

ESL ACADEMIC WRITING



Pince George's Community College

ESL Academic Writing

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CHAPTER OVERVIEW

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- 1.5: Paragraph Review
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1.1: Introduction

Introduction:

This unit will review the key parts of a paragraph and four common sentence structures in academic writing.

In academic writing, a paragraph is a group of sentences that are all about one main idea. One paragraph in a longer piece of academic writing is very different from a paragraph you might see in newspapers, magazines, websites, or in a fictional story. In academic writing, a paragraph usually has three parts: a topic sentence, some supporting sentences, and a concluding sentence. Each part of an academic paragraph plays a special role.

["Introduction to Academic Writing: 'What is a Paragraph'"](#) by Delpha Thomas, OER ESL 0202 Text, [adapted by Prince George's Community College](#) is licensed under [CC BY-NC-SA 4.0](#).

Key Elements of a Paragraph:

- A clear topic sentence that expresses the topic and the controlling idea
- Supporting sentences providing more information about the topic
- Further explanations, details, and examples for each support
- Transition words and phrases indicating the organization pattern of the paragraph
- Concluding sentence which generally restates the thesis or summarizes the paragraph

Objectives:

By the end of this unit, you will be able to

- Write a clear topic sentence for an organized paragraph.
- Provide clear and specific support for the topic sentence.
- Use transitional expressions to show organization of ideas.
- Combine simple clauses to form compound or complex sentences.
- Identify the four sentence types.

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1.2: Topic Sentences

Topic sentences

The two parts of a topic sentence are the topic and the main idea (sometimes called the *controlling idea*). The topic tells the reader what the whole paragraph will be about.

? Exercise 1

The sentences below are all topic sentences taken from different paragraphs. Highlight the topic and underline the main idea in each one.

- A. Global warming is one of the most serious problems facing society today.
- B. Of all the academic skills, one of the most important to practice daily is reading.
- C. For most people, changing dietary and exercise habits can be very challenging.
- D. American students have more educational debt than ever before.

? Exercise 2

Choose the best topic sentence for this paragraph from the sentences below.

_____. As a dog owner, the child must take care of the animal's daily needs. The dog must be fed and exercised every day. A dog is completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If the child forgets any of these duties, or ignores any of the dog's needs, the dog will suffer. This teaches the child that their responsibility to the dog is more important than their desire to play with toys, talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to look after the health and welfare of a dog leads to learning how to take responsibility for oneself.

- A. Dogs are better for young children than toys, phones, or TV.
- B. Having a dog helps a child learn how to act responsibly.
- C. There are many negative results when ignoring a pet dog.

? Exercise 3

Write a topic sentence for this paragraph. To write a good topic sentence, read all of the supporting sentences carefully to decide what the writer's main idea is. Then look carefully at the concluding sentence.

_____. Most people go through a lot of planning when they do it. Besides finding financial support, they also need to spend time searching for the right house. The right house should be the right size for the family now and in the future. If a family is planning to grow, finding a house with enough space for all family members is important. Once the right size house is found, the next step is to investigate the neighborhood. Many people omit this step, but it may be the most important step before buying a house. The neighborhood is the place in which people invest, expect to raise children, and plan to live for a long period of time. A bad neighborhood can have a higher crime rate, poor schools, and might be located in areas with a lot of traffic, noise, and air pollution. With careful consideration, buying a house can be one of the best investments a person can make in their future.

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1.3: Ways of Developing a Paragraph

Ways of Developing a Paragraph

In this course, you will study different types of paragraphs and essays. Each type of paragraph or essay can use different ways of supporting an idea (sometimes called “means of support”). When we talk about *developing* a paragraph (or essay), we are talking about adding enough support for our ideas.

A well-developed paragraph has several supporting sentences that help to explain the main idea. They help to make the main idea clearer and more believable to the reader. How many supporting sentences do you need? That depends on how complex your topic is. Use as many sentences as you need to explain your idea clearly and completely. For this course, it is a good idea to have at least three to four supporting sentences. However, academic paragraphs in college writing can have ten or more sentences!

Types of information that you could include as supporting sentences:

- examples
- specific details (time, date, place, number, percentage, or other facts)
- a clear description
- a definition
- an explanation
- an opposite point of view

? Exercise 4

Which of these paragraphs is better developed? Do both paragraphs have enough support for an academic essay? If not, how can they be improved?

A. People who form close relationships with other people tend to be happier than those who do not. The number of friends a person has is not important. When it comes to happiness, what matters most is the quality of the relationships. Close relationships are ones that usually involve the sharing of feelings, mutual respect, acceptance, trust, fun and empathy. As long as the relationships are deep, a person will experience greater levels of happiness

B. People who exercise regularly are usually happier than people who avoid exercising. People with good exercise routines are always improving both their physical and mental well-being. In fact, research has shown that exercise can be as effective as medication in treating depression.

? Exercise 5

What kinds of support could be used to write a paragraph about the following topics? Use the types from the list above. Remember that most paragraphs use more than one type of support.

The bravest moment of your life

Taking an amazing photograph

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1.4: Concluding Sentences

Concluding Sentences

Typically, the last sentence in a paragraph is the concluding sentence, and its job is to help the reader feel that the writer has expressed a complete and finished idea. It closes the paragraph by helping the reader move from the small details of the supporting sentences back to the big picture of the topic sentence or controlling idea. There are many simple and creative ways to end a paragraph.

The concluding sentence can...

- give advice or make a suggestion about the topic to the reader
- make a prediction or offer hope for the future
- give the writer's feelings or opinion about the topic
- restate the main idea from the topic sentence
- summarize the main points from the supporting sentences

? Exercise 6

Look back at the two paragraphs in Exercise 4. Does each paragraph have a concluding sentence?

Paragraph A yes / no

Paragraph B yes / no

? Exercise 7

Look again at the concluding sentence in the paragraph in Exercise 3.

“With careful consideration, buying a house can be one of the best investments a person can make in their future.”

This concluding sentence...(check ✓ all that apply)

- ☐ ... gives advice or a suggestion
- ☐ ... makes a prediction or offer hope
- ☐ ... gives the writer's feelings or opinion
- ☐ ... restates the main idea
- ☐ ... summarizes the main points

? Exercise 8

Choose the best concluding sentence for each paragraph.

It is not always the influence of other people or the media that results in a person getting a tattoo. Many people decide to wear tattoos in order to express their artistic nature, their beliefs, or their feelings; in other words, they get a tattoo to show and express their individuality. A musician in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of endangered animals on their shoulders. Lovers may tattoo each other's names over their hearts. _____.

- A. A person's friends and the media will affect their decision to get a tattoo.
- B. The unfortunate fact about tattoos is that they are impossible to remove.
- C. A tattoo can be a public sign to show what is important in a person's life.

The human brain is very mysterious and only partially understood. Many questions about the brain have not yet been answered. For example, why do we need to sleep or why do we dream? There is a lot about the brain that we do not yet understand. In fact, people used to think of the brain as useless stuffing. Of course, scientists now know the brain is our control center. Scientists also know about the basic functions of the different parts of the brain. The surface of the brain

is called the cerebral cortex. It is the part of the brain that makes us intelligent, and it consists of four parts called lobes. The front lobe is where much of our thinking and feeling happens. The top lobe processes information which is coming from parts of our bodies, such as our skin and muscles. The side lobe plays an important role in hearing, speech and long-term memories while the back lobe processes images from our eyes.

Write two different concluding sentences for the paragraph about the brain.

a) Restate the main idea from the topic sentence.

b) Make a prediction about the brain.

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1.5: Paragraph Review

? Exercise 9

Put these sentences in order (1-9) to make a paragraph. Pay attention to transitions and connections that show logical order.

The Process of Writing a Paragraph

___ Once you have chosen a topic, you should brainstorm as much as you can on that topic in order to narrow it down to your main idea.

___ First, you must choose a topic.

___1_ For many students, writing is one of the most difficult subjects, but they can follow a few simple steps to make the process easy,

___ Then you should organize your thoughts by outlining a topic sentence with a few phrases of support information that you will expand upon in a first draft.

___ If you feel stuck while writing your first draft, stop and do something else to clear your mind.

___ Use your outline to help you to write a first draft. Don't forget to provide details for your support!

___ Sometimes your instructor will assign the topic, and sometimes you will have a few choices.

___ By following these simple steps, you will find that writing an essay is a piece of cake.

___ As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your teacher.

1.5: Paragraph Review is shared under a [CC BY](#) license and was authored, remixed, and/or curated by LibreTexts.

1.6: Formatting Your Paragraph

Look at this typed paragraph below and notice how it looks on the page. In college, some professors may ask you to format your paper differently, but for this class we will use MLA (Modern Language Association) format. The paragraph below is in MLA format.

First Name Last Name

Professor Name

Course Name and Number

11 April, 2022

The Process of Writing

For many students writing is one of the most difficult subjects, but with a little bit of organization and a good attitude, writing can be a very simple process. Once you have a topic, the first thing to do is brainstorm and outline. These two steps go well together because you'll need to get ideas with a brainstorm and then organize them with the outline. After that, the best thing to do is just write the whole first draft. If you feel stuck while writing your first draft, stop and take a shower or go for a walk to clear your mind. As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your teacher. Finally, carefully read your teacher's feedback and follow their instructions if they ask you to write a second draft. Following your teacher's recommendations and asking questions about them will ensure that you get the best grade possible. By following these simple steps, you will find that writing an essay is a piece of cake.

[Introduction to Academic Writing: What is a Paragraph](#)

? Exercise 10

A. Label these items on your paragraph by numbering them on the document.

1. header
2. indent
3. title
4. margin
5. double-spaced lines

B. Now read the paragraph and highlight the key features of the paragraph:

1. topic sentence
2. transitional words
3. subtopics
4. conclusion sentence

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1.7: Paragraph Practice

Practice writing an academic paragraph using the parts that we have discussed in class.

Read the topic below. Brainstorm your ideas first on a separate sheet of paper (you do not need to submit your brainstorming). Write a paragraph of 8-10 sentences. Include a title, a clear topic sentence, supporting sentences with examples and details, and a concluding sentence that restates the main idea. Follow the formatting on the previous page.

? Exercise 11

Exercise 1.11 Write about three things that have changed in your life since you started college. These should be changes on a more personal level than simply “lots of homework.” These are changes that affect your lifestyle, routines, schedule, or personal life.

When you finish writing your paragraph, remember to proofread it carefully:

- Do you have 8-10 sentences?
- Do you have a clear topic sentence with a specific controlling idea? (not too general)
- Do your supporting sentences give more information about the topic and controlling idea? (use lots of adjectives and adverbs to describe things)
- Does your final sentence make the paragraph feel complete and whole?
- Did you follow the formatting on the previous page? (header, indent, title, double-spaced lines)
- Did you check your spelling?
- Did you check your grammar?
- Did you read it out loud to listen to the flow?

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1.8: Language Practice- Sentence Types

Unit 1 Language Practice: Sentence Types

1. Simple sentence

A simple sentence consists of a *subject – main verb combination* (+ complement). Either the subject or the verb, or both of them, may be compound.

Examples: John went to the dentist.

The student and instructor discussed the test and planned another conference.

Note: A simple sentence can also be called an independent clause.

2. Compound sentence

A compound sentence is *two (or more) independent clauses* joined with coordinating and transition words and punctuation.

a. Coordinating words (FANBOYS) are used with commas: for, and, nor, but, or, yet, so

Example: The student studies every night, but his grades do not show his hard work.

b. Transition words used with semicolons (formally called “conjunctive adverbs”):

as a result, consequently, first, second, for example, however, in addition, in contrast, in fact, on the other hand, on the contrary, therefore, in other words

Example: The student studies every night; however, his grades do not show his hard work.

3. Complex sentence

A complex sentence is *one independent clause joined with one (or more) dependent* or subordinate clauses. The subordinate clauses are determined by the words that introduce them.

Types of dependent (subordinate) clauses:

1. Adjective/relative clause: who, what, which, that, whose, where, when (formally called “relative pronouns”)

Example: The student, who is sitting in the front of the class, is always attentive

Adverb clause: after, although, because, in order that, since, though, while, when, if, whether, whereas, before (formally called “subordinators”)

Example:

Although the student studies every night, his grades do not show his hard work.

c. Noun clause: that

Example:

The teacher says that the student’s grades do not reflect his work.

Notes on punctuation of complex sentences:

If the *independent clause* is followed by the *dependent clause*, you do not use a comma.

Examples:

We went out to a restaurant for dinner when my mother came home.

We arrived too late at the bus stop although we ran to catch the bus.

If the *dependent clause* is followed by the *independent clause*, you use a comma before the independent clause.

Example:

When my mother came home, we went out to a restaurant for dinner.

Although we ran to catch the bus, we arrived too late at the bus stop.

4. Compound-Complex sentence

A compound-complex sentence consists of *two (or more) independent clauses and one (or more) dependent clauses*.

Example:

After the student reviewed his notes, he thought he was ready for the test, and he was right.

? Exercise 12

Label the following sentences as simple, compound, complex and compound-complex (Write S, Cx, Co, or Co-Cx in the blanks). Remember to look carefully at the number of clauses, any conjunctions, and punctuation to help you decide.

1. Some companies show and advertise cars, food, clothes, and music. _____
2. Although television advertising is still very popular, Internet ads are on the rise; as a result, companies have more options for selling their products. _____
3. Not all buyers go directly to the Internet to find a product. _____
4. Many buyers discover new products when they go to their social media outlets. _____
5. Internet browsers use “cookies” to track users’ search histories, and they select products that potential shoppers might want. _____
6. If a person has been looking at cars on the Internet, similar makes and models of cars could show up in advertisements in their social media. _____
7. Whenever an individual goes online, desirable products appear in and around the pages that they read. _____
8. Through this medium, potential shoppers are always bombarded with new products. _____
9. Internet advertising has become so sophisticated that shoppers are not always aware of it. _____
10. Students interested in nursing programs may pursue a Nursing LPN, or they may pursue an Associate of Science in Nursing. _____
11. Students must decide if they wish to spend more time and money earning the Associate of Science in Nursing. _____
12. The Nursing Certificate gets a student into the working world much faster but with a lower salary. _____
13. Some students who complete the certificate program change their minds later, and they decide to go back to school. _____
14. When a student goes back to school after working for several years, they often have to retake classes that they already took due to changes in the course requirements. _____
15. Both programs are rigorous and provide students with good training. _____

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CHAPTER OVERVIEW

2: The Logical Order Essay

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- 2.14: Logical Order Editing Practice

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2.1: Introduction

This unit will introduce you to the essay in general--its structure and key parts.

An essay is a coherent piece of writing that contains several paragraphs all about the same topic. Several paragraphs are necessary because the topic is complex and requires detail for each of its subtopics. Just like a paragraph, an essay has three parts: it thoroughly introduces its topic in an introductory paragraph, discusses each subtopic in detail in its body paragraphs, and concludes the topic and makes its final remarks in a conclusion paragraph

Key Elements of the Logical Order Essay:

- An introduction providing background on the topic that will be discussed
- A clear thesis statement with a controlling idea that lists the features, aspects, qualities, etc. that will be discussed about that topic
- Each feature, aspect, or quality has its own body paragraph
- Further explanations, details, and examples of the feature, aspect, or quality in each body paragraph
- Clear subtopic sentences with transition words introducing each new feature, aspect, or quality
- Concluding statements with a restatement of the thesis, summary, and prediction or recommendation

Objectives: By the end of this unit, you will be able to

- Define an essay and its parts.
- Write an introduction and conclusion paragraph for an essay.
- Write a coherent thesis statement.
- Provide adequate support for a thesis statement in body paragraphs.
- Use transitional expressions to show organization of ideas.
- Use the entire writing process to write, edit, and revise a logical order essay.
- Coherently combine clauses and use correct comma placement.
- Enhance vocabulary by using suffixes to vary word forms.

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2.2: The Writing Process- Planning and Writing an Essay

Academic writing is a process, that is, it requires several steps to a successful piece of writing. No piece of writing is perfect on the first try! Good writers never sit down and write great essays without thinking about them and carefully planning them first.

