts. 7

7 August 2008

Not so Tuff

In The Outsiders S.E. Hinton created many lifelike characters. Dallas Winston depicted a tough and outspoken hoodlum, but he was also very caring. Dally showed these characteristics when he talked and when others described him.

Dally was very dangerous and blunt at times in The Outsiders. For example, Ponyboy described Dally as being proud of his police record and that no one in their Greaser gang "wanted to tangle with him" (89). Dally was dangerous, and people were scared of him. The Greasers respected his toughness and were glad he was a part of their gang. In addition, if something bothered Dally, "he didn't keep quiet about it" (89). Openness was important to Dally, but he could be mean when telling the truth. The boys knew Dally told it like it was even if they didn't want to hear it. Lastly, when Johnny was in the hospital after saving the children from the fire, Dally demanded to see him. He told the nurse that "[she might] end up on [her] own operating table" if she tried to stop him from seeing Johnny (146). Dally didn't care who he offended when he wanted something. Hurting someone in his way was how he got his way. Dallas Winston's anti-social actions were typical of the Greasers, but he also had a soft and sensitive side.

Although most people didn't see it, Dally could be thoughtful. For example, when Johnny and Ponyboy were on the run, Dally picked them up. He told Johnny that he didn't want him to get hurt. Dally looked out for Johnny in his own way. He had protective feelings toward him. In addition, he explained to Johnny that jail made him tough, but "[he] didn't want that to happen to [Johnny] like it happened to [him]" (90). When Dallas saw Johnny heading down the same path of trouble he had followed, he encouraged Johnny to do things differently. His sympathetic feelings toward Johnny showed he really cared what happened to the younger boy. This attitude was revealed only to the Greasers who Dallas trusted because his uncaring image was important to him.

Dallas Winston was a character with many sides just like an actual person. S. E. Hinton's Dallas Winston was a "tuff" guy with a soft side.

Literary Elements Essay (9th Grade Sample)

9th Grade Student

Mrs. Garza

Lang. Arts. 9

25 February 2008

Allusion, Oxymoron, and Universality in Romeo and Juliet

A play, novel, drama, suspense, or any other kind of book would not be as unique and fun to read if there were no literary elements to apply. Shakespeare is only one of the many famous authors who succeed in writing by using literary elements. The use of literary elements is what makes the play Romeo and Juliet so renowned throughout the world.

The play Romeo and Juliet uses allusions throughout its story line. Romeo uses allusion when he talks about Rosaline and says, "She hath Diane's wit, and in strong proof of chastity well armed" (49). Rosaline, the woman Romeo thought he loved, vowed to remain pure just like Diane. Rosaline rejects Romeo's advances. Mercutio also alludes to mythology when he says "O, then I see Queen Mab hath been with you" (56). This allusion is important because Mercutio says that Romeo is not really in love with Rosaline. Mercutio believes that Queen Mab, the fairy who visits dreams, has implanted Romeo's desire for Rosaline. These allusions add dimension to the play that some people will greatly enjoy.

Throughout the play, Shakespeare uses oxymoron. For example, Romeo describes his love to Benvolio as "loving hate" when he described his "love" for Rosaline (30). Romeo describes the hurt he feels with this figurative language. He loves Rosaline; she does not love him back. Perhaps she knows his love is a false love. Later, Juliet tells Romeo that "parting is such sweet sorrow" when she has to bid him farewell (68). Here Juliet expresses her sadness at saying goodbye. Yet the sorrow is sweet because she has found her true love. Oxymoron enriches Shakespeare's language and helps create the mixed feelings people often feel.

Furthermore, the play enjoys success because of its universality. Romeo and Juliet's lovesickness is a trait shared the world over. Everyone has experienced, at least once, the true emotion of love. We all can identify with the couple's lovesickness and emotions. In addition, Juliet's fight with her parents is a universal theme. Parents' fights with teenage

children are very common in every generation. No parent has escaped disagreements with a teenage child. These universal themes and plot lines are what make the play so resounding and well-known around the world. People will continue to identify with it for centuries around the world.

The use of literary elements greatly contributes to the unique story and excitement of the play. Romeo and Juliet would still be a good story without these elements, but it wouldn't be as interesting and entertaining.

Writing a Personal Narrative (11th Grade Sample)

11th Grade Student

Mr. Salvatore

English 11

16 April 2007

"The Earth does not belong to us, we belong to the Earth"

— Chief Seattle

You cannot fight the necessity of living on what you live on. Gravity pulls you to it, you are literally stuck to it your whole life, depending on everything it has to offer, renewable or not. We have all taken it for granted at one point in our lives, like when we created an eyesore by dumping that trash we didn't want or by destroying all the natural things that grow on it or the natural things that protect it like the ozone. There is only one that we know of so far in the universe that is abundant of all the things a living organism needs to live on, basically a rarity, and it is being so carelessly handled to the point that parts of it are literally melting away. The stunning vast circular entity, home to billions upon billions of living creatures, is under a serious threat. Turn off the TV and, in the darkness of the screen, realize that your eyes recognize themselves, discovering the cause of all the environmental problems going on in Earth.

The Earth is a precious home that houses everything on this planet without a peep of resistance. After all these centuries of people carelessly using the Earth and everything on it for the sake of economical reasons, we find that our planet is slowly starting to go haywire. Global warming is a serious issue whether people believe it or not, and it is a direct effect of the all the neglect that people have had given to this planet. It is an issue that affects everything in this world, and if it not taken care of will eventually in a sequential chain of events cause the downfall of Earth. People are the direct cause of all the environmental issues: we have overlooked what effect all our cars and planes and luxurious air conditioned and well lit houses have on the environment, especially the ozone.

Global warming, I believe, should be the main concern of any politician trying to run for any kind of office in our current day. In all truth, if the Earth you live on gives out before you even get elected to office, what use is it to even make

promises about how you will “try” and make changes for the environment and then fly off in your helicopter? It is very serious when you start to realize that certain places in the world are melting away, and animals that live there are drowning because their home dissolved away so someone could drive their Hummer. It is very serious when a massive hurricane comes storming in to the worst place it could possibly hit in a country and leaves a massive flooded disaster area that to this day is still not completely fixed. It is serious when you realize that precious coral reefs are dying out because the temperature of the ocean is rising and causing a chain effect that is wiping out many ecosystems of marine life living there. It is very serious when you realize that the Earth is getting hotter and hotter every year, and along with that nature is getting more unpredictable and violent with all its storms trying to balance out all the negative things polluting the environment. It is serious and frightening when you realize that the thing in the atmosphere, the ozone, that protects us from all the harm the sun causes us, is ripping and tearing away at a very rapid rate, and if we do not do something drastic soon, it will be gone. It is serious when you realize from all the signs and natural disasters around you that global warming is real, but when that time happens for everyone it might be too late.

As truthfully frightening and shameful it is to realize that global warming is real and it is everyone's fault, it is an even better feeling to understand that you can help do something to alleviate this disease on the Earth. Every little thing that a person can do to help reduce their impact is wonderful. For example, switching to fluorescent light bulbs helps to reduce the amount of energy and electricity used and therefore reduces greenhouse gas emissions. Getting a more fuel economical car, a hybrid car, carpooling, taking a bus, walking, riding bikes are great things that help reduce all the emissions that oil and gasoline let off, and they also save a lot of money. Recycling is a very beneficial thing to do considering that plastic bottles take over a thousand years to decompose and some things like glass, never decompose. Instead of cutting down more and more trees we can use all the paper that is already around simply by recycling, and this in return saves trees and that helps to make the world a little cleaner and better to breathe in by reducing the CO₂. Planting trees is another great thing to do, same as saving water, unplugging electronic appliances that are not being used and just trying to cut back on being wasteful of everything that we have. Any little thing helps in the long run. It starts with one, you.

