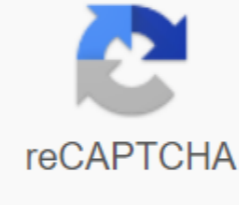




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Little Seagull HandbookTHIRD EDITIONThe Little SeagullHandbookRichard Bullock WRITE RESEARCHWRIGHT STATE UNIVERSITYMichal BRODYSONOMA STATE UNIVERSITYFrancine Weinberg EDITB W. W. Norton - Company New York - LondonW. Mr. Norton's company has been independent since its founding in 1923, when William Warder Norton and Mary D. Genter Norton first published lectures at the People's Institute, the Adult Education Department of the New York Union. Soon the firm expanded its program beyond the Institute, publishing books by famous scientists from America and abroad. By the middle of the century, two major pillars of our publishing program had been created - trade books and college texts. In the 1950s, the Norton family handed over control of com-pany to its employees, and today - with a staff of 400 and a comparable number of trade, colleges and professional titles published each year - W. W. Nortonstands as the largest and oldest publishing house wholly owned by its employees. 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Norton Company Ltd., 15 Carlisle Street, London W1D 3BS1 2 3 4 5 6 7 8 9 0P refaceThis book started as an attempt to create a small guide that would help with specific types of writing college students are areassigned to do, and make it as convenient as possible. It was more successful than we ever imagined, and much to our surprise, it was accepted by many instructors who used a lot of guidance. These teachers tell us that they like it because they have enough detail, it's easy to use, and it costs less than their former books are worth. From our own experience as teachers, we've seen how many people prefer smaller books, and so, to paraphrase Elmore Leonard, we've tried to give information to college writers n eed - and toleave out the details they miss. We've also seen how important it is for the handbook to be easy to use. To this end, the book is organized around familiar categories writing, researching and editing, andit includes menus, catalogs, glossary/index, and more to helpstudents find the help they need. Now we are excited to offer a third edition, with a new section Editing Errors that matter, an updated chapter of MLA that includes a new style introduced in 2016, two new chapters of the genre, and new lighting using the only one they are. HighlightsHelp with the kinds of letters students are assigned - argu-ments, analyses, reports, stories, and more. The brief chapters cover common genres, with models showcasing each genre on the companion website. Easy to use. Menu, catalogs, glossary/index, and color-c odedparts help students find the information they need. And a simple three-p art organization - W Rite, Research, Edit - m akes easy forward to know where to look. Even cover flaps are useful, withan index guidelines for editing bugs that matter on the frontflap and checklist for revision and editing on the back. vi Prefac Just enough detail, but with c olor-c oded links that refer students to the glossary/index for more information if they need it. Documentation recommendations for MLA, APA, Chicago and CSE styles. Documentation catalogs lead students to the examples they need, olor templates show what information to include, and documentation maps show where to find the required detail. Model works showcase each style, with a full MLA document and brief examples of the other three styles in the book and full documents on the companion's website. A complete chapter on items, a topic that other pocket handbooks cover in much smaller detail. But students write in paragraphs - and they will find the help they need in this guidance. (W-4) Customized. We have created templates to make it easy for you to add your own materials to book-results course statements, curriculums, school policies, student writing, and so on. And you can even customize the name and cover to replace our little seagull with your school mascot. We've already published a Guide to a Little Duck, a Little Bobcat, a Little Eagle, a Little Aztec, and Three Little Tigers, and we'd love to make one for your school. A complete chapter in English, from standard edited English to varieties spoken in specific regions, communities, and academic contexts. (L-10) A uniquely useful guide for students whose native language is not English, including chapters on L-3 idioms and L-5 prepositions, and additional details of articles, phrase verbs and modal verbs. The companion website and mobile version include links to glossa-ries idiom and verbs, and Coursepack includes exer-cises and handouts. What's new? The new section on Error Editing that matters. Covering 14 bugs that identified as those that undermine the writer's preface viaauthority and weaken the argument, these chapters explain why each of these bugs questions, describe how to discover them in the project, andwalk students through some ways of editing them from E-1 to E-6. New style of MLA. The MLA chapter has been updated to explain the new basic principles introduced in 2016 and provide colored plaques and models to document the types of sources that colleges most often refer to as MLA-a to MLA-d. Two new genre chapters. We've added new chapters on Propos-als and Reflections, two genres that students are often assigned to are expected to write W-12 and W-13. A new guide to using the only one. We have tried to help students navigate the use of pro life in academic writing in light of changing conventions and gender concepts. You'll find this new material in the chapter on the S-6 Pronoun, of course, as well as in chapters on Words that build common ground (L-9) and Editing pronouns (E-2). What is the Internet? The entire handbook is available as an e-book - and is free when together with a printed book (and comes with four years of access). Allows students to highlight, bookmark, and take notes - and includes exercises and references to full glossary idioms and phrases. Access to it digital.wwnorton.com/littleseagull3.A website includes models of documents, exercises and quiz-zes, links to glossary idioms and phrasal verbs, and more. Accessite site is on the digital.wwnorton.com/littleseagull3.InQuizitive for Writers, an adaptive learning tool that provides personalized practice-editing common splice errors, pronoun references, mixed designs, and more, including all the themes found in the new chapter guide on editorial errors that matter. 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Free and open site with plagiarism tutorials, writing tips, model student writing, documentation guidelines, exercises - - More. Access to the site by digital.wwnorton.com/littleseagull3. Confessions It takes a large team to publish even a small guide. We have benefited from insightful comments and suggestions by num-ber reviewers: Gillian Andersen, University of Eastern New Mexico; Evan Balkan, Baltimore-Catonsville Community College; Jason Barr, Blue Ridge Community College; Josh M. Beach, University Of Texas at San Antonio; Carol Chapman, Ivy Tech Community College-Southwest; Thomas Chester, Ivy Tech Community College- Marion; Jessica Cornelson, University of Alabama; Michael Cripps, University of New England; Syble Davis, Houston Community Col-lege; Laura Ann Dearing, Jefferson Community and Technical College; Darren Defrain, University of Wichita; Joan K. 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If you're looking for a specific chapter, start with BriefMenu on the inside cover; if you're looking for a specific sec-tion in the chapter, start with a detailed menu on the inside back. Glossary/index. If you're looking for definitions of key terms for iconcepts, switch to a combined glossary and index at the back of the book. Keep in mind also that the words highlighted in the tan throughout the book are defined in the glossary/index. Check out the glossary/index when you're not sure which chapter covers the topic you're looking for - such as a guide on when to use it and when to use t it. An organization with color code. Parts of this color-codedfor book are an easy reference: red for writing, blue for study, and yellow for editing. Guidelines for general written assignments. Heads of W-7 toW-15, cover nine types of writing you will probably expect to do inmany college classes. And you'll find model documents showing these types of writing on the companion's website: digital.wwnorton.com/littleseagull3. xiixiv How to use this book Checklist for revision and editing. On the back flap is a list of tips to guide you as you review and edit the project - and that will lead you to pages in the book where you will find help. Help edit common bugs that matter. We all make mistakes and have to learn how to edit them. The front flap lists some of those that really matter and leads you to places in the book where you'll find help spotting them in writing and strategies for editing-them. Guidelines of MLA, APA, Chicago and CSE. Colored chapters cover each style, with catalogs at the back of the book that lead to the specific examples you need. Color templates show what information to include, and documentation maps show where to find the information you need. You'll find the full MLA document on pages 161-69 and document models showing each of the other styles on the companion's website: digital.wwnorton.com/littleseagull3. Scan the information. Sometimes you can just turn to the part of the book where you know what information you are looking for is located. You can scan headlines to find where the topic is explained. Or, if you just want to find an example showing you what to do, you'll find that the examples are all marked a little little pointers (▶) to make them easy to spot. Writel think I did very well, consideringI started with nothing but a bunch of empty paper. - Steve MartinW-1 Writing Contexts Whenever we write, whether it's writing to a friend, toasting a wee-ding, or essay, we do it in some context - a rhetorical situation that helps shape our choices as writers. Regardless of our theme, we have a goal, a certain audience, a certain position, a genre, and an environment to consider - and often, as not, design. This chapter addresses each of these elements and provides some questions that may help you think about some of the options you should make as you write. W-1a Purpose All Letters has a purpose. We write to explore our thoughts, express ourselves, and entertain; Record words and events Communicate with other people convince others to think or behave in a certain way. Here are a few questions that will help you think about your purpose (s) as you write: What is the main purpose of the writing task - to entertain? Inform? Convince? demonstrate knowledge? Something else? What are your own goals? What do you want your audience to do, think, or feel? How will they use what you tell them? What does this task letter require you to do? Do you have a task that defines a particular genre or strategy - to argue a position? Event report? compare the two texts? What are the best ways to achieve your goal? Should you take a specific position? write in a specific environment? use certain design elements? W-1b Audience What you write, how much you write, and how you phrase it all depends on the audience you imagine. For example, as student2Genre W-1c 3, writing an essay for an instructor, you will have to produce atext with a few errors or in the absence, then you may be less worried about inan emailing a friend. What audience do you want to reach? What are their expectations of you? What is your relationship with them, and how does it affect your tone? What is the background of your audience - the education of heirs and life experience? What are their interests? What motivates them? Do they have any political views or interests that might influence how they read your part? Is there any demographic information you should keep in mind, such as race, gender, sexual orientation, religious beliefs, or economic status? What does your audience already know - or believe - about your topic? What do you have to tell them? What kind of response do you want from your audience? Do you want them to do something or believe it? take what you say? What else? What's the best way to reach out to your audience? Which infor-mation will they find interesting or compelling? Are there design elements will appeal to them? W-1c GenreGenres are types of writing. Reports, position documents, poems, letters, instructions - even jokes - genres. Each of them has certain features followed by certain style and presentation conventions. Aka-dematic tasks usually define the genre, but if it's not clear, ask your instructor. Then consider these questions: What are the key elements and conventions of your genre? How do they affect the type of content you need to include?4 W-1d Writing Contexts - Does your genre require a specific organization or medium? Does he have any requirements d esign? How does your genre affect your tone, if at all? Is the genre required of a formal (or informal) language? W-1d Theme An important part of any written context is the topic - what you write about. If your theme is assigned, what verbs in the job ask you to do: analyze? Compare? Summarize? What else? - Does the appointment offer a broad subject area (e.g. envious rnmnt) that allows you to choose a limited topic (e.g., a specific environmental issue)? What do I need to do to complete the job? Do you need to do some research? find illustrations? If you can choose a theme, think about what you're interested in. What do you want to know more? What topics of your courses have you found intriguing? What local, national or global concerns do you care about? Do I need to limit the subject to match the specified time or length? W-1e Stance and Tone Whenever you write, you have a certain position, attitude to your topic. For example, you may be objective, critical, passionate or indifferent. You express (or downplay) that position through your tone - the words you use and other ways your text conveys an attitude to your topic and audience. Just as you will probably change what you say depending on whether you speak to a boss or a good friend, so you need to make similar adjustments as a writer. Ask yourself these questions: Sme e / Design W-1f 5 - What is your position, and how can you better present it to achieve your goal? How should your position be reflected in your tone? Do you want to be seen as reasonable? Angry? Thoughtful? Ironic? What else? Make sure your language - and even your font - convey that tone. How can your position be accepted by your audience? Should you openly reveal it, or would it be better to tone it down? W-1f Media /DesignWe communicate through many media, both verbal and nonverbal: our bodies (we wave), our voices (we shout), and various technolo-gies (we write in pencil, send email, tweet). No matter what text design influences how it is received and understood. Consider these questions: Does your appointment require a certain media or media - a printed essay? oral report via the word? Blog? How does your environment affect how you write and organize your text? For example, long paragraphs may be good on paper, but bullet phrases work better on slides. How does your environment affect your language? Do you have to be more formal or informal? What is the right view of your situation with the letter? Should it look serious? Quaint? Personal? What else? Which fonts and other design elements fit your writing context? Is there anything you should highlight by putting it in a box or a lot of things? Will the headlines help you organize your material and help read-ers follow the text? Do they want your genre or medium? Will your audience expect or need any illustrations? Is there any information that would be easier to understand as a chart? W-2 Academic Contexts Argument on the Psychology Examination discussed whether genes or envi-ronment do more to determine humans' intelligence, a report for a course of science