Steps in the writing process

- Prewriting
- Outlining
- Drafting
- Reviewing
- Revising

1. Prewriting (Gathering ideas): Whether one chooses free writing, brainstorming, listing, or clustering, a writer gathers ideas about a given topic by writing whatever comes to mind about the topic. This is the idea-gathering stage. This might take five to ten minutes. Don't worry about grammar or neatness!

2. Outlining (Organizing Ideas): In this step, writers can use assigned outline templates or make their own outlines that organize the ideas and the details that they want to take about in the essay. Some questions to ask in this step are 1. What are you going to say about the topic? That will be your topic sentence or thesis. 2. How will you support this topic with evidence? 3. In what order will you put your subtopics?

3. Drafting (Writing Ideas): This is a very important step: writing an organized response to the prompt. If you were assigned a paragraph, begin with your topic sentence. If you were assigned an essay, introduce your thesis first!

4. Reviewing Draft 1: In this step, writers will use assigned materials or their own knowledge to review their own drafts or a partner's draft. Reviewers look for clarity, organization, content, form, and mechanics. Is the paragraph or essay in MLA format? Does it have a clear thesis? Can the examples be developed with more details, facts, or examples?

5. Revising Draft 1 (Draft 2): In this step, writers revise, or improve, their drafts according to feedback and instructions. When testing in ESL 0202, students will not have time to write a complete revision of their draft. Rather, students are required to simply self-review it and improve what they can. In some formal academic writing, writers will be required to write two, separate drafts—a first draft and a revision.

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2.3: Paragraph to Essay

? Exercise 1

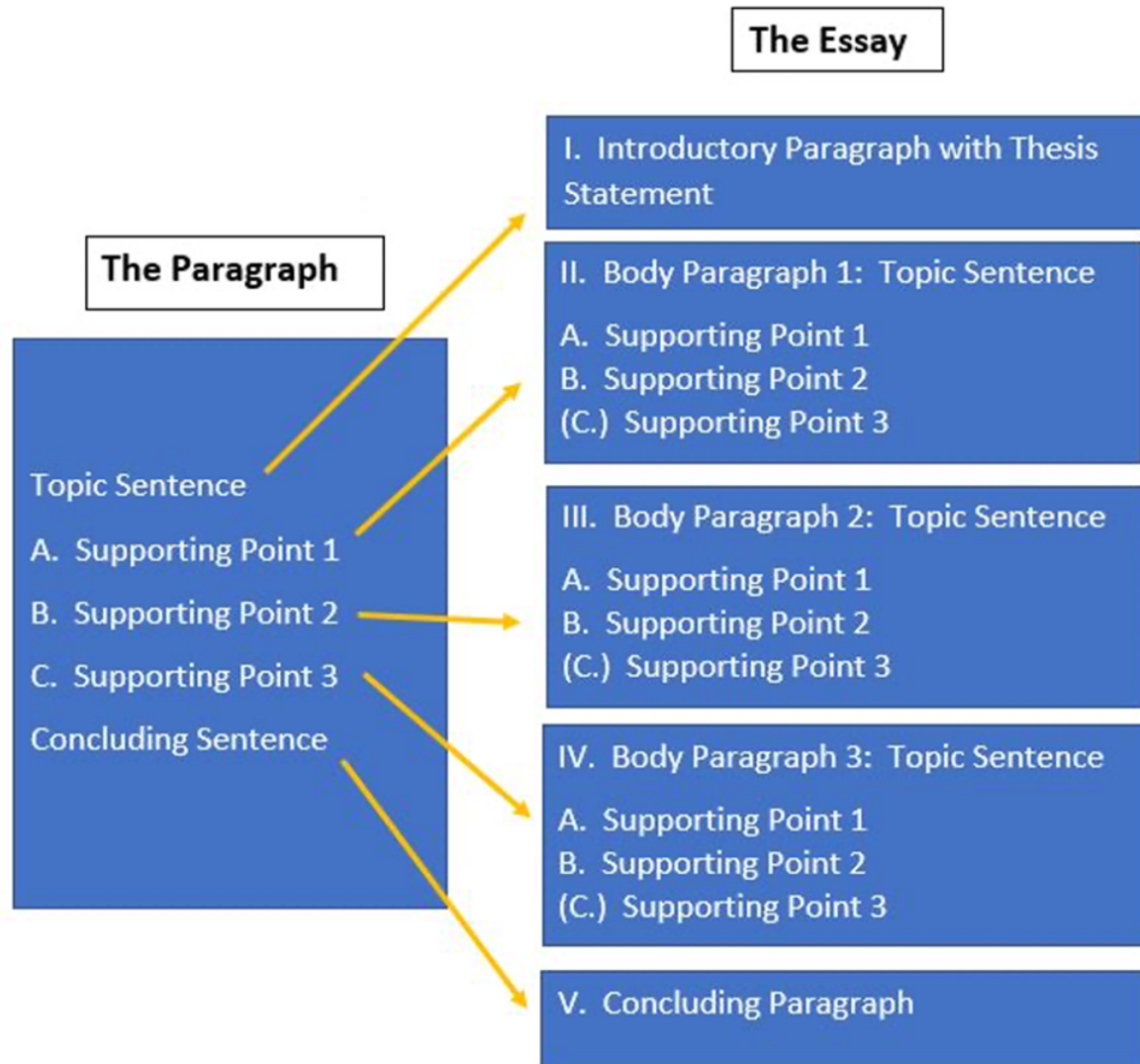
Highlight the topic and underline the main idea of this paragraph. How many subtopics are given? How could this topic and subtopics be used to write an essay with five paragraphs?

Paragraph:

A variety of technological advancements in the modern kitchen has revolutionized the lives and health of millions of people. One advancement that has enabled cooks and consumers to enjoy fruits, vegetables, and wholesome meals year-round is the freezer. Prior to modern methods of freezing and refrigeration, food choices were limited only to what was seasonally and locally available, which itself was dependent on factors like the weather. In addition to modern freezing methods, advancements in stove and cooktop technology have provided quick and safe ways to get hot meals to the table at any time. The efficient, clean, and compact electric and gas stoves allow cooks to heat food indoors without the mess and risks that older coal and wood stoves and even campfires once posed. Finally, the microwave has enhanced the benefits of refrigeration and modern stoves by allowing us to heat or reheat food or drinks in a fraction of the time that older heating methods required. Thus, people can literally eat “on the run.” Indeed, freezer, stovetop, and microwave technology have revolutionized the way people can cook, eat, and live. They are time-saving, clean, and efficient.

The diagram below shows the overall structure of a typical five-paragraph essay and how it is similar to the structure of a paragraph. In most of your college writing you will write longer essays that usually have anywhere from eight to fifteen paragraphs. The length will depend on the topic and how deeply you need to explore that topic according to the assignment instructions.

From Paragraph to Essay



Model Outline 1: Now you will see how a writer takes the same topic and main idea from the paragraph above to write an essay. Notice how the writing process is used to further develop the topic and subtopics.

The following is an EXAMPLE of an essay that was developed by using the writing process. Notice how the information and ideas develop and become clearer and more organized as the writer goes through the process.

Example Writing Prompt: Always read prompts carefully:

We live in an ever-changing world with many new developments, some productive and some destructive. Think about how developments in technology have affected people in modern times. Technology can have positive or negative impacts on people's lives. Think about some areas in life where developments in technology have changed lives. Then plan and write an essay about how one type of development has changed people's lives.

Outlining (Organizing Ideas):

I. Introduction

II. Supporting Topic Sentence 1: (use transitional expressions!):

One advancement that has enabled cooks and consumers to enjoy fruits, vegetables, and wholesome meals year-round is the freezer.

A. Talk about how in the past, we had to eat seasonal food.

B. Food spoiled and people ran out of food in winter.

III. Supporting Topic Sentence 2:

In addition to modern freezing methods, advancements in stove and cooktop technology have provided quick and safe ways to get hot meals to the table at any time.

A. How meals are fast and easy.

B. No pollutants or danger posed by fire or coal.

IV. Supporting Topic Sentence 3:

Finally, the microwave has enhanced the benefits of refrigeration and modern stoves by allowing us to heat or reheat food or drinks in a fraction of the time that older heating methods required.

A. We can “eat on the run”!

B. Heat up frozen meals.

V. Conclusion: (Restate your thesis and share a prediction, suggestion, or opinion):

In conclusion, with the combination of refrigeration and stove and microwave technology, people can eat and drink whatever they want, whenever they want, with no concerns about a poor crop yield and no dependence on locally-produced foods.

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2.4: Model Essay 1

Here is the first draft of the essay:

First Name Last Name

Professor Name

Course Name and Number

Day Month, Year

Advancements in Kitchen Technology

(1) Every facet of modern life is affected by technological advancement. Technology can be both a curse and a gift. A person can spend too much time on Facebook, Twitter, Snapchat, or other social media. A shopper can go into debt internet shopping. A driverless car can malfunction. Technology has earned a somewhat negative reputation in recent years, but it certainly isn't all bad. Advancements over time have changed our lives in many positive ways. Because of technology, we can live cleaner, freer lives in and out of our homes. A variety of technological advancements in the modern kitchen has revolutionized the lives and health of millions of people.

(2) One advancement that has enabled cooks and consumers to enjoy fruits, vegetables, and wholesome meals year-round is the freezer. Prior to modern methods of freezing and refrigeration, food choices were limited to what was seasonally and locally available, which itself was dependent on factors like the weather. The only fruits and vegetables available in winter were preserved goods and certain items like squash and potatoes that had a long shelf life. Even these limited items were dependent on the crop yield that season. Poor production meant less to eat in the winter. Today, however, freezing enables people to ship and enjoy any type of food they want from anywhere in the world. Thanks to the freezer, an individual in Maine can enjoy oranges from Florida; or a family can eat a meal that was prepared months ago and stored in the freezer. Freezing, however, isn't the only technology that has forever improved cooking and eating.

(3) In addition to modern freezing methods, advancements in stove and cooktop technology have provided quick and safe ways to get hot meals to the table at any time. The efficient, clean, and compact electric and gas stoves allow cooks to heat food indoors without the mess and risks that older coal and wood stoves and even campfires once posed. With the help of electricity and efficient gas distribution, cooks can regulate cooking temperatures and times, close a door, and get on with their lives while they wait for their meal. There is no need to tend a fire or coals and deal with the constant mess and potential hazards of open flames. Modern stovetops and ovens allow anyone to cook without slaving in an overheated kitchen in front of a fire. In fact, modern stoves now allow us to socialize in our kitchens, since their heat is contained.

(4) Finally, the microwave has enhanced the benefits of refrigeration and modern stoves by allowing us to heat or reheat food or drinks in a fraction of the time that older heating methods required. If saving time is the ultimate goal for a modern cook, then the microwave is the ultimate tool. With a few button clicks, a microwave can heat frozen meals in minutes. It can boil liquids in seconds. And it requires no maintenance. Any work that an oven or a stovetop can do, the microwave can do faster.

(5) In conclusion, with the combination of refrigeration and stove and microwave technology, people can eat and drink whatever they want, whenever they want, with no concerns about a poor crop yield and no dependence on locally-produced foods. This technology has not only revolutionized the way people can cook and eat, but also how people live. Such technological advancements in the kitchen provide us with wholesome food and more free time than our ancestors could have dreamed. We are fortunate.

Questions about Model Essay 1:

1. How did the writer use the topic and subtopics from the paragraph to outline an essay?
2. Review the outline. What parts of the outline are complete, detailed sentences? What parts of it are just "ideas"?
3. What does the writer include in the essay draft that is not included in the outline? There is more than one answer!
4. How closely do the ideas sketched out in the outline match the complete essay? Did the writer's ideas change slightly from the outline to the draft?
5. What transitional word does the writer use to conclude the essay? Are there other words the writer could have used?

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2.5: Model Essay 2

Read the model essay and answer the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Consider this before Choosing a Major

(1) Many people in the U.S. are raised to believe that college is the key to success, and they are not necessarily wrong. A college degree can provide access to better, higher-paying jobs. A college education can also provide a sense of accomplishment and personal success. College degrees don't come easily, however. They require a lot of time and money to complete. Therefore, a new enrollee should think very carefully about how to make the most of her investment. Since not all degrees are equal, thinking carefully about a course of study before embarking on the journey is one of the wisest things a student can do. Choosing the right major can make a college investment truly worth it. The most important factors to consider before choosing a major are one's interest in the coursework, the flexibility the major provides, and ultimately one's passion for the work that comes after its completion.

(2) The first factor to think about when choosing a major should be a real interest in the coursework. College is a long and expensive commitment, so no matter how good a particular degree might appear in the abstract, it's important to consider that it takes years of coursework to get there. If the subject matter and the assignments in the classes required for this major are not at all interesting, or are too difficult, that could be a sign that the major itself is not the right one. It's better to choose a major with classes that are interesting, but also challenging because those classes may signal interesting challenges beyond.

(3) Another consideration before choosing a major is the flexibility it could provide out in the workforce. A major that is too broad may require extra coursework and training later on to be suitable for a particular job, while a major that is too narrow limits job choices. For instance, many English majors continue their studies after they receive their degrees because English is like an "umbrella" major. English majors often go on to study law, business, advertising, and teaching, among other things. A major like "Crime Scene Technician," however, limits job choices to one very particular niche in the law enforcement field. In these cases, English is not an end goal, and Crime Scene Technician is a bit too specific. Choosing a major that offers some flexibility with job choices but does not necessarily require further education could allow you to apply for a wider range of jobs for which you will be qualified, which, from there, allows you to build hands-on skills for more opportunities in the field.

(4) Finally, before and after choosing a major, students should never forget their own interests and passions. It is more than a commitment of a few years. A major is an indicator of the kind of work that you might do for the rest of your life. One leaves college with particular skill sets that they will most likely use over and over again in the workforce. It's important to think ahead by ten or fifteen years before choosing a major and asking yourself, "What will I be doing at that time?" If the answer does not relate to your coursework or your major, then it could be a sign to choose a different major. College is a short period of time compared to a lifetime of work. Will the work be worth it?

(5) In conclusion, college can be a highly gratifying and uplifting endeavor, but a lot of thought should go into choosing the right course of study. Students should consider their talents, their interests, and their needs and apply these to their choice of major. Choosing an inappropriate major can result in a lot of wasted time and money, or worse, a wasted career. One should always consider her interest in the coursework and the opportunities that coursework will provide for a long time to come.

Questions about Model Essay 2:

1. In an essay, we call the essay's main idea the thesis. Where is the thesis located in the essay? Highlight it in yellow.
2. How does the writer introduce the topic of choosing a major?
3. How many paragraphs is the essay? Which paragraphs explain the subtopics? Highlight the subtopics in blue.
4. What words does the writer use to introduce new subtopics in the essay? Highlight the signal words in pink.
5. What word does the writer use to conclude the essay? Highlight that signal phrase in pink.

? Exercise 2

Outline the above essay by writing in the key features of the essay—thesis and subtopic sentences, and details—below. Outlines—except for the thesis statements and the subtopic sentences—do not need to be in complete sentences.

Essay Outline:

I. Introduction

Background Information:

Thesis Statement:

A.

B.

III. Supporting Topic Sentence 2:

A.

B.

IV. Supporting Topic Sentence 3:

A.

B.

V. Conclusion:

Restate Thesis:

Final remarks:

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2.6: Writing Thesis Statements

Read the thesis statements below and identify those that are too general or too specific. Rewrite each thesis to make it more effective for a five-paragraph essay. Consider using subtopics such as advantages, disadvantages, characteristics, ways, reasons, or kinds.