This essay is almost to a close, and you may be thinking "I've heard this all before so many times..." but there is a reason why you have and that is because it is a serious issue in today's society. Ignoring the fact that the climate is seriously injured will not make it any better, only worsen it. The generations before mine may not care to reverse the damage they have caused and more then likely are skeptical to believing that global warming is real, but most people know better when they realize that it gets hotter every year and that those hurricanes just seem to be getting stronger and that those polar bears don't have a home anymore because it's melted away. Its time for people to act now and try to save what is left of the environment. It is too late to reverse all the damage that has been brought about by global warming, all thanks to those smart people in that industrial revolution a few centuries ago, but it is never too late to help stop the damage. Any thing that can be done to help the environment must be done or else the Earth as we know it will go down, and where else do living creatures have to go? We must take care of Earth; it is our only one and it has taken care of everything on it since its existence. The time to act is now; don't waste another day being wasteful.

Writing the Math Essay or Paragraph Answer

Below is a sample prompt and answer for a math essay answer using the Jane Schaffer method. This example was provided by SJA teacher Tony Lolcoma.

PROMPT: In a one-chunk paragraph explain the associative and commutative properties that help us correctly add and multiply equations in an order that's easiest.

The associative and commutative properties help us correctly add and multiply equations in an order that's easiest. The associative property of addition and multiplication states that you may group together, using parentheses, any numbers given in the equation to solve the problem $[3 + (4 + 6)$ or $(3 + 4) + 6]$, $[3 \times (4 \times 6)$ or $(3 \times 4) \times 6]$. The commutative property of addition and multiplication states that the order in which you add or multiply does not matter $[3 + 4 + 6 = 4 + 6 + 3 ; 3 \times 4 \times 6 = 4 \times 6 \times 3]$. To remember the associative property, think of Boys or Girl Scouts Association and the phrase "troop as a group." To remember the commutative property, think of a "commute" (traveling) to school. We can travel to school in whatever order we wish. It is important to remember the associative property (troop as a group) and commutative property (travel in any order), so that we may add or multiply in the easiest order possible.

Target Language Translation Paragraph Samples

Dos Ciudades Fronterizas:

Matamoros, Tamaulipas y Brownsville, Texas

México es un país que tiene frontera con Estados Unidos. Las ciudades de Brownsville, Texas y Matamoros, Tamaulipas son ciudades que colindan. Matamoros está en el estado de Tamaulipas en México. Brownsville está en el estado de Texas en Estados Unidos. Ambas ciudades tienen muchas cosas en común. En las dos ciudades la mayoría de la gente habla español e inglés. Es muy importante ser bilingüe en esta zona. La comida también es otro factor similar entre ambos lugares. La comida mexicana es muy popular en las dos ciudades. Las hamburguesas, el pollo frito y la pizza son también del gusto de los mexicanos. Matamoros, Tamaulipas y Brownsville, Texas son zonas fronterizas y se consideran ciudades hermanas.

Je suis une personne intéressante. Je suis élève dans un lycée américain qui s'appelle Saint Joseph Academy. J'ai seize ans. J'aime étudier le français. Pour moi, c'est une langue facile. Cette langue est similaire à l'espagnol. J'ai un père, une mère et un chien. Je suis fille unique. J'aime aller au cinéma et à la plage avec mes amies. Mon amie favorite est Julia. Je suis petite et intelligente. J'ai les cheveux mi-longs et raides. Je suis une personne intéressante.

The Research Paper

Tips for a Good Research Paper

To write a good research paper, follow these ten tips:

Tip 1 - Choose Your Topic

- Select a general top that you would like to explore further. Talk to people about your topic. Read up on your topic. Begin to limit the topic as you do your preliminary research. For example, you want to research endangered species, and you have learned that programs set up to help endangered species have actually harmed them. There is a nicely narrowed topic to begin researching. Prepare a thesis statement which states what you believe your research will prove.
- Be sure to meet your teacher's requirements for the assignment.
- Be sure you can find enough information.

Tip 2 - Locate Information

- Use variety of reference sources to locate information. These sources include encyclopedias, almanacs, scholarly journals, books, magazines, and newspapers. Find these sources in print form, on CD-ROMS, and on the Internet.
- The SJA Library has computer databases which contain excellent information that can be trusted.

Tip 3 - Prepare Bibliography Cards - Use bibliography cards to document the sources of information you use when writing your paper. The library has style manuals to illustrate how to prepare bibliography cards for various sources of information. You can also find this information various MLA sample websites. Also, your teacher may require you to use Noodle Tools.

Doe, John. <u>How to Write a Research Paper.</u> New York: Harcourt Publishers, 2007.	1
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Last name, first name. <u>Title of book.</u> Publishing company, year.	Source # City:
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Tip 4 - Prepare Note Cards - Note cards will keep your notes organized. Follow the procedure below in preparing note cards:

NOTE TAKING PROCEDURE:

1. Make works cited (bibliography) card for book, article, internet source, etc. (see Step 3).
2. Read the material.
3. Take notes. On your note cards you always need FOUR things:
 - A. On the note card write the subject of the card at the top left.
 - B. In the top right corner, place the number of the source (from bibliography card)
 - C. In the lower right corner, write the page number of the source from where you are taking the information
 - D. Begin writing information one of three ways:
 - SUMMARIZE – Read material and condense the information in your OWN words.
 - PARAPHRASE – Read material and then restate in your OWN words using none of the exact words used in the passage. Here you use about the same number of words from the passage.
 - QUOTE – Copy word for word SHORT phrases that you are unable to put into your own words.
4. When you start a new subject, a new source, or a new page, you need to start a new note card.

Make an A	1
<ul style="list-style-type: none">• Take good notes• Follow directions• Don't plagiarize	
	32

<i>Subject of card</i>	<i>source #</i>
<ul style="list-style-type: none">• <i>Notes</i>• <i>Notes</i>• <i>Notes</i>	
	<i>Page #</i>

Tip 5 - Prepare an Outline - If required, prepare an outline for your paper by organizing your notes from the note cards into topics, subtopics, details, and sub details. Use an organization such as:

- I. (topic)
 - A. (subtopic)
 - 1. (detail)
 - a. (sub detail)

SAMPLE OUTLINE:

Introduction: *State your thesis here.*

- I. Getting to know the library
 - A. Programs of orientation and instruction
 - B. Orientation tours, lectures, courses
- II. Central catalog of central information system
 - A. Online central catalog (OPAC)
 - 1. Definition and description
 - 2. Searching the online catalog
 - a. Searching by author, title, subject, keywords
 - b. Limiting the search
 - 3. Information accessed from the online catalog
- III. Reference works
 - A. Types of reference works
 - 1. Indexes
 - 2. Bibliographies
 - 3. Guides to research
 - 4. Dictionaries
 - 5. Encyclopedias
 - 6. Yearbooks
 - 7. Atlases
 - B. Publication forms of reference works
 - C. Searching a reference database
- IV. Location of library materials
- V. Other library resources and services

Conclusion: *State concluding idea here.*

Tip 6 - Write A First Draft - Using your note cards and outline, write a first draft of your paper. As you write your draft, use parenthetical references to credit sources from which you take quotations or major ideas so that you are not plagiarizing. See examples below.

BLENDING AND EMBEDDING QUOTES TO AVOID FORMS OF PLAGIARISM ⁵

Repeating or Paraphrasing Wording

Here is a quote taken from a book by Wendy Martin (*Columbia Literary History of the United States*) that a student wants to use in a paper:

Some of Dickinson's most powerful poems express her firmly held conviction that life cannot be fully comprehended without an understanding of death.

PLAGIARISM: Emily Dickinson firmly believed that we cannot fully comprehend life unless we also understand death.

NOT PLAGIARISM: As Wendy Martin has suggested, Emily Dickinson firmly believed that we cannot fully comprehend life unless we also understand death (625).

Taking a Particularly Apt Phrase

Here is a quote taken from Michael Agar's book, *Language Shock: Understanding the Culture of Conversation*.

Everyone uses the language and everybody these days talks about culture..."Languaculture" is reminder, I hope, of the necessary connection between its two parts.

PLAGIARISM: At the intersection of language and culture lies a concept that we might call "languaculture."