on the effects of electricity-generating windmills on wildlife, a proposal for a multimedia sales campaign in marketing course - these kinds of writings that you might be assigned to do in college types. This chapter describes some of the elements expected in academic writing. W-2a Key elements of academic evidence writing that you have carefully considered the subject. You can use different ways to show what you have seriously thought about the subject and have done any necessary research, from links to reputable sources to incorporating information you learned in the classroom to point out the links between ideas. A clear, properly qualified thesis. In academic writing, you must state your main point explicitly, often in a dissertation statement, as MIT student Joanna McKay makes in an essay on the sale of human organs: Governments should not prohibit the sale of human organs; they should handle it. Often you need to qualify your dissertation statement to edge acknowledgments or other perspectives. Here's a qualified thesis from an essay by Michaela Cullington, a student at the University of Maryland: While some believe that text messages have either a positive or negative impact on a letter, it actually seems likely that texting does not have a significant impact on student writing. Adding qualifying words as likely and significant, the writer points out that she does not make a final statement about the impact of texting on student writing. The answer to what others said. Regardless of your topic, it is likely that others have written or talked about it. It's Almost 6Key Elements Elements Writing W-2a 7always is best to present your ideas as an answer to what others have - quoting, paraphrasing, or summarizing their ideas and then agreeing, dissenting, or both. For example, in an essay arguing that the American dream is alive and well, University of Cincinnati student Brandon King presents the views of two economists who say that because wealth is concentrated in the hands of a wealthy minority, the American dream is no longer possible for most Americans. He then responds, disagreeing, arguing that the American dream . . . based on perception, on how someone imagines how to be successful. Good reasons, backed up by evidence. You should provide good reasons for your thesis and evidence to support these reasons. Joanna McKay suggests several reasons why selling human kidneys can be legalized: excess exists; The risk to the donor is not great; and legalization would regulate kidney trading, thereby helping many patients and donors. For this third reason, her evidence includes statistics about death from kidney failure. Recognition of several points of view. In any academic, you need to explore and present a fair range of perspectives on your topic - to avoid addressing issues in an over/against manner and, instead, explore multiple positions as you research and write. Brandon King, for example, looks at the American Dream from several perspectives: how it is defined, the implications of public policy on its achievement, the role of education and so on. Carefully documented sources. Clear recognition of the sources and their correct documentation, both in the text and in the quoted or reference list of works at the end is the basic requirement of aka-demical letter. If your text appears online, you can send readers to online sources using hyperlinks, but your instructor may want you to document them officially as well. Confident and authoritative position. Your tone should convey confidence and set your power to write about your topic.8 W-2b Academic contexts For this, use active verbs (X claims, Y and I found), avoid phrases like I think, and write in direct style. Michaela Kai-Lington establishes an authoritative position in her essay on text messages in this way: Based on my own research, peer studies and personal observations, I can safely say that texting does not prevent students from using standard written English and does not affect their writing ability in general. Her simple, declarative sentences and strong, unambiguous language (I can say with certainty, has no effect) send a signal that she knows what she is talking about. Pointing to why your theme matters. Help your readers why your topic is worth exploring - and why your ordering is worth reading. In an essay titled Throwing Like a Girl, James Fallows explains why the topic matters, saying that its title reflects attitudes toward gender issues that have potentially serious implications. Careful attention to correctness. You should almost always write in full sentences, use appropriate capitalization and punctuation, check that your spelling is correct - and avoid any cuts used in text messages. W-2b Thinking About Writing Context - Which genre offers an appointment - or require? What is the purpose of your instructor for this assignment? What is your goal, in addition to meeting these expectations? Who is your audience? How can you express a confident, authoritative position? Which media is available, permitted and appropriate? Are any required? What design issues should be considered? » To read the student essays in this chapter, go to the digital.wmorton.com/littleseagull3.W-3 Writing ProcessesTo create something we usually break the work into a series of offenses. We follow the recipe (or instructions on the box) to bake the cake; We divide the piece of music into various singing parties to organize it for the choir. So this is when we write. We rely on different processes to get from a blank page of the finished product. This chapter offers advice on some of these processes - from generating ideas to developing revising and editing. W-3a Generation IdeasO activities that follow can help you explore a topic - what you're already know about it or how you might look at it in a new way. Brainstorming. Think about everything that comes to mind about your topic, working either alone or with others. Look at your list and try to identify connections or patterns. Freewriting. Write as fast as you can without stopping for 5 to 10 minutes. Then emphasize interesting passages. Write more using the highlighted passage as a new theme. Loop. Write for 5 to 10 minutes, writing down everything you know about your topic. Then write a summary with one sentence on the most important idea. Use this resume to start another cycle. Keep looping until you have a preliminary focus. Clustering. Clustering is a way to visually connect ideas. Write your topic in the middle of a page, and write the backers and other ideas around it. Tie each element and draw lines to connect related ideas. Questions. You can start with the question What? That? When? Where is? As? And why? You can also ask questions as if the theme was a play: What's going on? Who are the participants? When does the action take place? As? Where is? Why is this happening? 910 W-3b Written Processes - Keeping Journal. Write down ideas or the events of your day in a magazine is a good way generate ideas - and the magazine is a good place to explore why you think like you do. Depending on the topic and purpose, you can do a little preliminary research to get basic information and help you discover the paths you can follow. W-3b Develop a pre-dissertation thesis is a statement that points to your main point, revealing your topic and the claim you make about it. Here are a few steps to develop a pre-thesis statement: 1. State your topic as a question. You may have a theme, such as gas-line prices. But that doesn't make a statement. To move from topic to thesis statement, start by turning your topic into a question: What causes gasoline price fluctuations? 2. T. Check turn your issue into a position. The dissertation statement is a statement - it takes a position or makes a claim. One way to establish this is to answer your own question: Gasoline prices fluctuate for several reasons. 3. Narrow your thesis. A good thesis is specific, telling your audience exactly what your essay will cover: Gasoline prices fluctuate because of production procedures, consumer demand, international policy and oil company policies. This way to narrow down your thesis is to ask and answer questions about it: why are gasoline prices fluctuating? The answer will help you develop a narrow, focused thesis. 4. Unify your thesis. While sometimes you can publish your thesis strongly and directly, often you have to accept that your statement cannot be unequivocally true. In such cases, consider adding qualifying words such as can, very likely, and often, to qualify your statement: Gasoline prices are likely fluctuate-eaten because of production procedures, consumer demand, international policy and oil company policy.Organizational design W-3c 11What would be the thesis you start with, keep in mind that you can change it as you continue. W-3c Organization and Design. You can use sketches to help organize your ideas before you start the project. You can create an informal outline just a list of your ideas in the order in which you want to write about them. Thesis statement First basic idea supporting evidence or detailing supporting evidence or detailing the second basic idea of supporting evidence or detail supporting evidence or detailAn outline can help you organize your thoughts and see where more research is required. As you project and revise, however, stayflexible - and be prepared to change direction as your theme evolves. Design. At some point you need to write out the project. As you project, you can get more information, rethink your thesis, or new ideas. But first, you just need to get started. Write quickly in jerks. Try to write a full project, or complete the full longer project, in one sitting. If you need to stop in the middle, write down some notes about where you're headed so that you can pick up your train thoughts when you start again. Expect surprises. Scripture is a form of thinking; You may find yourself somewhere you didn't expect. It may be good - but if not, it's ok to double back or follow a new path. Expect to write more than one project. Parts of your first project can't achieve your goals. That's fine - as you revise, you can fill in the gaps and improve writing.12 W-3d Writing Processes - Don't worry about the correctness. You can check the words, dates and spelling at a later stage. At this point, just write. W-3d Getting the answer as writers, we should be able to look at our work with a critical eye to see if our writing does what we want to do. We should also get feedback from other readers. Here is a list of questions for the reading-ing project closely and given how it should or can be revised: - Will the introductory paragraph capture the attention of readers? If so, how does she do it? If not, how else can the work begin? What is a dissertation? Is this directly stated? If not, should it be? Is there good reason and sufficient evidence to support the thesis? Is there anywhere you would like to have more information? Are all quotations entered with a signal phrase and a docu-ment? Are they accurately cited, and any changes and omissions have been indicated with brackets and ellipses? Is there a clear organization scheme? Is each part related to the dissertation? Are there appropriate transitions to help readers follow your train thought? Are there headlines that make the text structure clear, and if not, should they be? Are there any visuals - tables, diagrams, photos? If so, were they clearly marked with signatures? If you didn't create them yourself, did you refer to your sources? Will the text meet the needs and expectations of its audience? Where may they need additional information or guidance? Is your position on this topic clear and consistent throughout? Is the tone appropriate for your audience and purpose? Is the conclusion satisfactory? What does this leave readers thinking-ing? How else can the text end? Is the name that will attract interest? Does it announce your theme and give some idea of what you have to say? Editing and proofreading W-3f 13W-3c RevisingOnce you studied your project with a critical view and got a response from other readers, it's time to reconsider. Start with global (total text) questions and gradually move on to smaller details at the sentence level. Give yourself time to reconsider. Install that will give you plenty of time to work on the review. Try to get some sense if you can, step away from your writing for a while and think about something else. Rethink to hone the focus. Examine your thesis to make sure it fits your goal and clearly articulate your highlights. Does each paragraph contribute to your main point? Does your start represent your topic and provide any necessary information context-tual? Does your end provide a satisfying conclusion? Revisiting to strengthen the argument. Make sure all your key ideas are fully explained. If readers find some of your claims unconvincing, you may need to qualify them - or provide more reason or evidence. If you add evidence, make sure that all of this supports your point of view and includes any necessary documentation. Rethink to improve the organization. You may find it useful to out-line your project to see all the pieces easily. If something seems out of place, move it - or, if necessary, cut it completely. Check to see if you've included appropriate transitions or headlines. Review to make sure readers understand what you're saying. Make sure you have identified any terms they may not know. If you don't you are talking the thesis directly, consider whether to. Look closely at your title to make sure it gives a sense of what your text is about. W-3f Editing and ProofreadingYOUR ability to produce clear, unmistakable writing shows something about your ability as a writer, so you need to be sure to edit and protect your work carefully. Editing is the stage where you work on 14 W-3f Writing processes the details of your paragraphs, sentences, language and punctuation to make your writing as clear, accurate and correct as possible. The following guidelines can help you check paragraphs, sentences, and words in your projects. Paragraph Editing - Does each paragraph focus on one paragraph and have a sentence theme that announces that point? Did every sentence in that paragraph apply to that question? Where is the most important information in each paragraph - at the beginning? The end? In the middle? Check how your paragraphs fit together. Does each of them follow smoothly from one to him? You need to add. Transitions? How does the introductory paragraph attract readers' attention? How else could you start? Is the conclusion a satisfactory end? How else could