Writing Manual

College English Program
Seoul National University

Writing Manual: College English F	Program, Faculty of Liberal Educat	tion, Seoul National University
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Writing Manual Introduction

INTRODUCTION

Writing is a skill and an art. It is one of the most important skills students will learn at Seoul National University. It is also an art that students will perfect and practice throughout their lives.

This manual aims at helping Seoul National University students enrolled in the College English Program learn and practice the basics of English academic writing. It has been written primarily with College English I students in mind. For this reason, it concentrates on paragraph writing and is intended to supplement the textbooks used in the classroom. However, it is our hope that it will be useful for students at all levels.

The earlier sections of the manual review the different types of sentences used in English, then guide the student through the writing process: pre-writing, brainstorming, and outlining; writing a draft; revising and editing. The manual offers advice about how to structure the paragraph so that it contains unity, coherence, and cohesion. It veers students away from common mistakes and helps them identify logical fallacies, technical errors, and lapses in style. Students are advised to consult the list of final considerations and work through the self-editing checklist before submitting a writing assignment. For students who have mastered paragraph writing skills, the manual offers help on transitioning to the essay. In the appendices, we offer examples of correct formatting and provide rules governing capitalization, as well as lists of useful words and phrases. Finally, we suggest a few rubrics for use by both students and instructors for peer-editing and grading purposes.

All writing is in some sense self-taught. As instructors, we can show students the way and proffer examples. We can teach the theory and the rules. It is only by means of repeated practice, however, that the student will learn to use the rules naturally and spontaneously. This manual is intended to help students in the act of writing help themselves. It offers students resources that can help them become better and more skillful writers. It is our hope that the manual will not only offer guidance along the way but also open their eyes to the pleasures of the well-written sentence, the well-turned phrase, and the well-dressed idea.

Seoul National University students, like students at any other university, come from various backgrounds. However, we can say that our students tend to have better reading skills than writing skills. They are also prone to making certain kinds of errors due to the influence of the Korean language. Building on years of experience teaching Seoul National University students, we have written this manual expressly for this very particular group of students—delightfully intelligent, hard-working, energetic students blessed with boundless potential. We hope that this manual will help them become more articulate, expressive, and effective speakers and writers in the English language, wherever they choose to live and work in today's globalized world.

We would like to thank the Faculty of Liberal Education for its generous support of this project, as well as all the instructors of the College English Program at Seoul National University for sharing their ideas and expertise. Last, but not least, we would like to thank all the students who have passed through our program and contributed in so many ways to the writing of this book. This manual is intended to be a forum for communication; we welcome comments and suggestions from students and faculty alike.

March 2014

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BASIC BUILDING BLOCKS OF A SENTENCE

1. Parts of Speech

At the most basic level, English words can be classified into **eight categories**:

Noun

Pronoun

Verb

Adjective

Adverb

Preposition

Conjunction

Article

Examples: We all have different likes and dislikes. (noun)

I like flowers. (verb)

I joined the club to find people of like mind. (adjective)

He drives like crazy once he is out on the highway. (adverb)

She is wearing a dress like mine. (preposition)

It does not look like it is going to rain. (conjunction)

<u>Note</u>: Very often, the same word can function as different parts of speech depending on how it is used in a sentence.

2. Phrases and Clauses

A phrase is a group of related words that does not include a subject and a verb.

Examples: <u>the school album</u>

noun phrase

the scary corners of the building

adjectival phrase

noun phrase

My house is near the school.

adverbial phrase

<u>Learning to speak English fluently</u> is a difficult task.

noun phrase

A clause is a group of related words containing a subject and a verb, and it can be categorized into independent and dependent (or subordinate) clauses.

Independent Clause	Dependent Clause
Has a subject and a verb	 Has a subject and a verb
 Forms a complete thought 	 Does not form a complete thought
(It can stand on its own.)	(It must be joined with an independent clause in order to be complete.)

<u>I need to buy some groceries</u> . (complete thought = independent clause)
subject verb
We stayed late at school to get ready for our group presentation the following day.
When I went to school, (incomplete thought = dependent clause)
After I finished my homework,
Because I was too busy preparing for the final exam,
If it rains tomorrow, we will cancel our hiking trip. dependent clause independent clause

DIFFERENT TYPES OF SENTENCE STRUCTURES

To make your writing more interesting and sophisticated, you should try to vary your sentences by mixing the following four types of sentences.

Simple Sentence	One Independent Clause
Compound Sentence	Independent Clause + Independent Clause
Complex Sentence	Independent Clause + (one or more) Dependent Clause(s)
Compound-Complex Sentence	Independent Clause + Independent Clause + (one or more) Dependent Clause(s)

1. Simple Sentences

A simple sentence has **one independent clause** and no dependent clauses.

The foreign student standing behind me spoke too loudly.
adjective adjectival phrase adverbs

The basic sentence is "The student spoke." The other words are modifiers.

<u>Minsoo and Heejung</u> went to the store together. compound subjects

Mary <u>designed and developed</u> our club website. compound verbs

<u>Note</u>: Even with compound subjects or verbs, these sentences are still simple sentences.

Attention: No comma before "and" in compound subjects and verbs.

2. Compound Sentences

A compound sentence is a sentence in which **two independent clauses are joined**. The following are the three methods in making compound sentences.

(1) Use a comma and a coordinating conjunction (FANBOYS)

This acronym represents seven coordinating conjunctions: For, And, Nor, But, Or, Yet, So

I went to the SNU bookstore, and I bought all the textbooks that I needed.

independent clause

independent clause

I wanted to go to the concert, but the tickets were too expensive.

My project partner is not supportive, nor is he concerned about the final presentation.

<u>Note</u>: When "nor" is used to join two negative ideas, the order of subject and verb in the second clause needs to be reversed.

Attention: Do not forget to put a comma in front of FANBOYS.

(2) Use a semicolon (it connects two closely related ideas)

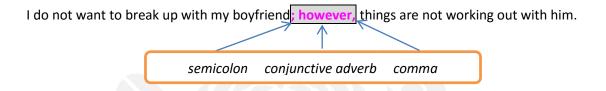
Nowadays, many people use smartphones to read news; only a small number of people still reads newspapers.

I love travelling; I hope that I will have a chance to visit the Antarctic someday.

(3) Use a semicolon + conjunctive adverb + comma

Here is a list of some common conjunctive adverbs.

accordingly	additionally	besides
consequently	contrarily	for example
furthermore	however	indeed
likewise	moreover	nevertheless
nonetheless	otherwise	similarly
subsequently	therefore	thus



I have a midterm next week consequently, I won't be able to hang out with my friends this weekend.

The singer did not receive enough votes to stay in *Superstar K*; nevertheless, she gave a great performance.

You should notify us of any changes in your e-mail address; similarly, you should notify us of any changes in your cell phone number.

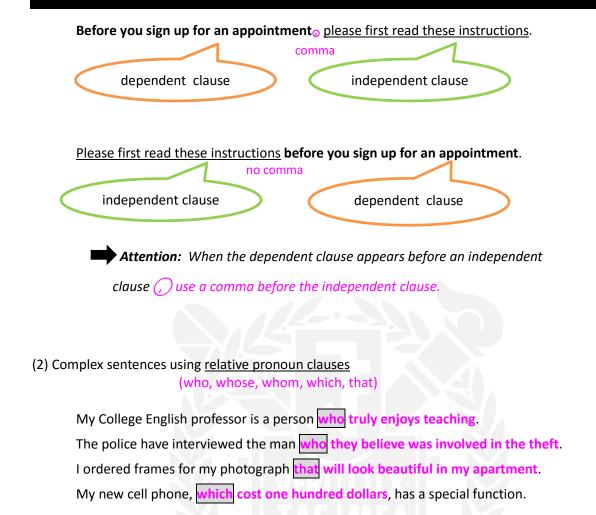
3. Complex Sentences

Complex sentences have one independent clause and one or more dependent clause(s). The following are different types of complex sentences.

(1) Complex sentences using subordinate conjunctions

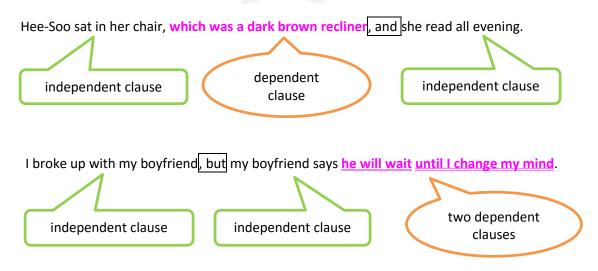
Here is a list of some common subordinate conjunctions:

after	if	unless
although	in order that	when
as though	no matter how	whenever
because	once	whereas
before	since	whether
even if	though	while



4. Compound-Complex Sentences

Compound-complex sentences are made from two independent clauses and one or more dependent clause(s).



Writing Manual Chapter 2: Pre-writing

THE WRITING PROCESS

The writing process involves the following steps:

- Pre-writing
- Writing
- Revising and Editing

Before you begin writing, you will need to choose a topic and decide what you want to say about it. Prewriting refers to the process of planning your writing. Here are some steps to help you get started.

PRE-WRITING

1. Subject, Purpose, and Audience

Remembering the subject, purpose, and audience of your writing task will help you stay focused.

- **Subject**: You should choose a topic that interests you and that you understand well. If the subject is too general, you will need to narrow down that subject to find a more specific topic to write about. Try to find a particular focus of that topic to explore.
- **Purpose**: You should think about the main purpose of your writing task. In academic writing, the most common purposes are to inform and to persuade. What is your argument? What are you hoping to achieve?
- Audience: In order to write more effectively, you should be aware of who will read your writing.
 For your College English course assignments, your audience will usually be your instructor or classmates, and you will need to choose the appropriate words and tone (i.e., formal or informal).

2. Brainstorming and Clustering

Once you have an idea of what your subject, purpose, and audience are, you need to generate ideas about your topic. Two common ways of generating ideas are brainstorming and clustering.

- **Brainstorming** helps you generate a lot of ideas on a topic quickly. When brainstorming, think about and write down as many ideas that are related to your topic. Do not worry about spelling, grammar, or organization; just write down all of the ideas that come to mind.
- Clustering or mind mapping is a visual way to generate ideas. It shows you the connections among your ideas. When clustering, write your topic in the center of the paper and draw a circle around it. Then, write down any related ideas and connect them to the main circle or to other ideas that they are related to.

3. Organizing Ideas and Narrowing Down the Topic

Once you have listed enough ideas, you can group together similar ideas. You should think about how you can narrow down the topic and then decide which ideas to keep and which ideas to discard.