NOT PLAGIARISM: At the intersection of language and culture lies a concept that Michael Agar calls "languaculture" (60).

Paraphrasing an Argument or Presenting a Line of Thinking

This is another form of plagiarism. This happens when an idea or "line of thinking" is borrowed from a book and not cited.

Here is original text from Alvin Toffler's book, *The Third Wave*.

Humanity faces a quantum leap forward. It faces the deepest social upheaval and creative restructuring of all time. Without clearly recognizing it, we are engaged in building a remarkable civilization from the ground up. This is the meaning of the Third Wave.

Until now the human race has undergone two great waves of change, each one largely obliterating earlier cultures or civilizations and replacing them with the ways of life inconceivable to those who came before. The First Wave of change - the agricultural revolution - took thousands of years to play itself out. The Second Wave - the rise of industrial civilization - took a mere hundred years. Today history is even more accelerative, and it is likely that the Third Wave will sweep across history and complete itself in a few decades. (Alvin Toffler, *The Third Wave* [1980; New York: Bantam, 1982] 10)

PLAGIARISM: There have been two revolutionary periods of change in history: the agricultural revolution and the industrial revolution. The agricultural revolution determined the course of history for thousands of years; the industrial civilization lasted about a century. We are now on the threshold of a new period of revolutionary change, but this one may last only for a few decades.

NOT PLAGIARISM: According to Alvin Toffler, there have been two revolutionary periods of change in history: the agricultural revolution and the industrial revolution. The agricultural revolution determined the course of history for thousands of years; the industrial civilization lasted about a century. We are now on the threshold of a new period of revolutionary change, but this one may last only for a few decades.

Tip 7. First Draft Revision - To be sure your ideas are clearly expressed and your writing has accurate spelling and grammar, carefully proofread your first draft. Have someone read your draft for you. A different perspective is always helpful. Make the corrections necessary and proofread the next draft. It may take a few drafts to get everything exactly the way you want it.

Tip 8. Works Cited - At the end of your paper, provide a list of all the sources you CITED to gather information for the paper. Your bibliography cards will provide this information. The WORKS CITED is a list of only the sources you have CITED IN YOUR REPORT. A bibliography (reference list) is a list of sources you consulted during your research. For MLA style reports, use a works cited list. List your sources in alphabetical order by the first word on each of your bibliography / works cited cards. See the sample on page 28. Also, your teacher may require you to use Noodle Tools.

Tip 9. Title Page - The title page is the first page of the paper. It should include the title of your paper, your name, and the date on which the paper is due. See sample on page 14.

Tip 10. Final Checklist - Before handing in your paper, be sure you have each of the following items:

- title page
- outline (if required)
- heading on first page and subsequent page numbers
- citations for quotations and major sources of information to avoid plagiarism
- works cited at the end
- saved copy for files

SAMPLE RESEARCH PAPER – MLA CITATION STYLE ⁶

Just Sheer Naked Magic

John Doe
Professor Smith
English 1302
5 February 2006

Just Sheer Naked Magic

Introduction - What is the brain?

I. Definition

- A. Control center
- B. Three main parts
- C. Neurons and glia

II. Important discoveries

- A. Technology
- B. "Whole Brain Atlas"

Conclusion - The importance of brain development has prompted the implementation of support services.

Doe 1

John Doe
Professor Smith
English 1302
5 February 2006

Just Sheer Naked Magic

What weighs about three pounds but has more parts than there are stars in the Milky Way galaxy (Flieger)? What fills the space occupied by only three pints of milk yet includes components that, laid end to end, would stretch several hundred thousand miles (Diagram 19)? What looks like an oversized walnut made of soft, grayish-pink cheese but contains the equivalent of 100 trillion tiny calculators (Restak, Brain 27)? What, according to James Watson, co-discoverer of the helical structure of DNA, is "the most complex thing we have yet discovered in our universe" (qtd. in Begley 66)? To all four of these intriguing questions there is but one surprising answer: the human brain. This miraculous organ is remarkable in its structure, its function, and its chemical composition.

What is the brain? According to Richard Restak,

the human brain is the master control center of the body. The brain constantly receives information from the senses about conditions both inside the body and outside it. The brain rapidly analyzes this information

Doe 2

and then sends out messages that control body functions and actions. ("Brain" 561)

According to Tether, the brain is divided into three main parts: the cerebrum, the cerebellum, and the brain stem (421). These parts, in turn, are largely made up of nerve cells, called neurons, and helper cells, called glia. Researchers have

discovered that there may be as many as 100 billion neurons in the brain and a far greater number of glia, possibly as many as one trillion (Kolb and Whishaw 1).

Important discoveries throughout the decade of the 1990's in molecular biology and genetics are revolutionizing our understanding of how the human brain works (Kotulak ix). Advances in imaging technology are allowing us to learn more about the human brain than ever before in human history (Kotulak x). Keith A. Johnson

Doe 3

and J. Alex Becker have even placed "The Whole Brain Atlas," which consists of dozens of images of the brain in normal, damaged, and diseased states, on the World Wide Web for anyone with access to the Internet to view and study.

One area of the new brain research reveals that the first three years of a child's life are crucial to the development of the brain. Proper stimulation of infants can, according to Kotulak, affect the development of language, vision, brain power, aggression, emotions, touch, and education (9-11). An editorial in the New York Times states that the importance of early stimulation--to promote the healthy brain development in children--is a "compelling argument for the expansion of support for new parents and of quality child care programs" ("Nurturing"). North Carolina, Vermont, Colorado, and Ohio are implementing programs to offer support services to families with young children ("Nurturing").

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The Science Classroom

In this section you will find the formats and forms for preparing a lab report for biology and chemistry as well as the parts of a science project.

Science Lab Report Format

The lab report must contain these 5 essential components. The main lab report write up will be a maximum of one page one side only. Any accompanying spreadsheets will be stapled to the back of the lab report. Label each section with the title, **bold** and underlined.

1) Introduction

Identify the experimenter, lab partner(s) experiment title, group number and experiment date.

2) Purpose

*Describe the reason why the experiment is being done.

*Explain what the expected result(s) are supposed to be. If it is numerical, list that specific value (with the units). If it is non-numerical, give a very brief description of what is expected to happen as a result of doing the various parts of the experiment. If a graph is done, explain the purpose of doing the graph.

*Give a real life application of the experiment.

3) Procedure

Concisely describe what was done in the lab. This explanation should be in the **past tense!** In other words, describe what you **did**. It is especially important to include a specific description of **all** the measurements that were taken.

4) Data

It is absolutely vital that you identify and list all of the data that was measured during the lab. It is highly suggested that a table be made (using Excel) to make columns. The columns should have a description of the specific measurements taken, along with the units of each measurement (time [seconds], mass [kilograms], distance or position [meters]).

5) Results and Conclusions

List the main results of the lab. If it is numerical in nature, list the number(s) with the attached units and what it (they) represent. If the result is descriptive in nature, briefly summarize the main sensory observations (visual, auditory, touch, ...) that happened as a result of doing the procedure.

Results and Conclusions (continued)

Answer these questions:

- What happened?
- Did the result seem to fulfill the purpose of doing the lab?
- Was the experimental result close to the expected result?

List any percent errors. Was the lab successful? Generally speaking, if there is a 10% or larger discrepancy between the accepted and experimental results then the lab is unsuccessful. **But**, if **sources of error** are listed and identified, the lab can be re-evaluated and deemed successful, if the sources can account for the difference. It is highly suggested to list as many sources of error as possible to account for any discrepancy in this section, even if your error is less than 10%.

Helpful hints:

- The lab report will be typed up during the allotted time for the lab and will be turned in at the end of the lab for each individual. No extra time will be granted to finish the lab beyond the lab time.
- Each lab report is worth 5 points. It will be subjectively graded, taking into account **completeness, accuracy, organization and neatness**.
- The experiment can usually be done within an hour or less. Time is crucial for most experiments. **Be on task** to do the experiment, write it up and turn it in.
- Lab reports will be returned at the beginning of the next lab.
- Reduce all the margins to about 0.5 inches. Type in smaller font if necessary.