you conclude? For more help with items, see W-4. Sentence Editing: Check to see that each sentence is completed, with a subject and verb, and that it starts with a capital letter and ends with a period, question mark or exclamation point. Your suggestions If they all start with a theme or all the same length, try changing them by adding transitions or introductory phrases - or by combining some of the Make sure the lists or series are parallel in form - all nouns (lions, tigers, bears), all verbs (hops, skip, jump), and so on. How many of your offers start with him or there? Sometimes these words help to enter a topic, but often they make the text vague. Editing and proofreading W-3f 15 For more help with suggestions, see S-1 to S-9. Language editing: Are you sure of the meaning of each word? Do all your words convey the appropriate tone? Is any of your languages too common? For example, should verbs be replaced, how to be or do with more specific verbs? Check out all the pronouns to see if they have clear preceding. Have you used any clichés? Your letter will almost always be better without such predictable expressions. Be careful with language that applies to other people. Edit a language that may be considered a sexist or otherwise stereotype of any person or group. Check him and him. Use it means it and its means belonging to it. For more help with the language, see L-1 to L-10. ProofreadingThis is the final stage of the writing process, the moment you check on incorrectly written words, mixed fonts, missing pages, and so on. Use your computer's grammar and spelling checkers, but keep in mind that they are not very reliable. Computer programs rely on formulas and cans of words - so they flag (or not) how wrongly accepted can't be accurate. For example, if you wrote the sea you soon, the word sea would not be labeled as wrong. Place a ruler or a piece of paper under each line as you read. Use your finger or pencil as a pointer. Try starting with the last sentence and working backwards. Read your text aloud to yourself - or better, for others. Ask someone to read your text.16 W-3g Written Processes W-3g Collaboration Even if you make the most of your writing alone, you will probably spend a lot of time working with others, either face to face or online. Here are some guidelines for successful collaboration. Working in a group for face-to-face meetings, make sure everyone collides with each other and are physically part of the group. Be respectful and tactful. This is especially important when working on the Internet. Without the tone of your voice, the miki and other body languages, your words carry all the weight. Remember, too, that what you write can be directed to others. When collaborating online, decide as a group how best to share projects and comments. Team members cannot have access to the same hardware and software. Namely the files carefully. Every meeting needs an agenda - and close attention to the clock. one person is a timekeeper and the other is a team leader; The third member must zion and write a resume afterwards. Work on a group writing project - Identify the overall project as clearly as possible and divide the work into pieces. Assign specific tasks with deadlines to each member of the group. Try to adapt everyone's work style, but make sure everyone performs. Work by consensus, if not complete agreement. W-4 Development paragraphsParagraphs help us organize our writing for our readers. Here one writer recalls when he first realized what the item was doing. I remember taking my father's books before I could read it. The words themselves were mostly foreign, but I still remem-ber the exact moment when I first realized, with sudden clarity, the purpose of the paragraph. I didn't have a vocabulary to say the item, but I realized that the item was a fence that held the words. The words inside the paragraph worked together for a common purpose. They had some specific reason to be inside one fence. . . Sherman Alexi, Joy Reading and WritingThis Chapter will help you build fences around words that worktogether on a common theme. It offers tips and examples for compositions of strong paragraphs. W-4a Focus on Main PointAll's suggestions in the paragraph should focus on one basic idea, as they do in this paragraph from an article about the Mall of America. There is, of course, nothing naturally disgusting in the human impulse to live in markets or the desire to buy, sell and trade. Rural Americans have traditionally looked forward to the excitement and sensuality of the market day; Native Americans traveled long distances to trade barter and trade in sprawling holiday camps. In persian bazaars and in ancient Greek agoras the soul of kom-muniti was preserved, and it could be seen, felt, heard and smelled like nowhere else. Across the planet, the most humble people have always gone to the market with hope in their hearts and in anticipation of something but simple goods - in search of a place where humanity is temporarily on the rise, palettes of feelings, each other. - David Gutherson, Closed. Encyclopedic. Survived. One week at Mall of America 1718 W-4a Develop sentences on the subject of paragraphs. To help you focus the paragraph on one main paragraph, specify that point in the theme sentence. Often, but not always, you can start a paragraph with a sentence theme, as in this example from an essay on the legalization of the sale of human kidneys. Dialysis is severe, expensive, and, worst of all, only temporary. Acting as an artificial kidney, dialysis mechanically filters the patient's blood. It works, but not very well. With treatment sessions lasting three hours, several times a week, those who depend on dialysis are, in a sense, confined to a car for the rest of their lives. Adding excessive stress to dialysis makes patients feel increasingly weak and tired, usually keeping them from working and other normal activities. - Joanna McKay, Organ Sales Will Save Lives Sometimes, you can choose to put the theme proposal at the end of the item. See how this strategy works in another paragraph in the kidney essay. With a legal kidney transplant, everything wins except the donor. Doctors and nurses are paid for the operation, the patient receives a new kidney, but the donor receives nothing. Of course, the donor will have a warm, uplifting feeling associ-ated with the help of human companions, but this is not enough reward for most people to part with a piece of themselves. In an ideal world, the average person would be altruistic enough to donate a kidney with nothing expected in return. The real world, however, is driven by money. We pay men for sperm donation, and we pay women to donate an egg, but we expect others to donate the entire organ without any compensation. If the sale of organs were allowed, people would have a greater incentive to help save the life of a stranger. Sometimes, the main thing is so obvious that you don't need to offer a theme. Especially in narrative writing, you can choose only to imply - not the state - the basic idea, as in this paragraph from an essay about the difficulties of one Latina writer in learning Spanish. I came to the United States in 1963 at the age of 3 with my family and immediately stopped speaking Spanish. College-educated and Strategia for the development of the main point of W-4b 19 seamlessly bilingual when they settled in West Texas, my parents (professor of psychology and artist) sincerely accepted the concept of the American melting pot. They stated that their two children would not say anything but Ingle. They read in English, write in English and fit perfectly into Anglo-society. - Tanya Maria Barrientos, Se Habla Español Holding the main point. Whether or not you announce their point in the theme sentence, make sure that each sentence in the aparagraph refers to this point. Edit any sentences that are rejected offtopic, such as those crossed below. In Se Habla Español, Tanya Maria Barrientos notes some of the difficulties she faces, like latina, who does not speak fluent Spanish. Previous generations of immigrants were asked to speak only English. When someone asks her a question in Spanish, she often has to answer in English. At other times she tries to speak Spanish but hesitates over the past and future time. Situations like these embarrass Barrientos and make her feel a hug from the community she wants to be a part of. Native gua-temalans, who were bilingual, had no such problems. W-4b Development Strategies Basic PointA item provides enough good details to develop its main point - fill and this moment. Below are some com-mon strategies to flesh out and organize items - and sometimes even for organizing the entire essay. Analysis of cause and effect. Sometimes, you can develop a steam-graph on the topic by analyzing what causes it - or what its effectsmight be. The following point about air turbulence identifies some of its causes. Various factors can cause turbulence, which is essentially a disturbance of air movement. Thunderstorms, jet20 W-4b Developing paragraphs flow, and mountains are among the most common natural culprits, while what is known as the awakening of turbulence is created by another aircraft. Pure air turbulence is the kind that comes unexpectedly; It is difficult to detect because there is no moisture or particles to detect the movement of the air. - Susan Stellin, Inevitability Bumps Classification and Division. When we classify something, we group it with things that have similar characteristics. See how two social scientists use classification to explain how different types of social networking websites (SNSs) make user profiles visible. Profile visibility varies depending on the site and depending on the dis-cretion user. By default, profiles on Friendster and Tribe.net scanned by search engines, making them visible to everyone, regardless of whether the viewer has an account. In addition, LinkedIn controls what a viewer can see depending on whether they have a paid account. Sites like MySpace allow users to choose whether they want their profile to be public or friends-only. Facebook takes a different approach - b y by default, users who are part of the same network can view each other's profiles if the profile owner has not decided to deny permission to those who are on their network. Structural changes in visibility and access are one of the main ways in which SNS differs from each other. -Danah Boyd and Nicole Ellison, Social Networking Sites: Defining, History and Scholarship As a Writing Strategy, Separation is a way of dividing something into pieces. See how the next paragraph divides the concept of pres-confident into four types. I see four kinds of pressures working on college students today: economic pressure, parental pressure, peer pressure, and self-pressure. It's easy to look around at the villains - blame colleges for charging too much money, professors for appropriating too much work, parents for pushing their kids too far, students for driving themselves too hard. But there are no villains; Only the victims. - William Sinsler, College of Pressure Strategies for the development of the main point W-4b 21Develth and contrast. Comparison of things looks at their pathology; contrasting them on their d d We use the word comparison to refer to both strategies. You can structure a paragraph that compares and contrasts in two ways. One is to shift back and forth between each point point by point, as this paragraph contrasts the attention paid to the football team and academic teams. The Mountain View High School football team won the Hurricane State Championship last year. Once again, unbeknownst to most of the school's students, as well as Science BowlTeam, the Speech and Debate Group, and the Academic Decathlon. The players enjoyed the attention of the fascinating school, complete with banners, meetings and even video productions in their honor, a virtual barrage of praise and outright denigration. As for the three champions of the academic teams, they received a total of about ten minutes of recogni-tion, attached to the beginning of the sports assembly. Almost allof senior graduates will remember the name and antics of their star protector; Almost none of them ever even realize that their class produced Arizona's first national champion in the Lincoln-Douglas Debate. After all, why should they? He and his comrades were just nerds. - Grant Penrod, Anti-Intellectualism: Why We Hate Smart KidsThe Most Way to Compare and Contrast Two Points is to use a blockmethod, covering all the details about one thing and then all the details about the other. See how this approach works in the next playoff exam, which contrasts with photos of Bill Clinton and Hillary Clinton on the opening day of the 1994 baseball season. The next day, photos of the Clintons in action appeared in newspapers across the country. Many newspapers, including the New York Times and the Washington Post, chose the same two photos to run. One of Bill Clinton's shows himself wearing an Indians capand warm-up jacket. The President, throwing the left-hander, turned his bottles sideways to the stove in preparation for delivery. He was chasing the ball forward from behind his head in pure-looking action as the photo was snapped. Hillary Clinton wore a dark jacket, scarf and oversized Cubs22 W-4b Developing Paragraphs hat. In preparation for her throw she stood right in front of the plate. Right-handed, she elbowed her throwing arm pointed in front of her. Her forearm was tilted backwards to her shoulder. The ball rested on its inverted palms. As the photo was taken, she was in the middle of an action that could only be described as throwing like a girl. - James Fallows, Throwing as a Girl Is Another Way to Make a Comparison with an Analogy, Explaining-Something Unfamiliar, Comparing it to something familiar. See how one writer uses an analogy to explain how DNA encodes genetic information. Although the complexity of cells, tissues and whole breathing, a way in which the basic instructions of DNA are written are surprisingly simple. Like the more familiar sys-tems instructions, such as language, numbers, or computer binary code, it's not so much the characters themselves that matter, but the order in which they appear. Anagrams, such as derald and redial, contain exactly the same letters, but in a different order, and so the words they spell have very different meanings. . . Similarly, the order of the four chemical symbols in the DNA embodies the message. ACGGTA and GACAGT are DNA anagrams that mean completely different things to cells, just as the derald and redial have different meanings for us. - B Ryan Sykes, So, what is DNA and what does it do? Definition. When you identify something, you put it in a total cat-egory and then add characteristics that distinguish it from others in that group. The following paragraph provides a brief definition of three tropical fruits. My grandfather died a few years ago, and as is natural, my memories of our children's spitting game receded from memory until May of this year, when I visited a friend's house in Merida, on Mexico's Yucatan Peninsula. I went to the patio spotted with dark spots, as if the heavens were spitting on it. I looked up; were two trees responsible. One of them was a mango lollipop tree. Lollipop mango is a little heart-shaped mango that you eat not peeling and slicing the flesh, but by biting off the head to develop the main point of W-4b 23 and sucking the juices. The other was a nispero tree. Nispero (called loquat in English) is a golf ball-sized tropical fruit, with a thin skinned color of a deer coat and sweet golden flesh. Aside from the patio, I saw a mamamy tree that carries large, football fruits. The flesh of the fruit is as sweet as the nispero, but it is much more suggestive - with its karmic hues and ominous one black seed. My friend's black spotted patio would have forced my grandmother to pull out all three buckets of mops. - Ernesto Mestre-Reed, Spitting Image of CubaOscription. The descriptive paragraph contains specific details to understand how something looks - and perhaps how it sounds, feels, smells, and tastes. Here the item weaves together the details of the back of the ground, appearance, and speech to create a vivid impression of ChuckYeager, the first pilot to break the sound barrier. Yeager grew up in Hamlin, West Virginia, a town on the River Dirt near Nitro, Hurricane, Whirlwind, Salt Rock, Dirt, Sod, Crum, Lyth, Dolly, Ruth, and Alum Creek. His father was a gas driller (drilling natural gas in coal fields), his older brother was a gas driller, and he would have been a gas driller if he hadn't enlisted in the Air Force in at the age of eighteen. In 1943, at the age of twenty, he became a pilot, i.e. a non-saltman who was allowed to fly, and went to England to fly fighter jets over France and Germany. Even in the turmoil of the war Yeager was somewhat baffling many other pilots. He was a short, cunning but muscular little guy with dark curly hair and a tough face that seemed (to strangers) to say, You better not look me in the eye, you're pecking, or I'll put four more holes in my nose. But it wasn't something that was puzzling. What was puzzling was how Yeager spoke. He seemed to speak to some of the older forms of English elocution, syntax and conjugation that were kept soft in AppalaChia. There were people who never said they didn't talk about anything, they said, 'I'm not holding on to that. In the present tense, they were as willing to help as anyone else; but in the past tense they are only holey. 