4. Making an Outline

After narrowing down your topic and choosing which ideas you would like to include, you should make an outline for your paragraph. Some common ways of organizing one's ideas are as follows:

- In chronological order (i.e., the order in which events occur)
- In spatial order (i.e., the logical order within a given space)
- In order of importance (i.e., from least important to most important or vice versa)

Here is an example of the pre-writing process one student followed in order to generate ideas for a paragraph on the subject of "alcohol on campus."

Subject: Alcohol on campus

Purpose: To write a persuasive paragraph **Audience**: Course instructors and classmates

Step 1: Brainstorming and clustering a list of ideas

BRAINSTORMING

No alcohol at all

Limitations to alcohol consumption (time, place, and authorized seller)

Ruin the environment on campus

Promotes a dangerous and abusive drinking culture

Upperclass students force juniors to drink more alcohol

Students cannot study as well

Noisy

Messy (food and drink wrappers left behind are unsightly and inconsiderate)

Can drink together in a safe, familiar place

Convenient; don't need to leave campus

Save time

Save money

Better social relationships among students

Club events

Private parties

Festivals

Binge drinking

Departmental events

Who makes the rules?

Drunk students can cause problems (fighting, damage to property, drunk driving, etc.)

School can monitor the students' alcohol consumption

Students don't socialize off-campus; they don't leave the campus as much

Students need to drink less than they do

Negatively affects students' health

Students go to class hungover

Negatively affects students' study habits

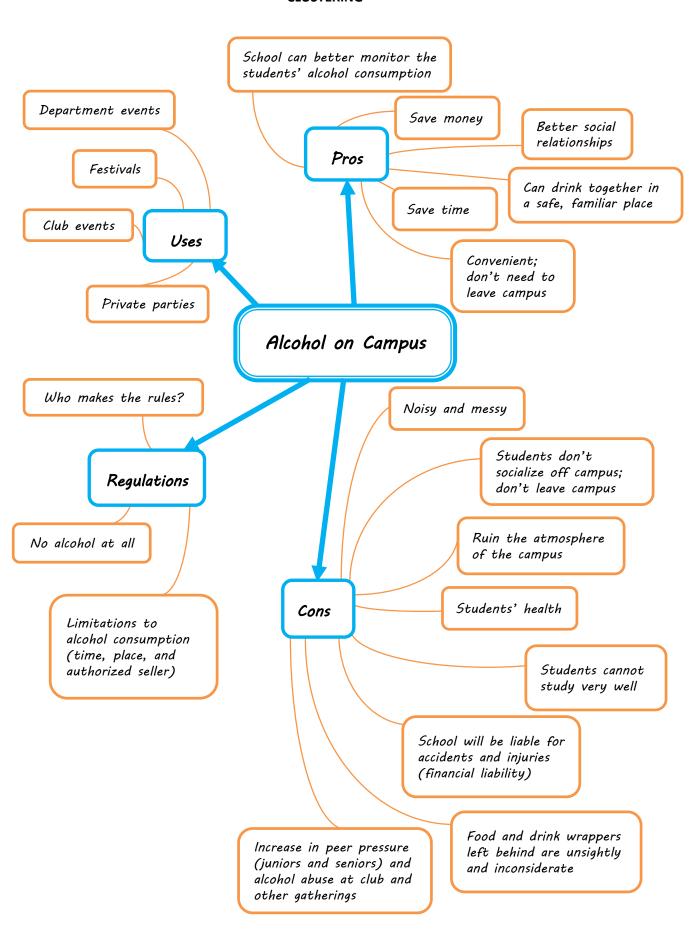
School is financially liable for the cost of covering accidents and injuries

Rise in tuition fees and expenses

Increase in peer pressure (juniors and seniors) and alcohol abuse at club and other gatherings

Students' health

CLUSTERING



Step 2: Organizing ideas

Topic: Alcohol on campus

Uses

Club events Private parties Festivals Departmental events

Regulations

Who makes the rules?

No alcohol at all

Limitations to alcohol consumption

(time, place, and authorized

seller)

Pros

Convenient; don't need to leave
campus
Save time
Save money
Better social relationships among
students
Can drink together in a safe, familiar
place
School can monitor the students'

alcohol consumption

Cons

Students don't socialize off-campus; they don't leave the campus as much Students need to drink less than they do Ruin the environment on campus Noisy Messy (Food and drink wrappers left behind are unsightly and inconsiderate) Drunk students can cause problems (fighting, damage to property, drunk driving, etc·) Rise in tuition fees and expenses School is financially liable for the cost of covering accidents and injuries Promotes a dangerous and abusive drinking culture Negatively affects students' study habits Upperclass students force juniors to drink more alcohol Binge drinking Negatively affects students' health Students go to class hungover

Students cannot study as well

Step 3: Narrowing down the topic and choosing which ideas to use

Topic: Alcohol on campus

Focus: The negative aspects of allowing alcohol on campus

Uses

Club events

Private parties

Festivals

Departmental events

Regulations

Who makes the rules?

No alcohol at all

Limitations to alcohol consumption

(time, place, and authorized

seller)

Pros

Convenient (don't need to leave campus)

- Save time
- Save money

Better social relationships among students

- Can drink together in a safe, familiar place
- Students who don't have time to go to restaurants and bars off-campus can participate in social events more easily

School can monitor the students' alcohol consumption

Cons

Students don't socialize off-campus; they don't leave the campus as much

Ruin the environment on campus

- Upperclass students force juniors to drink more alcohol
- Promotes a dangerous and abusive drinking culture
- Noisy
- Messy (Food and drink wrappers left behind are unsightly and inconsiderate)

Drunk students can cause problems

(fighting, damage to property, drunk driving, etc·)

Rise in tuition fees and expenses

 School's financially liable for the cost of covering accidents and injuries

Negatively affects students' study habits

- Binge drinking
- Students go to class hungover

Negatively affects students' health
Students need to drink less than they do
Students cannot study as well

Step 4: Making an outline

Topic: Alcohol on campus

Focus: The negative aspects of allowing alcohol on campus

Topic sentence:

The sale of alcohol on campus should be banned at SNU.

Supporting point 1:

Negatively affects students' study habits

Details:

Binge drinking

Students go to class hungover

Supporting point 2:

Ruins the campus environment

Details:

Upperclass students force juniors to drink more alcohol Promotes a dangerous and abusive drinking culture

Supporting point 3:

Rise in tuition fees and expenses

Details:

School will be liable for accidents and injuries

Conclusion:

Restatement of the topic sentence and giving an opinion

THE WRITING PROCESS: WRITING THE FIRST DRAFT

In the pre-writing phase, you generate ideas on a topic and narrow down your focus based on the writing task that was assigned. After you have organized your ideas into an outline, you are ready to start writing your first draft. However, before you can write the first draft, you must become familiar with the conventions for writing an academic paragraph in English. In this part of the chapter, you will learn about the parts and structure of a paragraph.

PARAGRAPH STRUCTURE

A paragraph is a group of sentences that deal with <u>ONE</u> main idea or subject. Your writing purpose will determine the kind of paragraph you will write: narrative paragraph, descriptive paragraph, cause & effect paragraph, comparison & contrast paragraph, persuasive paragraph, etc. Different types of paragraphs require different organizational patterns and logic. All well-structured paragraphs, however, basically consist of these three parts: a topic sentence, supporting sentences, and a concluding sentence.

1. Topic Sentence

- Is usually the first or the second sentence in the paragraph and tells the reader what the rest of the paragraph is about
- Should contain
 - (1) a main subject
 - (2) a controlling idea: The controlling idea shows what the writer wants to say about the main subject and steers the direction of the paragraph. Even though the main subject is the same, there can be many different controlling ideas; for example, a writer can brainstorm the topic of "alcohol on campus" and generate widely different controlling ideas. Note the following examples:

The lack of clear regulations over the use of alcohol on campus results in overindulgence.

controlling idea main subject controlling idea

Drinking on campus should be strictly forbidden.

main subject controlling idea

Students should have the freedom to drink on campus.

main subject + controlling idea

Q: Which of the above topic sentences are suitable for a persuasive paragraph?

A good topic sentence with a clear controlling idea sets up expectations in the reader about
the rest of the paragraph, while a topic sentence without any controlling idea cannot raise
further curiosity or show the direction the paragraph will take.

Ineffective topic sentences:

According to a recent survey, university students drink an average of half a bottle of *soju* at a time.

Students frequently binge drink at the start of the semester.

A topic sentence is not an announcement of your subject. State your subject and controlling idea directly and clearly.

I am going to write about the risks of drinking on campus in this paragraph. (X)

→ Drinking on campus can involve many risks. (O)

2. Supporting Sentences

- Develop and support the topic sentence by presenting facts, reasons, examples, definitions, comparisons, contrasts, and other pertinent details
- Should include specific details
 Study the following examples of topic sentences and matching supporting sentences:
 - (1) **T**: Students drink on campus on various occasions.
 - **S**: During the Spring and Fall Festivals, many students from various departments and clubs set up fundraising booths and sell drinks.
 - (2) **T**: The lack of clear regulations over the use of alcohol on campus results in overindulgence.
 - **S**: Some universities allow drinking in designated areas on campus; for example, UC Irvine has a pub on campus.
 - (3) **T**: Drinking on campus should be strictly forbidden.
 - **S**: Some students even enter classes under the influence of alcohol, disrupting other students' study.
 - (4) **T**: Students should have the freedom to drink on campus.
 - **S**: In an isolated campus, students have to travel off-campus to buy drinks, which is too much of an inconvenience and a waste of time.
 - Do not just rephrase the same idea without any further development or specific details. Note the following example:
 - T: The lack of clear regulations over the use of alcohol on campus results in overindulgence.
 - **S**: Because there is no clear alcohol policy, students tend to drink whenever and wherever they want to and binge drink without proper control. (X)

3. Concluding Sentence

- Is usually the last sentence of a paragraph
- Wraps-up a paragraph by restating the topic sentence, summarizing the content, offering a suggestion, giving an opinion, or making a prediction
- Should give the reader a sense that the idea introduced in the topic sentence is sufficiently discussed and logically finished
 - Do not introduce a wholly new idea in the conclusion.
 - **T**: The lack of clear regulations over the use of alcohol on campus results in overindulgence.
 - **C**: Clearly, a highly competitive situation in the job market is partly responsible for students' overindulgent drinking. (X)



The following page shows you a sample paragraph on the subject "alcohol on campus."

Note how the paragraph is structured.