Science Lab Report Form

(Name)_____ (Date)_____

Title: _____(the name of the lab or experiment)

Purpose/Problem:

The purpose or problem states the reason(s) why you are doing the experiment. Write down exactly the problem that will be investigated or experimented. Purposes can be stated as a question.

Introduction/Research:

In a few words tell what you already know or have found about the problem that will let you make an educated guess. This is your background information from the text, teacher, or other sources. It gives the reader an understanding of underlying principles and content information of the laboratory.

Hypothesis:

What do you expect to find? The hypothesis can be stated as an "If..., then..." statement. The 'if' part of the statement is based on related facts that you know to be true. The 'then' part of the statement is an educated guess on the outcome of the experiment. The hypothesis does not have to guess the correct outcome, but the experiment must be set up to test the hypothesis.

Materials/Supplies:

This is a list of all equipment and chemicals used to do the experiment. Please include quantities (amounts).

Procedure:

The procedure tells exactly what you did. Make statements in the past tense. Be specific. The procedure you use affects the results. So, it is important to be accurate in explaining what you did. The procedure is written in paragraph form.

Observations and Data:

The observations tell exactly what happened when you did the lab. An observation is measurable information that comes to you through your senses. Results include experimental (raw) data in the form of well-labeled tables, graphs, drawings and other observations. Place your observations and data in this section without discussion or comment. This is where you include any calculations made during the experiment. Answer any questions here.

Substance	Original color	Color of pH indicator

Conclusion/Summary:

Conclusions explain your observations and describe how your data relates to the problem. It is written in paragraph/essay form and should include why you did this experiment (restate the purpose/problem). You should explain in your own words what you found out or discovered. Your conclusion should state whether or not the data confirms or rejects your hypothesis. Discuss any errors as well as any patterns you see. Part of the conclusion may be a new hypothesis based on your findings and suggestions for testing the new hypothesis in a different experiment. You may also make any predictions you would expect based on what you discovered.

This lab (experiment) investigated _____. In order to study the problem we _____. My results showed _____, thus proving my hypothesis was _____. I believe the results are (accurate/inaccurate) because _____. In order to further investigate this problem, next time I would _____.

- Do draw a picture of the experiment, if appropriate.
- Don't say that the purpose was accomplished and then say nothing substantially more. You must include data from the lab results to demonstrate that the purpose was accomplished.
- Don't give the procedure again.
- Don't list the data again. It was already listed in the data (chart, table, etc.). You are to discuss and draw conclusions from the data.
- Don't forget to break up your ideas with more than one paragraph if necessary.

Sample Report

Mr. J. Flores

August 11, 2001

Title: Making a Seismograph

Purpose: How does the magnitude of vibrations affect the amplitude of a seismograph?

Hypothesis: An increase in the magnitude of vibrations will result in an increase in amplitude of the seismograph.

Materials: clamp, metal bar, piece of string, rubber bands (2), table, pencil, two people

Procedure: I placed a piece of paper directly beneath the pen and the clamp stand. One person slowly moved the paper past the pen, as the other hit the end of the table. The first trial represented a medium magnitude movement. The second trial was the soft movement, and the third was the hardest, or the most forceful magnitude. While looking at each individual seismograph, the greatest magnitude was observed and identified. Measuring the distance from the top and bottom of the spike represented the amplitude. The data from each seismograph was recorded in the table on the following page.

Magnitude

Amplitude

Observations

Medium #1

1.3 cm.

a little jagged, the dots are the darkest of all the trials, the pen a little wild

Softest (#2)

.5 cm.

the smoothest line, more dots and dots are closer together, the pen was not out of control

Hardest (#3)

2 cm.

the most jagged, doesn't really have a certain path, the least amount of dots, pen way out of control

Conclusion: This lab investigated how the magnitude of vibrations affects the amplitude of a seismograph. In order to study the problem we created three magnitudes of movement and measured the amplitude of each with a seismograph. My results showed the trial with the greatest amplitude was trial three because the table was being hit with the most force, making the table and the pen move more than the other three trials. The trial with the least amplitude was trial two because the table was hit with the least amount of pressure. While observing the experiment, I noticed that the more vibrations or higher magnitude resulted in a higher amplitude on the seismograph. The harder the table was being hit, the higher the amplitude rose. This proves my hypothesis was correct.

I believe the results are accurate because while the experiment was in progress, the frame moved at the same rate as the table. It was proven in trials one through three that the increased magnitude of table movement caused the greatest amplitude differences on the seismograph. It is clear, therefore, that the movement of the frame also corresponds to the amplitude of the seismograph. The bar and marker shared the same relationship with the table and the frame. The more the frame moved, the greater the amplitude on the seismograph.

In order to further investigate this problem, next time I would try the experiment on a different surface and would add additional movements of varying forces for further readings on the seismograph.

Parts of a Science Fair Report⁷

Title Page: Must include your science fair project's title, your name and contact information (address and school), your grade and the name of your science teacher.

Table of Contents: Include the page numbers for the beginning of each section.

Introduction: The Introduction includes your clearly formulated and testable hypothesis, as well as explanation of your idea, how you got it and why you think the work is interesting. (If don't think your experiment is interesting, give up now. You have no hope of doing a good project! So look around until you find something that interests you!) Also include what you hoped to achieve when you started the project.

Experiment: Describe in detail the method you used to collect your data and organize your observations. Your report should be detailed enough for anyone to be able to repeat your experiment by just reading the paper, so keep this fact in mind when you write it. It's always a good idea to include detailed photographs or clearly-labeled drawings of any device you made to carry out your research.

Discussion: This is where you explain the exact process by which you reached your conclusions. This section should flow logically so that the reader can easily follow your train of thought. Compare your data with the null hypothesis (that is, what would you have expected if the observations you made were completely unrelated to the effect you were expecting), or to your predicted results. What you would do differently if you were to do this project again?

Conclusion: Summarize your results. Make sure not to introduce anything that wasn't already mentioned in the previous parts of your paper.

Acknowledgments: In this section you should give credit to everyone who assisted you. This may include individuals, businesses and educational or research institutions. Identify any financial support or material donations you may have received.

References: This list should include any documentation that is not your own, such as books or articles, that you used. For the accepted format, see the rules for your particular science fair competition. If the rules don't specify a preference, then find a research journal that publishes articles in the area of your experiment, and copy the format that it uses.

The Essay Test⁸

Most essay test items are not presented in the form of a question. Instead, they are often presented as a statement that includes a **direction word**. The direction word tells you what you should do when you write your answer to the item. Look for the direction word and be sure to do what it tells you to do.

Here are the direction words that are most frequently used by teachers when they write essay test items. The meaning of each direction word is provided and is followed by an example of an essay test item using that direction word. Get to know what each of these direction words tells you to do.

- Analyze -** *Analyze* tells you to break something down into its parts or relationships
Analyze the factors that contribute to good health.
- Classify -** *Classify* tells you to place persons or things together in a group because they are alike or similar.
Classify the types of battery used in World War II.
- Compare -** *Compare* tells you to show how two or more things are BOTH similar and different.
Compare popular Taoism and esoteric, or mystical Taoism.
- Contrast -** *Contrast* tells you to show how two or more things are different.
Contrast the views of Robert Oppenheimer and Robert Teller in the development of the atomic bomb.
- Define -** *Define* tells you to explain the meaning of something in a brief, specific manner.
Define what is meant by the term "primogeniture."
- Describe -** *Describe* tells you to present a full and detailed picture of something in words to include important characteristics and qualities.
Describe the use of lighting in *The Glass Menagerie*.
- Diagram -** *Diagram* tells you to explain something by drawing a picture - flowchart, map or some other graphic device.
Diagram the parts of a cell.
- Discuss -** *Discuss* tells you to talk about an issue from all sides.
Discuss the impact of the Kinsey Report on American social thought.
- Evaluate -** *Evaluate* tells you to make a value judgment, to give pluses and minus with supporting evidence.
Evaluate the impact of rap music on American youth.
- Explain -** *Explain* tells bring out into the open, to make clear, to analyze.
Explain why the American Civil War occurred.
- Illustrate -** *Illustrate* tells you draw a picture, a diagram. It can also mean to illustrate with specific examples or instances.
Illustrate the relationship of Brownian motion to proof the existence of atoms.
- Justify -** *Justify* tells you to explain why a position or point of view is good or right.
Justify the need for the federal income tax.
- Outline -** *Outline* tells you to organize the most important information about something
Outline the events of the first chapter of The Illiad.
- Prove -** *Prove* tells you to bring out the truth by giving evidence and facts to back up a point
Prove the dialysis is cost effective.
- Summarize -** *Summarize* tells you to present the main points about something in a brief form.
Summarize how Thomas Edison's inventions have made our lives better.
- Trace -** *Trace* tells you to present the order in which something occurred.
Trace the major events that led to America's Declaration of Independence.