'It wasn't nothin' I keep with, but I held it with it, anyway. - Tom Wolfe, Right Stuff24 W-4b Development ParagraphsExplaining Process. Sometimes you can write a paragraph that explains the process - telling someone how to do something, such as how to parallel to the park - or how something is done, such as bee honey. Cookbooks explain many processes step by step as inthis explanation of how to pit mangoes. The easiest method for pitting a mango is to keep it hori-zontally, then cut it into two lengths, a little out of the center, so that the knife just misses the pit. Repeat the incision on the other side so that a thin layer of flesh remains around the flat pit. Holding half, flesh-sideup, in the palm of your hand, slash the flesh into the grate, cutting down, but not through the peel. Gently press the center of the peel up with your fingers to twist it back, opening the cuts of the flesh. Then cut the mango cubes from thepeel. - Paulette Mitchell, Vegetarian Snack. When you write a descriptive paragraph in an essay, you tell a story to support the point. In the next paragraph, one of the authors talks about being mistaken for a waitress and how this stereotypical incident served as a challenge that provoked her to read her with renewed confidence. One such incident that stayed with me, although I admit it as a minor crime, occurred on the day of my first public reading of poetry. It happened in Miami in a boat-restaurant where we had lunch before the event. I was nervous and worried when I came in with a notebook in my hand. An elderly woman pointed me to her desk. Thinking (stupid me) that she wanted me to autograph a copy of my brand new slender volume of verse, I approached. She ordered me a cup of coffee, assuming I was a waitress. It's easy enough to take my poems for the menu, I suppose. I know wasn't a deliberate act of cruelty, but of all the good things that happened that day, I remember that scene most clearly because it reminded me that I had to over-come before someone would take me seriously. In hindsight, I realize that my anger has given my reading a fire, that I almost always take doubt on my abilities as a challenge - and that the result is, in most cases, a sense of satisfaction, winning a convert when I see a cold, appreciating the eyes warm to my words, changing body language, a smile that indicates that I have opened up some possibilities for communication. That day I read that a woman and her lowered eyes told me that she was embarrassed by her little faux pas, and when I started her look at me, it was my victory and she kindly let me punish her with my full attention. We shook hands at the end of the reading and I never saw her again. She probably forgot it all, but maybe not. - Judith Ortiz Cofer, Latin DeliUsing examples. Illustrating a point with one or more examples is a common way to design an item like the next one that uses texts as examples to make a point about similarities between two types of music. On a happier note, both rap and country-and-western fairy-tune have strong female voices as well. Female rappers are strong, con-identifiers and rude: I want a man to come up to me, not a boy / Your lame game really offends me. . . I have to sit on my feet to go down to your level, tease lady rappers Entice and Barbie on too short in their duet/dup, don't fight the feeling. As-wise, Loretta Lynn rose to the glory of THES with geeky songs like Don't Go Home - Drinkin' with Lovin' on Your Mind and Your on Warpath Tonight. - Denise Noe, Parallel Worlds: Surprising Similarities (and Differences) of Country and West and RapW-4c Making Paragraphs Flowe have several ways to make your items consistent, so thatreaders can follow your train of thought. Repetition, parallelismandtransitions are three strategies for the flow of paragraphs. Repetition. One way to help readers follow your train is to repeat keywords and phrases as well as pronouns with a reference to the main words. Not long ago, blogs were one of those annoying buzz words that you can safely get away with ignoring. The word blog - it works as a noun and verb - is an abbreviation of a weblog. It was coined in 1997 to describe a website where you could post daily scribbles, magazine style, about what you like - mostly criticism and links to other articles online26 W-4c Developing items that may have sparked your thinking. Unlike major media out-let, bloggers focus their efforts on narrow topics, often de facto watchdogs and self-proclaimed experts. Blogs can be about anything: politics, sex, baseball, haiku, car repair. There are blogs about blogging. - Leo Grossman, Meet Joe's blog Instead of repeating one word, you can use synonyms. As expected, the love of cinema has waned. People still love going to the movies, and some people still care and expect something special to get away from the movie. And wonderful films are still being made. . . But one can hardly find more, at least among the young, distinctive cinephilic love of cinema, which is not just love, but a certain taste in the movies. - Susan Sontag, Age of Cinema Parallel Structures. Putting similar elements in the same grammar-cal structure helps readers see the connection between these elements and follow your suggestions - and your thoughts. The disease was a bubonic plague present in two forms: one that infected the bloodstream, causing bubo and internal bleeding and spread through contact; and the second, more virulent pneumonic type that infected the lungs and was spread by re-ratory infection. The presence of both immediately caused high mortality and the rate of infection. So deadly was the disease that cases were known to individuals getting dirty and dying before they woke up, doctors catching the disease by the bedside and dying in front of the patient. So quickly it spread from one to the other that the French doctor Simon de Covino thought that one patient could infect the whole world. - Barbara Tuchman, It's the End of the World: Black Death Transitions help readers follow your course of thought - and move from sentence to sentence, paragraph to paragraph. Here are some common ones: - To show the causes and effects: respectively, as a result, because, con- sequently, therefore, so, therefore - To show the comparison: on the same line, also, in the same way as, similarly, similarly, The Paragraphs stream W-4c 27 - To show contrasts or exceptions: though, though, but, though, as opposed, to, in contrast, nevertheless, on the one hand . . . on the other hand, however, still - To show examples: for example, for example, in fact, in fact, of course, such as - To show the place or position: above, next to, below, outside, still where, here, inside, near, outside, there - to show the sequence: again, also, and, besides, finally, first, besides, the latter, besides, the latter, besides, finally, at the same time, at the same time, before, at last, at last, at once, later, then, the next, simultaneously, so far, soon, then, then - to signal a summary or conclusion: as a result, as we have seen at last in the word, in any case, in short, and conclusion, in other words, in short, after all, ultimately, in general, in a way to generalizeVide as Julia Alvarez uses a few transitions to show the time and to move her ideas together. Yolanda, the third of four girls, became a schoolteacher, but not on purpose. For many years after graduating from high school, she recorded the poet by profession in questionnaires and forms of income tax, and then amended it to a writer-slash teacher. Finally, while acknowledging that she had not written much of anything for years, she announced to her family that she was not a poet anymore. - Julia Alvarez, How Garcia Girls Lost Their AccentsTransmission can also help readers move from item to item; they can even signal a connection between items. Today, the second-hand book market is extremely well organized and efficient. Campus bookstores buy back not only books but to be used at their university next semester, but also those that won't. Those that are no longer on their lists need books that they resell to national wholesalers, which in turn sell them to college bookstores on campuses where they will be needed. This means that even if the text is accepted for the first time in a particular college, there will almost certainly be a sufficient number of used copies.28 W-4d Developing Items As a result, publishers are able to set the book to only one of the few students who end up using it. Thus, publishers must cover their expenses and make a profit in the first semi-er of their books sold - before using copies of the swamp market. That's why the prices are so high. - Michael Granof, Course Requirement: Extortion W-4d When to start a new item item can be long or short, and there are no strict rules on how many sentences are needed for a well-developed item. But while a brief, one or two sentence paragraph can be used to set off an idea you want to emphasize, too many short paragraphs can make your letter choppy. Here are a few reasons for starting a new paragraph: - introduce a new theme or idea - to signal a new speaker (in dialogue) - to emphasize the idea - to give readers the necessary pause W-4e Opening and closing paragraphs Good discovery attracts readers and gives some idea of what's to come; Good closure leaves them feeling satisfied - that the story is complete, questions have been answered, the argu-ment has been made. (Opening paragraphs. Sometimes you can start with a general statement that provides context or background for your topic and then proceed with the statement of the thesis. In the next opening para-graphic, the writer begins with a generalization about academic archi-tecture, and then ends with a specific thesis that the rest of the essay will argue. Academic architecture invariably projects identity to create users and the world beyond. The opening and closing of W-4e 29 Paragraphs Some institutions want the new buildings to be autonomous state-of-the-art, with state-of-the-art exteriors to symbolize the advanced research that will be conducted under. In other cases, however, the architectural language established in the surrounding precedents may be more appropriate even for high-tech objects. Simon Hall, a new \$46.6 million interdisciplinary scientific building on the Indiana University campus, designed by Flad Architects of Madison, Wisconsin, inserts state-of-the-art research infrastructure into the construction mass and exte-rior created in response to their surroundings in the established folk historic campus of Bloomington. - Gregory Hoadley, Classic Nuance: Simon Hall at Indiana University's OTHER WAYS opening an ESSAY - with an anecdote - with a quote - with a question - with a startling fact or opinion closing paragraphs. One approach is to end up summing up the text argument. The following paragraph repeats the basic point of view and then sticks out a call to action. The bottom line is that a sharp decline in both the crime rate and the number of people behind bars is technically feasible. It remains an open question whether this is politically and institutionally feasible. It would be tragic if the policy was exorbitant, but it would be truly criminal if we did not even try. - Mark A. R. Kleiman, Ambulatory Prison OTHER OF CONCLUDING AN ESSAY - by discussing the implications of your argument by asking a question, referring to something discussed at the beginning, offering action) » SEE W-3f for help in editing paragraphs. W-5 Designing What You Write Whether You're putting together your resume, creating a website for your intramural football league, or writing an essay for a class, you should think about how to work out what you write. Sometimes you can rely on the established design conventions: in academic writing, there are specific guidelines for head ing's, fields, and line intervals. (This book includes guidelines for MLA, APA, Chicago, and CSE styles. But often you have to make design decisions on your own - not just about words and intervals, but also about integrating your written text with visual effects (and sometimes video and audio clips and hyperlinks) in the most appealing and effective way. No matter what your text includes, its design will affect how your Audi-ENCE reacts to it and therefore how well it achieves your goal. This chapter offers recommendations for developing printed and online texts in accordance with your goal, audience and part of the piece Context. W-5a Some basic design principles be consistent. To keep readers focused on viewing multi-page documents or websites, use design elements consistently. In a printed academic essay, select one font for the main text and use bold or bold font for headlines. In writing for the Internet, place the navigation buttons and other basic elements in the same place on each page. In the presentation, use the same background and font for each slide if there is no good reason for difference. Keep it simple. Help readers see quickly - even intuitively - what in your text and where to find specific information. Add headlines to