Sample Paragraph Analysis:

Ban All Alcohol Sales on Campus

Every year at various university-related events, school clubs use alcohol sales to promote themselves and lure potential members, ensuring a littering of passed out students and the delivery of "morning-pizza" all over this beautiful campus. Seoul National University administrators should ban the sale of alcohol throughout the entire campus because of the multiple ways alcohol harms student life. First, drinking on campus can negatively affect a student's study habits, especially when binge drinking causes students to attend class while suffering from a hangover. Moreover, many upperclass students unfairly coerce unwilling juniors, both at campus festivals and at private gatherings, to drink more alcohol than they are comfortable imbibing, which encourages a dangerous and abusive environment. According to an article in the Korea Times, a Chungiu National University student recently died of alcohol poisoning after drinking too much and being "coerced by her seniors although she wept and refused to do so" (Kang). Finally, excessive drinking may cause a rise in tuition fees and expenses for students because the university itself may be financially liable for accidents and injuries related to alcohol use. To be sure, banning alcohol sales would promote a safer and more professional environment on campus; at the very least, the policy would guarantee that the only pizza that students and faculty would have to witness on campus is the kind that more than just pigeons could enjoy for lunch.

A hook preparing the reader for the topic sentence

Topic sentence

Main subject: alcohol on campus
Controlling idea: ban the sale of alcohol throughout the entire campus

Support 1: Negative effects on students' study habits

Support 2: Abusive campus environment

Support 3: Rise in tuition fees and expenses

Concluding sentence:

Summarizing the content and making a prediction

Work Cited

Kang, Shin-who. "Campus Booze Culture under Fire." Korea Times

5 May 2010. Web. 15 Dec. 2014.

The following two pages demonstrate what a final submission should look like on the printed page.

Student's Full Name College English 1 Professor's Name Date (Month Day, Year)

Ban All Alcohol Sales on Campus

Every year at various university-related events, school clubs use alcohol sales to promote themselves and lure potential members, ensuring a littering of passed out students and the delivery of "morning-pizza" all over this beautiful campus. Seoul National University administrators should ban the sale of alcohol throughout the entire campus because of the multiple ways alcohol harms student life. First, drinking on campus can negatively affect a student's study habits, especially when binge drinking causes students to attend class while suffering from a hangover. Moreover, many upperclass students unfairly coerce unwilling juniors, both at campus festivals and at private gatherings, to drink more alcohol than they are comfortable imbibing, which encourages a dangerous and abusive environment. According to an article in the Korea Times, a Chungju National University student recently died of alcohol poisoning after drinking too much and being "coerced by her seniors although she wept and refused to do so" (Kang). Finally, excessive drinking may cause a rise in tuition fees and expenses for students because the university itself may be financially liable for accidents and injuries related to alcohol use. To be sure, banning alcohol sales would promote a safer and more professional environment on campus; at the very least, the policy would guarantee that the only pizza that students and faculty would have to witness on campus are the kind that more than just pigeons could enjoy for lunch. (Word Count: 238)

Work Cited

Kang, Shin-who. "Campus Booze Culture under Fire." *Korea Times* 5 May 2010.Web. 15 Nov. 2014.



UNITY, COHERENCE, AND COHESION

Unity, coherence, and cohesion are important qualities of good writing. Together, these elements allow for a seamless development of ideas such that the reader moves effortlessly from the beginning of the paragraph to the end.

1. Unity

A paragraph should have one main idea. Make sure the topic sentence, supporting sentences, and the concluding sentence relate to **ONE** main idea. If a paragraph is unified, it can be summarized in one sentence.

2. Coherence

Coherent paragraphs focus the reader's attention on a specific topic. A paragraph is coherent when sentences are arranged in a clear and logical order. Coherence can be created in a paragraph by writing supporting ideas in different types of organizational patterns.

- Chronological Order
- Spatial Order
- Logical Order
- Order of Importance

Use a pattern of organization that is appropriate to the text's purpose and audience.

3. Cohesion

Cohesion refers to the flow between sentences of the paragraph. A paragraph is cohesive when the transition from one sentence to another is smooth and when the relationships between ideas are clearly shown. Cohesion can be created in a paragraph by using the following:

• Transitional expressions (See Transitional Words and Phrases, pp. 63-64)

Words such as *therefore, however, for example*, and *finally* are signals that guide the reader from sentence to sentence.

Examples:

Students who graduate from university tend to find better-paying jobs. Therefore, many parents encourage their children to enter university.

New technology has transformed education. For example, students can now complete online courses and earn a university degree.

Conjunctions

Words such as and, but, or, yet, for, nor, so, as, although, because, if, and while show how two clauses relate to each other.

Young Min had to talk to his professor to arrange a make-up exam, for he missed the final exam.

While the professor was lecturing, Ji Yoon was sending text messages to her friends.

Pronouns

To avoid unnecessary repetition, use pronouns for words already mentioned in the paragraph.

Minjung told me a story about Minjung's boyfriend. Minjung said Minjung's boyfriend always buys Minjung flowers after they have a fight. My boyfriend could learn from Minjung's boyfriend! (X)

→ Minjung told me a story about her boyfriend. She said that he always buys her flowers after they have a fight. My boyfriend could learn from him! (O)

Synonyms or Substitutes

Use synonyms or substitutes (other words that describe the subject) to avoid repeating a word or using a pronoun.

Ji-Sung Park played for Manchester United from July 2005 to July 2012. The versatile midfielder made over 200 appearances for the squad and scored 27 goals.

Sample Paragraph

The paragraph below lacks unity, coherence, and cohesion because it strays from the main idea and does not contain clear transitions, effective conjunctions, or appropriate pronouns and synonyms.

Not related to the main idea!

Use a synonym or

a pronoun to

replace younger

students!

No Title!

and lure potential members. Alcohol abuse is a significant cause of destroyed families in Korea. Seoul National University administrators should ban the sale of alcohol throughout the entire campus. Drinking on campus can negatively affect a student's study habits. Many students unfairly coerce unwilling **younger students** into drinking more alcohol than the **younger** students are comfortable drinking at school festivals as well as private gatherings. Alcohol is a social lubricant that is used to bring people closer in friendship and in business. The university itself may be financially liable for accidents and injuries related to alcohol use, which may cause a rise in tuition fees and expenses for students. Banning alcohol sales would promote a safer and more professional environment on campus. Cigarette smoking on

Every year, school clubs use alcohol sales to promote the school clubs

Controlling idea

Transitions needed! campus is also disruptive and unhealthy and should be banned as well.

Not related to the main idea!

Q: How would you revise this sample paragraph?

DIFFERENT TYPES OF PARAGRAPHS

Aside from persuasive paragraphs, there are other types of paragraphs that you may be assigned to write. The structure of these other paragraph types is the same as a persuasive paragraph: topic sentence, supporting sentences, and a concluding sentence. There are, however, some differences in the organization patterns and transitional expressions used in these paragraphs.

Cause & Effect

- Why did it happen, or what results did it have?
- Focus on either causes or effects

Sample writing topic: Write about the positive effects of day care.

Classification

- What group or category can it be sorted into?
- Sorting many things into groups based on similarities
- Usually one basis (category) of classification

Sample writing topic: Classify types of computer languages according to their purpose.

Comparison & Contrast

- How is it like, or different from, other things?
- Comparison focuses on similarities, whereas contrast focuses on differences
- The two types (comparison and contrast) may be used separately or together to develop an idea or to relate two or more things
- Comparisons are organized in one of two ways:
 - Block Method

 group all
 the similarities in one
 block and all the
 differences in one block

Point by Point—write about the differences and similarities by subtopic

Topic Sentence

Similarities

Supporting details & examples

Differences

Supporting details & examples

Concluding Sentence

Topic Sentence

Subtopic 1 – Similarities & Differences

- Supporting details & examples
 Subtopic 2 Similarities & Differences
- Supporting details & examples
 Subtopic 3 Similarities & Differences
 - Supporting details & examples

Concluding Sentence

Sample writing topic: Compare two candidates running for public office.

Definition

- What is it? What does it include, and what does it exclude?
- Says what something is and is not; specifies the characteristics that distinguish the subject from other members of its class

Sample writing topic: Define racism.

Description

- How does it look, smell, feel, taste, or sound?
- Reader can imagine what you saw, smelled, felt, tasted, or heard
- Point of view can be subjective or objective
- Gives impressions, not definitions

Sample writing topic: Describe a secret hiding place you had as a child.

Narration

- How did it happen?
- Retells a significant sequence of events (a story)
- Organization = chronological (order of occurrence)
- Elements = time, place, characters, setting, conflict, and resolution
- Entertains and informs; use of descriptive language

Sample writing topic: Write about your most embarrassing moment.

Process

- How does one do it, or how does it work?
- Explains the steps in a process
- Presents facts and details chronologically
- Bullet points, diagrams, photographs, or other figures can clarify the process analyses

Sample writing topic: How is beer made?

COMMON MISTAKES TO AVOID

1. Avoid the passive voice unless the subject is unknown or unimportant.

Example: Bagdad was bombed. → The U.S. bombed Bagdad.

2. Unless they are in dates or addresses, spell out numbers zero through ten.

Most cats have 4 paws. \rightarrow Most cats have four paws.

3. Do not begin sentences with "But," "And," or "So."

But feral cats reproduce quickly. → **However**, feral cats reproduce quickly.

4. Beginning sentences with "Especially," or "Like this," is almost always incorrect/awkward. Try "In particular," and "Accordingly."

Especially, alcohol abuse damages the liver. → In particular, alcohol abuse damages the liver.

5. One of the most common ways to make a logical error is to use simple generalizations with definite words (all/none, never/always, everywhere/nowhere, etc.). Such errors are found even in sentences without these obvious terms. Be careful to say exactly what you mean by "hedging" your arguments.

Koreans like kimchi. → Most Koreans like kimchi.

6. Do not "drop" a quote into your text. You must set up the quote in a proper sentence and use only the most relevant data from the quoted source. Make sure the quote supports your own claim.

"The student, who attended Chungju National University in North Chungcheong Province, was coerced by her seniors although she wept and refused to do so."

→ According to an article in the Korea Times, a Chungju National University student died of alcohol poisoning after being "coerced by her seniors although she wept and refused to do so."

7. One easy way to greatly improve your style is to insert a summary word with phrases that use "this" or "that" to remind your reader of your subject in a new, informative way.

The university plans to raise tuition fees next year. This will likely create more tension between students and the administration.

→ The university plans to raise tuition fees next year. This increase will likely create more tension between students and the administration.

LOGICAL FALLACIES

Logical fallacies are incorrect arguments that arise from faulty reasoning, which usually have little to do with sound logic. The following is a list of these types of arguments that you should avoid in academic writing.