HOW TO WRITE AN EFFECTIVE ESSAY ANSWER:

1. Read through all questions carefully.
2. Budget your time and decide which questions you will answer first.
3. Underline key words (see previous information) which tell you what to do. **MAKE SURE YOU ARE ANSWERING THE QUESTION ASKED!!**
4. Choose an organizational pattern that will fit each key word best and plan your response/outline on scratch paper.
5. Begin each answer with a one or two paragraph thesis statement which summarizes your answer to the question.
6. Support your thesis with details, facts, and examples from the material you have studied.
7. Use transition words to guide your reader through your response.
8. Proofread your answer and correct errors in spelling and mechanics.

WHAT DOES A WELL-WRITTEN ESSAY ANSWER LOOK LIKE?

1. It will be well-focused.

Make sure you have answered the question that is being asked and avoid "padding." A lot of rambling and ranting is a sure sign that you don't really know what you are talking about and are hoping that somehow in the jumble of words, you might say something that is related to the correct answer.

2. It will be well-organized.

Don't write a long stream-of-consciousness journal response. Your teacher is not going to take time to play detective and figure out what you are getting at: do some planning and make sure that what you have written has a clearly marked introduction which states the point(s) that you are going to make and states how you will proceed. Also, the essay should have a clear conclusion or summary at the end that emphasizes your main point. Some words you might want to use are:

*For these reasons
In conclusion
To sum up
Therefore
Consequently*

3. It will be well-supported.

Don't just state opinions and theories – PROVE THEM. Use facts, figures, examples, stories, and anything that will prove your point, but no one is going to believe what you write just because you have written it. The difference between an "A" and "B" grade often lies in the depth and detail of supporting examples.

4. It will be well-packaged.

Use the correct conventions of language that you have been taught. People who do not use correct written language tend to be thought of by their readers as less intelligent and less competent than those who use written language correctly. Proofread your work.

Rubrics

A grading rubric is a detailed summary of the criteria by which a written assignment will be evaluated. The rubric is useful to teachers in that it assists them to grade consistently and to assess the essential elements of learning. A rubric is also useful for students because it can help them clearly understand the assignment and focus on the factors by which their work will be assessed. Students can also use the rubric to evaluate their own work while it is in progress.

The following is a sampling of grading rubrics which may be used by teachers to assess student writing.

PARAGRAPH SCORING GUIDE

Name _____

90 and above paragraphs

- ☐ addresses question(s) asked
- ☐ follows format
- ☐ excellent CD choices
- ☐ insightful commentary
- ☐ CM makes connections to the larger issues in life/in text/novel
- ☐ organization is clear and logical; shows planning
- ☐ very few mechanical errors
- ☐ powerful, appropriately-used vocabulary
- ☐ excellent sentence variety and sentence structure
- ☐ correct and skillful use of transitions
- ☐ repeats little, if at all
- ☐ no tense shifting

80 and above paragraphs

- ☐ addresses question(s) asked
- ☐ follows format
- ☐ nice choices for CD choices
- ☐ lead-in need some work
- ☐ insightful commentary, but less so than "90" paragraphs
- ☐ organization clear and logical, but less than "90" paragraph
- ☐ few mechanical errors
- ☐ nice vocabulary; show you used the thesaurus
- ☐ sentence variety and creativity
- ☐ repeats little
- ☐ no tense shifting

70 and above paragraphs

- ☐ somewhat addresses question(s) asked
- ☐ follows format
- ☐ decent CD, but not the most creative choices
- ☐ lead-in is incomplete
- ☐ commentary is BOG, superficial, simplistic, or irrelevant
- ☐ transitions evident
- ☐ organization is present but could improve
- ☐ mechanical errors
- ☐ average vocabulary
- ☐ lacks sentence variety
- ☐ limited transitions
- ☐ repeats key words or ideas too much
- ☐ some tense shifting

60 and above paragraphs

- ☐ does not address question(s) asked
- ☐ does not follow format
- ☐ does not have lead-in for quote(s)
- ☐ does not have transitions
- ☐ weak/incorrect CD
- ☐ plot summary
- ☐ lacks organization or clarity
- ☐ lots of mechanical errors (spelling, sentence, usage, punctuation)
- ☐ tends to go off topic/commentary wanders
- ☐ simplistic, boring vocabulary; shows no creativity
- ☐ no sentence variety: "See Spot. See Spot run. See Spot run fast."
- ☐ lacks transitions
- ☐ repeats key words or ideas frequently

THEME OR ESSAY EVALUATION I

I. Content

Supporting details	5	4	3	2	1
Thoughtful reflection	5	4	3	2	1
Significance	5	4	3	2	1

II. Organization

Introduction	5	4	3	2	1
Thesis clearly stated					
Overall blueprint evident					
Body	5	4	3	2	1
Topic sentences for each paragraph					
Follows logical organization					
Transitions smooth					

III. Grammar and Mechanics

No fragments	3	2	1
No run-on sentences	3	2	1
Subject/verb agreement	3	2	1
Punctuation	3	2	1
Capitalization	3	2	1
Spelling	3	2	1
Word choice	3	2	1

THEME OR ESSAY EVALUATION II

I. Introduction

Attention getting	5	4	3	2	1
Thesis clearly stated	5	4	3	2	1

II. Body (each paragraph should exhibit all elements)

Topic sentences	5	4	3	2	1
Supporting details	5	4	3	2	1
Thoughtful reflection/significance	5	4	3	2	1
Concluding sentence/transition	5	4	3	2	1

III. Conclusion

Closes essay logically	5	4	3	2	1
Gives finished feeling to essay	5	4	3	2	1

IV. Grammar and Mechanics

No fragments	3	2	1
No run-on sentences	3	2	1
Subject/verb agreement	3	2	1
Punctuation	3	2	1
Capitalization	3	2	1
Spelling	3	2	1
Word choice	3	2	1

PARAGRAPH EVALUATION

I. Topic Sentence

States topic clearly & originally	5	4	3	2	1
Attention getting	5	4	3	2	1

II. Body Sentences

Supporting details (2-3)	5	4	3	2	1
Thoughtful reflections for each detail	5	4	3	2	1

III. Concluding sentence

Closes paragraph originally	5	4	3	2	1
Gives finished feeling to paragraph	5	4	3	2	1

IV. Grammar and Mechanics

No fragments	3	2	1
No run-on sentences	3	2	1
Subject/verb agreement	3	2	1
Punctuation	3	2	1
Capitalization	3	2	1
Spelling	3	2	1
Word choice	3	2	1