help them see the parts, use sequential colors and fonts to help them recognize key items, set off steps in lists, and use white30Some Design Elements W-5b 31space to typing blocks or highlight certain items. Don't be tempted to fill pages with unnecessary graphics or animation. Aim for balance. Create balance with fields, images, titles, and intervals. MLA, APA, Chicago, and CSE style shav specific design guidelines for scientific papers that provide these elements. A website or magazine can balance a large image with a narrow text column or use quote pull and illustration to break columns of dense vertical text. Use color and contrast carefully. Academic readers usually see black text on a white background, with perhaps another colour for headlines. Presentation slides and web pages are the most readable with dark text on a simple, light background. Make sure your audience can distinguish any color changes in your text well enough to understand your meaning. Remember that online text with multiple colors can be printed and read in black and white, and that not everyone can see all colors; Red-g reen contrasts can be especially challenging for some people. Use templates to save time and simplify the design of deci-sions. In Microsoft Word, for example, you can customize font, intervals, indentations, and other features that will automatically apply to your document. Websites that host web pages and presentation programs also offer templates that you can use or modify. W-5b Some design elements No matter what your text, you have different design decisions to make. The following guidelines will help you make these decisions. Fonts. The fonts you choose will affect how well readers can be prepared for the text. For most academic writing, you want to use a 10- or 11- or 12-point type. It's usually a good idea. Use font serifs (like TimesNew Roman or Bookman) for your main text, reservations without serifs (such as Calibri, Verdana, or Centuries of Gothic) for headlines and part32 W-5b Design What you write you want to highlight. Decorative fonts (for example) should be used. Use. you use more than one font, use each one consistently: one for titles, one for signatures, one for the basic body of your text. You don't often need more than two or three fonts in one text. Each common font has regular, bold and multi-body shapes. In general, use regular for the main text, bold for the main headlines, and italicfor the titles of books and other long works. If, however, you follow the style of a particular discipline, make sure you meet its requirements. Layout. Layout is a way to organize text on a page. Academics, for example, tend to have a name centered at the top and one inch of the field all around. Items such as lists, tables, headlines, and images should be positioned sequentially. Distance between the lines. Typically, academic writing is a double space, while letters and resumes are usually disposable. In addition, you need to add extra space to send parts of the text - lists, forinstance, or headlines. Points. In general, the backed paragraphs are five spaces when your textis double space; Either indentation or skip the string between paragraphs that are disposable. When preparing a text designed for online use, single space of your document, skip the line between paragraphs, and start each paragraph flush to the left (without indentations). Lists. Use the list format for the information you want to get out and easily accessible. Item number when sequence matters (e.g. in instructions). Use bullets when the order is not impor-tant. Set lists with an additional line of space above and below, and add extra space between items on the list if necessary for legibility. White space and fields. To make your text attractive and readable, use the white space to separate its various parts. In general, use one inch of margin for the text of an essay or report. If you follow a format that has specific guidelines (such as APA), include spaceabove headlines, above and below lists, and around photos, graphs and other visual effects. Visual effects W-5c 33Headings. Headlines facilitate the text structure and help readers find specific information. Some academic fieldsrequire standard headlines - announcing a list of works cited, forexample, follow the MLA format. Whenever you turn on the titles, you have to decide how to phrase them, what fonts to use, and where to position them. The phrase headlines consistently. Make your headlines concise and paral-lel in structure. For example, you can make all the headlines of nouns (Mushrooms), noun phrases (Species of mushrooms), gerund phrases (rec-ognizing mushroom species), or questions (How can I identify Whatever form you decide, use it consistently. Make the headlines visible. Consider setting the headlines in bold, or taking into account the underlined or other or a little larger font. When you have multiple levels of headlines, use capitalization, capitalization, and italicsto distinguish among different levels: the first level of the head second level head of the third level HeadSome academic areas have specific requirements for the formatting of the head; See MLA, APA, Chicago, and CSE chapters for details. Headline the position properly. If you follow an APA or MLA for a mat, center the first level of the headers. If you don't follow the prescribed form, you decide where to spread the headlines: center, left, or even next to the text, in the wide left field. Position of each head level sequentially. W-5c VisualsVisuals (including video) can help make a point in a way that written words alone can't. You can often use photos, diagrams, graphs, and diagrams in printed documents. Online or in speeches, youoptions expand to include video and printed handouts. But chooserefully - nd make sure that any items you include contribute to your points and are suitable for your purpose and audience.34 W-5c Design That you write Photos can support the argument, illustrate events and processes, presentother point of view, and help readers place your information in time and space. The Google Glassmigh discussion will be clearer when accompanied by this photo. Tables are useful for briefly displaying numeri-cal information, especially when multiple elements are compared. Presenting information in columns and numbers allows readers to find data and identify relationships between items. Pie charts can be used to show how the whole is divided into parts or how parts of the whole relate to each other. The percentage of ages in the pie chart should always add up to 100. Each segment should be flagged, as in these two graphics about football league finances. W-5c 35Line visual graphics are a good way to show data changes over time. Each line here represents a different social-n etworking site. Building lines together allows you to compare data at different points over time. Don't forget to tag x Andy axes and limit the number of tofour lines in the greatest possible way. Bar graphs are useful for comparing kuantival data - measurements of how much or how much. Bars can be horizontal or vertical; This one uses verti-cal bars to show IKEA revenues for twelve years. Some software offers are 3-D and other special effects, butsimple graphics are often easier to read. Charts and flow diagrams are ways to show relationships and processes. This diagram shows how carbon moves between the Earth and its atmosphere. Flowcharts can be made using widely available templates; diagrams, on the other hand, can range from simple drawings to works of art. Page 2 36 W-5c Designing What You SOME TIPS FOR USING VISUALS - Choose visuals that relate directly to your topic, support your statements, and add information that words alone can't clear or easy. Avoid clip art. Check the visual before viewing it. Spread the images as close as possible to the relevant discussion. Explain the information you represent - don't expect it

to speak for itself. As Table 1 shows, Italy's economic growth rate has been declining for thirty years. - Provide a title or caption for each image to define it and explain its meaning to your text: Table 1. Italian economic growth rate, 1980-2010. - Label parts of diagrams, graphs and diagrams clearly - sections of pie chart, colors in the chart line, items on the chart - about make sure your audience understands what they're showing. Document any visuals found or adapted from another source. If you're using the data to create a graph or chart, turn on the information source directly below. Consider linking to a file rather than embedding it. Large files can be difficult to download without changing quality and can clog mailboxes. The link also allows readers to see the original context. Integrate the video clip, insert its URL into the text or add an image from the video that you hyperlink to the source. To enable your own video, upload it to YouTube; select the Privacy option to restrict access. Get permission if you post a visual in any form, including online. If you're in doubt about whether you can use the product, check the guidelines for fair use online. If you change the visual in some way - so as a photo blackout or crop-ping include only a fraction of it - tell readers what you've changed and why. Don't forget to provide accurately the original content and provide relevant information about the source. Be careful with charts and graphs as well - changing the scale on the bar chart, for example, can mislead readers. W-6 Giving PresentationsWhy in class as part of a research project, on campus in a camp for student government, or at a wedding in a toast to the newlyweds, you can be called to give speeches - sometimes, combined with print and electronic media. Anything case, you have to make your points clear and memo-rable. This chapter offers guidelines to help you prepare and sell effective presentations. W-6a Key elements of conversational presentations's clear structure. Conversational texts need a clear organization so that your audience can follow you. Start to deal with their interests, clearly understand what you will talk about, and perhaps predict the central moments of your speech. The bulk should be focused on a few key points -- just so much, your audience can expect to absorb. The ending should leave your audience something to remember, think about, oh, do. In Gettysburg, Abraham Lincoln follows the chrono-logic structure. He begins with a reference to the past (Four scores and seven years ago), sing to the present (now we are waging a great civil war), looks to the future (to the great task left before us), and ends with a dramatic decision: that the government of the people, the people, the people, will not perish from the earth. Language pointers to keep your audience on track. Provicues, especially transitions from one point to another to help your audience follow what you say. Sometimes you also want to generalize a difficult moment. The tone is to suit this event. Lincoln was speaking at a serious, formal dedication event to the National Cemetery, and his tone of 3738 W-6b Giving Presentations was formal and solemn. In a presentation for a group of professors, you probably would like to avoid too much slang and talk in com-weave sentences. Speaking on the same topic in the neighborhood group, however, you would probably like to talk more informally. Repetition and parallel structure can give strength to presentation, making it easy to follow - and will probably be remembered. The Gettysburg Address, repetition and parallel structure in We can not devote - we can not consecrate - we can not consecrate the cre-ated rhythm that attracts listeners and at the same time unites the text - about the reason these words remain with us more than 150 years after they were written and delivered. Slides and other media. Depending on the topic and case, you may need to use slides, videos or audio clips, handouts, flip charts, boards, and so on to provide specific information or highlight key points. W-6b Tips for compiling a budget presentation is your time. A five-point presentation requires about two and a half double pages of writing, and ten minutes requires four or five pages. Your introduction and conclusion should each take about one-tenth of the total time available; Audience responses (if the format allows), about one-fifth and the bulk of the conversation, the rest. Organize and prepare a presentation. The structure and word of the presentation, so your audience can easily follow it - and remember what you say. An introduction project that attracts the interest of your audience and tells them what to expect. Depending on the context of the email, you may decide to start with humor, with an anecdote, or with something about the occasion for your conversation. Provide any information on the audience's ground, summarize the highlights and how you will act. Tips for compiling a W-6b 39 presentation - In the main part of your presentation, present your key points in more detail, and support them with and evidence. If you find that you have too many points in time when you're drafting a project, leave the less important ones behind. Let your listeners know when you conclude (but try to avoid speaking in conclusion). Then overwork your highlights and explain why they are important. Thank your listeners, and offer to answer questions and comments if the format allows. Consider whether to use visuals. Especially when you present complex information, it helps your audience see it as well as hear it. Remember, however, that visual effects should be a means of visuals, not just decoration. Slides are useful for listing key points and projecting illustrations, tables, and graphs. Video, animation and audio can add more information. Flip diagrams, boards or boards allow you to create visuals as you say, or track audience comments. Posters can serve as a major part of the presentation by providing a summary of your points. Then you offer only a brief introduction and answer questions. Handouts can provide additional information, lists of cited works, or copies of slides. What visual tools (if any) do you choose to use partly determined by how your presentation will be delivered: face to face? through the pod-cast? web conferences? Make sure that any necessary equipment, programs, and electrical and internet connections are available - and that they work. You can also move furniture or screens to make sure everyone can see your visuals. Finally, have a backup plan. Computers fail. The Internet may not work. There is an alternative in case of problems. Presentation of the software. PowerPoint or other software enables presentations you include images, videos and sound in addition to the order-40 W-6b Giving Presentation This slide about the 1948 presidential election uses a serif font and includes an image. Using red is fine, as long as the contrast is clear, and the text will be legible for those who can't see the color. ten texts. P Rezi allows you to organize slides in various projects, as well as zoom in and out. Here are some tips for writing and designing slides. Use lists or images, not paragraphs. Use slides to highlight your highlights rather than play back your conversation. The list of brief moments presented one by one reinforces your words; diagrams and images can provide additional information that