Personal Attack (Ad Hominem): an argument relying on attacking an opponent's character

Example: Citizens should disregard the ideas about climate change from the old governor, who is known to drink and gamble on weekends, because they are clearly antiquated.

Appeals to Popularity: assuming something is right or wrong because most people believe it is

Capital punishment should be allowed because 60% of the nation's citizens believe it is justified.

Appeals to Tradition: assuming something is right or wrong because it has been considered such in the past

Marriage has always been defined as a bond between one man and one woman, so we must not change it now.

Begging the Question (Circular Reasoning): trying to prove a point merely by saying it is true or insisting on an assumed truth; to avoid this logical problem, do not make assumptions that may be challenged.

If stealing bread to feed a starving child were not morally wrong, then it would not be illegal. (assumes all laws are based on a definite/universal morality)

False Analogy: making unequal comparisons between two objects or ideas

Guns and knives are both lethal weapons. However, we do not ban knives just as we should not ban guns.

False Cause: attributing an effect to an unrelated "cause" after the fact

The United States fell into a recession because President Obama was elected.

False Dilemma: assuming there is a limited range of options while ignoring the complexity of a situation

The universe could not have been created by nothing, so God must have done it.

Guilt by Association: attack an ideology or someone's position because of its/their association with an undesired person or group

Adolf Hitler liked socialized medicine, so the policy must be bad.

Hasty Generalization: basing a conclusion on insufficient evidence

Americans are fat.

Hyperbole: greatly exaggerating a claim

Our physics professor is always talking about her personal life in class.

Oversimplification: ignoring complex factors while favoring singular evidence that supports a desired conclusion

The obesity epidemic in the U.S. is due to fast food restaurant chains.

Red Herring: introducing an unrelated argument as a diversionary tactic

Increasing the sales tax on cigarettes will not discourage smoking. The mass sales of high-end items like Gucci and Prada handbags show that customers will pay anything for what they want.

Slippery Slope: assuming a domino effect will occur if a step is made in a certain direction

If we redefine the meaning of traditional marriage, then eventually humans will be allowed to wed animals.

Straw Man Argument: distorting an opponent's argument into a simple one in order to attack it more easily

The President wants to decrease military funding, so she obviously wants to make the nation more vulnerable to attack.

WRITING EFFECTIVE SENTENCES

Writing effective sentences is knowing how to say what you want to say in the best possible way.

Here are some basic guidelines:

1. Be Concise.

(1) Eliminate redundant words and phrases.

seven p.m. in the evening	heavy in weight
12 noon	large in size
completely unanimous	cooperate together
exactly the same	frank and honest answer
	(just choose one)
circle around	in the field of economics
repeat again	new innovations
surrounding circumstances	biography of her life
in the month of May	final conclusion

(2) Eliminate empty (too general and overused) words.

area, case, element, factor, thing, type, etc.

I took a relaxing type of vacation this summer.

Collaboration and communication are essential factor to the project.

(3) Eliminate unnecessary common expressions used in informal speech.

In my opinion, I think/I believe colleges should ban alcohol on campus.

As a matter of fact, statistics show that half of Korean elementary students and about 84% of secondary students own smartphones.

The point that I'm trying to make is that the government should not invade people's privacy.

What I mean to say is that I have many good memories as I look back on my college life.

2. Begin with a Real Subject.

Avoid beginning sentences with "there is" or "it is."

It is necessary for students to fill out the registration forms.

→ Students must fill out the registration forms.

There are forty courses offered by the English Department.

- → The English Department offers forty courses.
- → Forty courses are offered by the English Department.

3. Avoid Unnecessary Passive Constructions.

Volunteer work is done for credit by many students at SNU.

→ Many students at SNU do volunteer work for credit.

Children at the daycare were stricken with yellow fever.

→ Children at the daycare caught yellow fever.

4. Use Strong Verbs.

Peer effects were strong predictors of academic achievement.

emerged as

He was responsible for collecting all the data for the school project. collected all the school project data

Streets that were once empty after dark now bustle with activity.

once stood empty

5. Avoid Nouns Formed from Verbs.

My parents had the influence on my decision to apply to SNU.

influenced

Hard work and diligence are crucial in the establishment of a more visible student government.

establishing

Exposure to Professor Lee's excellent course had the effect of inspiring me to major in physics.

inspired

6. Avoid Using Vague/General Words.

Replace them with clearer and more specific expressions.

One **thing** became apparent when they reviewed the interim report together. **solution**

Seoul National University provides a wonderful education.

rigorous and demanding

7. Avoid Misplaced or Dangling Modifiers.

The boy passed by my house who was riding a skateboard.

→ The boy, who was riding a skateboard, passed by my house.

After unlocking the door, the dog refused to go out.

→ After I unlocked the door, the dog refused to go out.

As a young boy, his grandmother used to tell stories of her years as a famous dancer.

→ When he was a young boy, his grandmother used to tell stories of her years as a famous dancer.

Students who practice writing often will benefit.

- → Students who often practice writing will benefit.
- → Students who practice writing will often benefit.

8. Use Parallel Structure.

- When you have two or more (equally important) ideas, use the same pattern of words, phrases, or clauses.
- (1) Parallel structure with coordinating conjunctions (and, but, or, nor, for, yet, so)

Parallel Words

Heejung likes bowling, swim, and to hike.

- → Heejung likes bowling, swimming, and hiking.
- → Heejung likes to bowl, swim, and hike.

French fries are **delicious but bad nutrition**.

→ French fries are delicious but not nutritious.

Parallel Phrases

To get good grades in class, you need to complete the homework on time, starting to prepare for the exams well in advance, and your motivation should be high.

- → To get good grades in class, you need to complete the homework on time, start to prepare for the exams well in advance, and keep your motivation high.
- (2) Parallel structure with correlative conjunctions (not only... but also, either... or, both...and)

The medicine <u>not only</u> was expensive <u>but also</u> ineffective.

- → The medicine was <u>not only</u> expensive <u>but also</u> ineffective.
- → The medicine <u>not only</u> was expensive <u>but also</u> was ineffective.

<u>Either</u> you can ask your friends or do a simple Google search to find the answer.

→ You can either ask your friends or do a simple Google search to find the answer.

WHAT IS PLAGIARISM?

Plagiarism is the *intentional* or *unintentional* copying of someone else's work without correctly acknowledging the source of the material.

Plagiarism = Academic Dishonesty!

Common Types of Plagiarism

Direct Plagiarism

Occurs when a person uses ideas in the exact same way they have been written by another person (word-for-word), without proper citation.

• Self-Plagiarism

Occurs when a person submits his or her own previous work or mixes texts from previous works into current work(s), without permission from all professors involved.

Patchwork Plagiarism

Occurs when a person uses ideas from several texts and "patches" the material together without acknowledging the original sources.

Occurs when a person uses ideas from a source by replacing the author's language with synonyms but keeps the same general sentence structure and meaning of the original source.

Avoid plagiarism by

- Correctly citing any direct quotes used in a text.
- Paraphrasing or summarizing a source and correctly citing it.

<u>Note</u>: How to do this?

See Using Outside Sources, pp. 32-40

Plagiarism is a very serious offense and has severe consequences. Students can receive a zero on their assignments and can be placed on academic probation. In extreme cases, students can be expelled from school.

If you cannot decide whether any portion of your text is plagiarism, it is always best to cite your source and/or ask your professor for clarification.

MLA STYLE

The Modern Language Association (MLA) style of source documentation is most commonly used in the humanities.

In-Text Citations

- Identify the source by using the author's last name and page number in parentheses following quotations or paraphrases.
- Do not repeat information given in the text; for example, if you include an author's name in a sentence, you do not need to repeat it in the parenthetical reference.
- When citing a source without an author's name, give a shortened title of the work.
- A complete reference should appear in the Works Cited at the end of the paper.

Examples:

Fredric Jameson points out that "the critique and diagnosis of the evils of the Utopian impulse has become a boom industry" (53).

The critique of the harmful aspects of the Utopian impulse is quite prevalent (Jameson 53).

One key component of the Birmingham Pledge is the belief that "every person is entitled to dignity and respect, regardless of race or color" ("Birmingham Pledge").

Works Cited List

- Make the list at the end of your paragraph or essay on a separate page.
- Label this page "Works Cited" and center the title (Do not bold, underline, or use quotation marks for the title).
- Arrange entries in alphabetical order by authors' last names, or by titles for sources without authors
- Create hanging indentation: Align the first line of the entry along the left margin and indent all subsequent lines.

SAMPLE REFERENCES

1. Books

Author (Last name, First name). *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Jameson, Fredric. The Seeds of Time. New York: Columbia UP, 1994. Print.

2. Articles in Magazines and Newspapers

Author. "Title of Article." Title of Magazine/Newspaper Day Month Year: pages. Medium of publication.

Poniewozik, James. "TV Makes a Too-Close Call." Time 20 Nov. 2000: 70-71. Print.

3. Articles in Journals

Author. "Title of Article." *Title of Journal* Volume number. Issue number (Year): pages. Medium of publication.

Matarrita-Cascante, David. "Beyond Growth: Reaching Tourism-Led Development." *Annals of Tourism Research* 37.4 (2010): 1411-63. Print.

4. Electronic Sources

Author (if available). "Title." Name of Site. Name of institution/organization affiliated with the site (sponsor or publisher), Date of Resource Creation (if available). Medium of publication. Date of access.

Willingham, Val. "The Dish on Fish and Mercury: How Healthy Is Your Catch?" CNN. Cable News Network, 20 Aug. 2009. Web. 15 May 2014.

Sample MLA Style Works Cited List:

Works Cited

"Birmingham Pledge." *Encyclopedia of Alabama*. Alabama Humanities Foundation, 9 Dec. 2008. Web. 27 Apr. 2014.

Jameson, Fredric. *The Seeds of Time*. New York: Columbia UP, 1994. Print.

Matarrita-Cascante, David. "Beyond Growth: Reaching Tourism-Led Development." *Annals of Tourism Research* 37.4 (2010): 1141-63. Print.

Poniewozik, James. "TV Makes a Too-Close Call." Time 20 Nov. 2000: 70-71. Print.

Willingham, Val. "The Dish on Fish and Mercury: How Healthy Is Your Catch?" *CNN.* Cable News Network, 20 Aug. 2009. Web. 5 May 2014.

APA STYLE

The American Psychological Association (APA) style of source documentation is most commonly used in the social sciences.

In-Text Citations

- Use the surname of the author and the year of publication.
- If there is no author, use the title and the year.
- If there is no date, use "n.d." (without the quotation marks).
- For direct quotes, include the page number (preceded by "p."). A page number is recommended but not required for summaries and paraphrases.
- A complete reference should appear in the reference list at the end of the paper.