10th GRADE WRITING RUBRIC

Objectives	Low Performance	Average	Exemplary Performance	Earned Points
ORGANIZATION. *Exhibits evidence of planning. *Establishes relationships between ideas, events, and/or details	15 points -Little or no planning is evident -Ideas are presented in a sequence that lacks focus and coherence	20 points -Planning is clear -Ideas are organized in a sequence that is usually focused and coherent -Clear connections between ideas are usually maintained	30 points -Planning is careful and considerate -Ideas are organized in a sequence that is consistently logical and coherent -Clear connections between ideas are consistently and effectively maintained	
CONTENT. *Provides details to support ideas *Communicates and integrates ideas *Demonstrates knowledge of information	15 points -Content provides little detailed information reflective of a lack of research -No interpretation generalizations and few supporting detail -Improper format/lacks proper use of citations	20 points -Content is broad reflective of minimal research -little interpretation of information forms few generalizations -Few supporting details -Some use of citations and format	30 points -Content is detailed, concise, deep; reflective of quality research -Generalizations interpret information -Well supported with details and citations -Required number and proper use/format of citations	
COMPOSITION/STRUCTURE. *Adheres to the required length of the assignment *Includes a clear thesis *Body paragraphs include a topic sentence and smooth transitions *Well-written conclusion *Quotes and spelling are correct	15 points -Under or over five paragraphs -Poor paragraph and sentence structure. -Introduction lacks clear thesis. -Body paragraphs lack topic sentences and focus -Poor use of quote(s) -Numerous spelling and grammatical errors	20 points -5 paragraph, proper sentence and paragraph structure -Introduction includes a thesis. -Body paragraphs include topic sentences with awkward transitions -Quote(s) included but not well-introduced or interpreted. -3-4 spelling and grammatical errors	30 points -5 paragraphs, well-written sentences and paragraphs -Strong introduction with a hook -A clear thesis provides continuity - Body paragraphs are tightly focused around topic sentences with smooth transitions - Conclusion ties main ideas together and relates to larger ideas -Quotes introduced and interpreted -0-2 spelling errors	
REFERENCE. *Adheres to required number of sources *Follows proper format	3 points -Under 3 resources -Improper format	7 points -3 resources-2 books, 1 database -Proper format	10 points -3-4 resources-2 books, 1 database - Proper format	
STUDENT:			Score:	

11th Grade Writing Rubric

Content..... 50%

- Does the student answer the specific question/address the specific topic?
- Does the student provide meaningful, relevant examples to support the given response?
- Does the student elaborate on the given examples?
- Does the student write descriptively when appropriate?
- Does the student employ higher order thinking skills where appropriate?

Organization.....25%

- Does the student provide a clear thesis statement/topic sentence?
- Does the student provide a clear introduction and conclusion?
- Does the student organize the body in a manner that flows logically and consistently?

Grammar.....25%

- Does the student employ proper spelling, capitalization, and punctuation?
- Does the student avoid sentence fragments and run-on sentences?
- Does the student vary sentence structure?

12th Grade Essay Rubric

Name: _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Content	Includes little essential information and does not address the main topic well.	Includes some essential information and begins to address the main topic.	Includes essential, accurate information that satisfactorily address the main topic.	Covers the topic completely and in-depth with the main topic being the focus of the essay.	
Voice	Shows no voice or emotion in writing.	Writing is beginning to come alive with voice.	Writing has enough voice to convey the message effectively to the audience.	Writing is passionate and full of voice that conveys its message to the audience.	
Organization	Does not use appropriate topic sentence in each paragraph, does not support topic well.	Uses an appropriate topic sentence in each paragraph but does not support topic well (or other way around).	Paragraphs have appropriate topic sentence and good supporting sentences.	Uses exemplary topic sentences and supports with thoughtful, well-crafted supporting sentences.	
Conventions	Includes more than five grammatical, spelling or other errors in text.	Includes four-five grammatical, spelling or other errors in text.	Includes two-three grammatical, spelling or other errors in text.	Has only one or no grammatical, spelling or other errors in text.	
				TOTAL POINTS	

WRITING RUBRIC - NUMBER GRADING SYSTEM

Adapted from The Jane Schaffer Writing Program™, janeschaffer.com.

The number on your essay coincides with the comment made by the scorer (teacher or peer). Make corrections of numbered items on the back of your essay or on another sheet of paper.

CONTENT:

1. Thesis unclear (not focused, no clear blueprint)
2. Need more concrete examples to prove this point
3. Explain how this example proves your point
4. This does not address prompt
5. This somewhat addresses prompt but could be more insightful

ORGANIZATION:

6. Introduction needs to develop the concept you wish to discuss more completely
7. Thesis or controlling idea is weak (lacks sequenced and related ideas to make argument)
8. Body paragraph – Topic sentence needs to make clear assertion of what you will prove; do not assert an element of plot or a fact as the topic sentence.
9. Close the body paragraph with an idea that concludes what your topic sentence and examples have proven. Do not simply rewrite the topic sentence or end with your last example.
10. Concluding paragraph is ineffective. Draw a larger idea at the essay's close that grows out of the assertions you have made.

GRAMMAR / MECHANICS

11. Spelling error
12. Sentence fragment
13. Subject – Verb agreement
14. Capitalization error
15. Punctuation error
16. Word choice incorrect
17. Sentence structure ineffective
18. Revise for sense and logic (idea lost)
19. Need transition
20. Quotation needs to be embedded in your own sentence

Sentence Construction

A sentence is made up of one or more clauses that express a complete thought (more about clauses later). A sentence must have a subject and a predicate although a sentence may have a subject that is understood (example...Watch out! The subject is "you" understood).

EXAMPLES:

My tall brother sings well.

There were 70,000 fans in the stadium. (subject and predicate are inverted)

Sentences also use phrases. A phrase is a group of related words that lacks either a subject or a predicate or both.

EXAMPLES:

In the stadium (prepositional phrase)

My tall brother (noun phrase)

Practically camp out in the library during final exams (verb phrase)

Becoming a teacher (gerund phrase)

To dream (infinitive phrase)

Flunking the science midterm (participial phrase)

A sentence must have a clause in order to be a sentence, but a sentence can also have many clauses. A clause that can stand alone is an **INDEPENDENT** clause.

A **SIMPLE SENTENCE** consists of a single independent clause. A simple sentence may have compound parts (adjectives, adverbs, nouns, verbs, etc.) and still be considered a simple sentence.

EXAMPLES:

My ^{Adj.}tall and ^{Adj.}handsome brother sings well. (compound adjective)

My brother and sister sing well. (compound subject)

My brother sings and dances on Broadway. (compound verb)

My brother and sister sing and dance on Broadway. (compound subject and verb)

A **COMPOUND SENTENCE** consists of two or more independent (main) clauses joined by a coordinating conjunction.

There are only 8 coordinating conjunctions:

a semi colon (;),
for,
and,
nor,
but,
or,
yet,
so.

An easy way to remember these coordinating words is the acronym **FANBOYS**, which uses the first letter of each of the conjunctions (BUT don't forget the semi-colon, too) .

***An important punctuation note here!!**

When writing a compound sentence with one of the FANBOYS, ALWAYS USE A COMMA BETWEEN CLAUSES (before the conjunction).

Charles sighed again, but everyone ignored him. (**note comma position**)

A **COMPLEX SENTENCE** consists of one independent (main) clause and one or more dependent (subordinate) clauses which are joined by a subordinating conjunction. There are **MANY** subordinating conjunctions, so it is best to memorize the coordinating (FANBOYS) conjunctions and then understand that nearly every other conjunction is subordinating (exception: correlative conjunctions such as *either. . . or*).

Here are some subordinating conjunctions:

after	although	as
as if	as long as	as though
because	before	if
in order that	provided that	since
so	so that	that
though	till	unless
when	where	whereas
which	while	who

A complex sentence can be written many ways and still be considered complex.

EXAMPLES:

Charles sighed when everyone ignored him. (sub. conj. is *when* and **NO COMMA is used!!**)

When everyone ignored him, Charles sighed. (in this order...dependent clause then main clause... **a comma is always used**)

Charles, whom everyone ignored, sighed when he lost the vote.

(In this sentence, we have one main clause (*Charles sighed*) and 2 dependent clauses (*whom everyone ignored* and *when he lost the vote*).

Advanced Sentence Construction

There are three basic types of dependent or subordinating clauses: (adjective), {adverb}, and [noun]. Each of these clauses performs the duties of its name.

