

INTEGRATED SKILLS:

Academic Writing with Sources



Trischa Duke

Becky Bonarek

Steph Mielcarek



**GLOBAL
ENGAGEMENT**

Tutorium in Intensive English

TABLE OF CONTENTS

Click on a link below to go to that chapter.

Introduction: How to Use This Textbook

Chapter 1: Academic Skills

Chapter 2: Paraphrasing

Chapter 3: Summarizing

Chapter 4: Responding to a Text

Chapter 5: Argumentative Research Paper

Chapter 6: Compiling a Writing Portfolio

Chapter 7: Timed Writing Assignments

APPENDICES

Appendix A: MLA Formatting Guidelines and Resources

Appendix B: Assignment and Exam Rubrics

Appendix C: Outlines

Appendix D: Peer and Self-Review Forms

Appendix E: Links to Supplemental Resources



This work is made available
under the terms of a
Creative Commons
Attribution-NonCommercial-ShareAlike
license. (2021)

COVER ART

Gill, Dollar. [Man Writing Ideas at Cafe](#). 7 February 2020.
Gill, Dollar. [Untitled \(Library Stacks\)](#). 30 August 2019.
Hume, Cristin. [Workflow](#). 7 January 2018.
Montgomery, Chris. [Zoom Call with Coffee](#). 29 April 2020.
Orimi Photography. [Untitled \(Woman at Computer\)](#). 22 December 2019.
Pitts, Keith. [Untitled \(Man Taking Notes\)](#). 11 February 2020.
Thian, Mimi. [Untitled \(Discussion\)](#). 13 July 2018.
Cover background: [Abstract Background Design](#), FreePik. 2021.



UNIVERSITY OF
ILLINOIS CHICAGO

For questions about this textbook, please contact the
Tutorium in Intensive English (tutorium@uic.edu).

INTRODUCTION: HOW TO USE THIS TEXTBOOK

Click on a link below to go to that section.

1. [PURPOSE](#)

2. [MAJOR WRITING ASSIGNMENTS](#)

3. [THE WRITING PROCESS](#)

4. [NOTABLE FEATURES OF THIS TEXTBOOK](#)

5. [USING THIS TEXTBOOK TO HELP YOU SUCCESSFULLY COMPLETE THE COURSE](#)

A. [ELSI 043: English for Academic Purposes II: Descriptors of Attained Proficiency](#)

B. [Final Evaluation Rubric](#)

1. Purpose

This textbook is specifically designed for **ELSI 043: English for Academic Purposes II**, a three-hour non-credit English course for freshmen enrolled in the UIC Global International Accelerator Program at the University of Illinois at Chicago. The focus of the text is on interacting in various ways with academic sources and popular articles, including paraphrasing, summarizing, responding to arguments, and using sources to support and develop your own ideas. Each chapter focuses on a specific type of writing you will be doing in the course and provides scaffolded practice to help you build the skills necessary to successfully complete that type of writing.

The major writing assignments that make up this course were specifically chosen in order to target writing skills that can be applied to various writing contexts. Successful completion of this course means that you are prepared to take ENGL 160, the first of two for-credit composition courses required of all freshmen at UIC. The writing skills you practice in this course can also be applied to other courses in which writing is assigned, such as summarizing a textbook chapter, responding to written opinions, locating and evaluating academic sources, and composing an argumentative research paper.

2. Major Writing Assignments

The course consists of seven major assignments (five drafted assignments plus two in-class writing exams) that follow two half-semester cycles. They are as follows:

CYCLE 1 (WEEKS 1-8, OR 1-5 IN SUMMER)	CYCLE 2 (WEEKS 9-16, OR 6-10 IN SUMMER)
● Summary 1 ● Summary-Response 1 ● <i>Midterm Exam</i>	● Research Paper (semi-guided) ● Summary 2 ● Summary-Response 2 ● <i>Final Exam</i>

In addition to these drafted writing assignments and in-class timed writing exams, you will produce a Final Portfolio in the final weeks of the semester to showcase your best writing. Your portfolio, along with your final exam, will be evaluated by the English 160 Committee to determine whether you are ready to progress to ENGL 160.

3. The Writing Process

Each chapter of this textbook provides a complete overview of the writing process, step by step, for one of the types of essays you will produce in this course. For each drafted writing assignment, you will complete two drafts. The first draft of each assignment is completed during an in-class timed writing session. You will prepare for this in-class writing session by completing brainstorming and outlining activities both in and out of class.

After completing the first draft, you will engage in a peer review with one or more classmates. Your instructor will monitor and give additional on-the-spot feedback, either through Blackboard rubrics or in your Google doc. You have the opportunity to revise your essay based on this feedback and submit a second draft. Using a rubric, your instructor will provide detailed feedback on features such as content, organization, grammar, vocabulary, and correct usage of MLA style. If you earn less than a 70% on your second draft, you are strongly encouraged to make an appointment to discuss with your instructor and/or a Writing Center tutor.

THE WRITING PROCESS

All steps of the writing process must be completed in the Google Docs shared with you by your instructor.



4. Notable Features of This Textbook

Chapter Goals. Each chapter begins with a list of goals that the chapter content and practice activities will help you to accomplish.

Academic Skill Review. [Chapter 1](#) covers various academic reading and writing skills that will be used throughout the course and beyond.

Annotating for Various Contexts. Each chapter contains a section on focused annotating to help you get the most out of your reading.

Practice and Pause & Reflect Activities. Each chapter has various **Practice** activities to help you focus on building specific reading, writing, and research skills. Chapters also contain **Pause and Reflect** activities to help you reflect on what you are learning.

Writing Samples from Actual Students. Many of the writing samples included in this textbook are from actual student essays to give you authentic examples of how a student approaches a particular assignment or task.

Links to Additional Resources. Links are included for helpful websites and other class resources that can help you extend your learning.

Outlines, Writing Peer Reviews, Checklists, and Rubrics. The [Appendices](#) include the tools we will use for various stages of the writing process.

5. Using the Textbook to Help You Successfully Complete the Course

In order to successfully complete the course, a student must meet a minimum of two of the three following criteria. Both the final exam and the portfolio must be submitted in order for a student to be considered for progression to the next course.

- A satisfactory four- to five-paragraph summary-response essay based on an article of 600-800 words (FRE 40-60, Grade Level 10-13), written within a 90-minute time limit.
- A portfolio of three drafted writing assignments and a reflective cover letter demonstrating reading and writing skills appropriate to the level.
- Satisfactory progress throughout the semester, as demonstrated by applied reading and writing tasks, in-class and drafted writing assignments, exams, journals, and other reflective activities.