Examples:

Computers are very useful. (Too general)

College students need computers to complete assignments that must be typed. (Too specific)

Computers can be used in several ways to enhance a college student's education. (Improved)

1. A college education is a good investment.

2. There are thousands of students studying at this college this semester.

3. Healthcare is a popular field for students to pursue.

4. Tuition costs are difficult for college students to pay.

5. Moving to a new country is stressful.

Direct Thesis Statements:

Some thesis statements tell the reader directly which subtopics the essay will discuss. This is called a **direct thesis statement**. For example, if you write about three reasons you chose to come to this college, you might state the *quality of programs, affordability, and variety of class scheduling* in your thesis. These points need to have the same grammatical form so they have **parallel structure**. In this example, there are three noun phrases. (See A7 for more information.).

I decided to attend this college because of the quality of its programs, the affordability, and the variety of class scheduling.

? Exercise 4

Identify the parallel structures in the following sentences.

1. Gardening is known to support both good physical and mental health.

2. Computer user support specialists help customers with computer problems, setup computers and related hardware, and train new users on software.

3. When choosing a major, it is important to consider your interest in the field, the potential salaries of jobs, and the outlook for employment.

4. A well-written application essay, transcripts of all courses taken, and letters of recommendation are three typical requirements of a scholarship application.

5. In addition to teaching academic skills, elementary school teachers help students develop their social and organizational skills.

? Exercise 5

Identify and correct the faulty parallelism.

1. Community colleges are popular because they are more affordable than most four-year colleges, they typically have smaller class size, and certificate programs.
2. Some great ways to get physical activity are to take the stairs instead of the elevator, biking to work, and doing yard work.
3. The field of nursing offers job security, a variety of specializations, and it pays well.
4. Cybersecurity employers are looking for job applicants who are properly trained in the field, enthusiastic about working with the team, and can communicate well.
5. Young children can benefit from learning a musical instrument or they can take an art class.
6. Both urban centers and rural areas face challenges from climate change.

? Exercise 6

Complete the following sentences with your own idea. Pay attention to the parallel structure.

1. Students love when their course has both interesting content and _____.
2. If you want to succeed in class, you should attend every session, do all the homework, and _____.
3. The loss of a job can lead to financial difficulties, _____.

? Exercise 7

Write complete sentences using parallel structure to answer the following questions.

1. What are your three favorite activities?
2. What three qualities will you look for in your perfect career?
3. What are three things that teenagers typically worry about?
4. How can a student improve her grades if she is having difficulties?
5. What are different kinds of popular vacation destinations?

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2.7: The Introductory Paragraph

We've already looked at some introductory paragraphs. Introductory paragraphs provide the reader with some background and a reason to read the essay before concluding with a thesis statement. Most introductory essays begin with a "hook" statement, or a statement designed just to catch the reader's attention. It should relate to the topic of the essay.

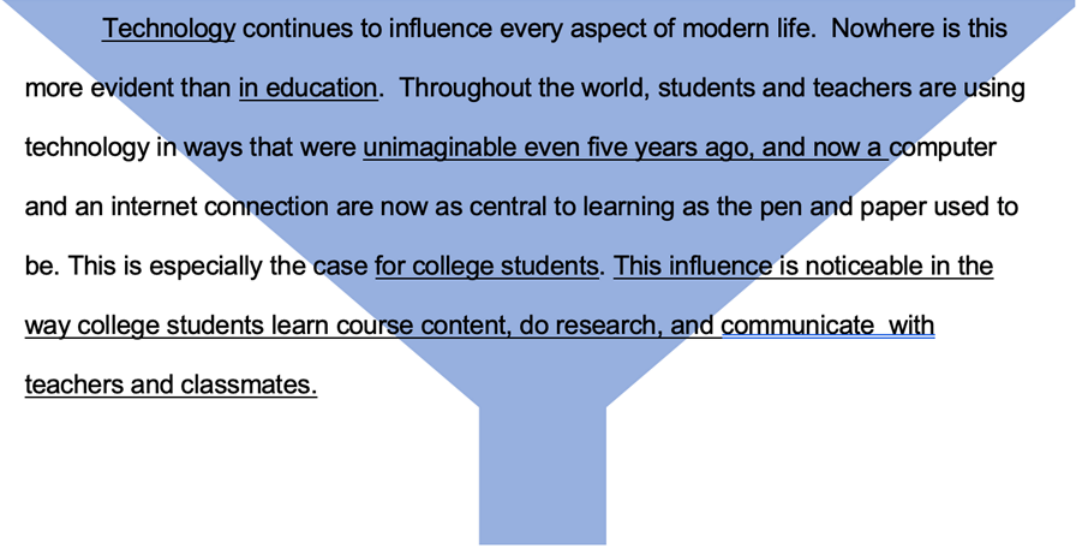
Hook statements can be

- shocking facts
- interesting stories
- important questions
- statements about the topic in general

Background information of the topic, problem, or idea being addressed provides the reader with context for the thesis statement and invests the reader in the information to follow. Background information can be

- an overview of the problem--past, present, or both
- information about the topic
- a story leading to the thesis statement

The Funnel Model -note the information goes from general to specific



Technology continues to influence every aspect of modern life. Nowhere is this more evident than in education. Throughout the world, students and teachers are using technology in ways that were unimaginable even five years ago, and now a computer and an internet connection are now as central to learning as the pen and paper used to be. This is especially the case for college students. This influence is noticeable in the way college students learn course content, do research, and communicate with teachers and classmates.

? Exercise 8

Read the following student samples of introductory paragraphs. Consider how each student begins the paragraph and what kind of background information the student provides. How are these introductory paragraphs similar? How are they different? Discuss with a partner and then answer the questions that follow.

Example A:

Recently, a classmate lost his cell phone and could not remember his mother's phone number, as the numbers of everyone he knew were stored in his phone. Since he didn't have access to his mother's number, he had to go back to the school and ask the counselor to look it up. As a result, he missed his bus, all because he allowed his cell phone to think for him. Cell phones have become a part of us. They carry features like the contacts pages that are very useful in our lives, but sometimes we depend too much on these features. Technology has made our lives better in so many ways, but too much dependence on it can be disastrous.

Example B:

From traffic lights, to the electric iron, and even our phones, technology seems to be present everywhere and part of our everyday lives. There is no doubt that technology has impacted our lives in various ways. Before various forms of technology were invented, people had to make use of smoke, fire, and arrows for communication. They also used animals for transportation. The various uses of technology now are quite impressive, and their impacts in our lives are very noticeable. The three products of technology that have impacted our lives the most are computers, automobiles, and electronic appliances.

Questions about the Examples: Answer “Example A” or “Example B” for each of the following questions.

- _____ Which introductory paragraph concludes with a direct thesis statement?
- _____ Which introductory paragraph introduces the thesis with a story?
- _____ Which introductory paragraph provides background information on the topic?
- _____ In your opinion, which introductory paragraph is more interesting?

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2.8: Model Essay 3

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Don't Expel Them

I. Introduction

Background Information: _____

Thesis Statement: _____

First, students who cheat should be given a chance to learn from their mistakes. Everyone makes mistakes. Humans are not perfect and go through their whole lives making mistakes. Even the Pope has to apologize sometimes. Also, school is a place for learning. Teachers are not only responsible for teaching their subject material, but they are also responsible for teaching students how to be good people. Therefore, it is important that they teach life lessons because students spend most of their time in the classroom. Furthermore, if students learn a lesson, they won't repeat the mistake. Expelling students without teaching them a lesson makes it likely that they will cheat again. They have developed a bad habit and have not learned any other way of getting by. It would be better to teach them a lesson.

Another reason that students should not be expelled is that getting expelled will ruin the student's life. For one thing, he may have trouble getting into another school. This could result in his not being able to graduate or get a degree since other schools will not want to accept him. The student could also have trouble getting a job. If a person isn't able to get a degree, he cannot get a good-paying job. If he continues cheating throughout life because he didn't learn the lesson not to, he may cheat in his work too, making employers not want to hire him. In addition, a person who is expelled from school will probably have other problems too. His self-worth will suffer, and he will see himself as a failure. As a result, he may have trouble in relationships or have emotional problems. It is not worth ruining someone's life for making a mistake.

Finally, the seriousness of cheating is not the same in all cultures. Americans value individualism and honesty. Children are taught from a young age to work hard and do their own work. Even though some American children still cheat in school, it is a very embarrassing and shameful thing to be caught cheating. That makes most American students not interested in cheating. On the other hand, not all cultures share this attitude about cheating. In China, for example, students are taught to help each other and not be too proud. It's common for classmates to share answers with each other and not get in trouble for it. It is not fair to punish students from other countries when they cheat in American classrooms. They may not know the American value of doing one's own work, or they may not even be aware of it. Because there are different views on cheating, students should not be expelled for making this mistake.

V. Conclusion:

Restate Thesis: _____

Final remarks: _____

Questions about Model Essay 3

1. What is the topic of this essay?
2. What are its subtopics? Write each subtopic in the outline below.
3. Write an appropriate thesis statement for this essay:

Fill in the following outline and write a suitable introduction for this essay titled Don't Expel Them. Make sure it is at least 5-8 sentences. Start with a title, indent the first sentence, and use academic format.

I. Introduction

Background Information

Thesis

Statement: _____

II. Body

Subtopic 1: _____

Subtopic 2: _____

Subtopic 3: _____

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2.9: Developing Body Paragraphs

As we discussed earlier, an essay has three parts: it thoroughly introduces its topic in an introductory paragraph, discusses each subtopic in detail in its body paragraphs, and concludes the topic and makes its final remarks in a conclusion paragraph.

Developing detailed and coherent body paragraphs is essential to essay writing. Yet, many students fail to adequately develop the content of their essays. Your body paragraphs should do the following:

- introduce your subtopic in a topic sentence with transitions
- provide an explanation that links the subtopic to your original claim (thesis)
- expand on your explanation with adequate detail or specific examples

Read the following thesis statement and topic sentences. Fill in the missing information with your own details and examples.

Thesis Statement: People who live outside the U.S. often hold misconceptions about life in the U.S.

Topic Sentence 1: One misconception of many people outside the U.S. is that everyone in the U.S. is wealthy.

Explanation: Provide some explanation of *why* people might think everyone in the U.S. is wealthy.

Example: Share some specific examples that you have seen or heard about showing that people believe everyone in the U.S. is wealthy.

Details: This is a good place to share a personal story about this misconception or to give further details about why others think that everyone in the U.S. is wealthy.

Conclude: Finish this paragraph by transitioning to the next paragraph or summing up your thoughts about the misconception about people in the U.S. being wealthy.

Topic Sentence 2: Another misconception people hold about life in the U.S. is that we have a lot of leisure time.

Explanation: Explain why people are misinformed about how people spend their time in the U.S.

Example: Give an example of how people actually spend their time based on your experience

Details: Provide more details about leisure time in the U.S.

Conclude: Finish this paragraph by transitioning to the next paragraph or summing up your thoughts on the misconception of leisure time in the U.S. _____

Topic Sentence 3: The third common misconception people hold about life in the U.S. is that _____

Explanation: Explain why people have this misconception. _____

Example: Give an example of where you have seen this misconception _____

Details: Provide more details about this topic. _____

Conclude: Finish this paragraph by summing up your thoughts on this misconception about life in the U.S. _____

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2.10: Planning and Writing an Essay

Writing Practice: Read the following introductory paragraph and write three body paragraphs using the outline to organize an essay with a completed thesis statement. Organize your ideas here. Write complete sentences for the supporting topics and list some key words/phrases for the details.

I. Introductory Paragraph:

Throughout our lives, we experience changes—changes in living conditions, changes in health, and changes in any of life’s circumstances. Some changes are more dramatic than others. Moving, for instance, can create big changes in one’s life. Moving to another country, in fact, with a different culture and language, can create major life changes for better or for worse. Thesis: Three of the biggest changes that immigrants must make and adjust to after moving to the United States are _____, _____, and _____.

A.

B.

III. Supporting Topic Sentence 2:

A.

B.

IV. Supporting Topic Sentence 3:

A.

B.

V. Conclusion:

Restate Thesis:

Final remarks:

Now, type a draft of your essay. Format it according to the model as shown below using MLA format.

Sally Smith

Professor Green

ESL 0202 LD01

30 April 2022

ESL 0202 Academic Format

This is the form to follow for essay writing in ESL 0202. Keep a one-inch margin on both sides of the page. Double-space your paper using the double-spacing function under “Paragraph Format” in Microsoft Word. Do not press return twice to double-space. Please use size 12-font and Times New Roman style. You should type all assignments and give each assignment a title. The title of your work should not be in bold or italicized. Put the thesis at the end of the first paragraph.

Do not forget to indent paragraphs and remember to capitalize titles. Each paragraph should have about four to seven sentences. One of these sentences should be a topic sentence. Do not forget to check for spelling errors.

The third paragraph begins here. When you are finished look at the number of words in your essay on the bottom left hand screen for Microsoft Word. Write the number of words at the end of your essay.

569 words

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2.11: Language Practice

? Exercise 11

Many of the following sentences use connectors to join clauses. In each sentence highlight the connector and add punctuation if necessary

1. Although students struggle to pay for tuition a college degree increases their ability to earn more over a lifetime.
2. Public high schools are available for all students but the quality of each school varies greatly.
3. States are making improvements in their public schools since the federal government has made more funding available.
4. If students attend a high performing high school they are much more likely to graduate.
5. The research shows that more educated Americans are more likely to be in stable relationships and also to be happier with their lives.
6. A college degree matters because the gap in pay is substantial in the U.S.
7. Many people believe all public schools offer a good basic education however some schools are struggling to find enough teachers and staff.
8. While schools work to improve the quality of education they offer some students want more choices in their school district.
9. Before a student changes schools they must receive permission from the district administration.
10. After the government started to collect data about student achievement many schools saw an increase in their test scores in math.



Authors: Hall, Barbara and Wallace, Elizabeth, "College ESL Writers: Applied Grammar and Composing Strategies for Success" (2018). English Open Textbooks. 14. <https://oer.galileo.usg.edu/english-textbooks/14> [oer.galileo.usg.edu]

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2.12: Coordinating Conjunctions

A coordinating conjunction is a word that joins two independent clauses. The most common coordinating conjunctions are *for*, *and*, *nor*, *but*, *or*, *yet* and *so*. Note that a comma precedes the coordinating conjunction when joining two clauses.

Table of Coordinating Conjunctions with Example Sentences

Independent Clause	Coordinating Conjunction	Independent Clause	Revised Sentence
I will not be attending the dance.	“for” indicates a reason or cause	I have no one to go with.	I will not be attending the dance, for I have no one to go with.
I plan to stay at home.	“and” joins two ideas	I will complete an essay for class.	I plan to stay at home, and I will complete an essay for class.
Jessie isn’t going to be at the dance.	“nor” indicates a negative	Tom won’t be there either.	Jessie isn’t going to be at the dance, nor will Tom be there.
The fundraisers are hoping for a record-breaking attendance.	“but” indicates a negative	I don’t think many people are going.	The fundraisers are hoping for a record-breaking attendance, but I don’t think many people are going.
I might go to the next fundraising event.	“or” offers an alternative	I might donate some money to the cause.	I might go to the next fundraising event, or I might donate some money to the cause.
My parents are worried that I am antisocial.	“yet” indicates a reason	I have many friends at school.	My parents are worried that I am antisocial, yet I have many friends at school.
Buying a new dress is expensive.	“so” indicates a result	By staying home, I will save money.	Buying a new dress is expensive, so by staying home, I will save money.

Tip: To help you remember the seven coordinating conjunctions, think of the acronym FANBOYS: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. Remember that when you use a coordinating conjunction in a sentence, a comma should precede it.

Conjunctive Adverbs

Another method of joining two independent clauses with related and equal ideas is to use a conjunctive adverb and semicolon. A conjunctive adverb is a linking word that demonstrates a relationship between two clauses.

Since the below sentences contain two equal and related ideas, they may be joined using a conjunctive adverb. Notice that the conjunctive adverb comes after the semicolon that separates the two clauses and has a comma after it.

Ex: Bridget wants to take part in the next Olympics. She trains every day.

Ex: Bridget wants to take part in the next Olympics ;therefore, she trains every day.