An (ADJECTIVE) CLAUSE is a dependent clause that modifies a noun or a pronoun. Usually an adjective clause begins with *who*, *whom*, *whose*, *that*, or *which*. The clause answers *what kind?* or *which one?*

EXAMPLES:

The animator (who drew these characters) must be extremely talented.

clause modifies *animator* telling *which one*

Note here that the word WHO in the dependent clause acts as the subordinating conjunction and the subject of the clause. WHO, THAT, WHICH often act this way.

Most of the models (whom she painted) were pleased with the results.

clause modifies *models* telling *which one*

Josh was unable to identify the exact spot (where the gems were hidden).

clause modifies *spot* telling *which one*

An {ADVERB} CLAUSE is a dependent clause that modifies a verb or verb phrase. An adverb clause begins with a subordinating conjunction (see list on pg. 57)

EXAMPLES:

{Wherever the Pied Piper led}, the children of Hamlin followed him.

clause tells where about *followed*

Grandma Moses first began to paint {when she was seventy-six years old}.

clause tells when about *began*

A [NOUN] CLAUSE is a dependent clause that acts as a noun in a sentence. Remember that nouns can act as the following in a sentence: subject, direct object, indirect object, object of the preposition, and predicate nominative.

EXAMPLES:

NOUN CLAUSE ACTING AS THE SUBJECT OF A SENTENCE:

[Whatever you tell me] will remain a secret.

clause acts as the subject of *will remain*

NOUN CLAUSE ACTING AS THE DIRECT OBJECT OF A SENTENCE:

No one could remember [what the sign said].

clause acts as the direct object

NOUN CLAUSE ACTING AS THE INDIRECT OBJECT OF A SENTENCE:

Tyrone usually tells [whoever will listen] his entire life story.

clause acts as the indirect object

NOUN CLAUSE ACTING THE OBJECT OF THE PREPOSITION:

Nicole felt discouraged by [what she had learned that day].

clause acts as the object of the preposition *by*

NOUN CLAUSE ACTING AS THE PREDICATE NOMINATIVE:

Now the problem is [who should run in her place].

clause acts as the predicate nominative of the linking verb *is*

Mechanics / Grammar

Basic Writing Skills Guide Sheet ⁹

1.) SENTENCE BOUNDARIES

(a.) Eliminate fragments. A sentence must have a subject and verb in order to be complete, and must be an independent clause. Note that the subject must be **DOING** the action of the verb, and the verb must be complete.

WRONG

Talking to all the players.

The nurse smiling at the patient.

While the customs official was looking in the trunk.

RIGHT

Fred was talking to all the players.

The nurse was smiling at the patient.

While the customs official was looking in the trunk, the driver acted nervous.

(b.) Eliminate run-ons: A fused or run-on sentence joins two independent clauses without punctuation. If you place a comma between two independent clauses, the error is then called a comma splice (see also 5a)

WRONG

Thomas wrote the paper in ten minutes Linda read it for half an hour.

I have lived in Plymouth for as long as I can remember I cannot imagine what it would be like not to live near a beach.

RIGHT

Thomas wrote the paper in ten minutes. Linda read it for half an hour.

I have lived in Plymouth for as long as I can remember; I cannot imagine what it would be like not to live near a beach.

2.) VERBS

(a.) Ensure tense agreement and consistency. If you begin a sentence in the past tense, for example, you need to keep writing in that tense unless a logical reason in the meaning of the sentence demands a switch.

WRONG George honks the horn angrily, bringing William to the door. He came down the sidewalk at a stroll. Before we know it we will be driving down the highway, on our way to get a burger.

RIGHT George honks the horn angrily, bringing William to the door. He comes down the sidewalk at a stroll. Minutes later we're driving down the highway on our way to get a burger.

(b.) Ensure subject-verb agreement. The subject and verb must agree in number--either singular or plural. The subject and verb must also agree in person--first, second, or third person.

- 1.) Compound subjects joined by **or**, **nor**, or **not only...but also** vary in number. The verb agrees with the noun closest to it.

WRONG Neither he nor they wants to join the army.
Neither they nor he want to join the army.

RIGHT Neither he nor they want to join the army.
Neither they nor he wants to join the army.

- 2.) Singular pronouns require singular verbs: **another, anybody, anything, each, each other, either, everything, neither, nothing, somebody, someone, whoever** are all singular.

WRONG Everybody in the group are coming to the party.

RIGHT Everybody in the group is coming to the party.

- 3.) **Lengthy sentences can lead to subject/verb agreement problems.** Make sure you're clear on what the subject of your sentence actually IS.

WRONG The problem caused by stray dogs or cats and aggravated by callous owners seem to bother the City Council.

RIGHT The problem caused by stray dogs or cats and aggravated by callous owners seems to bother the City Council.

(c.) Use the literary present. The convention in writing about literature or art is that the activities within a text, painting, or film are still happening in a continuous present. They are NOT events in history.

WRONG Hamlet was very confused by his mother's remarriage.

RIGHT Hamlet is very confused by his mother's remarriage.

(d.) Use the active voice whenever possible. In the active voice, the subject actively DOES something. The active voice is usually more direct, natural, and economical than the passive. With the passive voice, confusion can more easily occur; it isn't always clear exactly WHO is doing WHAT. (Obviously at times the passive voice is inevitable, or can help underscore passivity: "the man was mugged in the subway," for example, emphasizes something done TO him).

- **PASSIVE:** The neighborhood committee meeting was held, and the crime rate was discussed.
- **ACTIVE:** The neighborhood committee met and discussed the crime rate.

(e.) Use a singular verb with: someone, no one, everyone, everybody, each, either, neither, nobody. See 2/b/2 above.

WRONG Each of us want to go to the Renaissance Faire.

RIGHT Each of us wants to go to the Renaissance Faire

3.) ELIMINATE DANGLING AND MISPLACED MODIFIERS

If you begin a sentence with a participial phrase, the SUBJECT which that participle is describing (modifying) has to follow immediately in the sentence. In general, modifiers--words which explain and describe--must be placed clearly so that your reader can tell what they are describing or modifying.

WRONG By schools assigning acceptable financial aid packages to their applicants, a great number of positive outcomes may result.

The customer returned the VCR to the store with the broken rewind.

RIGHT In assigning acceptable financial aid packages to their applicants, schools can help students who need an education.

The customer returned the VCR with the broken rewind to the store.

4.) PRONOUNS

(a.) Ensure agreement of pronouns with antecedents. If you are using a pronoun to refer to a previous noun, make sure you use a plural pronoun to refer to a plural noun, and a single pronoun to refer to a singular noun.

Remember that singular pronouns require pronoun references: **another, anybody, anything, each, each other, either, everything, neither, nothing, somebody, someone, whoever** are all singular, and so require singular references (his/her not their).

WRONG Everyone is responsible for their own actions.

When the reader is finished with the article, they are aware of the problem.

RIGHT Everyone is responsible for his or her own actions.

When the reader finishes with the article, he or she is aware of the problem.

OR: When readers finish with the article, they are aware of the problem.

(b.) Ensure consistency of pronouns within sentences/paragraphs. If you begin a sentence referring to "a woman," don't refer to that subject with a plural pronoun like "they." Keep consistent and remember that pronouns referring back to your subject must be singular if the subject is singular, plural if the subject is plural.

WRONG When a woman sees someone in the class willing to do all the talking, she either finds it unnecessary to join the discussion or they worry about appearing foolish.

RIGHT When a woman sees someone in the class willing to do all the talking, she either finds it unnecessary to join the discussion or she worries about appearing foolish.

(c.) Ensure clear pronoun reference. Pronouns should refer specifically to a preceding antecedent, a specific noun or pronoun. DO NOT use pronouns which have no clear reference. DO NOT use pronouns like "this" or "that" to refer to a cluster of complicated preceding ideas.

WRONG The tourist photographed the garden, but it was blurred
The student was given a mild warning and was not punished. This says something about the inconsistency of the college judiciary system.

RIGHT The tourist photographed the garden, but the snapshot was blurred.
The student was given a mild warning and was not punished. This lack of punishment illustrates the inconsistency of the college judiciary system.