A. ELSI 043: English for Academic Purposes II: Descriptors of Attained Proficiency

The chart below outlines the specific criteria used to determine whether a student has met the course's learning outcomes in each of the three criteria listed above. Corresponding textbook chapters are listed in **red** after each criterion.

COURSE LEARNING OUTCOME	FINAL EXAM (<i>see Chapter 7</i>)	FINAL PORTFOLIO (<i>see Chapter 6</i>)	SEMESTER PROGRESS
Produce written paraphrases and summaries of academic texts on various topics while maintaining the original meaning.	• Student produces a one-sentence summary that accurately identifies the main idea/argument and is well paraphrased. (Chapter 3) • Student produces an effectively paraphrased summary paragraph that accurately identifies main idea, supporting details, and organizational pattern. (Chapters 2, 3) • Student produces an effective paraphrase of the opinion(s) from the original text that they have selected for response. (Chapters 2, 4)	• Student demonstrates effective summarizing and paraphrasing strategies in the summary and summary-response assignments, including: ◦ one-sentence summaries (Chapters 2, 3) ◦ summary paragraphs (Chapters 2, 3) ◦ summaries/paraphrases of opinions selected for response (Chapters 2, 4)	• Student demonstrates effective summarizing and paraphrasing strategies in in-class and drafted summary assignments as well as in journals and applied reading and writing activities requiring summarizing or paraphrasing. Student demonstrates satisfactory progress in these skills across the semester. (Chapters 2, 3, 4)
Incorporate summarizing and paraphrasing strategies into written assignments in order to support their own ideas and opinions.	• Student's thesis statement accurately summarizes and paraphrases opinions/arguments presented in the article and clearly states the student's response. (Chapters 2, 4) • Student accurately summarizes and paraphrases arguments/ideas from the article in the response paragraphs. (Chapters 2, 3)	• Student effectively summarizes and/or paraphrases ideas from sources used to support their own arguments in their portfolio research paper and summary-response essay. (Chapters 2, 5)	• Student effectively summarizes and/or paraphrases ideas from sources used to support their own arguments in their research paper and summary-response essays. Student demonstrates satisfactory progress in these skills across the semester. (Chapters 2, 5)

Synthesize information from multiple sources to support ideas within an essay.	- Student's thesis statement directly connects to the ideas in the response paragraphs. (Chapter 4) - Student uses ideas/evidence from their own knowledge/experience and/or other sources to effectively support their opinion in the response paragraphs. (Chapter 4)	Student uses ideas/evidence from their own knowledge/experience and/or other sources to effectively support their opinions in the revised summary-response essay and research paper. (Chapters 4, 5)	Student uses ideas/evidence from their own knowledge/experience and/or other sources to effectively support their opinions in in-class and drafted writing assignments as well as in journals and applied reading and writing activities. Student demonstrates satisfactory progress in this skill across the semester. (Chapters 4, 5)
Appropriately integrate and cite academic and professional sources in written assignments using MLA format.	- Student accurately cites the article in the one-sentence summary, summary paragraph, and response paragraphs. (Chapters 3, 4, Appendix A) - Student effectively distinguishes ideas from the article from their own ideas. (Chapter 4)	- Student demonstrates effective integration and citation of sources in all portfolio assignments. (Chapters 3, 4, Appendix A) - Student effectively distinguishes ideas from sources from their own ideas. (Chapters 4, 5)	- Student demonstrates effective integration and citation of sources in in-class and drafted writing assignments. (Chapters 3, 4, Appendix A) - Student effectively distinguishes ideas from sources from their own ideas. (Chapters 4, 5) - Student demonstrates satisfactory progress in these skills across the semester.
Design and execute a research argument in response to a research essay prompt.		- Student produces a research paper thesis statement that effectively responds to the research question. (Chapter 5) - Student effectively organizes and sufficiently develops their argument using relevant evidence from sources and their own knowledge/experience. (Chapter 5)	- Student produces a research paper thesis statement that effectively responds to the research question. (Chapter 5) - Student effectively organizes and sufficiently develops their argument using relevant evidence from sources and their own knowledge/experience. (Chapter 5) - Student demonstrates satisfactory progress in these skills across the semester.
Demonstrate critical thinking by critiquing arguments presented in texts.	Student responds effectively to opinions selected from the article (<i>makes logical connections, criticizes or questions the text, provides original solutions or alternative ideas, extends the ideas presented by supplying new information</i>). (Chapter 4)	- Student responds effectively to opinions/arguments selected from the summary-response article (<i>makes logical connections, criticizes or questions the text, provides original solutions or alternative ideas, extends the ideas presented by supplying new information</i>). (Chapter 4) - Student effectively analyzes evidence from research paper sources used to support their own arguments. (Chapter 5)	- Student responds effectively to opinions/arguments selected from the summary-response article (<i>makes logical connections, criticizes or questions the text, provides original solutions or alternative ideas, extends the ideas presented by supplying new information</i>). (Chapter 4) - Student effectively analyzes evidence from research paper sources used to support their own arguments. (Chapter 5) - Student demonstrates satisfactory progress in these skills across the semester.
Demonstrate facility with both drafted and timed academic writing tasks.	Student has written a complete 4-5 paragraph essay in the given time with a clear introduction, summary paragraph, one or two response paragraphs, and a conclusion. (Chapters 3, 4)	- Student has presented a portfolio that is complete and follows the guidelines for the assignment. (Chapter 6) - Student demonstrates an understanding of the writing and revision process in their cover letter. (Chapter 6)	- Student's in-class writing assignment average is 70% or higher. - Student's drafted writing assignment average is 70% or higher. - Student demonstrates satisfactory progress across the semester.

Evaluate and revise their own work, incorporating teacher and peer feedback and self review.		• Student effectively addresses feedback and comments from instructor, peers, and self in revising portfolio assignments. (Chapters 1, 6) • There is sufficient evidence of revision between drafts. (Chapter 6)	• Student effectively addresses feedback and comments from instructor, peers, and self in revising drafted assignments. (Chapters 1, 6) • There is sufficient evidence of revision between drafts; assignment self-reviews have been sufficiently completed. (Chapter 6) • Student demonstrates satisfactory progress in these skills across the semester.
Actively engage in various steps of the writing process, including brainstorming, outlining, and drafting.		• Student effectively uses checklists, outlines, brainstorming, peer and self-reviews, and other reflective activities to guide and support the portfolio revision process. (Chapter 1, Appendices B, C, D)	• Student effectively uses checklists, outlines, brainstorming, peer and self-reviews, and other reflective activities to guide and support the writing process. Student demonstrates satisfactory progress in this skill across the semester. (Chapter 1, Appendices B, C, D)

B. Final Evaluation Rubric

Your instructor will use this rubric to determine whether you have successfully met the course learning outcomes and are ready to progress to ENGL 160.