Examples:

According to Ben-Shahar (2007), "Emotions cause motion; they provide a motive that drives our action" (p. 35).

To prevent admission fraud at international schools, the Ministry of Education announced it will cap enrollment of Korean nationals at 30% ("Prevention Plan for Admission Fraud," 2013).

Kim (n.d.) found "the high percentage of alcohol in cough syrup to be problematic for infants" (p. 2).

Reference List

- The list appears at the end of your paragraph or essay on a separate page.
- Label this page "References" and center the title (Do not bold, underline, or use quotation marks for the title).
- All text should be double-spaced.
- Titles of books and journals are italicized.
- Capitalize all major words in journal titles.
- For books, chapters, articles, and Web pages, capitalize the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Entries should be alphabetized by authors' surnames.
- Authors' names are inverted (surnames first); give the surname and initial for authors of the work
- Use hanging indentation: Align the first line of the entry along the left margin and indent all subsequent lines.

SAMPLE REFERENCES

1. Books

Author (Year of Publication). *Title of work: Subtitle*. City, State: Publisher.

Ben-Shahar, T. (2007). *Happier: Learn the secrets to daily joy and lasting fulfillment*. New York, NY: McGraw-Hill.

2. Articles in Magazines

Author. (Date of Publication). Title of article. Name of Magazine, Issue number, pages.

Grotzinger, J. (2013, November 28). The world of Mars. *International Herald Tribune Magazine*, 40, 36-37.

3. Articles in Newspapers

Author (Date of Publication). Title of article. Name of Newspaper, section and pages.

Friedman, T.L. (2014, February 27). Don't just do something. Sit there. The New York Times, A9.

4. Articles in Journals

Author. (Year). Title of article. Title of Journal, volume number (issue number), pages.

Faruqi, Y.M. (2005). Contributions of Islamic scholars to the scientific enterprise. *The International Education Journal*, 7 (4), 391-399.

5. Electronic Sources

Author (If available). (Year). Article or page title. *Larger Publication Title*, volume or issue number. Retrieved from http://url.address (or DOI)

Kim, J.Y. (2014) 3-D printers get support from gov't. *Korea JoongAng Ilbo*. Retrieved from http://koreajoongangdaily.joins.com/news/article/article.aspx?aid=2988361

Sample APA Style Reference List:

References

Ben-Shahar, T. (2007). Happier: Learn the secrets to daily joy and lasting fulfillment. NY: McGraw-Hill.

Childress, S. (2013). For profit colleges under scrutiny, again. *Frontline: Educating Sergeant Pantzke*.

Retrieved from http://www.pbs.org/wgbh/pages/frontline/education/educating-sergeant-pantzke/for-profit-colleges-under-scrutiny-again/

Faruqi, Y.M. (2005). Contributions of Islamic scholars to the scientific enterprise. *The International Education Journal*, 7 (4), 391-399.

Friedman, T.L. (2014, February 27). Don't just do something. Sit there. The New York Times, A9.

Grotzinger, J. (2013, November 28). The world of Mars. *International Herald Tribune Magazine*, 40, 36-37.

SUMMARIZING

A summary is a brief statement of the main ideas of a text. Summarizing involves rewriting the original text in your own words using different vocabulary and sentence structure.

A summary differs from a paraphrase in that it

- only has the main ideas and essential supporting details from the original text
- is much shorter than the original text

Summaries should contain only objective information from the original source. Your personal thoughts should not be included.

What to do

- 1. Read the original text carefully.
- 2. Look up any unfamiliar words and phrases.
- 3. Identify the key point(s) and essential supporting details.
- 4. Write these down in your own words.
- 5. Remove any repetition, minor details, and/or your own opinions.
- 6. Using only your own words and phrases from your notes, write your summary. Do not look at the original text!
- 7. Compare your summary with the original text to check that you have not used any of the same words or phrases by accident.
- 8. Make sure that your information is accurate.

Example (Using the MLA Citation Style):

Source Material

Mollet, Tracey. " 'With a Smile and a Song . . .': Walt Disney and the Birth of the American Fairy Tale." Marvels & Tales: Journal of Fairy-Tale Studies 27.1 (2013): 109–24. Print.

Original Text

In Disney's first retelling of the traditional fairy tale *Snow White and the Seven Dwarfs*, he draws on the heart of the culture of 1930s America. His heroine, like Americans of the time, suffering under the strain of poverty, economic oppression, and hunger, dreams about a better time but recognizes this can come about only through positivity and goodness, not through any selfish desire for material gain. The dwarfs work hard, embrace Snow White's values, and are able to prosper as the heroes of the story. By using the rags to riches story, elevating the little hero, accentuating romance and love, and punishing the greedy, individualistic, and ambitious witch, Disney reignites the American dream, reinvigorating one of America's most poignant national myths that many believed had been lost by the crash of the late 1920s (Mollet 122-23).

Summary

Disney's version of *Snow White and the Seven Dwarfs* renewed the idea of the American Dream during the economically difficult 1930s. The movie suggested that virtuous people will be rewarded by portraying characters that, despite hardship, prosper through their optimism and moral behaviour (Mollet 122-23).

Summary Checklist:

- Check words that you are not sure about in a dictionary.
- Make sure that the summary reads smoothly after omitting details. You may need to add transitional phrases to achieve cohesion. (See Transitional Words and Phrases, pp. 63-64)
- Remember that you still need to cite the original source material. If you present other
 people's ideas as your own, you will be plagiarising. This will be the case even if you
 change the text by using your own words. (See What Is Plagiarism?, p. 31)

PARAPHRASING

A paraphrase is also a rewording of someone else's words in your own language. Like a summary, it should also contain only objective information without personal commentary. However, unlike a summary, a paraphrase should be about the same length as the original text.

What to do

- 1. Read the original text carefully.
- 2. Look up any unfamiliar words and phrases.
- 3. Re-write the relevant section in your own words.
- 4. Check that you have not used the same words and/or phrases.
- 5. Make sure that you also change the sentence and paragraph structure of the original text:
 - For example, you may change adjectives to adverbs and nouns to verbs.
 - You may also break up long sentences, or link simple ones to form a compound or complex sentence. (See Types of Sentences, pp. 2-6)
- 6. Check that your information is accurate.

Example (Using the MLA Citation Style):

Source Material

Mollet, Tracey. " 'With a Smile and a Song . . .': Walt Disney and the Birth of the American Fairy Tale." Marvels & Tales: Journal of Fairy-Tale Studies 27.1 (2013): 109–24. Print.

Original Text

His heroine, like Americans of the time, suffering under the strain of poverty, economic oppression, and hunger, dreams about a better time but recognizes this can come about only through positivity and goodness, not through any selfish desire for material gain (Mollet 122-23). Example of Plagiarism (Quoting Word for Word and No Citation)

Disney's *Snow White and the Seven Dwarfs* contains characters that are rewarded for being virtuous. His heroine, like Americans of the time, suffering under the strain of poverty, economic oppression, and hunger, dreams about a better time but recognizes this can come about only through positivity and goodness, not through any selfish desire for material gain.

Example of a Poor Paraphrase (Only a Few Words Changed and Original Word Order Kept)

Disney's *Snow White and the Seven Dwarfs* contains characters that are rewarded for being virtuous. Snow White, **like Americans** in the 1930s, struggling with **poverty, economic oppression, and hunger,** hopes for **a better time but** thinks **this can** be achieved **only** by having a positive outlook **and** being good, **not through** ambition **for** personal profit (Mollet 122-23).

Example of a Better Paraphrase

Disney's Snow White and the Seven Dwarfs contains characters that are rewarded for being virtuous. Snow White hopes for a happier future, as did many poor and hungry Americans during the economically difficult 1930s. She knows, however, that this dream can be achieved by being moral and having a positive outlook rather than seeking personal profit (Mollet 122-23).

Paraphrase Checklist:

- Make sure that you do not just rearrange or change a few words.
- Remember that different words have subtle differences in meaning. Always use a good dictionary.
- Ensure that your version is a similar length.
- Do not include very long paraphrases in your work. Academic assignments require the development of your own ideas, arguments, and interpretations.
- You must still give the author credit by providing a citation even if you rephrase the original words.

SELF-EDITING CHECKLIST

<u>Format</u>		
1. The paragraph has a title that is centered	and properly capitalized.	YesNo
2. The paragraph is formatted properly (e.g.,	first line indented, double	-spaced lines, Times New Roman
12-point font, one-inch margins).		YesNo
Mechanics		
3. The first word of every sentence is capitali	ized.	YesNo
4. Every sentence ends with a punctuation m	nark.	YesNo
5. Words are spelled correctly.		YesNo
Content and Organization		
6. The paragraph has a topic sentence that s	tates the main subject and	the controlling ideaYesNo
7. The paragraph contains specific supporting	g sentences that explain or	prove the topic sentence. YesNo
8. All of the sentences are directly related to	the controlling idea.	YesNo
9. The paragraph ends with an appropriate c	oncluding sentence.	YesNo
10. Transitional words and phrases are used	to connect ideas.	YesNo
Grammar and Sentence Structure		
In the blank space, put the types of errors th	at are problems for you (e.	g., subject-verb agreement, verb
tenses, sentence fragments, run-on sentence	es, etc.).	
11. I checked my paragraph for	errors.	YesNo
12. I checked my paragraph for	errors.	YesNo
13. I checked my paragraph for	errors.	YesNo

Final Draft Considerations

Meeting the Requirements

- 1. Re-read all written instructions for the assignment carefully. Does your work meet the set requirements? If you are not sure about anything, ask your instructor for clarification.
- 2. Does your work answer the specific task/question set? For example, if your instructions were to write a persuasive paragraph, make sure that you have not included substantial descriptive sections.

No matter how good your ideas are or how well you have expressed them in English, your work cannot be fully rewarded if you have not met all the requirements for the task.

Academic Voice

- 3. Is there a consistent tone to the whole work? Remember that academic English is formal and objective in tone. It may help to remember your audience [in this instance, your instructor]; the way you talk with your instructor will be different to the way you talk with friends or family. Reflect this in your writing.
- 4. Do you use any slang or colloquial language? If so, substitute these words or phrases with more formal and academic language.
- 5. Do you use any contractions (examples: can't, I'm, or who've)? If so, write these phrases out in full (examples: cannot, I am, who have).
- 6. Do you use any abbreviations (examples: e.g., i.e., dept.)? If so, write these out in full (examples: for example, that is, department). Do not use 'etc.' since this is a vague term. Academic writing aims to be accurate and precise.
- 7. Are any statements too personal or emotional? If so, rephrase to be more objective, or omit these sections if you are not sure that they add to the academic force of your argument.