Review the following chart of some common conjunctive adverbs with examples of how they are used:

table of conjunctive adverbs with examples

Function	Conjunctive Adverb	Example
Addition	also, furthermore , moreover besides	Alicia was late for class and stuck in traffic; furthermore, her shoe heel had broken and she had forgotten her lunch.

Function	Conjunctive Adverb	Example
Comparison	similarly, likewise	Recycling aluminum cans is beneficial to the environment ; similarly , reusing plastic bags and switching off lights reduce waste.
Contrast	instead , however, conversely	Most people do not walk to work; instead , they drive or take the train.
Emphasis	namely, certainly, indeed	The Syberian tiger is a rare creature; indeed , there are fewer than 500 left in wild.
Cause & Effect	accordingly, consequently , hence, thus	I missed my train this morning; consequently , I was late for my meeting.
Time	finally, next, subsequently, then	Tim crossed the barrier, jumped over the wall, and pushed through the hole in the fence; finally , he made it to the station.

? Exercise 12

Combine each sentence pair into a single sentence using either a coordinating conjunction or a conjunctive adverb.

Example:

- Pets are not allowed in Ms. Wallace's building.
- She owns several cats and a parrot.

Pets are not allowed in Ms. Wallace's building.; however, she owns several cats and a parrot.

Pair 1

- New legislation prevents drivers from sending or reading text messages while driving.
- Many people continue to use their phones illegally.

Pair 2

- The coroner concluded that the young man had taken a lethal drug.
- By the time his relative found him, nothing could be done.

Pair 3

- Amphibians are vertebrates that live on land and in the water.
- Flatworms are invertebrates that live only in water.

Pair 4

- Priya carefully fed and watered her tomato plants all summer.
- The tomatoes grew juicy and ripe.

Pair 5

- When he lost his care key, James attempted to open the door with a wire hanger, a credit card, and a paperclip.
- He called the manufacturer for advice.

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2.13: Subordination and Sentence Combining

Subordination is used to join two sentences with related ideas by merging them into a main clause (a complete sentence) and a dependent clause. This creates a complex sentence. Coordination allows a writer to give equal weight to the two ideas that are being combined, and subordination enables a writer to emphasize one idea over the other. Take a look at the following sentences:

Example: Farnaz stopped to help the injured man. She would be late for work.

To illustrate that these two ideas are related, we can rewrite them as a single sentence using the subordinating conjunction even though.

Revised Example: Even though Farnaz would be late for work, she stopped to help the injured man.

In the revised sentence, we know have an independent clause (she stopped to help the injured man) that stands as a complete sentence and a dependent clause (Even though Farnaz would be late for work) that is subordinate to the main clause. We could also write the sentence as shown below:

Revised Example: Farnaz stopped to help the injured man even though she would be late for work.

The meaning remains the same in both of the sentences.

Tip: To punctuate sentences correctly, look at the position of the main clause and the subordinate clause. If a subordinate clause preceded the main clause, use a comma. If a subordinate clause follows the main clause, no punctuation is required.

Subordinating Conjunctions

A subordinating conjunction is a word that joins a subordinate (dependent) clause to a main (independent) clause. Review the following chart of some common subordinating conjunctions and examples of how they are used.

Subordinating Conjunctions

Function	Subordinating Conjunction	Example
Concession	although, while, though, whereas, even though	Sarah completed her report even though she has to stay late to get it done.
Condition	if, unless, until	Until we know what is causing the problem, we will not be able to fix it.
Manner	as if, as though	Everyone in the conference room stopped talking at once as though they had been stunned into silence.
Place	where, wherever	Rita is in San Jose where she has several important client meetings.
Reason	because, since,so that, in order that	Because the air conditioning was turned up so high, everyone in the office wore sweaters.
Time	after, before, while, once,when	After the meeting had finished, we all went to lunch.

Key Takeaways:

- Coordination and subordination join two sentences with related ideas.
- Coordination joins sentences with related and equal ideas, whereas subordination joins sentences with related but unequal ideas.
- Sentences can be coordinated using either a coordinating conjunction and a comma or a conjunctive adverb and a semicolon.
- Subordinate sentences are characterized by the use of the subordinate conjunction.
- In a subordinate sentence, a comma is used to separate the main idea clause from the dependent clause if the dependent clause is placed at the beginning of the sentence.

? Exercise 13

Combine each sentence pair into a single sentence using either a subordinating conjunction.

Example:

- Tanya wants to get a cat.
- Her husband is allergic to cats.

Although Tanya wants to get a cat, her husband is allergic to cats.

Pair 1

- Amir wants to go to Mexico with his friends.
 - He cannot take any time off.
-

Pair 2

- A snowstorm disrupted the traffic all over the east coast.
 - There will be long delivery delays this week.
-

Pair 3

- My neighbor had his television volume turned up too high.
 - I banged on his door and asked him to keep the noise down.
-

Pair 4

- Jessica prepared the salad and sauteed the potatoes.
 - Brenda marinated the chicken.
-

Pair 5

- The administrative team meets.
 - A decision will be made.
-

? Exercise 14

Combine each sentence pair using a coordinator, subordinator or a conjunctive adverb.

Pair 1

- Heroin is an extremely addictive drug.
 - Thousands of heroin addicts die each year.
-

Pair 2

- Shakespeare's writing is still relevant today.
 - He wrote about timeless themes. These themes include love, hate, jealousy, death and destiny.
-

Pair 3

- Originally, gay marriage was legal in only six states: Iowa, Massachusetts, Connecticut, Vermont, New Hampshire, and Maine.
- The Supreme Court ruled it was legal in all states.

Pair 4

- Prewriting is a vital stage of the writing process.
 - Prewriting helps you organize your ideas. Types of prewriting include outlining, brainstorming, and idea mapping.
-

Pair 5

- Ernest Hemingway is a famous writer.
 - He also served on the local school board. His house is in Key West, Florida.
-

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2.14: Logical Order Editing Practice

Skim the below unfinished process analysis paragraph carefully and identify all ten (10) errors listed below. Make the necessary correction next to each error.

One (1) format error One (1) subject/verb agreement error

One (1) verb tense error Two (2) capitalization errors

One (1) spelling mistake One (1) pronoun error

One (1) incorrect use of comma One (1) missing comma

One (1) fragment error

Growing tomato Seedlings

Growing tomato seedlings in a container is a simple, and rewarding task that involves just a few simple steps. The first step in growing tomatoes are determining if you have the appropriate space with plenty of sunlight to grow it. All tomato varieties required full sunlight, which means at least six hours of direct sun every day. Therefore, using a container is helpful. Containers can be used in the house on a patio, or anywhere in the backyard, and they are portable. The next step is to prepare your pot. For the best drainage, fill the bottom of your container with 2 or 3 inches of gravel. On top of the gravel, fill three-quarters of the container with some well-balanced Organic soil. Once you have the gravel in the bottom of the container and the soil on top, you ready to transplant the tomato. Pick up the tomato in the plastic container that it comes in from the nursery. Turn it upside down, and holding the stem between your fingers, pat the bottom lightly several times, and the plant should fall into your hand. Next, you should gently break up the root ball that formed in the nursery container with your hands...

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CHAPTER OVERVIEW

3: The Cause and Effect Essay

- 3.1: Introduction to Cause and Effect Essay
- 3.2: Cause and Effect Model Essay 1
- 3.3: Cause and Effect Model Essay 2
- 3.4: Cause and Effect Model Essay 3
- 3.5: Organizing the Cause and Effect Essay
- 3.6: Cause and Effect Sample Writing Process
- 3.7: Planning and Writing a Cause and Effect Essay
- 3.8: The Language of Cause and Effect
- 3.9: Cause and Effect Editing Practice

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3.1: Introduction to Cause and Effect Essay

Many college assignments ask students to look at the causal relationships between events. Students need to explain the reasons behind an event (the causes) or the results of the event (the effects). The following are sample writing prompts from various academic disciplines that require cause-effect development.

- History: How were Native Americans on the Atlantic Coast of North America affected by the arrival of the first Europeans?
- Psychology: What factors are behind the increase in teen suicide?
- Environmental Science: What are some of microplastics on human health?
- Health: What are the effects of too much screen time on small children?
- Education: What reasons are behind the increase in lower SAT scores over the last few decades?

Key Elements Of The Cause & Effects Essay:

- Cause & Effect essays look at reasons for an event and/or the outcomes of an event. Students look at a situation and describe causes, how the situation came about, or effects, the situations that resulted from the event.
- Effects can be short-term or long-term. Students might need to focus their essay on one or the other or both.
- Sometimes cause-effect essays describe a chain of linked events in which one effect becomes the cause of a subsequent effect which then becomes its own cause.
- Cause and effect relationships need to be clearly and directly stated using specific vocabulary and structures. There is likely to be confusion if you expect the reader to make the connections

Objectives: By the end of this unit, you will be able to

- Identify cause and effect relationships in model essays.
- Construct clearly formulated thesis statements that show cause and effect relationships.
- Use the writing process to complete and revise a five-paragraph practice cause and effect essay.
- Combine simple sentences to create sentences expressing cause and effect relationships.
- Produce complete sentences with correct subject-verb agreement.

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3.2: Cause and Effect Model Essay 1

Read the essay and answer the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Video Game Addiction

(1) Video game addiction is a serious problem in many parts of the world today and deserves more attention. It is no secret that children and adults in many countries throughout the world, including Japan, China, and the United States, play video games every day. Most players are able to limit their usage in ways that do not interfere with their daily lives, but many others have developed an addiction to playing video games. Regardless of the severity of the addiction, many suffer detrimental effects.

(2) One common effect of video game addiction is isolation and withdrawal from social experiences. Video game players often hide in their homes or in Internet cafés for days at a time—only reemerging for the most pressing tasks and necessities. The effect of this isolation can lead to a breakdown of communication skills and often a loss in socialization. While it is true that many games, especially massive multiplayer online games, involve a very real form of e-based communication and coordination with others, and these virtual interactions often result in real communities that can be healthy for the players, these communities and forms of communication rarely translate to the types of valuable social interaction that humans need to maintain typical social functioning. As a result, the social networking in these online games often gives the users the impression that they are interacting socially, while their true social lives and personal relations may suffer.

(3) Another unfortunate product of the isolation that often accompanies video game addiction is the disruption of the user's career. While many players manage to enjoy video games and still hold their jobs without problems, others experience challenges at their workplace. Some may only experience warnings or demerits as a result of poorer performance, or others may end up losing their jobs altogether. Playing video games for extended periods of time often involves sleep deprivation, and this tends to carry over to the workplace, reducing production and causing habitual tardiness.

(4) Finally, video game addiction may result in a decline in overall health and hygiene. Players who interact with video games for such significant amounts of time can go an entire day without eating and even longer without basic hygiene tasks, such as using the restroom or bathing. The effects of this behavior pose significant danger to their overall health.

(5) In conclusion, the causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe. Playing video games can and should be a fun activity for all to enjoy. However, just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities. Otherwise, the effects can be detrimental in many ways.

Questions about Model Essay 1

1. Highlight the thesis and the concluding sentences. Is this essay about causes or effects?
2. Which transitions and signal words are used to show cause & effect? NOTE: there are various sentence structures featured in this essay.
3. Underline the topic sentences for each body paragraph—those are the sentences that introduce each new subtopic.
4. List the three subtopics of this essay.



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? Exercise 1

Refer back to the essay "Video Game Addiction" and complete the following outline with the missing information.

I. Introduction:

Thesis: Regardless of the severity of the addiction, many suffer detrimental effects.

II. Supporting Topic Sentence 1: One common effect of video game addiction is isolation and withdrawal from social experiences

A. Hiding at home or an internet cafe

B. some interaction in gaming communities but

C. _____

III. Supporting Topic Sentence 2: Another unfortunate product of the isolation that often accompanies video game addiction is the disruption of the user's career.

A. some people don't have problems; some do

1. demerits / poor performance

2. _____

B. sleep deprivation

1. _____

2. _____

IV. Supporting Topic Sentence 3: _____

A. days without eating

B. _____

V. Conclusion: In conclusion, the causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe.

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3.3: Cause and Effect Model Essay 2

Read the essay and answer the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Reasons for Joining a Gym

(1) Every day the media provides more news about the benefits of exercise, and many people are responding by starting an exercise program. Some people choose to exercise at home by watching an exercise video or using resistance bands and light weights. Others prefer to go outdoors where they can walk, jog, or bike their way to health. Still others choose to join a gym. This last group has been growing over the last twenty years. Though there are many reasons for joining a gym, most people join because the gym makes exercise convenient, helps keep up motivation, and provides opportunities for social interaction.

(2) People often join gyms because a gym makes exercise convenient. First, gyms are quite popular, so there are locations just about everywhere in any city or town. They are located in shopping centers, schools, and even in many workplaces. Consequently, it is easy for people to get to a gym without going out of their way. Also, gyms have equipment such as exercise bikes, step machines, free weights, and other equipment all in one place. It is a logical choice for people who do not want to spend a lot of money on such equipment or who simply do not want to clutter their homes with it. Finally, in many gyms on-site professional trainers are available who can help members on their journey to a better body. It is clear that gyms offer many conveniences.

(3) Not only is a gym convenient, it can also motivate a person to work out. Everyone at the gym is there for the same purpose: exercise. Unlike the home environment, with its disruptions and distractions, a gym helps keep a person focused on their goal. Additionally, seeing other people make progress in their muscle gain or weight loss can be very inspiring. Finally, the price of the membership alone, especially at an expensive boutique gym, is often enough to cause someone to keep showing up for exercise. It would be a waste of money not to use the membership to its fullest. All of these things keep a person on track to their fitness goals.

(4) Finally, a number of people sign up for a gym membership because they believe it can help improve their social life. The gym can provide opportunities to meet other health-conscious people. These are different from one's family or coworkers, especially those who do not share the interest in exercise. Oftentimes gym acquaintances can develop into friendships or even romances outside the gym. In addition, most gyms have classes on training techniques, nutrition, and mental health that provide additional social interaction between gym members. Finally, gyms often provide opportunities for friendly competition between their members by organizing weight-lifting tournaments, swim meets, and basketball games.

(5) The rise of gym memberships is not surprising considering how it can be a great support to people who want to work out regularly. Not only do people find it convenient to have so many services available under one roof, they are attracted to the social interaction that the gym provides. For people who have not been successful in sticking to an exercise program on their own, the gym seems like a perfect solution.

1. Does the essay focus on causes, effects, or both?
2. Highlight the thesis and the concluding sentences.
3. Highlight transitions and signal words that show cause & effect. NOTE: there are various sentence structures featured in this essay.
4. Underline the topic sentences—those are the sentences that introduce each new subtopic.
5. In what ways can a gym be motivating? Find some examples in the essay. Did the author use signal words to introduce examples?

? Exercise 2

Refer back to the essay for “Reasons for Joining a Gym” and complete the following outline with the missing information.

I. Introduction: Thesis: _____

II. Supporting Topic Sentence 1: People often join gyms because a gym makes exercise convenient.

A. Lots of locations

Shopping centers

B. _____

bikes

III. Supporting Topic Sentence 2: _____

A. fewer distractions than at home

B. inspiration from other people

C. _____

IV. Supporting Topic Sentence 3: _____

A. meet people with same goals

B. _____

C. _____

V. Conclusion: _____

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3.4: Cause and Effect Model Essay 3

Read the following essay, fill in the blanks with suitable cause-effect signal words and phrases. Pay attention to the sentence structure to help you decide. There may be more than one correct sign word or phrase.

First Name Last Name

Professor Name

Course Name and Number

Month Day Year

The Effects of Dropping Out of High School

(1) Every year thousands of teenagers drop out of high school. Some of these teenagers are wage earners who need to contribute to the family income. For them, the immediate need of helping out financially overrides their need for a diploma. Some teenagers did not get a strong academic foundation in elementary and middle school, so the high school curriculum proves to be too challenging, which leads to frustration. They find it easier to leave school and start life as working adults. Still others become involved in illegal activities, which often includes drug use. Such a lifestyle is not compatible with regular attendance and study necessary for high school success. In spite of the efforts of parents, teachers, and counselors, these teens end up leaving school to face whatever “real life” brings them. In their situations, it is difficult for them to see that leaving school will have profound effects on their finances, their ability to function in society, and even their sense of self-worth.