Name: Instructor:		Final Grade: Committee Decision:			
COURSE LEARNING OUTCOME		FINAL EXAM	FINAL PORTFOLIO	SEMESTER PROGRESS	COMMENTS
Produce written paraphrases and summaries of academic texts on various topics while maintaining the original meaning.					
Incorporate summarizing and paraphrasing strategies into written assignments in order to support their own ideas and opinions.					
Synthesize information from multiple sources to support ideas within an essay.					
Appropriately integrate and cite academic and professional sources in written assignments using MLA format.					
Design and execute a research argument in response to a research essay prompt.					
Demonstrate critical thinking by critiquing arguments presented in texts.					
Demonstrate facility with both drafted and timed academic writing tasks.					
Evaluate and revise their own work, incorporating teacher and peer feedback and self review.					
Actively engage in various steps of the writing process, including brainstorming, outlining, and drafting.					
KEY S = Satisfactory The student meets or exceeds the requirements of the course. This is a passing grade. U = Unsatisfactory The student does not meet the requirements of the course. This is a failing grade.	TOTAL SATISFACTORY LEARNING OUTCOMES	/6	/9	/9	To pass this course, a student must have an overall grade of Satisfactory in a minimum of two of the three criteria evaluated (final exam, final portfolio, semester progress). A detailed explanation of the ELSI 043 descriptors of attained proficiency can be found here .
	NUMBER OF SATISFACTORY LEARNING OUTCOMES REQUIRED	4/6	6/9	6/9	
	OVERALL SATISFACTORY/UNSATISFACTORY				

CHAPTER 1: ACADEMIC SKILLS

Click on a link below to go to that section.

1. INTRODUCTION

2. SKIMMING AND ACTIVE READING

- A. What is skimming?
- B. Why skim?
- C. Skimming Methods
- D. When to Skim
- E. Active Reading Strategies

3. ANNOTATING TEXTS

- A. What is annotation?
- B. Why annotate?
- C. How do you annotate?
- D. A common concern about annotating texts: It takes time!

4. AVOIDING PLAGIARISM

- A. Plagiarism Tutorial
- B. Additional Practice Identifying and Avoiding Plagiarism
- C. General Guide to Understanding Written Plagiarism

5. USING GOOGLE DOCS

- A. Formatting
- B. Sharing
- C. Commenting
- D. History

6. GIVING AND USING WRITER FEEDBACK: PEER AND SELF-REVIEWS

- A. Peer Review Strategies
- B. Understanding a Peer Review Form
- C. Applying Feedback
- D. Using Self-Review Checklists
 - i. In-class Writing Quiz Checklist
 - ii. Final Self-review Checklist

7. ENGAGING IN CLASS DISCUSSIONS

- A. Preparing for Effective Discussion

- B. Types of Discussion Questions
- C. Writing Effective Discussion Questions
- D. Useful Phrases for Class Discussion

8. CHAPTER SUMMARY

1. INTRODUCTION

This chapter consists of various academic skills that will help you to get the most out of this course and many of your other university courses. These skills include:

Reading Skills

- skimming and active reading
- annotating texts

Writing Skills

- avoiding plagiarism
- using Google Docs for in-class and drafted writing assignments
- giving and using writing feedback: peer and self-review

Discussion Skills

- writing effective discussion questions
- engaging in class discussions

Our goals for this chapter include:

- surveying and applying various strategies for skimming readings and annotating texts
- understanding what plagiarism is and how to avoid it
- using Google Docs for all assigned writing and for various class activities
- understanding the importance of peer and self-review and various strategies for effectively providing and applying feedback for our writing
- practicing writing discussion questions based on class readings

2. SKIMMING AND ACTIVE READING

Do you ever feel like you spend way too much time reading? Do you have trouble determining which parts of a text are the most important? Do you wish you could collect information from books in a quicker and more efficient way? If so, consider skimming the next time you sit down to read a text.

A. What is skimming?

Skimming is a strategic, selective reading method in which you focus on the main ideas of a text. When skimming, deliberately skip text that provides details, stories, data, or other elaboration. Instead of closely reading every word, focus on the introduction, chapter summaries, first and last sentences of paragraphs, bold words, and text features. Skimming is extracting the essence of the author's main messages rather than the finer points.

B. Why skim?

You need the “big picture” or main points when you’re reading. Even if you’re going to do a more detailed reading of the text, skimming as a form of previewing can help you better comprehend what you read. Knowing when and how to skim will help you become a more efficient, strategic reader. You’ll become better at determining what parts of the text are most important. There may also be times when your professor wants you to understand the big picture, not all of the little details. In these cases, skimming helps you understand the overall points of the text and its relevance to your course without bogging you down.

You need to make the most of your time. Sometimes you don’t have time to do everything. With skimming, you’ll be able to cover vast amounts of material more quickly and save time for everything else that you have on your plate. Maybe you don’t have time to finish your reading before class, but skimming will help you get the main points and attend class much more prepared to maximize in-class learning.

You need to review a text you have read before. Skimming is also an efficient way to refresh your memory of large amounts of material before an exam. Skimming a text that you have already read helps you recall content and structure.

C. Skimming Methods

Beginnings & endings: Read first and last sentences of paragraphs, first and last paragraphs of major sections, and introductions and summaries of chapters.

Wheat vs. chaff: Read only the amount of text necessary to determine if a section presents a main idea or support for a main idea.

Visual & verbal cues: Watch for signal words and phrases that indicate an author’s direction (e.g., however, although, moreover, in addition to). Things to focus on while skimming:

- Introduction and conclusion
- Chapter/section summaries
- First and last sentences
- Titles, subtitles, and headings

- Bold words
- Charts, graphs, or pictures
- End of chapter review questions

D. When to Skim

There are certain texts that lend themselves to skimming better than others. It is typically less beneficial to skim novels, poetry, and short stories or texts that do not have text features such as tables of content, chapter or section summaries, headings, bold words, pictures, and diagrams. Non-fiction texts, like textbooks, journal articles, and essays are typically full of these kinds of text features and are more suited for skimming.

Skimming can also be a good tool for conducting research and writing papers. Typically, when researching or writing, you will not need to read every word of every text closely, but will benefit more from skimming while evaluating your sources or identifying information important to your work.

Finally, know your context. There may be some texts that you are better off reading closely and thoroughly. Some professors specifically tell you that they include small details from the textbook on exams. You may have some classes that are just difficult to understand, and you may find that reading closely helps you comprehend concepts better. Before skimming, spend some time thinking about your classes, professors, and needs to determine if you have any texts you may need to read more closely.

E. Active Reading Strategies

When skimming, it's important to continue to use [active reading strategies](#). This keeps your brain active, engaged, and focused, and helps you understand and retain information better and longer.