Style

- 8. Are there any redundant words or phrases that can be eliminated? (See Style, pp. 27-30) If your word count is substantially reduced after your revision, you may wish to add more supporting details to make full use of your word count. Do this only if the addition is a new point that strengthens your overall argument.
- 9. Do you repeat the same words? If so, vary your vocabulary. Use a thesaurus, but check each word's exact meaning in a dictionary as well. Words have subtle differences in meaning and may not be suitable for use in your context.
- 10. Avoid weak nouns (examples: things and stuff), weak verbs (examples: do, get, want, and go), and weak adjectives (examples: big, great, and nice). Substitute these with more accurate and rigorous vocabulary using a thesaurus in conjunction with a dictionary.
- 11. Are the sentences varied in length and structure? Can you improve cohesion by combining some shorter sentences? Alternatively, if you have a habit of writing long sentences, can you shorten some for the reader?

Content

- 12. Does each sentence make one point only? If you make multiple points, break each one into a separate sentence.
- 13. Does each section follow on from the last in a coherent manner? (See Unity, Coherence, and Cohesion, pp. 19-21; Transitional Words and Phrases, pp. 63-64)
- 14. Does the paragraph develop clearly and logically? (See Logical Fallacies, pp. 25-26)
- 15. Are there any points that are not tightly linked to your main argument? Either make the connections explicit to explain your reasoning or remove them.
- 16. Do you offer specific rather than general examples to support your ideas?
- 17. When quoting, summarizing, or paraphrasing secondary sources, do you cite properly? (**See Using Outside Sources, pp. 31-40**)
- 18. If a reference page is required for the assignment, do all the sources that you have used appear on the list?

Simple Errors to Avoid

- 19. Have you checked your spelling throughout the document? Remember that you can use the Spell Check function on your word processing program, but take care as these programs can be inaccurate. If you are not sure how to spell a word, always check in a dictionary.
- 20. Have you checked your word count? Do not go over the word limit, but do write a developed answer that makes full use of the word count.
- 21. Have you proofread your work several times for meaning as well as for punctuation, grammar, mechanics, and formatting?

FROM PARAGRAPH TO ESSAY

In Chapter 2, the parts and structure of a paragraph in academic writing were explained. This chapter will focus on the parts and structure of an academic essay while showing some of the similarities and differences between a paragraph and an essay.

What Is an Essay?

An essay is a written composition consisting of paragraphs that are organized to present ideas, opinions, and facts about a topic. In many English writing courses, essays are usually four to six paragraphs long, but they may be shorter or longer depending on the writing task. Regardless of how long your essay is, however, it should have an introduction, a body, and a conclusion.

An essay is similar to a paragraph in terms of organization, but an essay provides more information and in-depth analysis of a topic. As you can see in the chart below, both the paragraph and the essay have three basic parts: **the introduction, the body, and the conclusion**. The purpose of these three parts is the same in both the paragraph and the essay; however, the length and structure of these parts differ.

The Parts of an Essay

The following chart shows the similarities between the parts of a paragraph and the parts of an essay.

Purpose of the Parts	Paragraph	Essay
Introduction Gets the reader's interest Provides the main idea of the essay	Topic Sentence (gives the main subject + the controlling idea)	Introductory paragraph • Hook (an opening sentence that grabs the reader's attention) • Connecting information (helps the reader connect to the topic) • Thesis statement (gives the main idea of the entire essay)
Body Provides supporting details	Supporting Sentences	Supporting paragraphs (also called "body paragraphs") Each supporting paragraph contains • A topic sentence • Supporting sentences • A transitional/concluding sentence
Conclusion Signals the end of the writing	Concluding Sentence	Concluding Paragraph

The Introduction

Unlike the introduction of a paragraph, which is usually the topic sentence, the introduction of an essay is a whole paragraph consisting of multiple sentences. The introduction of an essay typically contains three parts: **the hook, the connecting information, and the thesis statement**.

The hook is a sentence or sentences at the beginning of the introduction whose goal is to grab the reader's attention and make the reader want to read the rest of the essay. There are various ways to write a hook such as asking a question, using a famous quote, including an anecdote, or providing facts or statistics. The hook should be related to the topic of your essay, but it usually does not state the main idea of the essay outright.

After the hook, the writer usually gives some **connecting information**, which helps the reader understand and connect to the topic. The connecting information can consist of background information, explanations, or examples. The connecting information should naturally and logically lead to the **thesis statement**, which is the last part of the introduction.

The **thesis statement** states the **main idea** of the essay and often gives an indication of what type of essay it will be (e.g., a comparison & contrast essay, a cause & effect essay, a process essay, a descriptive essay, etc.). In other words, the reader can learn what to expect in the essay by reading the thesis statement. Furthermore, just as the topic sentence of a paragraph controls the supporting sentences within that paragraph, the **thesis statement** of an essay controls the **supporting paragraphs** within that essay.

The Body (The Supporting Paragraphs)

Just as the supporting sentences in a paragraph support the topic sentence, the **supporting paragraphs** (or **body paragraphs**) of an essay support the thesis statement by providing details such as explanations, examples, facts, statistics, descriptions, and reasons.

Each supporting paragraph has the same general structure as the paragraph in Chapter 2. (See Paragraph Structure, pp. 13-18) That is, each supporting paragraph of an essay contains its own topic sentence, supporting sentences, and a transitional/concluding sentence.

Note: Although a single paragraph ends with a concluding sentence that ends the paragraph, a supporting paragraph within an essay can end with a transitional/concluding sentence that not only ends the current paragraph (a concluding sentence), but also logically connects to the next paragraph (a transitional sentence).

The Conclusion

The final part of an essay is the concluding paragraph whose function is to help the reader reconsider the essay's main points and to bring the essay to a logical end.

Concluding paragraphs typically begin with a **concluding transitional word or phrase** that signals to the reader that this is the last paragraph of the essay. (**See Transitional Words and Phrases, pp. 63-64**)

The concluding paragraph can use one or more of the **concluding techniques** that were mentioned in Chapter 2 such as **restating the topic sentence**, **summarizing the content**, **offering a suggestion**, **giving an opinion**, **or making a prediction**. (See Paragraph Structure, pp. 13-15) Additionally, the conclusion can help show the importance of the thesis statement, demonstrate how the essay has justified it, or leave the reader with some final thoughts.



The following three pages show you a sample essay on the subject "alcohol on campus."

SAMPLE PERSUASIVE ESSAY

No Shot: Ban All Alcohol Sales on Campus

Every year at various university-related events, school clubs use alcohol sales to promote themselves and lure potential members, ensuring a littering of passed out students and the delivery of "morning-pizza" all over this beautiful campus. Such stomach-turning sights reflect poorly on the proud history of such a prestigious institution as Seoul National University (SNU). However, university administrators should consider banning the sale of alcohol throughout the entire campus not just because of the unsightly images that result from excessive consumption; rather, this campus should become alcohol-free to ensure responsible academic behavior, create a safe and professional atmosphere, and maintain low student costs.

Particularly noticeable during festival week, drinking on campus can negatively affect a student's study habits. Research illustrates a correlation between alcohol consumption and academic performance, which results in significantly lower semester grades for students who drink heavily two or more times in a two week period (Pascarella et al. 724-26). Plenty of binge drinking occurs at these festive events, which causes many students to attend class while suffering from a hangover or even being drunk! I recall one class session last year when a student showed up with a red face after guzzling *makgeoli* at a festival club meeting. Needless to say, the student was marked absent as he was not really fully "present" as the rest of us were. Clearly, academic rigor can suffer when students have easy access to alcohol on campus, and creating a "dry" campus may promote more responsible student behavior.

Sometimes abusing alcohol is not an individual student's own choice, however. Many students feel a tremendous obligation to drink in social situations. Such distress comes from more than the mere peer pressure that arises among social equals; in a hierarchical society that

promotes subordinate duty to "seniors," students often have little choice when it comes to drinking. Many upperclass students unfairly coerce unwilling juniors, both at campus festivals and at private gatherings, to drink more alcohol than they are comfortable imbibing. This cyclical pattern encourages a dangerous and abusive environment, which can lead some to an early grave. According to one article in the *Korea Times*, a Chungju National University student recently died of alcohol poisoning after drinking too much and being "coerced by her seniors although she wept and refused to do so" (Kang). That unfortunate student might have graduated soon had her university provided an alcohol-free campus.

Such tragedies can have rippling and costly effects. Loved ones may seek damages in cases where universities allow excessive drinking, which may then result in a rise in student tuition fees and expenses. Recently, for example, the parents of a Yonsei University freshman who was found dead after a heavy drinking bout during orientation filed a complaint against the university over negligence of responsibility (Kim). Unfortunately, this kind of accident is not rare. Similarly, two freshmen fell off a building to their deaths after drinking too much during orientation a few years ago (Kwon). Institutions may be eventually held financially liable for such alcohol-related accidents and injuries; these financial consequences would almost certainly find a way to get passed on to the students.

In short, it is the duty of SNU administrators to ensure the highest standards when it comes to academia, professionalism, and safety. Prohibiting the sales of alcohol on campus would go far to promote a more ideal environment on campus, as well as provide one safeguard against undue increases in tuition. At the very least, banning the sale of booze would almost guarantee that the only pizza that students and faculty would have to witness on campus is the kind that more than just pigeons could enjoy for lunch. (Word Count: 631)

Your Last Name 3

Works Cited

- Kang, Shin-who. "Campus Booze Culture under Fire." *Korea Times* 5 May 2010. Web. 15 May 2014.
- Kim, Tae-jong. "Booze-Related Collegians Death Concluded Not Murder." *Korea Times* 23 Feb. 2011. Web. 15 May 2014.
- Kwon, Mee-yoo. "Campus Booze Culture Fraught with Peril." *Korea Times* 12 Mar. 2009. Web. 15 May 2014.
- Pascarella, Ernest, et al. "College Student Binge Drinking and Academic Achievement: A Longitudinal Replication and Extension." *Journal of College Student Development* 48. 6 (2007): 715-27. Print.

FORMATTING PARAGRAPHS

The following sample paragraph provides students with guidelines on how to format a persuasive paragraph with an MLA citation.