(2) Clearly, leaving high school without a diploma will have a negative (a) _____ on a person’s finances. Though there are jobs that do not require a high school diploma, these are often not suitable for the long term. Most of these are minimum-wage paying jobs, paying hourly wages that barely cover basic living expenses. Such jobs are usually in the service industry and are often physically demanding. They typically do not offer a lot of job satisfaction. Though there are some better-paying jobs that do not require a high school diploma such as utility line installers, heavy equipment operators, and communications installers, these jobs rarely (b) _____ higher-level managerial positions without a high school diploma. (c) _____, for the rest of his life, the high school dropout is locked in a job with little hope of significant pay increases to keep up with the cost of living or to provide for a family beyond life’s basics.

(3) Dropping out of high school can also negatively (d) _____ a person’s ability to function as a fully participating member of society. High school math skills, which go beyond the basics, are necessary to function as an informed consumer. These skills affect good decision making about everything from home mortgages to retirement plans. The advanced reading and critical thinking skills that are part of the high school curriculum are also necessary to make good choices, whether choosing a cell phone plan or voting in local and national elections. The ability to be a fully participating member of society is severely hindered if a person lacks the skills learned in high school.

(4) Finally, a less obvious (e) _____ of dropping out of high school concerns the person’s sense of self-worth. A high school diploma is considered a measure of a basic level of learning for citizens in modern societies. The vast majority of people complete this educational milestone. A person who drops out, however, cannot claim this accomplishment. (f) _____, he may feel that he is not as valuable to society as others or that other people are somehow better than he is. Though this is not necessarily always the case, the lack of a diploma can lead to a lack of confidence. This could affect his interaction with other people, whether during a casual conversation when meeting new people at a party or during a high stakes job interview. A person may even feel he does not belong to a group of people with more education than he has.

(5) In short, the knowledge and skills learned in high school form a foundation for full participation in our society. Without a diploma, a teen has limited opportunities financially and socially. For those who choose not to complete this degree, life will provide a series of unique challenges, so it is important that anyone thinking of dropping out really understands the consequences.

Questions about the Model 3

1. Highlight the thesis statement of this essay.
2. Does the writer focus on causes or effects?
3. Does the writer give any causes? If so, where? What are they?
4. Can you think of any additional effects?

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3.5: Organizing the Cause and Effect Essay

? Exercise 3

Check the sample below and use the following topics to brainstorm causes and effects.

Topic 1: Losing a job

Topic 2: Academic dishonesty

Topic 3: Homelessness in the U.S.

Topic 4: Stress in college students

Losing a Job: Causes and Effects

Causes

- Poor job performance
- Dishonesty
- Inability to be part of a team

Losing a Job

Effects

- Financial difficulties
- Mental Health Issues
- Problems in personal relationship

When organizing a cause-effect essay, it is important to know whether you are writing mainly about the causes or the effects, or if you are writing about both.

The following are three common ways to organize a five-paragraph cause-effect essay. There are other ways to organize the essay, so it is important to understand what the assignment is asking you to write about.

Three typical Cause and Effect Essay Outlines

Focus on Effects	Focus on Causes	Focus on both Cause & Effect
I. Introduction with main cause or causes	I. Introduction with main effect or effects	I. Funnel introduction
II. First effect	II. First cause	II. Major cause
III. Second effect	III. Second cause	III. First effect
IV. Third effect	IV. Third cause	IV. Second effect
V. Conclusion	V. Conclusion	V. Conclusion

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3.6: Cause and Effect Sample Writing Process

Read the following sample of the prewriting process. You do not need to write anything, just read through each step and pay attention to how the writer develops the topic.

Topic: Causes/Effects of stress in college students

Step 1: Brainstorming

Causes and effects of Stress on College Students

Causes	Effects	Effects
• Cost of tuition • Family responsibility • Academic Workload • Work demands • Sleep deprivation		• Bad grades • Health issues • Depression • Sleep deprivation

Step 2: Outlining

Outline of the Essay

Introduction: Causes of Stress in College Students
Subtopic #1: Family responsibility
Subtopic #2: College expenses
Subtopic #3: Academic workload
Conclusion will end with a prediction as a final thought

Step 3: Detailed Outlining

I. Introduction

Hook: _____

Background Information: _____

Thesis Statement: There are many causes for college students to feel stressed.

II. Cause/Effect: Perhaps the most common reason for them to feel stressed is family responsibility.

Explanation: _____

Example: _____

III. Cause/Effect: Another cause of stress is college expenses

Explanation: _____

Example: _____

IV. Cause/Effect: Third, the academic workload can cause students to feel stressed.

Explanation: _____

Example: _____

V. Conclusion

Restate thesis: _____

Final remarks: _____

3.6: Cause and Effect Sample Writing Process is shared under a [CC BY](#) license and was authored, remixed, and/or curated by LibreTexts.

3.7: Planning and Writing a Cause and Effect Essay

Writing Practice: Choose one of the following topics to brainstorm ideas for a cause-effect essay. Then fill in the given outline below and write your first draft using the academic format.

Topic 1: During the pandemic, many people made lifestyle changes, such as diet, exercise and activities.

Essay Topic: What change did you make and what were the reasons for it?

Essay Topic: What effects did you see in your life?

Topic 2: Did you ever know someone who was caught for cheating on a school assignment (test, paper, etc.)? Why did they do it? What happened as a result?

Essay Topic: What causes a student to resort to cheating on an assignment?

Essay Topic: What effects does cheating have on a student when it is discovered?

Essay Outline:

I. Introduction

Background Information:

Thesis Statement:

A.

B.

III. Supporting Topic Sentence 2:

A.

B.

IV. Supporting Topic Sentence 3:

A.

B.

V. Conclusion:

Restate Thesis:

Final remarks:

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3.8: The Language of Cause and Effect

Below are some of the most common language structures used in cause/effect writing. As you review them, pay attention to the part of speech (noun, verb, adjective) and the preposition used in each structure.

Structures and Vocabulary to Express Causes

The Language of Cause	
I. Coordinator	
for	Citizens must have a good education, for without educated voters democracy is impossible.
II. Subordinating Conjunctions:	
because since as	Working students often have poor diets because their work and school schedules prevent regular meals. Since technology has proven beneficial in the classroom, more schools have dedicated money to computer labs.
III. Verbs:	
to result from to be affected by to be caused by to attribute A to B to be attributed to to blame A for B	A number of childhood diseases result from improper nutrition. A child's physical development can be negatively affected by poor nutrition. Scientists attribute climate change to human activity. Some people blame immigrants for unemployment.
IV. Nouns:	
to be the result of (cause) to be the effect of (cause) to be the consequence of (cause)	Effective marketing strategies are the result of good research.
V. Other Words and Structures:	
due to because of as a result of to be a factor in to play a role in	Due to the years-long drought, the government put a ban on watering of lawns. Alcohol is a factor in numerous car accidents every year.

? Exercise 4

Read the following sentences to highlight the cause signal words. Underline the causes.

1. The difference between income and housing costs has created a crisis of unaffordable housing options.
2. Real estate developers purchase properties and build luxury apartments throughout the city, thereby making it difficult for residents of average income to find affordable housing.
3. Economists attribute the 2008 economic recession to the unregulated housing market.
4. Homelessness results in health conditions that make people vulnerable to contagious diseases like COVID19.
5. Secure housing can lead to better health and emotional resilience.

? Exercise 5

Fill in the blanks with appropriate cause signal words from the box. Pay attention to the grammar and punctuation needed to make the sentence correct.

Signal Words for Exercise 5

due to	the result of	because
contribute to	results in	a positive effect

- Genetic variants may _____ a pattern of obesity in a family.
- Weight gain can be _____ medications such as antidepressants.
- Obesity _____ challenges to mental health and self-esteem.
- Regular visits to green spaces such as parks, forests, and rural areas have _____ on people's moods and sense of well-being.
- _____ a dangerous or polluted community environment, residents may find it difficult to engage in physical activity outside.

? Exercise 6

Edit these sentences looking carefully at the use of the cause signal words:

- Since some places are in a drought, as a result there is extreme fire danger in those forests.
- Because of some places are in drought, many crops require extra irrigation.
- Global warming which creates melting ice in the arctic and warmer water in the oceans.
- Tornadoes are increasing in number and size the destruction in property is costly for states and residents.
- Warmer water in the oceans results from stronger rain during hurricanes.

Structures to Express Effects

The Language of Effects

I. Coordinator

so	Good students are aware of the demands of work outside of the classroom, so they plan their weekly schedules carefully.
----	---

II. Conjunctive Adverbs

As a result, As a consequence, Consequently, Therefore, Thus, Hence,	The average temperature at the north and south poles has increased. As a result, massive amounts of ice have broken away from the ice caps.
---	---

III. Verbs

The Language of Effects

to result in to lead to to cause to affect to impact to change to contribute to to bring about to be responsible for	Lowering the number of students in a classroom results in better learning. After school tutoring programs contribute to student success. Warmer temperatures are responsible for the melting of massive glaciers.
--	---

IV. Nouns:

to be the cause of to be the reason for to have an effect on to have an impact on	Support from a supervisor often has a positive effect on a worker's productivity.
--	---

V. Other Words and Structures

thereby (+ gerund)	The citrus farms were severely damaged by the cold, thereby causing a sharp increase in the price of some fruits.
--------------------	---

? Exercise 7

Highlight the effect signal words. Underline the effects.

1. Every year in the U.S. there are about a thousand tornadoes, thereby causing millions of dollars of damage and the death of over 70 people.
2. Tornadoes are extremely destructive and result in damaged houses, cars and businesses.
3. Strong winds in a tornado are responsible for flipping over cars or lifting them to another area.
4. Scientists have improved forecasting and warning systems for tornadoes; as a result, the number of deaths has decreased.
5. The National Weather Service monitors storms with a Doppler radar; consequently, tornado warnings can be issued in a timely manner.

? Exercise 8

Fill in the blanks with appropriate signal words to show the cause-effect relationship. Pay attention to the grammar and punctuation needed to make the sentence correct.

1. Many people do not have a basic understanding of how the internet works, _____ they do not know that their personal online privacy is often compromised.
2. A lot of time spent using electronic devices _____ the students' ability to socialize in a face to face environment.
3. Reading aloud to children has a positive _____ their ability to learn to read.
4. The overall health of a nation is directly linked to the health of the population. _____, governments need to take measures to ensure the people are healthy.
5. Good nutrition and mental health go hand in hand. For example, a deficiency in vitamin B9 (found in leafy greens, legumes, and grains) can _____ irritability, apathy, depression and other issues.
6. Researchers have found that the area of the brain associated with motor skills was greatly _____ in children who had regular practice of a musical instrument.

? Exercise 9

The following adjectives are useful when describing the cause or effect more specifically. Choose five of the following and write a sentence that identifies a specific kind of cause or effect. Think of situations when these specific words would be appropriate.

Describing Causes and Effects

Describing the Cause	Describing the Effect
the main cause of	a major/ significant / insignificant / profound / dramatic / serious effect on
a major cause of	a minimal / insignificant effect on
an underlying cause of	an unexpected / unforeseen / surprising effect on
the principle cause of	a lasting effect on
a common cause of	a calming effect on
a direct link between	
a strong correlation between	
an unknown cause	

Example: A common cause of obesity is a lack of physical activity.

1. _____
2. _____
3. _____
4. _____
5. _____

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3.9: Cause and Effect Editing Practice

Skim the below given cause & effect paragraph carefully and identify all ten (10) errors listed below. Make the necessary correction next to each error.

- One (1) format error
- One (1) capitalization error
- Two (2) incorrect use of comma errors
- One (1) fragment
- Two (2) word form errors
- One (1) subject/verb agreement error
- One (1) apostrophe error
- One (1) pronoun error

Effects of Stress

Stress is one of the most common causes of health problems in modern life. Too much stress result in physical, emotional, and mental health problems. One physical effect of stress can be felt in the Respiratory system. Stress can affect breathing patterns which can lead to asthma and can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can also affect the stomach. It can cause stomach aches and problems digesting food. These only a few examples of the wide range of physical effects that stress can have. Emotions are also easily affected by stress, so people suffering from stress often feel anxious. He may have panic attacks, and feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, mood, or nervous. Finally, long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism, and other addictions often develop because of the overuse of alcohol or drugs to try to relief stress. If stress is allowed to continue, then ones mental health is put at risk. To summarize, the effects of stress are numerous.

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CHAPTER OVERVIEW

4: Compare and Contrast Essays

- 4.1: Introduction to Comparison and Contrast Essay
- 4.2: Compare and Contrast Model Essay 1
- 4.3: Compare and Contrast Model Essay 2
- 4.4: Organizing the Compare and Contrast Essay
- 4.5: Planning and Writing an Essay
- 4.6: The Language of Comparison and Contrast
- 4.7: Compare and Contrast Editing Practice

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4.1: Introduction to Comparison and Contrast Essay

The key to a good compare-and-contrast essay is to choose two or more subjects that connect in a meaningful way. Comparison and contrast is simply telling how two things are alike or different. The compare-and-contrast essay starts with a thesis that clearly states the two subjects that are to be compared, contrasted, or both. The thesis should focus on comparing, contrasting, or both.

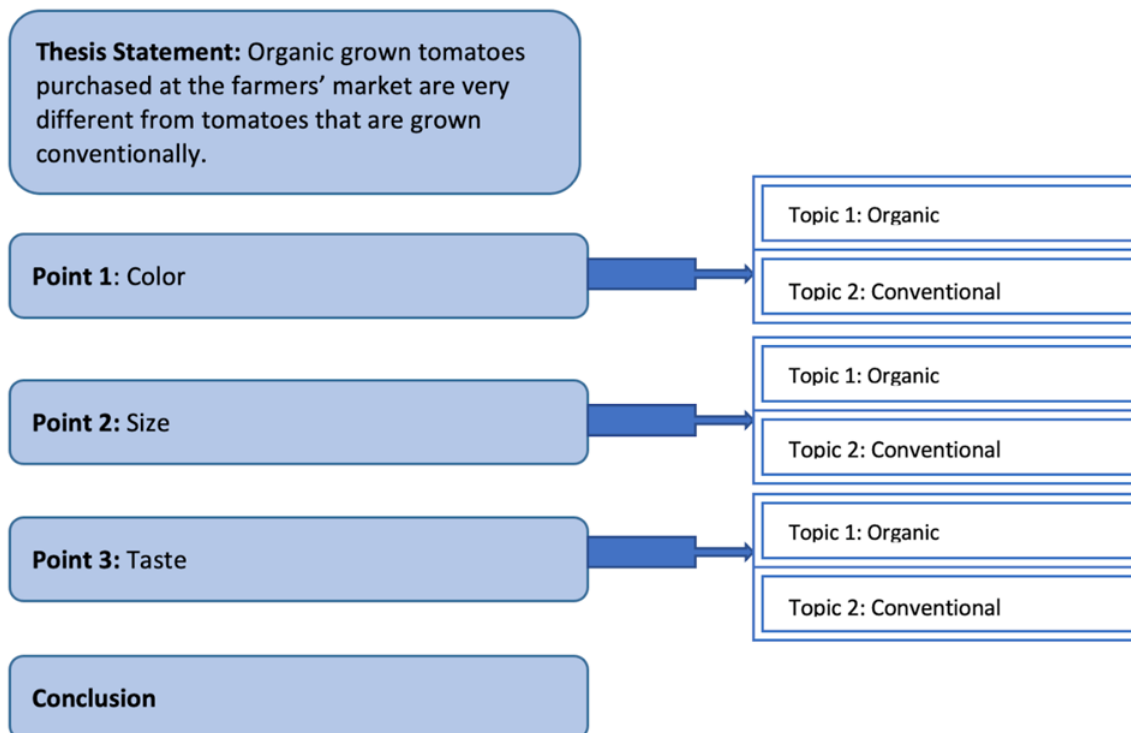
Key Elements of the Compare and Contrast:

- A compare-and-contrast essay analyzes two subjects by either comparing them, contrasting them, or both.
- The purpose of writing a comparison or contrast essay is not to state the obvious but rather to illuminate subtle differences or unexpected similarities between two subjects.
- The thesis should clearly state the subjects that are to be compared, contrasted, or both, and it should state what is to be learned from doing so.
- There are two main organizing strategies for compare-and-contrast essays.
 - Organize by the subjects themselves, one then the other.
 - Organize by individual points, in which you discuss each subject in relation to each point.
- Use phrases of comparison or phrases of contrast to signal to readers how exactly the two subjects are being analyzed.