the audience can take quickly. Make your text easy for the audience to read. fonts must be at least 18 points. On slides, fireless fonts such as Arial and Helvetica are easier to read than serif fonts such as Times New Roman. use all the letters that are hard to read. Delivery Presentation W-6c 41 - Carefully choose colors. Your text and illustrations should contrast with the background. Dark content on a light background easier to see and read than the other way around. And remember, not everyone sees all the colors; Make sure your audience doesn't need to see specific colors in order to get your meaning. Red-green and blue-yellow contrasts are hard for some people to see. Use bells and whistles sparingly, if at all. Decorative backgrounds, letters that disappear in and out or dance across the screen, and sound effects can be more distracting than useful; use them only if they help make your point. Mark your text. Include each place in the notes where you need to go to the next slide. Handouts. Label handouts with your name and date and presentation name. If your audience doesn't have to consult them during the presentation, distribute them after you're done. W-6c Delivery PresentationPractice. Practice, practice, and then practice a few more. Better you know your conversation, the more confident you will be. Your audience will respond positively to this trust. If you read in advance by reading the text rather than using notes, practice writing it down as you subtract it; Listen to the spots that sound as if you are reading, and try to sound more relaxed. Time your conversation to make sure you don't go beyond your limit. If possible, practice with a small group of friends to get used to the audience. Speak clearly. If listeners miss important words or phrases because you don't pronounce them clearly, your conversation will not succeed. Often you have to force yourself to speak slower than usual. Pause for an accent. In writing, you have a white space and a punctuation-tion to show readers where the idea or discussion ends. When talking-ing, the pause helps signal the end of thought, gives the audience 42 W-6c giving presentation a moment to consider what you just said, or prepares them for an amazing or amusing statement. Stand up (or sit) straight, and look at your audience. If you're in the same room as your audience, try keeping an eye on-tact. If it's inconvenient, fake it: focus on the wall just above someone in the back of the room. If you stand or sit upright, you will project confidence in what you say - and your audience will believe that you know what you are saying. Use gestures for what you are saying. Use gestures for what you are saying. To overcome any nervousness and stiffness, take a deep breath, try to relax, and move your arms and the rest of your body as if you were talking to a friend. Use your hands for an accent; Watch politicians on C-S PAN to see how people who speak on a regular basis use gestures as part of their delivery. » SEE W-1 for help in analyzing the context of the letter. See W-3 for guidelines revision, editing and proof. To read the example of the presentation, go to digital.wnorton.com/littleseaquill3. W-7 Arguments Everything We Say or Do Represents Some Kind argument, takes an other position. Often we take a clear position: Everyone in the United States has the right to affordable health care. Photoshopped images must carry disclosure notices. In the college course work, you are constantly called on to argue states: in English style, you may argue for some interpretation of the poem: In a business rate, you can argue an essentially a flat tax. All of these positions are arguable - people of goodwill may agree or disagree with them. This chapter provides a description of the key elements of an essay thatargues positions and tips for writing one. W-7a Key Elements argumentA is a clear and controversial position. At the heart of each argument is an assertion that people can reasonably disagree with. Some claims are not controversial because they are matters of taste or opinion (I love cabbage), fact (the first Star Wars film came out in 1977), or faith or faith (There is life after death). To be controversial, the position must reflect at least two points of view, which makes the neces-sary argument: file sharing should (or should not) be considered fair use; the sale of human organs must be legal (or illegal). In college writing, you will often argue not that the position is correct, but that it is plausible - that is reasonable, supported, and worthy of being taken seriously. The necessary background information. Sometimes, we have to provide some backgrounds on the topic, so that readers can understand what is being claimed. For example, to argue that file sharing should be seen as the use of files, you can start by describing the growth of file-washing and explaining fair use laws. Good reasons. The position itself is not an argument; The argument comes when the writer offers reasons to support the state. There are many kinds of good reasons. It could be argued that File 4244 W-7a Exchange Arguments should be a fair use by comparison, showing many examples of so-called piracy in other media. You can base the argument in favor of legalizing the sale of human organs on the fact that transplantation saves lives and that regulation will protect poor people who are currently selling their organs on the black market. Convincing evidence. Once you have given reasons for your position, you should offer evidence for your own reasons: facts, statistics, testimony, anecdotes, text examples, and so on. For example, to support your position that fast food should be taxed, you can bring a nutrition expert who links obesity to fast food to suggest facts that demonstrate health care costs are widespread and provide statistics that show how taxation affects behavior. Appeals to readers' values. Effective arguments are appealing to the values and emotions of readers. For example, claiming that legalizing the sale of organs will save the lives of those who need appeals to compass-zion -- deep meaning. To address the emotions of readers, you can describe the plight of those who die in it want a transplant. Keep in mind, however, that emotional appeals can make readers feel manipulated - and then less likely to accept the argument. Reliable tone. Readers should trust the person who has a poppy-ny argument. There are many ways of establishing yourself (and your argument) as credible: by providing facts that demonstrate your knowledge on the subject, pointing out that you have some experience with it, demonstrating that you have considered perspectives other than your own, and by showing that you are fair and honest. Careful consideration of other positions. No matter how cause-able you are in dispute your position, others may disagree or take other positions. So you have to recognize any probable counter-arguments and, if possible, refute them. For example, you may recognize that some people object to file sharing because they think that piracy is inherently wrong, but then you can resist that argument by writing the W-7b 45 type of content piracy argument has historically been productive for the industry as a whole, including pirated firms - and give examples. W-7b Tips for Writing ArgumentsSEable Theme. A fully designed argument requires a lot of work and time, so choosing a topic you're interested in doesn't really matter. Widely discussed topics such as animal rights or gun control can be difficult to write if you do not have a personal connection to them. The best topics include those that interest you right now, are focused, and have some personal connection to your life. Here's one good way to create ideas for a topic that meets these three criteria: Start with your role in life. Make four columns with headlines Personal, Family, Public and School. Then list the roles you play in life that relate to each title. According to the school, for example, your list may include a college student, a resident dormitory, a chemistry principal, and a work-study worker. Identify the issues you're interested in. Choose a few roles that you list and identify questions that interest or concern you. Try each issue wording as a question starting with the must: Should college cost less than it does? Should student performance be measured using standardized tests? Try framing your topic as a problem: Why has college tuition grown so fast in recent years? What would be better than standardized tests to measure student achievement? This strategy will help you think about the problem and find a clear focus for your essay. Choose one It's a preview. If you find that you have trouble writing about it, you'll be able to go back to your list and choose another one. Generating ideas and Essays that successfully argue positions share certain features that make them interesting and persuasive. Remember that your goal is to stake out a position and tell your readers that it's believable. 46 W-7b Arguments Explore this question. Write everything you know about the problem, behind-haps by freewriting or sketching. Think about what interests you in this topic and what else you may need to learn to write about it. This may help to do some preliminary research; start with one shared source of information (a news magazine or Wikipedia, for example) to learn the main questions raised about your problem and get some ideas on how you might approve it. Make sure your question is moot - and worth arguing about. Project thesis. Once you have studied this issue thoroughly, resolve your position on it, and write it as a suggestion - for example, baseball players who use steroids should not be eligible for the Hall of Fame. In most cases you want to qualify your thesis - recognize that yours is not the only believable position, and limit your subject and make it manageable. There are different ways to qualify the thesis: under certain circumstances, under certain conditions, with these limitations, and so on. For example: While baseball players who use steroids should not be eligible for the Hall of Fame, their records and accomplishments will still stand. Come up with good reasons. You have to convince your readers that your thesis is plausible. Start by taking your position out and then answering the question, why? THESIS: Baseball players who use steroids should not be eligible for the Hall of Fame. REASON: (Because) the use of steroids gives athletes an unfair advantage. Keep in mind that you probably have another reason, the principle that underlies the reason you give for your claim. UNDERLYING REASON: Getting an unfair advantage is a hoax. UNDERLYING REASON: Cheating is wrong. This analysis can continue indefinitely as the underlying causes become more common and abstract. If you've listed a few reasons, consider which are the most compelling ones given your purpose and audience. Tips for writing Argument W-7b 47Find evidence to support your causes. Here are some types of evidence you can offer as support: facts; Statistics Testimonies of communication authors and experts; Anecdotes; case studies and observations; Text vision and visual evidence such as photos, graphics and videos. Identify other positions. Think about positions that are different from yours about the reasons that can be given for these positions. Even if you don't refute such doubts and objections to your position, you must recognize them to show that you have considered other perspectives. To refute other positions, positions, them as clearly and clearly as you can and then show why you think they are wrong. Per-haps reasoning is erroneous or supporting evidence is insufficient. Recognize their merits, if any, but emphasize their shortcomings. Ways to organize a dispute. Sometimes, you want to give all the reasons for your argument first and then discuss all the counter-arguments. In addition, you can discuss each reason for any counter-arguments to it together. And don't forget to consider the order in which you discuss your reasons. As a rule, what happens for the last time makes the strongest impression on the readers, and what happens in the funniest, makes the weakest impression. Reasons to support your argument, followed by counter-arguments To the state of your Give the issue, the thesis, first cause, and provide with a support. Complete the background call to information. Give action, second reason, with recognize your support. and/or thesis, or refute other statements continue as arguments. Consequences. need. 48 W-7b Arguments /Mind /counter-argument, mind/counter-argument Introduce the state of your Let first recognize, and thesis. Reason, with and/or refute to check the support. other arguments. Give a second reason to recognize, with and/or refute the support. other arguments. Continue the end with this model call to as needed, action, discussion of overwork, each cause of your and other talking points, or arguments statement one by one. » SEE W-1 for help in analyzing the context of the letter. See W-3 for guidelines on developing, reviewing, editing and correcting your argument. See W-16b for argument analysis guidelines. To read an example of an argument essay, go to digital.wnorton.com/littleseaquill3. W-8 Rhetorical AnalysesBoth Huffington Post and National Review cover the same events, but each of them interpret them differently. All toothpaste ads claim to make teeth the whitest. These are just a couple of examples that demonstrate why we need to be careful, analytical readers of magazines and newspapers, websites, ads, political documents, event textbooks - to understand not only what the texts say, but also how they say it. Jobs in many disciplines require rhetorical analysis: you may be asked to analyze the use of color and space in Edward Hopper's Nighthawks painting for an art history course, or to analyze a data set to find a standard deviation in the statistics course. This chapter describes the key elements of an essay that analyzes text and provides tips for writing one. W-8a Key Elements of Rhetorical Analysis Summary of Text. Your readers may not know that you analyze, so you need to turn it on or tell them about it before you can analyze it. Know text such as as you may need only a brief description, but lesser-known texts require a more detailed summary. To analyze several options, for example, you'll probably show a few ads, as well as write them off in some detail. Attention to context. All texts are part of ongoing conversations, debates or debates, so to understand the text, you need to understand its broader context. To analyze the lyrics of a new hip-hop song, you may need to introduce other artists that the lyrics refer to or explain how the lyrics relate to aspects of hip-hop culture. Clear interpretation or judgment. Your goal is to lead readers through careful study of the text to some kind of interpretation or reasoned judgment, usually clearly stated in the thesis 4950 W-8b Rhetorical Analysis Statement. When you interpret something, you explain what you think it means. If you're analyzing family guy's TV show, you could argue that a particular episode is a travesty of political debate over health care. When analyzing cologne advertising, you can explain how advertising encourages consumers to objectify. Reasonable support for