Student's Full Name College English 1 Professor's Name Date (Month Day, Year)

Center Title with Title Caps

For this paper, format your paper according to the rules as they are demonstrated in this sample draft. First, make sure to use *Microsoft Word* (if you use *Hangeul*, formatting to fit your paper like this one may be difficult). Use Times New Roman, 12-point font, and double space the entire paper, except for the heading on the top left, which should be single-spaced. Be sure to write your name in the Western style (family name last) with proper capitalization. Center your title, using title caps. Use one-inch margins at the top/bottom and left/right. Be sure to indent the first line of each paragraph and use left-justification format. Additionally, you will also cite one outside source. When citing a source, use MLA formatting rules. Refer to "Using Outside Sources: MLA Style" in this manual for a sample citation and directions for creating it. Use the following as a guide to quote directly from an outside source: according to a recent article in the *Korea Herald*, "Last year, Korea ranked 24th among 60 countries where English is not the first language" (Song). After you insert the quote, connect it to your central argument. Your comments should reflect and expand on the ideas in the quote you have selected. End by placing the word count of your paragraph and title after the last sentence. (Word Count: 225)

(Insert your last name and page number at the top right) Student's Family Name 2

Work Cited

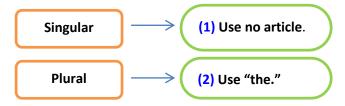
Song, Sang Ho. "For Koreans, English Used as Mark of Status." *Korea Herald* 30 Dec. 2013. Web. 10 Nov. 2014.



Article Usage



1. General rules



2. Some Exceptions for Using "the"



The following numbered examples correspond to the above numbered rules.

- (1) Yuna Kim won two Olympic medals.

 Dokdo Island belongs to Korea.
- (2) Not many people have reached the top of the Himalayas.

 Recent studies suggest the Neanderthals may have mixed with modern humans.
- (3) Six million Jews were slaughtered during the Holocaust.
- (4) The Ku Klux Klan terrorized African Americans throughout the U.S.A.
- (5) The Smithsonian Museum is located in Washington, D.C.
- (6) Confucian ideology became firmly established during the Joseon Dynasty.
- (7) He applied to the University of Miami.

<u>Compare</u>: She attended New York University.

(8) The English language borrows many words from other languages.

<u>Compare</u>: English is a global language.

Common Nouns 1. Countable Nouns (1) Use "a/an." Singular Generic (2) Use no article. **Plural** (3) Use "the." Singular **Definite** (4) Use "the." **Plural** (5) Use "a/an." Singular Indefinite (6) Use "some" or **Plural** no article. 2. Noncountable Nouns Generic (7) Use no article. (8) Use "the." **Definite** (9) Use "some" or Indefinite no article.

The following numbered examples correspond to the above numbered rules.

- (1) A car can be used as a deadly weapon.
- (2) Cars can be used as deadly weapons.
- (3) The house next to mine is abandoned.
- (4) The houses on this street were built last year.
- (5) I saw a chimpanzee smoke a cigarette.
- (6) We saw some birds tormenting children on the playground.
- (7) Honey is good for you.
- (8) The water on the stove is boiling.
- (9) Can I have some water, please?
 How much water will we need to bring on our field trip tomorrow?

CAPITALIZATION RULES

1. Capitalize the first word of a sentence and the first word of a sentence in a direct quotation.

Examples:

People were shocked to hear the appalling news.

The boy approached and asked timidly, "Can I have this?"

2. Capitalize the first word in the salutation and complimentary close of a letter.

Dear Harry Dear Mr. Yun Sincerely yours Best wishes

3. Capitalize proper nouns.

Names of specific people, groups, nationalities, and languages

Yuna Kim Micky Mouse Red Cross House of Representatives

Korea the Netherlands Chinese the Maasai

She enjoyed quoting the famous line from the drama, "Who knows what evil lurks in the hearts

of men? The **Shadow** knows!"

Compare: The tree cast a long **shadow** on the water.

Note: The Shadow is the title character of a 1930s pulp novel and a radio drama series.

Titles and family relationships preceding names

President Kim Aunt Susan Mother Teresa

I heard **Doctor Hong** wanted his daughter to be a **doctor** as well.

Did you see **Uncle Harry** this morning? The other **uncles** are looking for him.

President Kim met the president of the Chamber of Commerce.

Names of places

New York City Seoul National University Statue of Liberty

Lighthouse of Alexandria Middle East Metropolitan Museum of Art

I saw a lot of memorials during my trip to the US, but the Jefferson Memorial was definitely the most beautiful one.

The tourists went to the South for their winter vacation.

Compare: Go south down this road for three miles.

Special days, days of the week, months, historical periods and events

Buddha's Birthday Tuesday November Spanish Civil War Renaissance

Leonardo da Vinci and Michelangelo are two of the most famous painters of **the Italian**Renaissance.

Compare: Starting with the end of the military dictatorship and the beginning of its first democratic government, the nation has been experiencing a political **renaissance**.

Names of specific courses, but not those of general subjects (except languages)

I major in **psychology**, and I took **Psychology 101** last spring.

4. Capitalize major words in titles of articles, books, magazines, songs, albums, television shows, plays, works of art, etc.

Romeo and Juliet (play)

Creation of Adam (painting)

Rolling Stones (magazine)

It's a Wonderful Life (film)

Black Holes and Revelations (album)

Paradise Lost (book)

The BBC's *Sherlock* is a fantastic retelling of the classic *Sherlock Holmes* stories. Its first episode, "A Study in Pink," loosely based upon the first Sherlock Holmes novel, *A Study in Scarlet*, was first broadcast in 2010.

The title of the article from the Guardian I told you about yesterday is "How Wide Is a Higgs?"

Attention:

- Do not capitalize short prepositions, coordinating conjunctions or articles (the, a, an, of, for, and, but, etc.) if they are not the first word of the title.
- Italicize the titles of novels, dramas, and movies; use quotation marks for titles of short stories and episodes.

PUNCTUATION

COMMAS (,)

1. INTRODUC independent	ER COMMAS are used when beginning with a word or phrase that introduces the clause.
Structure:	,Independent Clause
Examples:	Unfortunately, I did not win the lottery this year.
	Karen, are you the person who took the book from my desk?
	Yes, I'm the one you're looking for.
	If you do not study, you will not learn much.
	"Bring in the dogs' toys," she ordered.
	COMMAS are used when separating two separate independent clauses with a comma coordinating conjunction (for, and, nor, but, or, yet, so).
Structure:	Independent Clause, (FANBOYS)Independent Clause
Examples:	I drove through a bumpy dirt road, and my car got a flat tire.
	The students were hungry, so they went to Lotteria.
Incorrect:	The students went to Lotteria, and returned to campus later.
	Second clause lacks a subject.
	The students went to Lotteria, because they were hungry.
	"Because" is not a FANBOYS word.
Avoid:	The students were hungry, so they went to Lotteria, but it was closed.
	Avoid joining more than two independent clauses in academic writing.
3. SERIES COI	MMAS are used to separate three or more parallel items in a list.
Structure:	Independent Clause_ , , (and/or)
Example:	I really enjoy reading, painting, and hiking.

Incorrect: S	he speaks Eng	glish Korean	, and Ja	panese.
--------------	---------------	--------------	----------	---------

A comma is missing here.

She speaks English, and Korean.

A series comma is not needed for just two items.

Confusing: I would like to thank my parents, Barack Obama and Hilary Clinton.

This statement scandalously suggests that Obama and Clinton have had a child together. To avoid confusion, insert a comma after Obama. This final series comma is commonly referred to as an Oxford or Harvard comma.

4. Use INSERTER COMMAS to place a nonrestrictive (unnecessary) clause in the middle of an independent clause.

Structure:	Split Inde,,	pendent Clause	_•
Examples:	She, on the other hand, speaks only Engli	sh and Spanish fluently.	
	Professor Johnson, my French instructor,	teaches at SNU.	
	Many of my students, I believe, will become	me great leaders.	
	His mother, who lives in Maine, will visit	Korea next year.	
Incorrect:	Cars, which are red, are typically pulled o	ver more often by the polic	e.
	→ Cars that are red are typically pulled or	ver more often by the police	2.
	Dogs, that bark all night, drive me crazy.		This information is
	→ Dogs that bark all night drive me crazy	'.	necessary, so no commas are needed.
5. TAG COMN	MAS are used to "tag" a phrase at the end of	an independent clause.	needed.
Structure:	Independent Clause,	 :	
Examples:	We enjoy drinking makgeoli, too.		

My grandfather used to say, "Save your cents like they were dollars, so you can spend

You forgot to email your professor, didn't you?

your dollars like they were cents!"

6. ADDITIONAL COMMAS

On Dates/Addresses:

Yuna Kim was born on September 5, 1990.

My apartment in Gangnam, Seoul, South Korea, is for sale.

With Contrasting Information:

It was David, not Tom, who bought a new car.

Use a pen, not a pencil.

Between Two Noun-Modifying Adjectives:

He is an **intelligent**, **handsome** professor.

I like raw green beans.

Raw modifies green beans, so a comma is unnecessary here.

SEMICOLONS (;)		
1. Between t	wo independent clauses	
Structure:	Independent Clause	
Example:	He could not pay for his dinner; he left his wallet at home.	
Incorrect:	The great pyramids in Cairo, Egypt, are astonishing to behold; when the sunset light falls on them. The second clause is not an independent clause.	
2. Before a s	entence connector (or transitional phrase/conjunctive adverb)	
Structure: _	Independent Clause ;, Independent Clause	
Example:	Smoking cigarettes is hazardous to your health; nevertheless, millions of people still smoke.	
Incorrect:	Smoking cigarettes is hazardous to your health; Nevertheless, millions of people still smoke. Do not capitalize the first letter of the first word after a semicolon unless it always requires capitalization, such as "Seoul" or "I."	
	Smoking cigarettes is hazardous to your health; yet, millions of people still smoke. The word "yet" is a conjunctive adverb, so it cannot be used with a semicolon and should be used only with a comma.	
3. Between i	tems in a series that already contain commas	
Structure:	_ <u>Independent Clause</u> , ; , ; (and/or) ,	
Example:	She has attended courses at Inje University, which is located in Gimhae;	
	KAIST, located in Daejeon; and SNU, located in Seoul.	
Incorrect:	I plan to go rock climbing today on Gwanaksan; skiing tomorrow in Muju; and camping next weekend at Seoraksan.	

These items do not contain commas within them, so they should not be separated by semicolons.

COLONS (:)

1. After formal salutations

Examples: Dear Professor Park:

Incorrect: Dear Mom: < Use a comma instead of a colon here unless you are

writing a formal letter to your mother—in which

2. Before subtitles case a title and name is more appropriate.

Examples: "Between Defector and Migrant: Identities and Strategies of North Koreans in

South Korea," by Byung-Ho Chung (journal article)

Our Choice: A Plan to Solve the Climate Crisis, by Al Gore (book)

3. Before announced lists

Examples: We will focus on six types of punctuation today: colons, hyphens, underlining,

italics, apostrophes, and quotation marks.