Here are a few effective active reading strategies to pair with skimming:

Set a purpose for reading. Instead of approaching the text as something you just have to get through, identify a purpose for this reading. What do you want to get out of it? Why are you reading it? Keep this purpose in mind as you read.

Preview. Look through the text before starting to read and focus on headings, illustrations, captions, highlighted items, end of chapter summaries, etc. These features give you an idea of the main concepts of the text and what you should focus on while skimming.

Make a prediction. Right after previewing, make a prediction about what you think the chapter or section is going to be about.

Activate prior knowledge. Make a list of what you already know about the topic and what you want to know about it. Identify and write down any questions you have.

Annotate. Instead of copying down copious notes from the book, jot down brief notes and thoughts (in your own words) in the margins of the text or in a notebook. PDF viewers, such as

Adobe Acrobat and Preview, also let you add notes directly on the page of a digital text. Other possibilities include note-taking apps such as Evernote, OneNote, or Google Keep.

Summarize the main ideas. After a section or page, stop and write a 1-3 sentence summary in your own words. This keeps your brain engaged and ensures you are comprehending what you read.

Generate questions. Ask and write down questions that you have as you read the text and/or questions that you would ask a class if you were the instructor. Try using different levels of questions.

Works Consulted

Holschuh, J. and Nist, S. (2000). *Active learning: Strategies for college success*. Massachusetts: Allyn & Bacon.

Section taken in its entirety from **The Learning Center** at the University of North Carolina at Chapel Hill. Creative Commons Licensed. Access the original [here](#).

PAUSE AND REFLECT

What's your approach to skimming? When do you skim? What strategies are you most comfortable with? Are there any other strategies here you'd like to try? How successful are you with skimming?

3. ANNOTATING TEXTS

A. What is annotation?

Annotation can be:

- A systematic summary of the text that you create within the document
- A key tool for close reading that helps you uncover patterns, notice important words, and identify main points
- An active learning strategy that improves comprehension and retention of information

B. Why annotate?

- Isolate and organize important material
- Identify key concepts
- Monitor your learning as you read
- Make exam prep effective and streamlined
- Can be more efficient than creating a separate set of reading notes

C. How do you annotate?

Summarize key points in your own words.

- Use headers and words in bold to guide you
- Look for main ideas, arguments, and points of evidence
- Notice how the text organizes itself. Chronological order? Idea trees? Etc.

Circle key concepts and phrases

- What words would it be helpful to look-up at the end?
- What terms show up in lecture? When are different words used for similar concepts? Why?

Write brief comments and questions in the margins

- Be as specific or broad as you would like—use these questions to activate your thinking about the content
- See this [handout on reading comprehension tips for some examples](#)

Use abbreviations and symbols

- Try ? when you have a question or something you need to explore further
- Try ! When something is interesting, a connection, or otherwise worthy of note
- Try * For anything that you might use as an example or evidence when you use this information.
- Ask yourself what other system of symbols would make sense to you.



"LT - Technology - Digital Annotation" by mattcornock is licensed with CC BY 2.0.

Highlight/underline

- **Highlight or underline, but mindfully.** Check out our resource on [strategic highlighting](#) for tips on when and how to highlight.
- **Use comment and highlight features built into pdfs, online/digital textbooks, or other apps and browser add-ons**
 - Are you using a PDF? Explore its highlight, edit, and comment functions to support your annotations.
 - Some browsers have add-ons or extensions that allow you to annotate web pages or web-based documents.
 - Does your digital or online textbook come with an annotation feature?
 - Can your digital text be imported into a note-taking tool like OneNote, EverNote, or Google Keep? If so, you might be able to annotate texts in those apps.

What are the most important takeaways?

- Annotation is about increasing your engagement with a text.
 - Increased engagement, where you think about and process the material then expand on your learning, is how you achieve mastery in a subject.
 - As you annotate a text, ask yourself: how would I explain this to a friend?
 - Put things in your own words and draw connections to what you know and wonder.
- The table below demonstrates this process using a geography textbook excerpt (Press 2004):

Passage from Text	Too Much Writing	Not Enough	Good Balance 
<i>The shape of metamorphic P-T paths provides insight into the manner in which these rocks are metamorphosed. In convergent margin settings, P-T paths indicate rapid subduction of rocks and sediments to sites with high pressures and relatively low temperatures. In settings where subduction leads to continental collision, rocks are pushed down to depths where pressure and temperature are both high. In both settings, the P-T paths form loops. These loops show that after the rocks experienced the maximum pressures and temperatures, they were pushed back up to shallow depths.*</i>	Shape of P-T paths tells us about the conditions of metamorphosis: - Convergent margin settings: rocks are subducted to depths with high temperature and low pressure - Continental collision settings: rocks are subducted to depths with high temperature and high pressure In both cases the P-T paths form loops, showing that the rocks were pushed back up.	P-T paths show conditions Two settings P-T paths loop	Shape of P-T paths reveals subduction site depths, temps, pressure Settings: 1. Convergent margins: HIGH temp, LOW pressure 2. Continental collision: HIGH temp, HIGH pressure P-T paths loop in both settings

A chart featuring a passage from a text in the left column and then columns that illustrate annotations that include too much writing, not enough writing, and a good balance of writing.

Example Annotation (from geology textbook*)

P-T paths record what happened when plates came together ("converged")