Objectives: By the end of this unit, you will be able to

- Identify compare & contrast relationships in model essays
- Construct clearly formulated thesis statements that show compare & contrast relationships
- Use pre-writing techniques to brainstorm and organize ideas showing a comparison and/or contrast
- Construct an outline for a five-paragraph compare & contrast essay
- Write a five-paragraph compare & contrast essay
- Use a variety of vocabulary and language structures that express compare & contrast essay relationships

Example Thesis: Organic vegetables may cost more than those that are conventionally grown, but when put to the test, they are definitely worth every extra penny.



Sample Paragraph:

Organic grown tomatoes purchased at the farmers' market are very different from tomatoes that are grown conventionally. To begin with, although tomatoes from both sources will mostly be red, the tomatoes at the farmers' market are a brighter red than those at a grocery store. That doesn't mean they are shinier—in fact, grocery store tomatoes are often shinier since they have been waxed. You are likely to see great size variation in tomatoes at the farmers' market, with tomatoes ranging from only a couple of inches across to eight inches across. By contrast, the tomatoes in a grocery store will be fairly uniform in size. All the visual differences are interesting, but the most important difference is the taste. The farmers' market tomatoes will be bursting with flavor from ripening on the vine in their own time. However, the grocery store tomatoes are often close to being flavorless. In conclusion, the differences in organic and conventionally grown tomatoes are obvious in color, size and taste.



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4.2: Compare and Contrast Model Essay 1

Read the essay and answer the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Contrasting the American Bulldog with the Chihuahua

Most dog-owners agree that coming home to a furry companion can make even the worst day a little bit brighter! Dogs provide their owners with companionship and even a few laughs. While these four-legged friends are rewarding to have, they require a lot of care, attention and money. Different breeds of dogs come with different requirements from the levels of attention they need to their overall cost to own. Therefore, researching the right breed for one's family and lifestyle is extremely important. Two very lovable, but very different, breeds to consider adopting are the American Bulldog and the Chihuahua.

One major difference between the American Bulldog and the Chihuahua is in their temperaments. Sometimes size affects a dog's behavior, and a Chihuahua, being very small, tends to show fear around larger people or animals. If a Chihuahua thinks it is in danger of being stepped on or sat on, for instance, it will bark, growl, or bite as a warning. Chihuahuas, as a consequence, behave better in households with fewer people and activity where they don't need to demonstrate this annoying behavior. American Bulldogs, on the other hand, are large and strong in stature, so they generally don't display such nervous tendencies. American Bulldogs are generally a calm, quiet breed, but they can also be quite aloof. Chis, however, thrive on affection and physical contact. Chis, in fact, love their people so much they will follow them everywhere, while American Bulldogs will sit in the same place all day long and ignore their people. Indeed, these differences in temperament are important things to consider before adopting either of these breeds.

Another major difference between the American Bulldog and the Chihuahua is their cost to maintain. Again, because of its size, the food and medicine for a Chihuahua is much less expensive than it is for an American Bulldog. A two-pound bag of Chi kibble might cost \$29.00, but it will last for months and months. A ten-pound bag of large breed dog food also costs around \$29.00, but an American Bulldog can eat it all in two weeks! American Bulldogs and Chihuahuas both require the same monthly medicines, but the doses for the Chihuahua are half the price of those for an American Bulldog. Overall, American Bulldogs are simply more expensive to maintain than Chihuahuas.

One final difference between the American Bulldog and the Chihuahua is the public's reactions to them. Generally, a very mild-tempered dog, the American Bulldog is still very menacing in appearance, so people tend to fear it at first sight. However, its calm nature and gentle behavior often win people over in the end. The Chihuahua, on the other hand, is not so much feared as it is simply disliked. They are a small breed, so their bark tends to be shrill and high-pitched, which annoys listeners. The tiny Chi uses its voice to remind people and other animals that it is there, while the American Bulldog remains a quiet, looming presence. Additionally, Chihuahuas are often seen dressed up in clothes and carried around in handbags, which gives the dog a certain social stigma that Bulldogs don't have.

In conclusion, both the American Bulldog and the Chihuahua can make satisfying companions. Some key differences in their temperaments, costs to own, and social stigma make consideration of the breed an important step before bringing one home. Not all breeds are suitable for all families. Bringing home the right breed for your lifestyle and family might be one of the best decisions you ever made!

Questions about the Model: Type or write your answers to the following questions.

1. What is the general topic of the essay introduced in the first two sentences?
2. Highlight the thesis statement.
3. What are the two main topics of the essay? Is the writing comparing or contrasting the points of these topics?
4. What are the three points of contrast in the essay? List them here.
5. Does the writer use the block method or the point-by-point method to organize the points of contrast?
6. Highlight any transitions and signal words.

? Exercise 1

Refer back to the essay “Contrasting the American Bulldog with the Chihuahua” and complete the following outline with the missing information.

I. Introduction:

Thesis: Two very lovable, but very different, breeds to consider adopting are the American Bulldog and the Chihuahua.

II. Supporting Topic Sentence 1: One major difference between the American Bulldog and the Chihuahua is in their temperaments.

Topic 1: Chihuahua / small / fearful

Topic 2: _____

III. Supporting Topic Sentence 2: Another major difference between the American Bulldog and the Chihuahua is their cost to maintain.

Topic 1: _____

Topic 2: _____

IV. Supporting Topic Sentence 3: _____

Topic 1: _____

Topic 2: _____

V. Conclusion: Some key differences in their temperaments, costs to own, and social stigma make consideration of the breed an important step before bringing one home.

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4.3: Compare and Contrast Model Essay 2

Read the essay below and choose the correct signal words based on meaning and grammar in each paragraph, and then answer all of the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Two Types of Transportation

Nowadays, people strongly rely on transportation to accommodate their busy lives. There are many **different / difference** methods of transportation. When it comes to commuting decisions, people usually choose what works best for them. The two most popular means of transportation are public and personal. However, there are several differences between using public transportation and driving one's own car.

One major difference between public and personal transportation is the cost. Most public transportation fares are inexpensive. In addition, there are discounts for children, students, and seniors. Also, by using public transportation, an individual does not have to worry about gas cost, tolls and parking expenses. **Unlike / On the other hand**, owning a vehicle can be expensive. In addition to buying or leasing a car, one has to worry about maintenance, repairs, and insurance depending on the type and age of the vehicle. Overall, taking public transportation is less expensive than driving one's own car.

Another difference between using public transportation and driving one's own car is convenience. Public transportation may cause some inconvenience due to its limited schedule. Furthermore, taking public transportation limits a person's mobility as it is usually not a door-to-door service. **On the contrary / Different from**, driving a car is convenient; a person can drive it anytime and anywhere he wants. In addition, there is no need to worry about a set schedule. Indeed, driving one's own vehicle is more convenient than taking public transportation.

Finally, the level of stress one experiences when either driving a personal car or taking public transportation is different. Public transportation eases the amount of stress and anxiety that a person endures. One does not have to worry about getting stuck in traffic or finding a parking spot when using public transportation. Instead, an individual can relax, read a book, or do some work while commuting. In today's busy world, having some time to unwind and relax is priceless. **Unlike / However** taking public transportation, driving a personal vehicle can be very stressful. One has to deal with traffic, other drivers' errors and bad weather conditions which can cause stress and anxiety.

In conclusion, using public and personal transportation can have its own pros and cons; however, there are a few key differences that should be taken into consideration. The main differences between using public transportation and driving one's own car are cost, convenience and stress. Using public transportation might be a better choice for an individual residing and/or working in a city. **Similarly / In contrast**, driving a personal vehicle can be a better alternative for a person living in the suburbs. Before deciding between public and personal transportation, people should evaluate their life circumstances and decide what works best for them.

Questions about the Model 2: Type or write your answers to the questions below.

1. Highlight the thesis statement. Is the focus of this essay clearly stated in the thesis statement?
2. Does the essay focus on similarities, differences, or both?
3. What are the three main points of comparison?
4. Highlight compare & contrast signal words
5. Which method of organization does this essay use? Block OR Point-by-Point?
6. How many examples are given for each point?

[Essay Outline:](#)

I. Introduction

Background Information:

Thesis Statement:

A.

B.

III. Supporting Topic Sentence 2:

A.

B.

IV. Supporting Topic Sentence 3:

A.

B.

V. Conclusion:

Restate Thesis:

Final remarks:

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4.4: Organizing the Compare and Contrast Essay

When organizing a compare & contrast essay, it is important to know whether you are writing mainly about the similarities or the differences, or if you are writing about both. Consider using a graphic organizer to help you organize your ideas.

Step 1: Brainstorming

Brainstorming for a Comparison Contrast Essay

Point of Comparison/Contrast	Topic 1: George Washington University	Topic 2: University of Maryland	Similar OR Different
1.Cost	\$50K-75K	\$18K-27K	Different
2.Majors & Programs	- Political Science - Public Administration - Law School - Medical School	- Computer Science - Business - Biology - Criminology	Different
3. Location	Washington DC	Maryland	Different
4.Graduation rate	80.6%	84.5%	Similar
5.			
6.			

The Block Method

THE BLOCK METHOD		
Introduction	Paragraph I	Hook, background information and THESIS!
Body	Paragraph II	Topic 1 Point 1 Point 2 Point 3
	Paragraph III	Topic 2 Point 1 Point 2 Point 3
Conclusion	Paragraph IV	Restatement of the thesis, suggestion/opinion/prediction

The Block method Example

THE BLOCK METHOD EXAMPLE		
Introduction	Paragraph I	Hook, background information and Thesis!

THE BLOCK METHOD EXAMPLE

Body	Paragraph II	GW University - Location - Cost of tuition - Programs of study
	Paragraph III	University of MD - Location - Cost of tuition - Programs of study
Conclusion	Paragraph IV	Restatement of the thesis, suggestion/opinion/prediction

Example of the Point-by-Point Method

THE POINT-BY-POINT METHOD

Introduction	Paragraph I	Hook, connection information and THESIS!
Body	Paragraph II	Point 1 Topic 1 / GW Topic 2 / UMD
	Paragraph III	Point 2 Topic 1 / GW Topic 2 / UMD
	Paragraph IV	Point 3 Topic 1 / GW Topic 2 / UMD
Conclusion	Paragraph V	Restatement of the thesis, suggestion/opinion/prediction

The Point-by-Point Method Example

THE POINT-BY-POINT METHOD EXAMPLE

Introduction	Paragraph I	Hook, connection information and THESIS!
Body	Paragraph II	Location GW University University of Maryland
	Paragraph III	Cost of tuition GW University University of Maryland

THE POINT-BY-POINT METHOD EXAMPLE

	Paragraph IV	Employment opportunity GW University University of Maryland
Conclusion	Paragraph V	Restatement of the thesis, suggestion/opinion/prediction

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4.5: Planning and Writing an Essay

Writing Practice: Choose one of the following prompts to brainstorm ideas for a compare & contrast essay. Then fill in the given outline below and write your first draft using the academic format.

Prompt 1: What are some of the similarities or differences between two jobs that you know about?

Prompt 2: What are some of the similarities or differences between two popular tourist destinations?

Prompt 3: Teachers can have a long-lasting impact on learners. Think about two teachers that you know and explain either how similar or different they are.

Brainstorm the points of comparison/contrast for the prompt you chose.

Brainstorming Practice

Point of Comparison/Contrast	Topic 1:	Topic 2:	Similar OR Different
1.			
2.			
3.			
4.			
5.			

A Sample Blank Outline

Essay Outline:

I. Introduction

Background Information:

Thesis Statement:

A.

B.

III. Supporting Topic Sentence 2:

A.

B.

IV. Supporting Topic Sentence 3:

A.

B.

V. Conclusion:

Restate Thesis:

Final remarks:

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4.6: The Language of Comparison and Contrast

The Language of Similarities	
I. Coordinators	
and	Community college students need financial aid to support themselves, and four-year college students need financial aid to pay for school.
both.... and ...	Both in-state and out-of-state students pay the same tuition rate in private universities.
not only...but also...	Not only Professor Smith but also Professor Brown had a significant impact on my career choice.
neither ... nor ...	Neither my mom nor my dad will be able to attend my graduation.
II. Subordinating Conjunctions	
as	My mother speaks three languages, as does my dad.
just as	I can skate very well, just as my big sister can.
III. Conjunctive Adverbs	
similarly	My grades have significantly improved; similarly , I have gained confidence in participating in class projects.
likewise	His writing skill has improved; likewise , he has expanded his English vocabulary knowledge.
also	Tim enjoyed working with his colleagues; he also developed a clear understanding of team work.
too	Chemistry is a difficult field to be in; physics is, too .
IV. Others	
similar to	Similar to her husband, she has a military background.
(be) similar to	My sister's sense of style is similar to mine.
(be) the same as	Her sense of humor is the same as her father's.
(be) compared to/with	Many foreign TV shows are compared to American TV shows.
like	Many foreign movies like American movies have cruel scenes in them.
just like	Competitive swimming is just like hockey, they both require endurance and speed.

? Exercise 3

The following sentences use signal words to show similarities. In each sentence, highlight the signal word and add punctuation.

1. Jeff's son started college this year likewise my daughter is attending PGCC.
2. Both Paula and Lucca had a great time working on the campaign.
3. She loves hiking and gardening similarly he enjoys participating in outdoor activities.
4. Not only Tim but also Janet spent a full month evaluating their company's safety plans.

5. Netflix is making their own movies and television shows just as Amazon Prime has gotten into the business of making shows for streaming.

? Exercise 4

Combine these sentences into one new sentence with the comparison signal word given in parentheses.

1. George liked studying mathematics.

He saw that English would help him in his career as a counselor.

(similarly)

2. The dog barked for several hours.

The dog chewed through the pillows on the couch.

(not only.... but also)

3. Stanford's women's basketball team has now won the most national championships.

The University of Maryland's women's lacrosse team has won the most national championships.

(similar to)

4. The United States has the Pacific Ocean on its western border.

The United States has the Atlantic Ocean on its eastern border.

(just as)

5. Recycling aluminum cans is beneficial to the environment.

Reusing plastic bags helps reduce pollution.

(both....and)

The Language of Differences

I. Coordinators

but	The twins love traveling, but their brother prefers spending time at home.
yet	I studied for months for the TOEFL test, yet I did not get the passing score to apply for graduate school.

II. Subordinating Conjunctions

while	Many Americans love basketball, while many Canadians love ice hockey.
whereas	Bruce never throws anything away, whereas his sister declutters her house every three months.
although /though / even though	Even though she is old enough, her parents do not allow her to drink at a family dinner.

III. Conjunctive Adverbs		
on the contrary	I love winter vacations; on the contrary , my husband prefers summer vacations.	
on the other hand	My vacation is going to cost a lot; on the other hand , my sister's choice of vacation is going to be more affordable.	
in contrast	Amir was nervous before the test; in contrast , Tammy was very calm.	
in comparison	Tammy enjoyed the holiday party. In comparison , James found it boring.	
however	Some people enjoy hosting holiday parties; however , others see it as a waste of time and money.	
nevertheless	Most parents know that sugar is bad for children; nevertheless , many parents do not limit the amount of sugar they consume.	
IV. Others		
despite (+ noun)	Despite Jane's cleanliness, her husband is a very messy person.	
(be) unlike	Her new million dollar home is unlike her apartment that she had in New York.	
(be) different from	I am different from my sister, who is an introvert.	
to differ (from)	George Washington University differs from Howard University in many ways.	
compared (to)	Compared to private schools, public schools do not require uniforms.	