Three keys to academic success are the following: commitment, focus, and

initiative.

Do not place a colon after a preposition.

Incorrect: We will focus on: colons, hyphens, underlining, italics, apostrophes, and

quotation marks.

Three keys to academic success are: commitment, focus, and initiative.

4. Before announced or long quotes

Do not place a colon after a verb.

Examples: Minsu had this to say about the upcoming World Cup: "I hope South Korea

makes it to the finals this time!"

In his recent article about English education in South Korea in The Korea Herald,

reporter Sang-ho Song writes:

According to a 2012 survey by the Korea Development Institute, 20 percent of the students with parents earning less than 1 million won per month received private English education, while nearly 70 percent of those with parents

earning more than 5 million won took private lessons.

Simply use a comma with shorter quotes: Professor Kim warned, "Don't be late to class!"

5. Before appositives—noun words/phrases that rename or identify another noun word/phrase

Examples: These days, the U.S. government is focusing on one major problem: healthcare.

I have two main goals in life: to teach and to learn.

HYPHENS (-)

1. When dividing words between syllables

Example: We will focus on six minor types of punctuation today: italics, colons, under-

lining, hyphens, quotation marks, and apostrophes.

Incorrect: We will focus on italics, underlining, hyphens, quotation marks, and apost-

rophes.

This is the wrong place to separate this word. Consult a dictionary for syllabic breakdown.

We will focus on italics, underlining, hyphens, quotation marks, and **apos -trophes**.

A hyphen should not be the first symbol on any line.

2. With fractions and numbers between 21 and 99

Examples: They have a **two-thirds** majority.

My brother is twenty-nine years old.

Incorrect: My brother is **twenty-nine-years** old.

Use a hyphen before "year" only when used as a compound adjective, such as "I have a twenty-nine-year-old brother."

3. With some prefixes

Examples: The *panchan* is **self-service**.

I have many wonderful co-workers.

Incorrect: He is **self-ish**.

"Self" is not a prefix in this case.

4. When using a compound adjective in front of a noun

Examples: I have a **three-year-old** car.

She has a **never-say-die** attitude.

Incorrect: He motivated us by shouting, "Never-say-die!"

This expression is not a compound adjective in this case.

ITALICS

1. For titles of books, magazines, newspapers, plays, long poems, famous works of art, and ships

Examples: The Da Vinci Code is filled with conspiracy theories.

Paradise Lost is Milton's masterpiece.

Tragically, the Space Shuttles *Challenger* and *Columbia* exploded in 1986 and

2003, respectively.

2. For foreign words

Examples: Annyeonghaseyo is a common greeting in Korean.

I enjoy making salsa fresca in my kitchen.

3. For words, letters, and numbers referred to as such

Examples: I don't like the word *lozenge*.

I have three 8's in my cell phone number.

4. To stress certain meanings

Example: No, I told **you** to clean up the mess.

APOSTROPHES (')

1. To show possession

Examples: She poked **John's** eyes.

Did she poke his eyes or Thomas's eyes? (or Thomas')

His brothers' wives are British citizens.

Incorrect: She poked it's eyes.

"It's" means "it is."

Those bags are your's.

→ Those bags are yours.

2. For contractions

Examples: Sarah's friends are waiting, so **he'd** better hurry.

It's freezing outside, so we shouldn't go hiking.

3. When pluralizing digits/lowercase letters

Examples: How many s's are there in Mississippi?

There are three 8's in my cell phone number.

Incorrect: I will never forgive the 1970's for giving us disco.

No apostrophe is required when referencing an entire

decade.

TRANSITIONAL WORDS AND PHRASES

- Using transitional words and phrases helps readers follow your ideas more easily and allows your writing to flow more smoothly from one point to the next.
- Transitions improve logical organization and connections between thoughts. They show the relationship between ideas within a sentence, a paragraph, or an essay.
- The list below provides some commonly used transitional words and phrases which are grouped according to function:

Sequence

first / second / third / etc.

first of all

finally

lastly

later

next

soon

then

Giving Examples

for example

for instance

in particular

in this case

Addition

... as well as ...

furthermore

in addition

moreover

not only ... but also

similarly

Emphasis

above all

indeed

most importantly

most of all

Consequence

as a result

because of this

for this reason

therefore

thus

Contrast and Comparison

in contrast

in the same way

instead

on the one hand ... on the

other hand

on the contrary

however

nevertheless

similarly

Summarizing

in conclusion

in sum

to sum up

finally

therefore

for these reasons

Examples:

Students should format their papers correctly. **In addition**, all assignments should be submitted by 5 p.m.

Joseph had stayed up all night to finish his project; as a result, he felt exhausted today.

An academic essay has an introduction, a body, and a conclusion. **Similarly**, an academic presentation contains these three elements.

In her free time, Michelle likes playing soccer and basketball, but most of all, she loves swimming.

There are several ways to cook potatoes. For instance, you can simply boil them in water.

Finally, we arrived at our destination and checked into the hotel.

□ In academic writing, you should avoid starting sentences with coordinating conjunctions (FANBOYS).

But, swimming is the best exercise for my mother. (X)

→ However, swimming is the best exercise for my mother. (O)

SAMPLE GRADING RUBRIC #1

College English 1	Student Name:

Persuasive Paragraph Rubric

Effective Title; Appealing Introduction	Effective Body with Solid Support/Evidence	Effective Transitions and Conclusion	Effective Source Citation	Sentence Structure and Vocab. Variety	Mechanics: Spelling, Punctuation, Capitalization, Grammar, and Verb Tense	Overall Format
10 points	40 points	10 points	10 points	10 points	10 points	10 points

	_
Total:	/100
i Utai.	/ 100

SAMPLE GRADING RUBRIC #2

College English 1 – Paragraph Rubric
Name:
Formatting (/ 5)
/ 1 Title centered, with all major words capitalized
/ 1 Proper margins (left-justified)
/ 1 First line indented
/ 1 Each sentence follows the next, no new lines started
/ 1 Double spaced text throughout, 12 pt., Times New Roman font
Content (/ 20)
/ 5 Topic sentence is focused
/3 Main ideas directly support topic sentence and are logically organized
/ 3 Details/examples explain main ideas
/ 4 Includes at least one direct quotation & one paraphrase, properly cited
/ 1 Transition words connect ideas and smooth out writing
/ 1 At least 2 different subordinating conjunctions used, <u>underlined</u>
/ 3 Concluding sentence paraphrases topic sentence
Grammar, Mechanics & Style(/ 5)
Areas to focus on:
verb tenses, articles (a, an, the), capitalization, word choice, FANBOYS, phrasing, superlatives (the best the most), -s endings, contractions (can't, won't)
Total points: / 30 = %

SAMPLE GRADING RUBRIC #3

Student Name	ID Number
Organization (55%)	
Topic sentence (0-15)	
Coherence & Cohesion (0-10)	
Supporting Reasons (0-10)	
Provides <i>specific</i> evidence / e	amples (0-10)
Has 1 point of view (0-10)	
Content (25%): Logically cogent & de	TOTAL oth appropriate for SNU student
Writing Quality (20%): Clarity + Gram	TOTAL nar (negative points for grammar covered in class)
Format Penalties:	TOTAL
Total Points:	
Letter Grade:	

***Please Note: Assignments that do not follow directions will automatically get a grade of D+ or lower ***

EDITING SYMBOLS

The following list contains symbols that are used to identify certain errors and issues in written work. Your instructor may or may not choose to use them in your drafts.

APP Unless writing about a personal anecdote, avoid personal pronouns.

We have to complete mandatory military service.

→ Able-bodied Korean males must complete mandatory military service.

AWK Awkward. Rephrase whole sentence because it is confusing or awkward.

CON Contraction. Do not use contractions in formal writing.

They punished the young soldier because he didn't obey orders.

CON

→ They punished the young soldier because he did not obey orders.

CS Work on a clear conclusion sentence.

DM Dangling modifier

Having cleaned the living room, the apartment looked much better.

DIV

→ Having cleaned the living room, Brian thought the apartment looked much better.

FRAG Sentence Fragment. The sentence is incomplete.

Because he did not obey orders.

FRAG

→ They punished the young soldier because he did not obey orders.

GB Gender bias

Each student should bring his journal to the next class.

GB

→ Students should bring their journals to the next class.

INTRO Develop a stronger introduction to your topic.

LG Logical Gap. You have a logical problem that must be addressed.

P Punctuation

Do you like rock music.

Р

→ Do you like rock music?

REP You are repeating this word or idea too much. Vary your vocabulary and/or delete redundancies.

In my opinion, I think that the Korean government should end mandatory military

service for male citizens.

→ In my opinion, the Korean government should end mandatory military service for male citizens.

RO Run-on sentence. Use proper punctuation to separate independent clauses.

The prosecutor needlessly questioned the witness <u>the jury had already made its</u> decision.

→ The prosecutor needlessly questioned the witness; the jury had already made its decision.

SEE ME This section needs further discussion between you and me. Speak with me in person before your final draft.

SP Spelling

He recieved a letter from his brother.

SP

→ He received a letter from his brother.

- **SS** Sentence structure is too simple. Use complex sentences.
- **SV** Subject-verb agreement

She like classical music.

SV

→ She likes classical music.

Title caps. Follow the rules for proper capitalization of a title. (See Appendix B: Capitalization, pp. 52-53)

The day I went to the Getty Museum in Los Angeles

TC

→ The Day I Went to the Getty Museum in Los Angeles

TR Insert an effective transition here.

TS Work on a clear topic sentence.

VT Verb tense

When I was a child, I do not like spinach.

VT

→ When I was a child, I did not like spinach.

WC Word Choice. Choose a different or stronger (more academic) word. Some simple terms to avoid are as follows: good, bad, hard, have, a lot, stuff, thing, okay, get, do. Word Form. Right word, wrong form. WF The falling snow will **blankets** the entire ballpark. → The falling snow will **blanket** the entire ballpark. Word Order. Change the order of letters or words. The students ordered **food Chinese** for dinner. → The students ordered Chinese food for dinner. Capitalize **professor** Smith gives too much homework. → **Professor** Smith gives too much homework. Decapitalize My Spanish **Professor** gives too much homework. → My Spanish **professor** gives too much homework. Missing word or missing space She watching a movie. → She is watching a movie. Not many people have reached the top of Himalayas. → Not many people have reached the top of the Himalayas. Close up the space between words or letters. Alice went out to dinner with her boy friend. → Alice went out to dinner with her boyfriend. X Delete I bought the another pen. → I bought another pen. ?? Unclear or difficult to understand