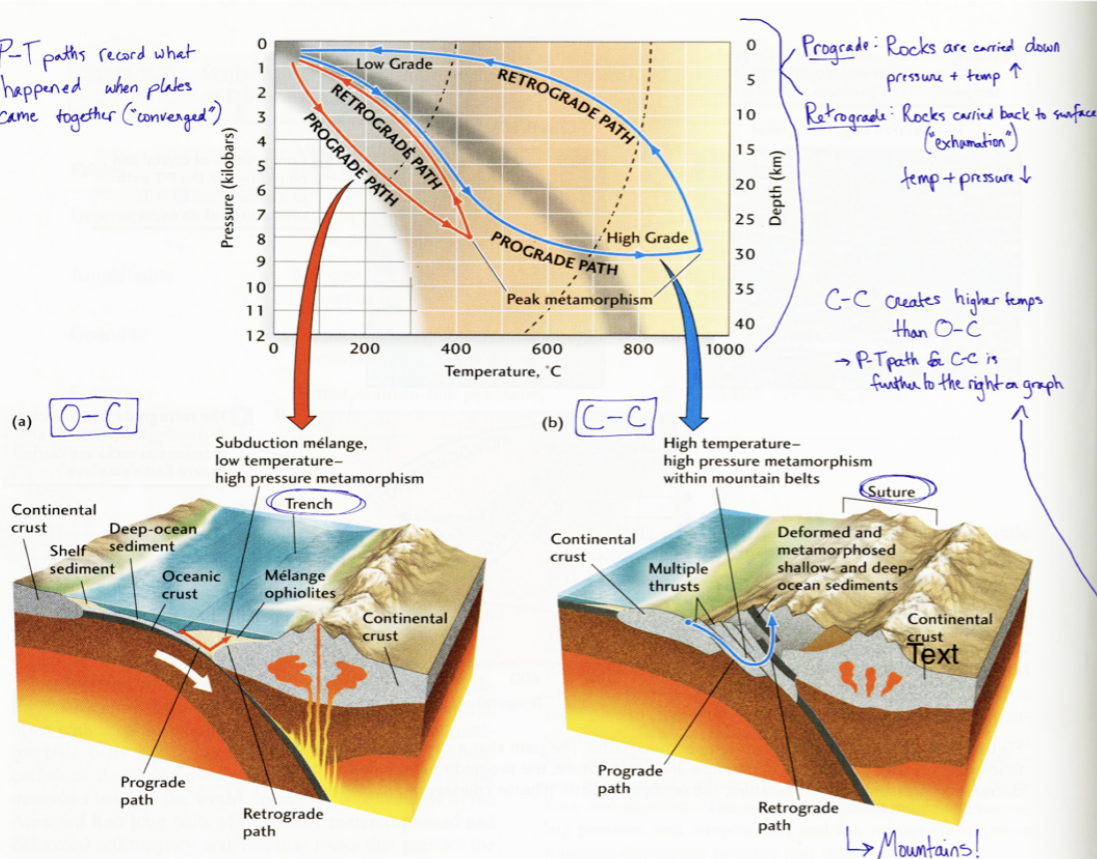


Figure 9.10 P-T paths and rock assemblages associated with (a) ocean-continent plate convergence and (b) continent-continent plate convergence. The P-T paths differ by illustrating the lower geothermal gradients present in subduction zones. Rocks transported to similar depths—and pressures—beneath mountain belts become much hotter at an equivalent depth.

? What about ocean-ocean plate convergence?

convergence of a Mediterranean plate with the European continent. The Andes Mountains (from which the name of the volcanic rock andesite is derived), near the west coast of South America, are products of a collision between ocean and continental plates. Here the Nazca Plate collides with and is subducted under the South American Plate.

Continent-Continent Collision

Plates may have continents embedded in them, and a continent can collide with another continent, as shown in Figure 9.10b. Because continental crust is buoyant, both continents may resist subduction and stay afloat. As a result, they collide, and a wide zone of intense deformation develops at the boundary where the continents grind together. The remnant of such a boundary left behind in the geologic record is called a suture. The intense deformation that occurs during orogeny results in a much-thickened continental crust in the collision zone, often producing high mountains such as the Himalayas. Belts of magmatism characteristically form at depth within the core of the mountain range adjacent to the suture. Ophiolites are often found near the suture; they are relics of an ancient ocean that disappeared in the convergence of two plates (see Chapter 5).

As continents collide and the lithosphere thickens, the deep parts of the continental crust heat up and metamorphose to different grades. In deeper zones, melting may begin at the same time. In this way, a complex mixture of metamorphic and igneous rocks forms the cores of orogenic belts that evolve during mountain building. Millions of years afterward, when erosion has stripped off the surface layers, the cores are exposed at the surface, providing the geologist with a rock record of the metamorphic processes that formed the schists, gneisses, and other metamorphic rocks.

P-T paths for metamorphic rocks produced by continental collision have a different shape from those produced by subduction alone. Continental collision generates higher temperatures than subduction. Therefore, as a rock is pushed to greater depths during collision, the temperature that corresponds to a given pressure will be higher (see Figure 9.10b). The P-T path begins at the same place as the path for subduction but shows a more rapid increase in temperature as greater pressures and depths are reached. Geologists generally interpret the upward segment of a collisional P-T

References:

- Nist, S., & Holschuh, J. (2000). *Active learning: strategies for college success*. Boston: Allyn and Bacon. 202-218.
- Simpson, M., & Nist, S. (1990). Textbook annotation: An effective and efficient study strategy for college students. *Journal of Reading*, 34: 122-129.
- *Example annotations use excerpts from: Press, F. (2004). *Understanding earth* (4th ed.). New York: W.H. Freeman. 208-210.

D. A common concern about annotating texts: It takes time!

Yes, it can, but that time isn't lost—it's invested.

Spending the time to annotate on the front end does two important things:

- It saves you time later when you're studying. Your annotated notes will help speed up exam prep, because you can review critical concepts quickly and efficiently.
- It increases the likelihood that you will retain the information after the course is completed. This is especially important when you are supplying the building blocks of your mind and future career.

One last tip: Try separating the reading and annotating processes! Quickly read through a section of the text first, then go back and annotate.

Works consulted:

Nist, S., & Holschuh, J. (2000). Active learning: strategies for college success. Boston: Allyn and Bacon. 202-218.

Simpson, M., & Nist, S. (1990). Textbook annotation: An effective and efficient study strategy for college students. *Journal of Reading*, 34: 122-129.

Press, F. (2004). *Understanding earth* (4th ed). New York: W.H. Freeman. 208-210.

Section taken in its entirety from The Learning Center at the University of North Carolina at Chapel Hill. Creative Commons Licensed. Access the original [here](#).

PAUSE AND REFLECT

How comfortable are you with annotating? What are your go-to strategies? What challenges do you face when you annotate texts for class? What ideas do you have to overcome those challenges?

4. AVOIDING PLAGIARISM

PAUSE AND REFLECT

Work with your team to answer the questions in the [Plagiarism Brainstorm PPT](#).

A. Plagiarism Tutorial

Directions: Click on the link below to complete the plagiarism tutorial. The tutorial includes 2 quizzes and 1 test to help you check your understanding of plagiarism. After you complete the tutorial, answer the questions below.

Click here for the tutorial: [The University of Southern Mississippi Plagiarism Tutorial](#)

1. What are three different types of plagiarism?
2. What are two possible consequences of plagiarism?
3. How can you avoid plagiarism?
4. What is the difference between quoting and paraphrasing?
5. What was your score on the final quiz in the tutorial?

B. Additional Practice Identifying and Avoiding Plagiarism

Need more practice? Click [here](#) for a series of tutorials that range from basic to expert levels.

C. General Guide to Understanding Written Plagiarism

Use the chart below to help you avoid plagiarism.