? Exercise 5

The following sentences use signal words that show differences. In each sentence, highlight the signal word and punctuate it properly.

- Philadelphia is not as expensive as New York City.
- New York has a relatively low crime rate but Philadelphia's crime rate is higher.
- Many people think New York has the best museums whereas the art museum in Philadelphia is world-class.
- Housing prices in New York City are consistently the highest in the country in contrast Philadelphia offers more reasonable housing costs.
- Although Philadelphia offers job opportunities in the health sector New York City offers many jobs in the financial sector.
- The two cities differ from each other significantly in size with Philadelphia having a larger space than New York City but fewer people.

? Exercise 6

Combine these sentences into one new sentence with the signal word in parentheses. Be careful to punctuate correctly.

1. The University of Maryland has a large campus in Prince George's County.

George Washington University has a small campus in downtown Washington, DC.

(on the contrary)

2. The University of Pennsylvania is a private school in downtown Philadelphia.

Pennsylvania State is a public school in State College, Pennsylvania.

(different from)

3. The University of Maryland has strong programs in the sciences and engineering.

Students for George Washington University tend to study political science and international studies.

(while)

? Exercise 7

Read the example sentences below and decide whether the two sentences show similarities or differences. Which signal word could you use? Join the two sentences into one complex sentence using an appropriate transition word to show either the similarity or contrast.

Pair 1

Teachers in China do not expect students to ask questions or to make comments in class.

American teachers think that asking questions and making comments shows good participation.

Pair 2

Some people find it helpful to listen to music when they study.

Others prefer silence.

Pair 3

English is spoken in America.

It is spoken in Canada, Australia, and New Zealand.

Pair 4

College students have to complete an average of three to five assignments per week.

High school students tend to have one to three assignments per week.

Pair 5

American students enjoy working on collaborative school projects.

Chinese students enjoy working more on their own.



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4.7: Compare and Contrast Editing Practice

Skim the below given compare & contrast paragraph carefully and identify all ten (10) errors listed below. Make the necessary correction next to each error.

One (1) run-on / comma splice error Two (2) subject/verb agreement error

One (1) word form error One (1) capitalization error

One (1) spelling mistake One (1) pronoun error

One (1) incorrect use of comma One (1) missing comma

One (1) fragment error

Two Different Cities

London and Washington D.C. have similarities and differences in living standards and cultural diversity. Both cities share a very expensive cost of living in terms of housing. A Downtown one-bedroom apartment in DC cost \$1,800 per month a similar “flat” in London may be double that amount. This high costs create socioeconomic differences among the residents. Although both cities’ residents are predominantly wealthy both cities have a significantly large population of poor and homeless. Perhaps the most significant different is the racial diversity. Washington, DC is a “minority-majority” city, which means the majority of its citizens are races other than white. In 2009, according to the US Census, 55 percent of DC residents classified as “Black or African American”, and 35 percent of its residents were classified as “white.” London, by contrast, has very few minorities. In 2006, 70 percent of its population, was “white,” while only 10 percent was “Black.” Though the cost of these cities are high, the racial differences between the cities are what make them feel different.

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CHAPTER OVERVIEW

5: Argumentative Essay

- 5.1: Introduction to Argumentative Essay
- 5.2: Argumentative Model Essay 1
- 5.3: Argumentative Model Essay 2
- 5.4: Organizing the Argumentative Essay
- 5.5: Planning and Writing an Argumentative Essay
- 5.6: The Language of Addressing the Opposition
- 5.7: Argumentative Editing Practice

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5.1: Introduction to Argumentative Essay

An argumentative essay is sometimes called a persuasive essay because its main goal is to persuade its readers toward the writer's point of view. In order to write persuasively, a writer should choose a topic that is controversial and can be discussed from *for* or *against* positions. The writer should clearly take one side of the issue and support that position with reasons that include data, examples or quotations. The writer must also address the other side showing an understanding of the opposition and giving a response that satisfies those objections. All this is done with language that clearly signals support and opposition.

Key Element of Argumentative Essay

- An explanation of the issue
- A clear thesis statement taking a position
- Reasons for this position including concrete support
- A summary of the opposing arguments
- Rebuttal or response to the opposing arguments
- Signal words that clearly show support or opposition
- Concluding statements with a restatement of the thesis, summary and prediction or recommendation.

Objectives: By the end of this unit, you will be able to:

- Define an argumentative essay and its parts.
- Write introduction and conclusion paragraphs for an argumentative essay.
- Write a coherent thesis statement taking a clear position on a controversial topic.
- Provide adequate support for your position in body paragraphs.
- Address the opposing view of the controversial topic in the body paragraphs.
- Use transitional expressions to show support and disagreement.
- Use the entire writing process to write, edit, and revise an argumentative essay.
- Edit argumentative paragraphs for common errors in grammar, mechanics, and format.

? Exercise 1

Taking a position: Read each of the topics below and check the box **For** or **Against**. Be ready to give a reason for your position.

Topic	For	Against
Children under 13 should not have their own cell phones.		
We should all stop eating meat. A vegetarian diet is best.		
Owning guns is an important right for U.S. residents.		
Couples should live together before getting married		
Colleges should have a dress code (rules about appropriate clothing.)		

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5.2: Argumentative Model Essay 1

Read the essay and answer the questions that follow.

Sally Smith

Professor Chen

ESL 0202 LD05

29 April 2019

Dress Code in College

(1) Since the shift to online work and school, it appears that people have forgotten how to get dressed. Casual comfortable clothing is the new standard, and many students celebrate the freedom to wear anything they want when coming to campus. However, others remind us that PGCC is an institution of learning that guides students toward paths that they may follow for the rest of their lives. The college has a right to establish standards for behavior as well as clothing. It is clear that as a part of its responsibility as an academic institution, PGCC should establish and enforce a dress code for its students, faculty, and staff to follow.

(2) One reason for a dress code at college is that students will soon be required to follow dress codes in the professional world where uniforms and other standards of dress are the norm. In the professional world, professional attire like modest skirts, slacks, and button-down shirts are expected of most employees. Adopting a dress code at college, in fact, will create a more cohesive and respectful social climate on campus by encouraging pride in academics and professionalism. Our students will be learning early to present themselves as ready to enter into the professional world.

(3) Another reason for a dress code on campus is to promote collaboration among different groups of people. Students in the community college are often required to sit together and work in groups with those from different ages, cultures, and genders. They may not be aware of the impact that overly casual or revealing clothing can have on their classmates, making them uncomfortable or hesitant to engage. By dressing professionally, students will approach the classroom and working in groups with more confidence. Their clothing will not create obstacles, and they will benefit from more collaboration and engagement in the classroom.

(4) Some students claim that a dress code in college isn't needed because they are adults, and adults should be able to express themselves with creativity and freedom. While students may feel that they have a right to express their identity through their clothing, they do not realize that in a civil society there are limits to calling attention to oneself. In the larger world, most adults do not have the luxury of expressing themselves without regard to their context. While freedom of expression might apply in social situations, it isn't a right that extends to the academic institution that is trying to shape future professionals.

(5) In conclusion, PGCC should consider enforcing a dress code for its college community. A dress code that inspires collaboration and professionalism in the classroom would better prepare students for the expectations they will face in their careers after college. Our college is an institution of learning that strives to push our students forward in the standards they embrace. PGCC will better serve its purpose by guiding students in style as well as intellect.

Questions about Model Essay 1:

1. What problem is the writer addressing? How does the writer introduce this issue?
2. What is the writer's position on this topic?
3. How are the body paragraphs organized? Where does the writer address the opposition?

? Exercise 2

Fill in this outline to show how the essay "Dress Code in College" is organized.

I. Introduction

A. General Information (The issue): _____

B. Thesis Statement (writer's position): _____

II. Supporting Reason: _____

Supporting details (facts, statistics, examples or quotations) _____

III. Supporting Reason: _____

Supporting details (facts, statistics, examples or quotations) _____

IV. Opposing Argument: _____

details: _____

Writer's response: _____

details: _____

V. Conclusion

Restate thesis: _____

Summarize reasons: _____

Recommendation/Prediction: _____

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5.3: Argumentative Model Essay 2

Read the essay and answer the questions that follow.

Sally Smith

Professor Chen

ESL 0202 LD05

29 April 2019

Watching What We Eat

(1) Is that pizza crust gluten free? I'm strictly Paleo. Is this chicken organic? Sorry, no carbs for me! It seems like everyone's on a particular diet these days. Whether they are restricting carbohydrates, gorging on meat, or abstaining from gluten, Americans are diet obsessed! This obsession is nothing new. But is following the newest prescribed diet really the healthiest way to lose weight? With social media and Smartphone apps fueling the popularity of new and trendy diet fads, the long-term effectiveness of these plans often gets ignored. While fad diets might be a popular way to achieve short-term results, basic healthy eating and calorie counting is still the healthiest and most sustainable "diet plan" there is.

(2) Proponents of some of the latest diet trends claim that they really enjoy the community that social media and diet apps provide. Friends can do the "Whole 30" challenge together and share weight loss triumphs and recipes. Successful dieters can share their stories and inspire others to follow their plan. But perhaps these dieters have not considered that they can just as easily build friendships and challenges around balanced and moderate meal plans. MyFitnessPal, for example, is an app that motivates healthy, balanced eating by sharing the nutritional values of the foods as well as counting calories. It also provides options for friendly challenges and supportive community. There is no need to engage in risky, restrictive diets in order to feel a part of a weight-loss community when options for connecting to support healthier living are also available.

(3) Another argument for fad diets is the fact that they do induce weight loss; however, restrictive diets can also cause physical harm. Diets like Keto and Atkins involve cutting down significantly on carbohydrates, forcing the body to feed on its own fat stores in order to survive. While it may be true that a dieter loses weight, we should consider what else the dieter loses. Mr. Atkins, the proponent of a strict low-carb diet back in the nineties, has since died of a heart attack. Certainly, eating in moderation is a better way to live. By limiting fats and consuming more vegetables and whole grains a dieter can reduce calorie consumption, the best way to lose weight and stay healthy.

(4) Another excuse that dieters will use to follow prescribed fad diets is that they are easy to follow. They can purchase food that is pre-portioned, prepackaged, and prescribed with no thinking involved. However, not thinking about what is being eaten deprives dieters of the opportunity to build a healthy lifestyle. For example, I've watched my mother-in-law spend thousands of dollars filling her pantry with prescribed meals from diet companies. She sometimes loses weight when she restricts her diet to these frozen and freeze-dried meals, but the weight never stays off. Eventually, she is faced with making her own food choices, and because she had only eaten prepackaged meals while she was dieting, she has not learned to make the right choices. The only way to ensure weight loss and a healthy body is to learn to make healthy choices for a balanced diet.

(5) In sum, losing weight is very important to so many Americans, especially since the U.S. has one of the highest obesity rates in the world, but fad diets are not the answer to losing that weight. While restrictive and prescriptive diets might be easy, fun, and fruitful; they can do more harm than good. For the sake of our health over time, we need to leave the fad diets and adopt healthy, sensible eating habits that limit calories while providing the greatest nutrition. One can just as easily become obsessed with health as with a fleeting diet trend. And it is clear which one will pay off in the future.

Source: Egan, Sophie. "Paleo, Keto, Fasting, Whole 30: Why Food Tribes are on the Rise." Washington Post. 16 May 2018

1. What problem is the writer addressing? How does the writer introduce this issue?
2. What is the writer's position on this topic? Underline the writer's position in the thesis.
3. Does each subtopic sentence begin with the writer's position or the opposing position?

? Exercise 3

Write the reasons the writer gives for fad diets and the reasons against fad diets in the boxes below. Then write the signal words the writer uses to introduce each opposing view and the words the writer uses to respond to that view.

For	Against
1.	1. Good apps and support available for healthy eating
2. People lose weight	2.
3.	3.

Opposing view	Writer's response
1. Proponents claim that...	1.
2.	2 we should consider...
3.	3.

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5.4: Organizing the Argumentative Essay

Consider these options for organizing an argumentative essay. Which outline matches “Dress Code in College” or “Watching What We Eat”?

A	B	C
I. Introduction of the issue Thesis Statement: Writer’s Position II. First Supporting Reason III. Second Supporting Reason IV. Opposition’s Main Reason Response to the Opposition V. Conclusion: restating thesis, summary of support, recommendation	I. Introduction of the issue Thesis Statement: Writer’s Position II. Opposition’s First Reason Response to the Opposition III. Opposition’s Second Reason Response to the Opposition IV. Opposition’s Third Reason Response to the Opposition V. Conclusion: restating thesis, summary of support, recommendation	I. Introduction of the issue Thesis Statement: Writer’s Position II. Opposition’s Main Reason Response to the Opposition III. Writer’s Supporting Reasons IV. Conclusion: restating thesis, summary of support, recommendation

? Exercise 4

Here are a few thesis statements for argumentative essays. Underline the topic and write *For* or *Against* to show the writer’s position.

1. Children should not be given cell phones in middle school. _____
2. Vegetarian diets are the best option for modern living. _____
3. Gun ownership should be restricted among U.S. residents. _____
4. College students do not need a dress code to make good choices on their clothing. _____
5. Americans should try dieting to lose weight. _____

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5.5: Planning and Writing an Argumentative Essay

Choose one of the following prompts to brainstorm ideas for an argumentative essay. Write down what you already know about the two sides of the issue.

Prompt 1: Should couples live together before they get married?

Prompt 2: Should colleges require general education courses for students?

Prompt 3: Should all employers require access to employees' social media sites?

Issue/Problem: _____

For:	Against:
1.	1.
2.	2.
3.	3.
4.	4.

Step 2: Take a position on your topic (for or against) and write a thesis statement clearly showing your position.

Step 3: Explore your topic: Go to your college library's database to investigate two-sided issues (for example, *Opposing Viewpoints* database) Find two sources that provide some information on your topic from differing positions. Write the title and author of the article in the Work Cited entry box. Then note some information about the topic that you found in the article. Don't copy sentences from the article; only write key words and phrases with facts to use in your essay.

Work Cited Entry:
Notes from this article:
Work Cited Entry:
Notes from this article:

Use reporting words to refer to these sources in your essay:

- **According to...**

According to the article "Whole Foods for Whole People", ...

- **Recent studies show that...**

Recent studies show that genetically modified foods ...

- **X organization reported that**

The Center for Disease Control (CDC) reported that...

- **X person explained that**

The governor of Maryland explained that ...

Step 4: Fill in this outline for your argumentative essay. Use your own ideas but note places where you use information from outside sources. Only use the two sources above.

Essay Outline:

I. Introduction

Background Information:

Thesis Statement (Your Position):

II. Supporting Reason 1 Topic Sentence:

A.

B.

III. Supporting Reason 2 Topic Sentence:

A.

B.

IV. Supporting Topic Sentence 3:(Address the opposition)

A. Opposing Arguments:

Details:

B. Your Response:

Details:

V. Conclusion:

Restate Thesis:

Final remarks:

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5.6: The Language of Addressing the Opposition

Opposing view	Writer's response
• Some people feel that... • Others may believe that ... • Others may argue ... • Some people might think ... • It may be true that ... • Opponents may disagree because • Some students claim that...	• However, ... • Although many think that ...it is clear that... • Some opponents say that ... despite the fact that... • While it may be true that..., certainly... • It is undeniable that..., but what they fail to acknowledge is... • Perhaps they have not considered...

? Exercise 5

Using the signal words to address the opposition, complete these statements to include an opposing view for each topic.

1. Although some claim that high school students should be required to wear uniforms, it is clear that _____.
2. Some people feel that a vegetarian diet is best; however, _____.
3. While it may be true that Americans have the right to own guns, certainly _____.
4. Some argue that middle school students should not bring cellphones to school, but what they fail to acknowledge is _____.
5. Opponents may believe that marijuana should be illegal in the US. Perhaps they have not considered _____.