your conclusions. You will need to port your analysis with evidence from the text itself and sometimes from other sources. You can support your interpretation by quoting excerpts from the written text or referring to the images in the visual text. To argue that Barack Obama's eulogy for Reverend Pinckney aligns him with Martin Luther King Jr. and Abraham Lincoln, you can trace how his wording echoes the wording I have a dream and Lin-Koln's second inaugural speech, for example. Note that the support you offer should only be reasonable - there is never just one way to interpret something. W-8b Tips for writing rhetorical analysis of Choice Text for Analysis. Most of the time, you will be assigned a text or type of text for analysis: the work of a political philosopher in a political science class, speech in history or communication of course, painting or sculpture in an art class, and so on. If you have to choose a text for analysis, look for one that is suitable for assignment - one that is neither too large or complex for careful analysis, nor too concise or limited to create sufficient material. You can also analyze three or four texts by studying the elements that are common to all. Generating ideas and text. When analyzing the text, your goal is to understand what it says, how it works, and what it means. To do this, it may be useful for you to follow a certain sequence for analysis: read, respond, generalize, analyze and draw conclusions. Read to find out what the text says. Start by reading carefully, mentioning the main ideas, words and phrases, and anything that seems note worthy or questionable. Tips for writing rhetorical analysis W-8b 51 Once you're sense of what the text says, consider your initial response. What is your reaction to argument, tone, the language, images? Do you find the text difficult? Mysterious? Do you agree with what the writer says? Regardless of your reaction, think about how you react - and why. Then strengthen your understanding of the text by summarizing or describing it in your own words. Decide what you want to analyze. Think about what you find most interesting about the text and why. Interested in language? wider context? What else? You can start your analysis by researching what attracted your notice. Think of the broader context. All texts are part of larger conversations, and academic texts include documentation of partially woven voices from the conversation. Realizing that more context can help you better understand what you're reading: Here's something to consider: What broader conversation does the text respond to? What is a motti-cochi writer? Does he respond to what others have said? Who else cares about this topic? Those mentioned might suggest care, but the author point out who else is with Ares - nd, why does this topic matter in the first place? Where did the writer come from? Is there any terminology that assumes that he or she is allied with a particular intellectual school or academic discipline? Words such as false consciousness or hegemony, for example, suggest that the text was written by a Marxist scholar. Think about what you know about a writer or artist. Accounting, other work, reputation, position and beliefs of a person who cre-ated text all useful windows in understanding it. Write a consent or two resumes of what you know about the creator and how this information affects your understanding of text. 52 W-8b Rhetorical Analysis Study of how the text works. The written texts consist of various components, including words, sentences, headlines, punctuation - and sometimes images as well. Visual texts can be made from images, lines, angles, colors, light and shadows, and sometimes words. Look for patterns in how these items are used. Write a sentence or two descriptions of the templates you discover and how they contribute to what the text says. Analyze the argument. An important part of understanding any text is to recognize its argument - what a writer or artist wants the audience to believe, feel, or do. What is the main writer trying to do? Is there a clearly stated thesis, or is it simply implied? What support does the author offer for the claim? What are the reasons for supporting the claim, and what evidence supports these reasons? Are the reasons plausible and sufficient? How does a writer present Were the argus properly qualified? Are there any references to counter-arguments - and if so, how does a writer deal with them? What organs or other sources of information are given? How trustworthy and relevant are they? Do you see any logical misconceptions? Arguments that rely on erroneous reasoning may seem plausible, and they may be persuasive - but they are misleading. After considering these issues, write a sentence or two of a summary-ing argument and your reactions to it. Prepare your thesis. After careful consideration of the text, it is necessary to determine its analytical purpose. Want to show that the text makes some sense? Uses certain methods to achieve his goals? trying to influence your audience in a certain way? refers to some broader context in some significant way? What else? Come up with a preliminary thesis to guide you - but keep in mind that your thesis may change the way you work. Tips for writing rhetorical analysis of W-8b 53Ways organization rhetorical analysis. Think of how orga-nize information you have gathered to best support your thesis. Vasanalysis can be structured in at least two ways. You can discuss the subjects or topics that go through the text. You can also analyze each text or section of the text separately. (Thematically) Analyze the text Conclusion by - Identify a theme or template confirming enter your examples of use from a text thesis and/or analysis: explaining that - summarize or and relevant contexts of your analysis as evidence shows about describe the text to Continue as needed. Sms. - provide any necessary context, leave your thesis. (Part by part, or text by text) Present our analysis of the first section of the text. Conclusion byanalysis: Analyze the following section of the text. reimbursing resumes or thesis and/or continue explaining what to describe text as needed. your analysis provides any data about the text. contextState your thesis. » SEE W-1 to help you analyze your written context. Cm. W-3 for guidelines on the development, revision, editing and correcting of text analysis. To read the example of rhetorical analysis, go to digital.wnorton.com/littleseaquill3.W-9 reports many kinds of written information report. Newspapers report on local and world events; textbooks provide information on biology, history, writing; websites provide information about products (crew.com), people (lebronjames.com), institutions (smithsonian.org), you've probably done a lot of writing that reports information, from a third-grade report on the water cycle to essays for class report-ing on migrants during the Great Depression. Very often this kind of letter requires research: you need to know your subject in order to report it, describes the key elements found in most reports and offers tips on writing one of them. W-9a Key elements of the report are closely focused topics. The purpose of this kind of writing is to inform readers of something without being distracted - and without, in general, bringing in the writer's own opinion. For example, if you're writing a report on the causes of air turbulence, you probably shouldn't be complaining about delays on your last flight. Accurate, well-researched information. Reports usually require some research. The type of research depends on the topic. Library research may be necessary for some topics - to report on migrant workers during the Great Depression, for example. Most of the current top ICS, however, require internet research. Some topics may require field research - interviews, observations and so on. For example, to get a report on local agriculture, you can interview some local farmers. Different writing strategies. You tend to use a number of organizing strategies - describe something, explain the process, and so on. For example, a report on the benefits of exercise may require classifying exercise types, analyzing the effects of each type, and comparing the benefits of each. 54Tips to write the definition of W-9b 55Clear. Reports should provide clear definitions of two key terms that the audience may not know. For a 2008 financial crisis report, for an overall audience, for example, terms such as mortgages and mortgage lending need to be defined. Appropriate design. Some information is best presented in pairs, but other information may be easier to present (and read) in lists, tables, diagrams, and other visual effects. Numerical data, for instance, may be easier to understand in a table than in a paragraph. Photography can help readers see a topic such as an image of some person texting while driving in a traffic accident report. W-9b Tips for writing a reportChoosing theme. If you can choose a theme, think about what you're interested in and what you'd like to know more about. The posing-ible topics for information reports are limitless, but the topics you are most likely to write well on are the ones that attract you. They can be academic in nature or reflect your personal interests, or both. If your topic is assigned, be sure to understand what you asked to do. Some tasks are specific: Explain the physics of roller coasters. If, however, your appointment is broad - explain the aspect of the U.S. government - try to focus on the more limited perspective of the topic, preferably one that interests you: federalism, electoral college, filibusters. Even if the job seems to offer more flexibility, you will need to decide how to explore the topic and how to develop your report to address the And sometimes even narrow themes can be shaped into hijacking your own interests. Generating ideas and text. Start by exploring everything you know you want to know about your topic, perhaps by freewriting, looping, or clustering, all activities that will help you come up with ideas. Then you need to narrow down the focus of the W-9b ReportsNarrow to your topic. You may know what aspect of the topic you want to focus on, but often you need to do some research first - and that research can change your thinking and your attention. Start with sources that can give you an overview of the subject, such as a Wikipedia entry or an interview with an expert. Your goal at this point is to find the topics to report and then focus on the one that you will be able to cover. Come with a pre-dissertation. Once you narrow down the topic, write a statement about what you plan to report or explain. A good thesis is potentially interesting (for you and your readers) and makes your topic enough to be manageable. To report on ben-efits of exercise, for example, your thesis may be able lifting weights can build strength and endurance, regular cardiovascular exercise has more overall health benefits. Do the research you need. Focus your efforts on what you need to discuss. Identify any aspects you need to explore. Think about which types of information will be most informative for your audience, and be sure to consult with multiple sources and perspectives. Review and refine your thesis in light of your research results. How to organize a report Reports on topics that are unfamiliar to readersBegin Provide Describe Explain by with background, your topic, comparison, restating anecdote and determination of the state of classification, your quote thesis or your thesis. any key that analyzes or refers to other terms. causes or your means effects, beginning. interesting explaining your processes, readers. And so on. Tips for writing the W-9b 57 Event Reports report hang out to tell the first event or procedure. Concluding the flood; tell us about the second event or procedure. telling what any necessary to tell a third event or procedure. happened, the background Repeat as needed. Saying that the information; consequences, the state of your or any other. Means. Reports that are compared by the block method Enter Describe one item. Concluding the flood; To ensure the re-editing of your any must describe other elements, after thesis. background of the same structure used to describe information; first. state your thesis. Reports that are compared by point-by-point method Enter Identify the first point of comparison, theme; provide and discuss how each item to any is required to point. background information; Identify the second point of your son's comparison, and discuss how each refers to this point by following the same order used for the first point. Complete again as needed. re-examining your thesis. » SEE W-1 to help analyze your written context. Cm. W-3 for guidelines for the development, revision, editing and correcting of your report. To read the report's example, go to digital.wnorton.com/littleseaquill3. W-10 Personal Storytelling Narratives and we read and tell them for a variety of purposes. Parents read to their children bedtime stories as an evening ritual. Preachers base their sermons on religious stories to teach lessons moral behavior. Grandparents tell how it all happened before, sometimes telling the same stories year after year. College entrants write about significant moments in their lives. Writing students are often called to compose stories to explore their personal experiences. This chapter describes the key elements of personal narratives and gives tips for writing one. W-10a Key elements of the personal narrative are a well-told story. Most stories create some kind of situation that needs to be resolved. This need for permission makes readers want to keep reading. You can write about a problem you go over, such as learning a new language or dealing with some kind of discrimination. Bright detail. Details can bring the narrative to life by giving readers vivid mental images of the sights, sounds, smells, tastes and textures of the world in which your story takes place. The details you use when describing something can help readers imagine places, people, and events; dialogue can help them hear what is being said. To give readers a picture of your childhood home in the country, you could describe the gnarled apple trees in your backyard and the sound of crickets chirping on a spring night. Similarly, a dialogue that allows you to read-ers to hear your father's sharp reprimand after you hit the ball through the window can help them understand how you felt at the time. Depending on the theme and environment, you can provide some details in audio or visual form. Some indication of the meaning of the narrative. Usually narratives have a point; You should make it clear why the incident is mat-58Tips for writing a personal narration of W-10b 59ters to you, or how the narrative supports a larger argument. You may reveal its meaning in different ways, but try not to harden too directly, as if it were a kind of morality of the story. The story of the indelible impression of talking to your grandfa-ther about a novel he started, but never finished would probably be effective if you were to finish by saying: He taught me value writing. W-10b Tips for writing a personal NarrativeChoosing theme. All in all, it's a good idea to focus on which took place a relatively short period of time: - an event that was interesting, humorous or embarrassing - something you found (or found) particularly difficult or challenging - the origins of the relationship or faith you hold, the memory from your childhood that remains vividMake a list of possible topics, and then choose one that you think will be interesting to you and to others - and what you are willing to share. Generating ideas and text. Start by writing that you remember about setting up and those involved may have a brainstorming, looping, or questioning to help you generate ideas. Describe the setting. List the places where your story unfolds. Foreach is the place to write informally for a few minutes, describing what you remember seeing, hearing, smell, tasting, and feeling. Think of the key people. Narratives include people whose actions play an important role in history. To start your understandable people in your narrative, you might start by describing their movements, their location, their bearing, their facial expressions. Then try to write a few lines of dialogue between the two people in your narrative, including the distinctive words or phrases they are. If you can't remember the actual conversation, make up one of what could have happened. 