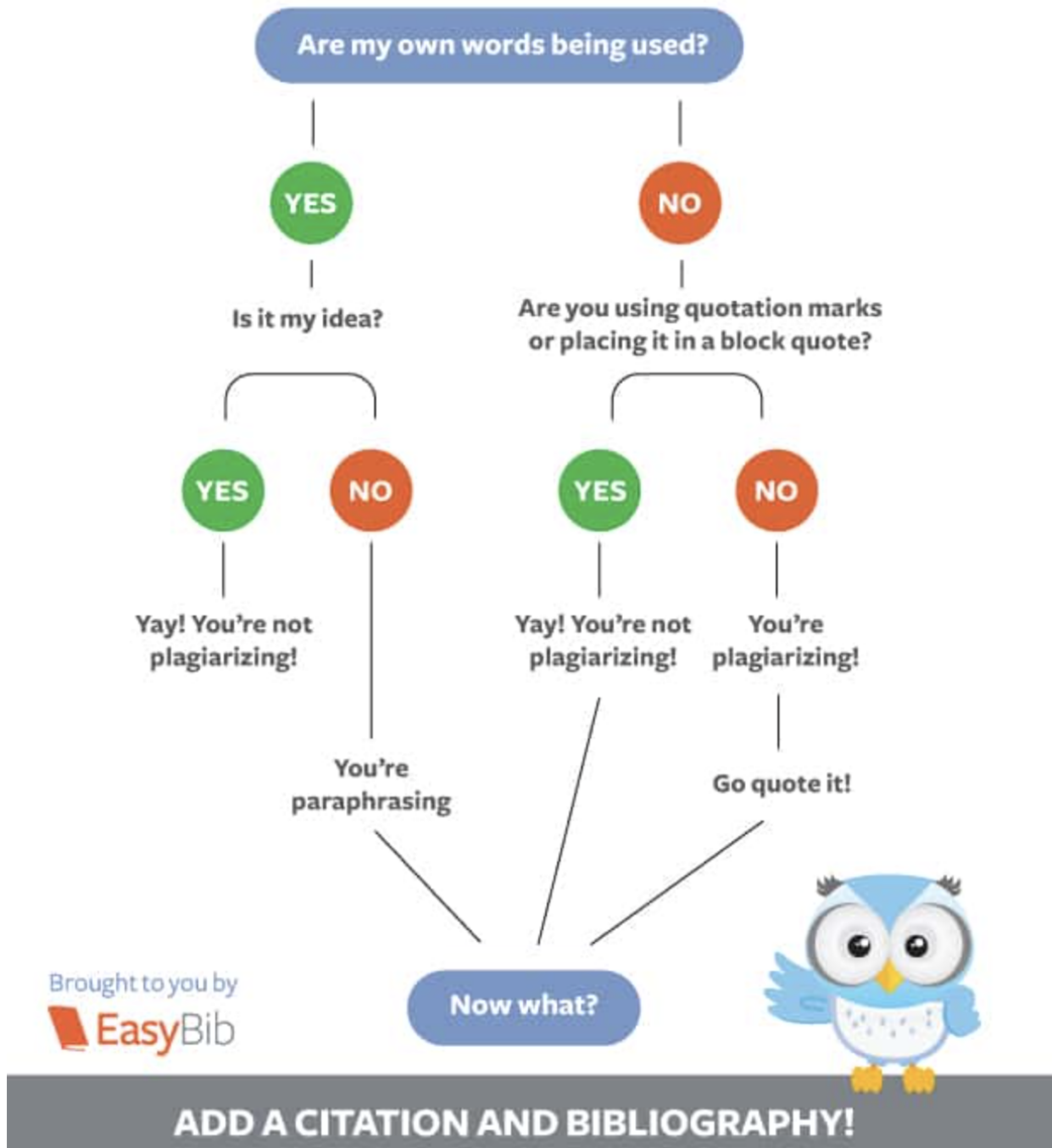


Diagram adapted from EasyBib, <https://www.easybib.com/guides/plagiarism-guide/what-is-plagiarism/>

For complete information on citing sources using MLA format, click [here](#) or see [Appendix A](#).

5. USING GOOGLE DOCS

We will be using Google Docs instead of Microsoft Word for most of the research process in this class. Knowing how to fully take advantage of Google and its apps is not only beneficial for this class but also the future: besides being able to access your work from any computer, they are useful for collaboration and easy sharing. However, you do have to spend some time getting used to them and their features.

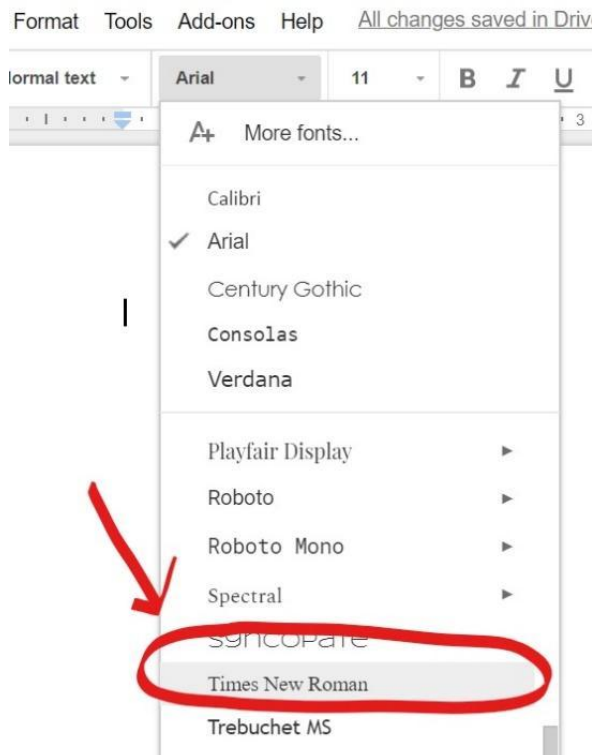
Remember, do all of your work in the Google Doc! Do NOT copy and paste from a Word document!

A. Formatting

You will need to format your Google Doc just like you would a Word document, including Times New Roman, 12-point font, 1" margins, and double spacing. Largely, the buttons are in the same location and have the same symbols, but here's what you should do.

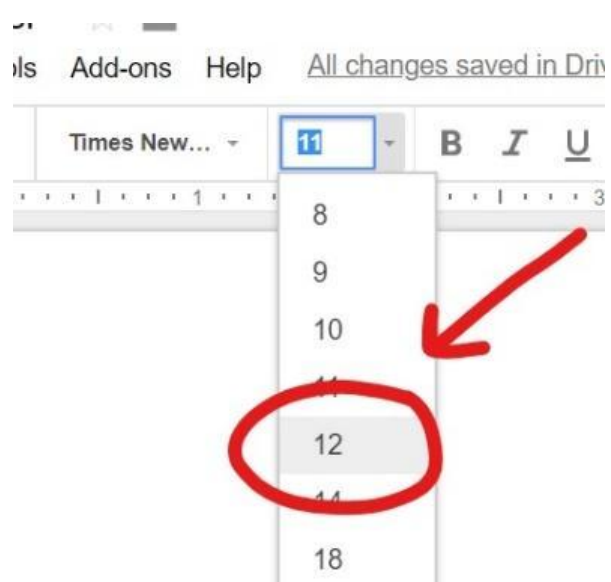
1. Changing Font Style

To change the font style, go to the toolbar at the top. The default font for Google is Arial, so scroll down to change it to Times New Roman.