(d.) Eliminate gender-specific language by using either plural or "his/her." In the past, "he" was considered to refer to "human" (as in "each student should bring his test to the front of the room"). Today, such a sentence form seems to exclude women, and it is preferable to use the plural form, or to say "he/she."

WRONG Each student should revise his paper before handing it in.

RIGHT Each student should revise his or her paper before handing it in.
OR:
All students should revise their papers before handing them in.

5.) PUNCTUATION:

(a.) **Eliminate comma splices:** A comma splice is another error in sentence boundaries. When you join two independent clauses with a comma, you have "spliced" what are really two separate sentences. You "fix" comma splices either by punctuating the clauses as two separate sentences or, in some cases, with a semi-colon.

WRONG Joey asked Maria to the dance, unfortunately, she had already agreed to go with Bill.

In today's society college is an experience that most people must accomplish, however, few can afford to pay for it in full.

No longer will students be dependent upon a single teacher's opinion, instead they will be open to all sorts of information.

Students will no longer be fulfilled by current teaching practices, they will want access to more information and the ability to obtain it in more efficient manner.

RIGHT Joey asked Maria to the dance; unfortunately, she had already agreed to go with Bill

In today's society college is an experience that most people must accomplish. However, few can afford to pay for it in full.

No longer will students be dependent upon a single teacher's opinion. Instead, they will be open to all sorts of information.

Students will no longer be fulfilled by current teaching practices. They will want access to more information and the ability to obtain it in more efficient manner.

(b.) **Do not use commas with restrictive "that," "which" or "who " clauses.** It's generally best to remove all commas unless they are specifically called for (see 5 c and d). **Note:** a restrictive clause is a clause that is essential to the meaning of the sentence. A clause = a group of words containing both a subject and a verb.

WRONG The wine, that my grandfather makes, tastes delicious.

The Mauna Loa which erupted last night is a volcano in Hawaii.

Actors, who do not know their lines, cannot be expected to turn in a good performance.

RIGHT The wine that my grandfather makes tastes delicious.

The Mauna Loa, which erupted last night, is a volcano in Hawaii.

Actors who do not know their lines cannot be expected to turn in a good performance.

(c.) Use commas before coordinating conjunctions with independent clauses. If you are joining two independent clauses with a coordinating conjunction (**and, but, or, for, nor, so, yet**) you need a comma BEFORE the conjunction. DO NOT put the comma after the conjunction unless the conjunction is followed by a parenthetical phrase.

WRONG The early records of the city have disappeared and the story of its early years cannot be reconstructed.
The situation is serious but if we work together we can find a solution.
He tells students to put the comma BEFORE a conjunction but, sometimes they do it wrong.

RIGHT The early records of the city have disappeared, and the story of its early years cannot be reconstructed.
The situation is serious, but if we work together we can find a solution.
He tells the students to put the comma BEFORE a conjunction, but sometimes they do it wrong.

(d.) Use commas to set off introductory elements. If you are opening a sentence with an adverb clause, a prepositional phrase, a modifier, or a participle, use a comma after the introductory element.

WRONG Whenever James visits Russia he dreams of Lenin.
Even with a sprained ankle the girl was able to swim the lake.
Playing middle linebacker Kirk made nine unassisted tackles.

RIGHT Whenever James visits Russia, he dreams of Lenin.
Even with a sprained ankle, the girl was able to swim the lake.
Playing middle linebacker, Kirk made nine unassisted tackles.

(e.) If you are listing three or more items in a series, use a comma between them.

WRONG Sam ordered eggs, donuts and juice for breakfast.
The carrots were old, brown warm and spotted.

RIGHT Sam ordered eggs, donuts, and juice for breakfast.
The carrots were old, brown, warm, and spotted.

(f.) Punctuate quotations correctly In citing quotes, a comma or period goes **INSIDE** the quotation mark. If you are providing parenthetical citations, the quotation mark goes after the quote and **BEFORE** the parentheses; the comma or period goes **AFTER** the parentheses.

WRONG According to Shakespeare, "All the world's a stage".

She analyzed "the increased stress in the workplace." (Smith, p. 23)

RIGHT According to Shakespeare, "All the world's a stage."

She analyzed "the increased stress in the workplace" (Smith 23).

(g.) Punctuate titles properly: A book title is **EITHER underlined or italicized**--never both. A poem or short story title or magazine article is put in quotation marks.

Examples:

- **Book title** - *White Noise* (or) White Noise
- **Magazine or journal article** - "Ulysses: A Structuralist Perspective"
- **Short stories** - "Sonny's Blues" "A Rose for Emily"
- **Poems** - "The Love Song of J. Alfred Prufrock" "Woodchucks" "Because I Could Not Stop for Death"

h.) Eliminate errors in capitalization. The first letter in the first word in each sentence is capitalized. Proper nouns and adjectives are capitalized. Names of languages (e.g. English, German) are capitalized. Course titles, department names, and names of schools are capitalized. If you have any questions, check a dictionary.

(i.) Eliminate errors in punctuating for possession. Form the possessive singular of nouns by adding 's: Bill's employer, Oates's novel, week's worth of groceries. Do the same for indefinite pronouns: no one else's fault, one's debts.

- **Exceptions!!**
 1. Pronominal possessives **its, hers, theirs, yours, ours**
 - **it's** instead of **its** in forming possession is a common and serious mistake.
Remember: it's is only used as the contraction of **it is**.

6.) SPELLING ERRORS/MISUSED WORDS:

The following words are consistently misused and/or confused. If you have any question, check the dictionary. And remember that spell check will NOT identify these errors; the words may be properly spelled but improperly used in a sentence.

Remember, by the way, that the apostrophe is used for possession, NOT for plurals.

accept/except (*accept* is the verb, *except* is the adverb)

affect/effect (*affect* is the verb)

a lot (not "alot")

its/it's (Remember: *it's* only means "it is"; *its* is the possessive form of "it")

lose/loose ("You will **lose** your keys" vs. "He has a screw **loose** somewhere.")

receive (Remember the spelling rule: "I before E except after C")

than/then (as in "She is better at softball **than** you" vs. "She **then** hit the ball off the wall.")

here/hear (*here* generally refers to place; *hear* is a verb meaning to listen)

they're/their/there (as in "**They're** going **there** with **their** buddies from high school.")

to/two/too (as in "This is **too** easy a job for the **two** of us **to** do.")

woman/women (woman is never the plural form)

Style/Diction Guidelines

7.) STYLE/DICTION:

(a.) Eliminate wordiness. In the words of Strunk and White,

"Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts."

This means to remove unnecessary phrases ("in appearance," "now in this day and age"), qualifiers ("I believe," "In my opinion"), and redundancies ("because of the fact that," "for the purpose of").

WRONG Young Fenton, I think it is perfectly clear, is too bright in terms of intelligence to leave college.

RIGHT Young Fenton is too intelligent to leave college.

(b.) Reduce use of passive verbs. See also 2d.

WRONG An education shouldn't be just sitting in a classroom and learning information, just so that an exam can be passed.

RIGHT An education shouldn't be just sitting in a classroom and learning information, so that a student can simply pass an exam.

(c.) Limit use of "to be" and weak verbs ("seems"). You can generally improve the effectiveness of a sentence by substituting active, forceful verbs for ineffective forms of the verb "to be."

WRONG Dr. Minturn is on a continual search for new ways to treat for cancer.

The author is able to make us care about the main character.

RIGHT Dr. Minturn constantly searches for new ways to treat cancer.

The author makes us care about the main character.

(d.) To further improve clarity in your sentencing, prefer people or agents as your main sentence subjects An "agent" is a person, an organization, anything that can perform an action. Stay away from using sentence subjects that name abstractions or processes.

WRONG Animals being used as surrogates for human beings in biomedical research creates strong objection.

Medieval theological debates often addressed issues that to modern philosophical thought are considered trivial.

RIGHT Animal rights activists strongly object to using animals in biomedical research as surrogates for human beings.

Medieval theologians often debated issues that modern philosophers consider trivial.

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