60 W-10b Personal NarrativeSS to write about what happened. At the heart of every good narrative is the answer to the question What's wrong? both contain action, movement, or changes that the narrative dramatizes for readers. Try to talk about the action using active and specific verbs (thinking, shouting, laughing) to capture what happened. Let's look at the value. You have to clearly explain why the event you write about the issues. How has this changed or affected you in any other way? What aspects of your life can you now trace to this event? How different would your life be if this event had not happened? Ways to organize a personal narrative. Don't think that the only way to tell your story is the same way as it happened. This is one way - starting with the beginning of the action and continuing the end. You can also start in the middle - or even at the end. (chronologically, from start to finish) Imagine Describe Tell a Tell The Story. establishing that the conflict is something that has happened, it was about people. Resolved. Value. (Starting in the middle) Start in Filling in detail: Make it clear To say something of a middle setting, people like the action, giving specific actions. The situation was significant enough resolved. information to provide a view of what happened. Tips for writing a personal narration W-10b 61 Start at the end, telling how to return to the conclusion by saying the In the end; the beginning of the story, something about the then enter to tell what is happening the story of significance. subject. chronologically and description settings and people. » SEE W-1 for help in analyzing your written context. See W-3 for guidelines on how to design, revise, edit, and correct your narrative. To read the example of the story, go to digital.wnorton.com/littleseaquill3. W-11 Literary Analysis Literary Analysis is an essay in which we review literary texts carefully to understand their meanings, interpret their meanings, and evaluate the methods of their writers. You can look at the pattern in the images of blood in Shakespeare's Macbeth or point to the difference between Stephen King's The Shining and Stanley Kubrick's script based on this novel. In both cases, you go below the sur-person to deepen your understanding of how the texts work and what they mean. This chapter describes the key elements expected in most literary analyses and provides tips for writing one of them. W-11a Key elements of literary analysis are a controversial thesis. In literary analysis, you claim that your analysis of the work is valid. Your thesis, then, must be arguable. It could be argued, for example, that the dialogue between the two female characters in the short story reflected current stereotypes about gender roles. But a simple summary - In this story, two women discuss their struggle for success - will not be controversial and therefore not a good talking point. (See. W-7a for help in developing a controversial thesis.) Careful attention to the language of the text. Specific words, images, metaphors are the basis of the meaning of the text, and this is where the analysis begins. You can also bring contextual information or refer to similar texts, but the words, phrases and sentences that make up the text you're analyzing are your primary source. This is what literature teachers mean by close reading: read-ing with the assumption that every word of text makes sense. Attention to patterns or topics. Literary analysis is usually based on evidence of meaningful patterns or themes in text or among several texts. For example, you can analyze how images of snow, ice and wind and the repetition of the word nothing 62Tips to write a literary analysis of W-11b 63 are defined with a sense of loneliness and desolation in a poem about the winter scene. Clear interpretation. When you write a literary analysis, you show one way the text can be understood using evidence from the text and sometimes relevant contextual evidence to support what you think the text means. MLA style. Literary analyses usually follow the MLA style. W-11b Tips for writing literary analysis Generating ideas and text. Start by considering whether your assignment a certain type of analysis or a critical approach. Look for words that say what to do: analyze, compare, interpret, and so on. Then you want to take a closer look at the literary work. Choose a method of text analysis. If the job does not contain a specific method, the three common approaches should focus on the text itself; on your own reading experience; and other cultural, historical or literary contexts: Track the development and expression of themes, characters and language through work. How do they help create a certain meaning, tone or effect? Your own response as a reader. Find out how text affects you when you read it. Read carefully, noticing how text elements shape your responses, both intelligent and emotional. How did the author call your answer? Context. Analyzing the text as part of a broader context - as part of a certain time or place in a history or culture; or as one of many other texts as he is, representative of the genre. Read the work more than once. When you first experience a piece of literature, you usually focus on the story, the plot, the overall average ING. By experiencing the work repeatedly, you can see how its effects 64 W-11b Literary analysis is achieved, what parts and how they fit together, where different patterns arise, and how the author created the work. Make a strong thesis. The thesis of literary analysis should be specific, limited and open to potential disagreements. In addition, it should be analytical, not appraisal. Your goal is not to go through the judgment, but to suggest one way to view the text. Do close reading. Find specific, concise passages that support your interpretation; then analyze these passages in terms of their lan-gug, their context and your reaction to them as a reader. Do close reading, questioning as you go: What does every word (phrase, excerpt) mean exactly? Why does a writer choose this language, these words? What images or metaphors are used? What is their effect? What patterns of language, image or plot do you see? If a thing repeats itself, what does the pattern mean? Which words, phrases, or passages connect to a large context? How do these different elements of language, images, and template support your thesis? Support your argument with evidence. Parts of the text you examine in your close reading become proof you use to support your interpretation. Treat the analysis like any other argument: discuss how the text creates an effect or expresses a theme, and then show evidence from the text - a significant plot or structural elements; important symbols language, image, or action patterns - to back back your argument. Pay to style issues. Literary analysis has certain conventions for the use of pro births and verbs. In unofficial newspapers, it's ok to use first-person: I believe the narrator Frost provides a illuminated-le basis for claiming that One Road is less traveled. In a more formal essay, make the allegations directly: Frost's narrator gives no reason to argue that one road is less traveled. Discuss the textual features of tips for writing a literary analysis of W-11b 65 in the present tense, even if the quotations from the text are in a different sense. Describe the historical context of the situation in the past tense. One way to organize literary analysisInduce Cite excerpts from Sum Up your Document the text, one by one, interpret your you're explaining how everyone in the light sources. analyze, one supports your your analysis, and the state of the thesis and your your thesis. » SEE W-1 for help in analyzing your written context. See W-16 for more help in reading with a critical eye. For guidelines on design, revision, editing and adjustment, see to read the example of literary analysis, go to digital.wnorton.com/littleseaquill3. W-12 Offers You need a car, so you offer to pay half the cost of the car and insurance if your parents will pay the other half. Lovers offer Mar-a-Riaj. Students suggest that colleges provide healthier food options in campus cafeterias. These are all examples of proposals, ideas put forward, that offer solutions to some problem. All suggestions are argu-ments: when you offer something, you try to convince others to consider - and hopefully take-your-solution problem. This chapter describes the key elements of the proposal and provides tips for writing it. W-12a Key elements of the proposals are a clearly defined problem. Some problems are obvious and rela-tively simple, and you don't need much persuasive power to get people to act. While some don't see a problem with colleges discarding too much paper, for example, most are likely to agree that recycling is a good thing. Other issues are more controversial: some people see them as a problem and others do not. For example, some believe that motorcyclists who do not wear helmets risk serious injury and also increase the cost of medical care for all of us, but others believe that wearing a helmet or not should be a personal choice; You have to submit arguments to convince your readers that not wearing a helmet is really a problem in need of a solution. Any written proposal should establish that there is a problem and that it is serious enough to require a solution. Problems. Once you have identified the problem, you should describe the solution you are proposing and explain it in enough detail to readers to understand what you are proposing-ing. Sometimes sometimes can offer a few possible solutions, analyze their merits, and then say which one you think is most likely to solve the problem. 66Tips for writing the W-12b 67a proposal is a compelling argument for the proposed solution. You have to provide evidence to convince readers that your solution is fee-sible, and that it will, in fact, solve the problem. If, for example, you suggest that motorcyclists should wear helmets, you can provide data on serious injuries suffered by those who do not wear helmets, and note that insurance rates are tied to the costs of dealing with such injuries. Sometimes you need to explain in detail how your proposed solution will work. The answer to readers' questions may have. You should con-sider any questions readers may have about your proposal, and show how its benefits outweigh any disadvantages. For example, the recycling proposal would need to address the cost of garbage cans and individual garbage disposals. A call to action. The purpose of the proposal is to persuade readers to make the proposed decision and possibly take action. You can complete your offer by claiming that the exit may have occurred as a result of following your recommendations. Appropriate tone. Since you're trying to convince readers to react, your tone is important. Readers will always respond better to rea-sonable, respectful representation than anger or complacency. W-12b Tips for writing sentencesSweet topic. Choose a problem that can be solved. Large, confusing problems such as poverty, hunger or terrorism tend to require big, complex solutions. Most of the time, focusing on a smaller problem or a limited aspect of a big problem, will give a more age-related offer. Instead of tackling the world's poverty problem, for example, think about the problem faced by people in your com-munity who have lost their jobs and need help until they find work. Generating ideas and text. Most successful offerings share certain features that make them compelling. Remember that your goal is 68 W-12b Offers to identify the problem that matters, come up with a workable solution, and convince readers that it will solve the problem. Learn a few possible solutions to the problem. Many problems can be solved in more than one way and you have to show your readers that you have considered several potential solutions. You can develop solutions yourself; More often, however, you will need to do research to see how others have solved or tried to solve the Simi-lar problem. Don't settle for one solution too quickly; You will need to compare the pros and cons of several in order solutions to argue convincingly for one. Identify the most Solution (s). One solution may be head-and-shoulders above the other, but be open to giving up all on your list and start over if you need to, or combine two or more potential solutions in order to come up with an unacceptable fix. Think about why your solution is the best. What do you need to do to accept it? What will be the cost? Why do you think it can be done? Why will it work better than others? How to organize an offer. You can arrange an unsinkable offer, but you should always start by establishing that there is a problem. You can then identify several possible solutions before identifying one or a combination of several. Sometimes, however, you can only discuss one solution. (Several possible solutions) Hang up possible to offer a call to action, and explain the solutions and solutions and or repeat the problem. Consider their pros to give reasons of your offer and cons one by one. why it's better. Action. Tips for writing the W-12b 69 sentence The only solutionIndecide explain explain why it is a call to action, and explain the proposed best solution, or repeat the problem. Solution. your suggestion. Anticipate and respond to questions. » SEE W-1 for help in analyzing your written context. See W-3 for guidelines on developing, reviewing, editing and correcting your argument. To read the sample of the sentence, go to digital.wnorton.com/littleseaquill3. W-13 Reflections Sometimes we write essays simply thinking about something-to-specu-late, pondering, probe; To play with the idea Develop thoughts; or just share something that's on our minds. Such essays are our attempt to think something through, writing about it and sharing our thinking with others. If such essays make an argument, it is about things that we think about more than that we believe to be true. This chapter describes the key elements of a reflexive essay and tips on writing one of them. W-13a Key elements