2. Changing Font Size

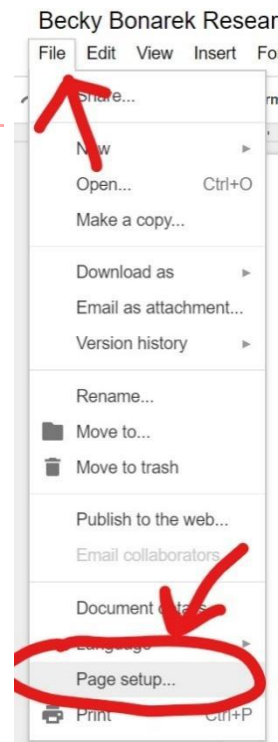
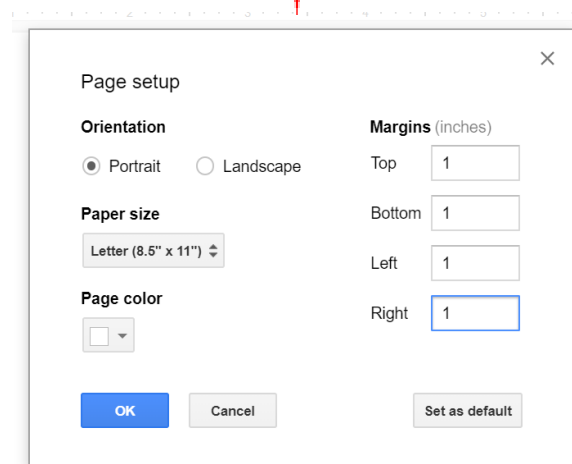
To change font size, click on the arrow next to the number to the right of the font style. Change the number to 12.



3. Changing the Margins

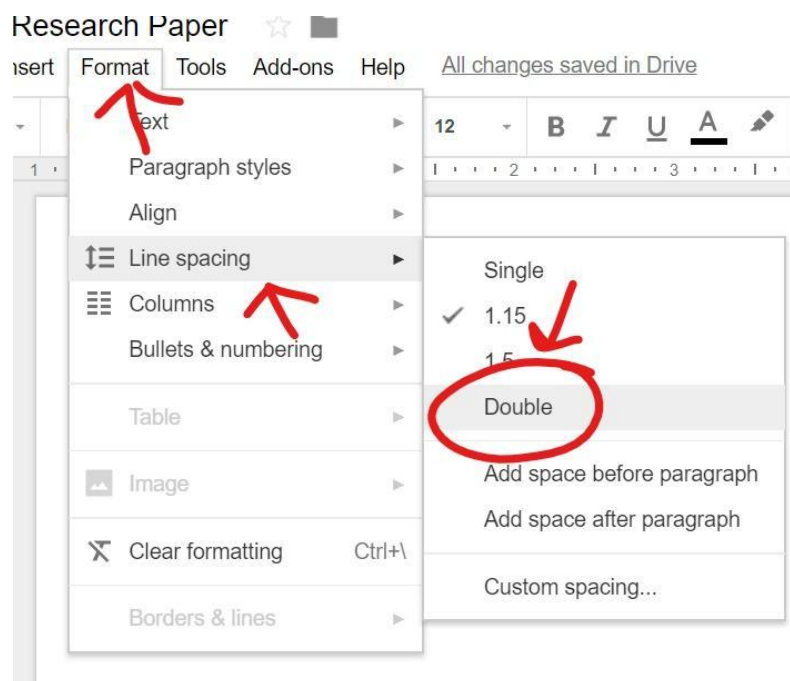
Depending on the country of origin of your computer (and your Google account), your Doc may already have the correct margins. To check and/or change the margins, click on **File** then **Page setup...**

If necessary, change the size of the margins to 1 inch.



4. Changing Line Spacing

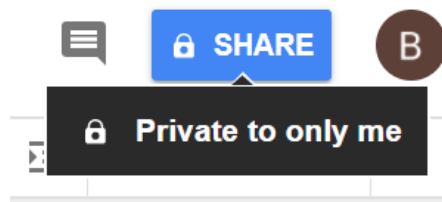
Just like with a Word document, there are a couple different ways to change the line spacing in a Google Doc. The easiest is to go to the toolbar again, click on **Format**, **Line spacing**, and then **Double**. Unlike Word, you do not have to remove the extra space between paragraphs!



B. Sharing

Your instructor has already shared your Research Paper Google Doc with you, but you will need to share it with your classmates in the future for peer reviewing. Sharing is easy and the best way to collaborate online in real time.

STEP 1: Click on the blue “**SHARE**” button in the upper righthand corner of the webpage. It also has the picture of a lock on it.



STEP 2: Click on “**Add more people**” to enter your classmate’s email address.

STEP 3: Change the share settings. Google’s default is “can edit;” change the settings to “**can comment**” by clicking on the **pencil icon’s dropdown menu**. That way, your classmate can add comments to your document, but they can’t accidentally change or delete anything in your document. (We’ll talk about commenting next.)

A screenshot of the 'Share with others' dialog box in Google Docs. The title is 'Share with others' and there is a 'Get shareable link' button with a link icon. Under the 'People' section, there is a list of people with 'Rebecca Bonarek' and an 'Add more people...' button. Below this is a text area for 'Add a note'. To the right of the text area is a dropdown menu with three options: 'Can edit' (checked), 'Can comment', and 'Can view'. At the bottom right, there is a 'Notify people' checkbox which is checked. At the bottom left are 'Send' and 'Cancel' buttons. At the bottom right is an 'Advanced' link.

STEP 4: You can add a note to your classmate if you want. Otherwise, click “**SEND**”!

C. Commenting

Because your classmates will only have the ability to comment on your document, this will be one of your only means of communication on the document itself. (You can also use the GChat feature, but we won't discuss that here.) Let's learn how to make and resolve comments.