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5.7: Argumentative Editing Practice

Skim this argumentative paragraph carefully and identify all ten (10) errors listed below. Make the necessary correction next to each error.

One (1) fragment error One (1) parallel structure error

Two (2) run-on/comma splice Two (2) subject-verb agreement error

Two (2) word form error One (1) capitalization error

One (1) format error

Vegetarians: Better for the Planet!

Among the many reasons to adopt a vegetarian diet, perhaps the most compelling is the disruption to our current system of raising animals for consumption in the U.S. The expectation of inexpensive meat in American supermarkets and fast food restaurants. This has created a huge demanding. The food industry now rely on suppliers that raise chickens, pigs, and hamburger meat in mass quantities this results in these animals being overcrowded in pens and cages. The overuse of antibiotics to keep animals health in these environments have been well documented. With a Vegetarian diet, consumer demand shifts to a variety of fruits, vegetables, and grains. Vegetarians give more thought to the importance of a balanced and varied diet, the consumer seeks more healthy foods from the suppliers. Supporting smaller, more local farms can also be an outgrowth of the movement toward plant-based eating.

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CHAPTER OVERVIEW

6: Appendix 1: Grammar and Language Review

- 6.1: Capitalization
- 6.2: Parts of Speech
- 6.3: Nouns
- 6.4: Verbs
- 6.5: Subject-Verb Agreement
- 6.6: Adjectives
- 6.7: Parallel Structure
- 6.8: Apostrophes

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6.1: Capitalization

Rules for Capitalization

Capitalize the first letter of a sentence.	Students often visit their teachers during office hours.
The city, state, and country	New York, Maryland, England, Nigeria, Ethiopia, China
The adjective form of countries	English, Nigerian, Ethiopian, Chinese
The person identified by country	American(s), Nigerian(s), Canadian(s)
Indigenous groups	Iroquois, Yoruba, Maya
Languages	English, French, Twi, Dutch
Religions	Buddhism, Hinduism, Judaism, Islam, Christianity
Days and Months	Tuesday, February
The pronoun “I,” even when it appears in the middle of a sentence	My brother and I live in a small apartment.
The main words of titles of books, movies, poems, songs, etc.	<i>Things Fall Apart, The Advantages of Cell Phones</i>

Be careful! Don’t capitalize words such as *mother*, *father*, *sister*, *doctor*, *teacher*, etc. These are common nouns even though we often write about them as unique people in our lives.

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6.2: Parts of Speech

It is important to use the correct part of speech.

- Noun: The things, people, ideas, etc. that we talk and write about
- Verb: The action or condition (states) of the nouns
- Pronoun: The words that replace nouns (I, you, he, she, it, they, me, him, her, them, etc.)
- Adjective: A word to describe nouns
- Adverbs: A word to describe a verb or an adjective. Most of these end in -ly

A *word form error* occurs when you use the wrong part of speech.

- When living in a new culture, a person is often faced with customs and believes that are very different from his own. (believes – beliefs)
- Children are taught from a young age that to be success they have to work hard. (success – successful)
- Strong students know how to work independent and in groups. (independent – independently)

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6.3: Nouns

A. Nouns can be singular, plural, or non-count:

Types of Nouns

Singular	Plural	Non-count
boy	boys	information
child	children	homework
country	countries	knowledge
problem	problems	research
		advice

A singular noun must have a word in front of it to help make its meaning clear.

Modifiers for Singular Nouns

a book	the book	that book
any book	some book	one book

B. Some quantity words are used for plural nouns, some for non-count nouns, and some for both.

Quantity Words for plural and non-count nouns

	Plural Nouns	Non-Count nouns*
Some	Problems	Information
Any (negative and questions)	Problems	Information
A lot of	Problems	Information
Few	Problems	
A few	Problems	
Little		Information
A little		Information
Much		Information
Many	Problems	
Enough	Problems	Information

The following are just a few of the nouns that are non-count in most situations. *They do not have –s/-es on the end.*

Common Non-count Nouns

furniture	advice	research	fun
grammar	vocabulary	knowledge	police
equipment	garbage	jewelry	music
clothing	cloth	food	climate
evidence	feedback	software	weather

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6.4: Verbs

Every sentence has to have a main verb. It has to be in the correct form and tense.

A. The Verb BE (am, is, are, was, were) is never used with the *base form* of the main verb.

- A good student ~~is always study~~ for tests and quizzes. (Incorrect)
- A good student always studies for tests and quizzes. (Simple Present)
- A good student is studying. (Present Progressive)
- The president ~~was take~~ all of the money from the people. (Incorrect)
- The president took all of the money from the people. (Simple Past)
- The president was taking all of the money from the people. (Past Progressive)

B. The verb must be in the correct tense to show when the action happened. Time words and phrases give this information as well.

- Last week the president signed the bill into law.
- In fifty years, we will probably not use cash.
- The students were exercising in the gym when the earthquake hit.

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6.5: Subject-Verb Agreement

Subject-Verb Agreement

			Present Tense	Other Tenses
Singular	First Person	I	I like to teach.	I was in France last year. I have been to France
	Second Person	You	You are a good student, Mariam.	You were in France last year. You have been to France
	Third Person	he, she, it = the woman, the teacher, the table, the idea, the system, etc.	The judge <u>decides</u> the sentence. The nurse <u>assists</u> the doctor. The accountant <u>does</u> not <u>calculate</u> quickly.	The judge <u>is</u> deciding this week. The candidate <u>has</u> lost the election. The lawyer <u>was</u> asking for evidence.
Plural	First Person	We	We work well together	We have worked a lot.
	Second Person	you	Students, you have a lot of homework.	Students, you have made a lot of progress.
	Third Person	They	The nurses work a lot.	The nurses have worked a lot.

Rule 1. If the subject comes before a prepositional phrase, be sure to make the verb agree with the subject and not the noun in the prepositional phrase.

- *The results of the research show that climate patterns are changing.*
- *The complaint from the students states that the teacher did not grade fairly.*

Rule 2. Treat indefinite pronouns as singular subjects.

everybody anybody nobody

everyone anyone no one

everything anything nothing

- Everybody has a right to a good education.
- Nothing you say is going to change my mind.

Rule 3: When using a compound subject with *or*, *nor*, *either/or* and *neither/nor*, use the number of the closest noun or pronoun to determine the verb.

- *The manager or his assistants organize the meeting.*
- *Neither the federal government nor individual states make laws that are unconstitutional.*

Rule 4. In sentences beginning with *here* or *there*, the subject follows the verb.

- *There are a lot of problems in the development of the plan.*
- *There is a problem with the factory's management.*
- *Here are the key points from the lecture.*

Rule 5. Use a singular verb with distances, periods of time, sums of money, etc., when these are considered as a single unit.

- *Six hundred dollars is too much to pay for a cellphone.*
- *Five years is the minimum time required for residency.*

Rule 6. Look at the noun AFTER phrases that show a portion to decide if it is singular or plural.

a lot of all of some of half of / a percentage of

- *A lot of the difficulty is the result of inadequate funding.*

- *A lot of the problems are the result of inadequate funding.*
- *One half of the town was under water.*
- *A third of the people were being evacuated.*
- *All of the advice is useful.*
- *All of the tips are useful.*
- *Some of the information is confusing.*
- *Some of the messages are confusing.*

Rule 7. Collective nouns such as *staff*, *group*, *family*, *audience*, and *population* can be considered singular OR plural depending on the writer's intention.

- *All of my family has arrived / have arrived.*
- *Most of the staff is / are here.*

Rule 8. In subject relative (adjective) clauses, the verb must agree with the word the relative pronoun is describing.

- *Cybersecurity is a major that has recently become more popular with students.*
- *New York City and Los Angeles, which offer a lot of interesting attractions for tourists, are expensive vacation destinations.*

Rule 9. Non-count (mass) nouns take singular verbs. See A-3 for an important list of these nouns. *advice information homework furniture knowledge*

- *The therapist's advice is not always easy to follow.*
- *The climate has been changing over the last few decades.*

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6.6: Adjectives

1. Adjectives are words that describe nouns. They usually come in front of the noun.

- *The prestigious university admits 500 students each year.*
- *Students love interactive classes.*

2. Adjectives can come after the verb BE or linking verbs.

- *Advanced mathematics is challenging.*
- *Fred seems sad today.*

3. Adjectives do not add “-s” to “match” plural nouns as in some other languages.

- *They had ~~different~~ problems. (different problems)*

4. Be careful not to confuse adjectives and verbs. Use “BE” or a linking verb with adjectives.

- *Every morning she ~~late~~ to class. Every morning she is late to class.*
- *That movie ~~does~~ very interesting. That movie is very interesting.*

5. Some adjectives are made from the -ed form of the verb. Some are made from the -ing form of the verb. These are adjectives, not verbs. They describe how a person or thing IS, not what the person or thing is doing.

- *I was very excited to see him.*
- *The class was confused during the class.*
- *He will be surprised when he sees the party.*
- *The explanation was confusing to me.*
- *The movie was frightening.*
- *A mountain vacation can be very relaxing.*

6. Like adjectives, relative (adjective) clauses describe nouns: Be careful! Don’t repeat subjects and objects in relative pronouns. *The people who ~~they~~ were arrested by the oppressive government were finally released.*

- *The people who were arrested by the oppressive government ~~they~~ were finally released.*

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6.7: Parallel Structure

In writing, parallelism means that items in pairs or lists have the same grammatical form. These forms can be individual words (nouns, adjectives, adverbs), phrases (using nouns, gerunds, infinitives, and prepositions), and whole clauses (adjective, noun, and adverb).

- *Participating in group sports can help children develop both physical and social skills.* (a pair of adjectives)
- *Intense flooding damaged the business center, the historic district, and many of the residential areas.* (a list of three noun phrases)
- *Social media managers are often responsible for developing an advertising strategy, producing quality content, and assisting with customer service.* (three gerund phrases)

Faulty parallelism means that one or more of the items is not in the same grammatical form.

In a traditional college education students would attend lectures, study the material, and ~~taking~~ tests. (take tests)

Online students need to have strong computer skills, a stable internet connection, and ~~be motivated~~ to learn on their own. (motivation)

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6.8: Apostrophes

A. Apostrophes are used to show possession or relationship between two nouns.

For a regular plural noun, put the apostrophe after the -s.

- *Teachers' office hours can be a great resource for struggling students.*

For an irregular plural noun, keep the apostrophe before the -s.

- *Children's stories are useful teaching tools.*

For proper nouns that end in -s, both forms can be used.

- *Carlos' ideas / Carlos's ideas are very interesting.*

B. Apostrophes are used to show a contraction. Note: In much academic and professional writing, writers do not use contractions.

- *It's important to study environmental changes. (it is)*
- *The author's discussing his works online. (the author is)*
- *The author's discussed his works online. (the author has)*

Don't use an apostrophe for decades.

- *The 1960s was a time of great change in society.*

Don't use an apostrophe for acronyms.

- *Before streaming music and video, CDs and DVDs were common forms of media.*

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CHAPTER OVERVIEW

7: Appendix 2: Answers to Editing Practices

Logical Order Editing Practice

One (1) format error One (1) subject/verb agreement error

One (1) verb tense error Two (2) capitalization errors

One (1) spelling mistake One (1) pronoun error

One (1) incorrect use of comma One (1) missing comma

One (1) fragment error

(capitalization error)

Growing t Tomato Seedlings (Format)

Growing tomato seedlings in a container is a simple, (incorrect use of comma) and rewarding task that involves just a few simple steps. The first step in growing tomatoes ~~are~~ **is** (S-V Agreement) determining if you have the appropriate space with plenty of sunlight to grow ~~it~~ **them** (pronoun). All tomato varieties require ~~a~~ (verb tense) full sunlight, which means at least six hours of direct sun every day. Therefore, using a container is helpful. Containers can be used in the house, (add a comma) on a patio, or anywhere in the backyard, and they are portab**le** (spelling). The next step is to prepare your pot. For the best drainage, fill the bottom of your container with 2 or 3 inches of gravel. On top of the gravel, fill three-quarters of the container with some well-balanced ~~O~~rganic (capitalization) soil. Once you have the gravel in the bottom of the container and the soil on top, you **are** (fragment) ready to transplant the tomato. Pick up the tomato in the plastic container that it comes in from the nursery. Turn it upside down, and holding the stem between your fingers, pat the bottom lightly several times, and the plant should fall into your hand. Next, you should gently break up the root ball that formed in the nursery container with your hands....

Cause and Effect Editing Practice

One (1) format error One (1) subject/verb agreement error

One (1) capitalization error One (1) apostrophe error

One (1) pronoun error Two (2) incorrect use of comma errors

One (1) fragment

Two (2) word form errors

Effects of Stress

(Format / Indent) Stress is one of the most common causes of health problems in modern life. Too much stress results **s** (S-V Agreement) in physical, emotional, and mental health problems. One physical effect of stress can be felt in the ~~R~~espiratory (capitalization) system. Stress can affect breathing patterns which can lead to asthma and can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can also affect the stomach. It can cause stomach aches and problems digesting food. These **are** (fragment) only a few examples of the wide range of physical effects that stress can have. Emotions are also easily affected by stress, so people suffering from stress often feel anxious. ~~He~~ **They** (pronoun) may have panic attacks, (incorrect use of comma) and feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody (word form), or nervous. Finally, long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism, (incorrect use of comma) and other addictions often develop because of the overuse of alcohol or drugs to try to ~~relief~~ **relieve** (word form) stress. If stress is allowed to continue, then one **s** (apostrophe error) mental health is put at risk. To summarize, the effects of stress are numerous.

Compare and Contrast Editing Practice

One (1) run-on / comma splice error Two (2) subject/verb agreement error

One (1) word form error One (1) capitalization error

One (1) spelling mistake One (1) pronoun error

One (1) incorrect use of comma One (1) missing comma

One (1) fragment error

Two Different Cities

London and Washington D.C. have similarities and differences in living standards and cultural diversity. Both cities share a very expensive cost of living in terms of housing. A Downtown one-bedroom apartment in DC costs **\$ (S-V)** \$1,800 per month. **(run-on)** A similar “flat” in London may be double that amount. **This These (pronoun error)** high costs create socioeconomic differences among the residents. Although both cities’ residents **(spelling)** are predominantly wealthy, **(missing comma)** both cities have a significantly large population of poor and homeless. Perhaps the most significant ~~different~~ **difference (word form)** is the racial diversity. Washington, DC is a “minority-majority” city, which means the majority of its citizens are races other than white. In 2009, according to the US **Census (cap)**, 55 percent of DC residents **were (fragment)** classified as “Black or African American”, and 35 percent of its residents were classified as “white.” London, by contrast, has very few minorities. In 2006, 70 percent of its population **(incorrect use of comma)** was “white,” while only 10 percent was “Black.” Though the cost of these cities **are is (S-V)** high, the racial differences between the cities are what make them feel different.

Argumentative Essays Editing

One (1) fragment error One (1) parallel structure error

Two (2) run-on/comma splice Two (2) subject-verb agreement error

Two (2) word form error One (1) capitalization error

One (1) format error

Vegetarians: Better for the Planet! -----Center the Title/ **Format**

Among the many reasons to adopt a vegetarian diet, perhaps the most compelling is the disruption to our current system of raising animals for consumption in the U.S. **The expectation of inexpensive meat in American supermarkets and fast food restaurants (Fragment)**. This has created a huge demand **ing (Word Form)**. The food industry now **relies (S-V Agreement)** on suppliers that raise chickens, pigs, and ~~hamburger meat~~ **cows (parallel structure)** in mass quantities. **(run-on)** **This** results in these animals being overcrowded in pens and cages. The overuse of antibiotics to keep animals healthy **(Word Form)** in these environments **have has (S-V Agreement)** been well documented. With a **V** vegetarian diet, consumer demand shifts to a variety of fruits, vegetables, and grains. Vegetarians give more thought to the importance of a balanced and varied diet; **(comma splice)** The consumer seeks more healthy foods from the suppliers. Supporting smaller, more local farms can also be an outgrowth of the movement toward plant-based eating.

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