STEP 1: Highlight the bit of text that you'd like to comment on. This could be as small as a punctuation mark or a space or as large as a paragraph. Normally, plan on highlighting only a couple of words or a sentence.

ecologists, extremist groups, political groups, and rebels to make some claims. Terrorism is a phenomenon of this century because terrorism causes a lot of problems in the world and inserts fear, desolation, and instability in world peace. Because of that, this research paper focuses on the 2000's, terrorism changes and adapts with this century. This act metamorphoses the terrorism face in the world and gives new ideas to the worst people to do bad things in the world. Nowadays, this practice is a new type of war because it has different tactics such as suicide

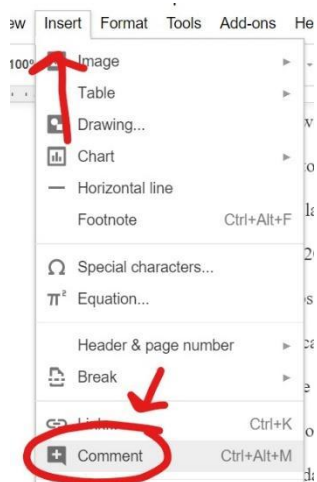
STEP 2: You have three ways to add a comment.

a. After you highlight part of the text, a circle with a plus sign inside a dialogue bubble will appear in the margin. Click on it.

problems in the world and inserts
t, this research paper focuses on
s act metamorphoses the terrorism
bad things in the world.



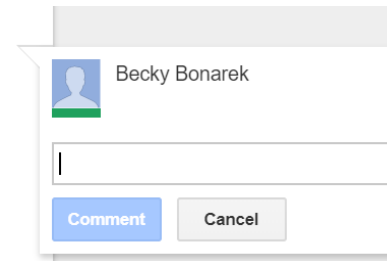
b. After you highlight, go to the toolbar at the top of the page and click on **Insert** and then **Comment**.



c. After highlighting the text, hold down **ctrl + alt + m** (Windows) or **⌘ + Option + m** (Mac) at the same time.

A dialogue box will appear in the margin. Type your comment and click **“comment”** to finish.

this research paper focuses on
act metamorphoses the terrorism
bad things in the world.
ferent tactics such as suicide

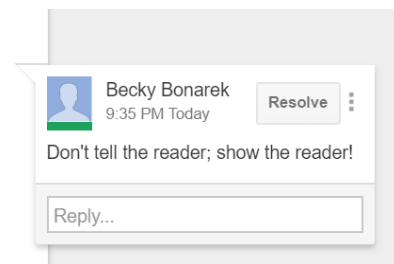


An email will be sent to everyone who shares the document every time a comment is posted.

A. To Reply to a Comment

Click on the dialogue box that contains the comment. A dialogue bar will appear below the comment with the word **“Reply.”** Click inside the bar and type your comment. When you are finished, click **“Reply”** to post it.

problems in the world and inserts
t, this research paper focuses on
is act metamorphoses the terrorism
bad things in the world.
fferent tactics such as suicide

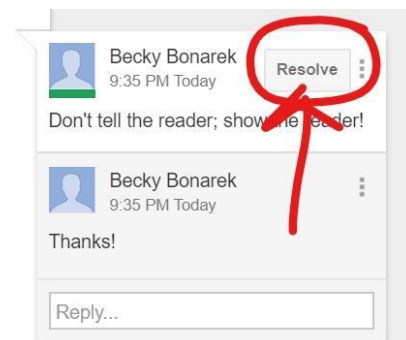


An email will be sent to everyone who shares the document every time a reply is posted.

B. To Resolve a Comment

If the comment is no longer applicable, or you have fixed the error, you may want to resolve (or finish) the comment. To do so, go to the dialogue box that contains the comment you'd like to resolve. In the upper righthand corner of that dialogue box is a button that says **“RESOLVE”**. Click that button, and the comment and any replies will disappear.

, this research paper focuses on
s act metamorphoses the terrorism
bad things in the world.
ferent tactics such as suicide

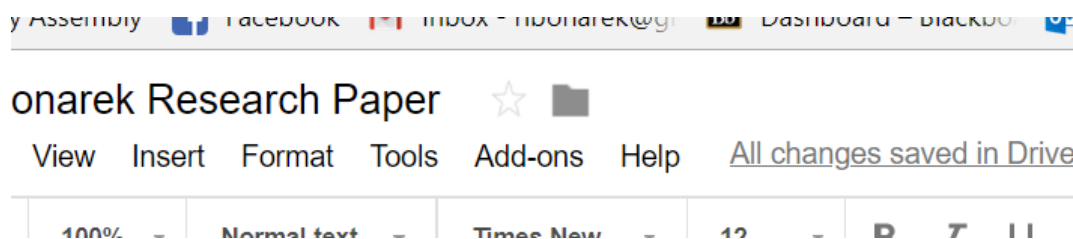


An email will be sent to everyone who shares the document every time a comment is resolved.

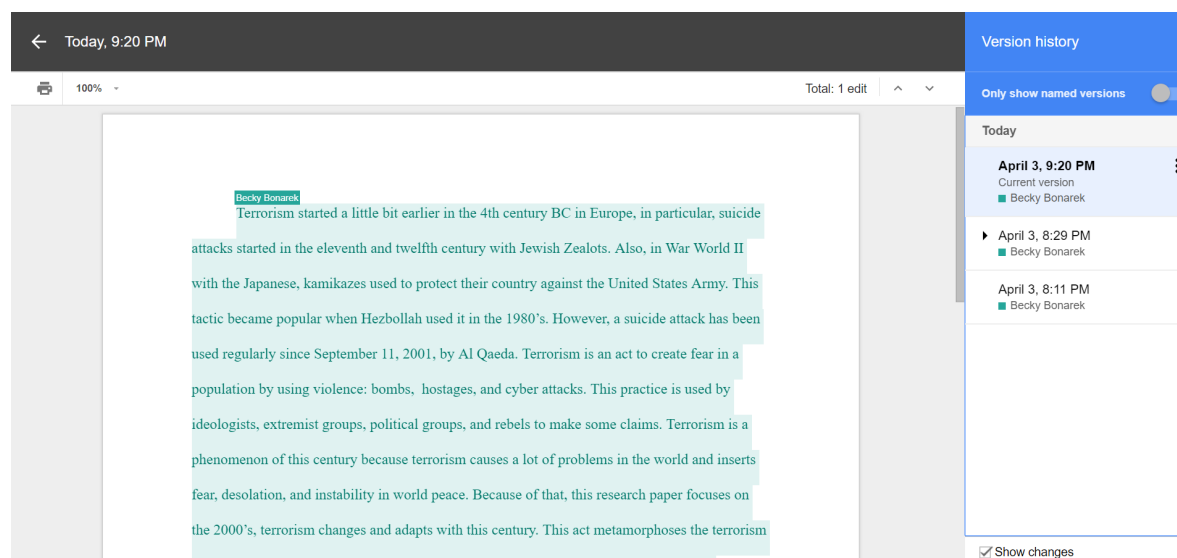
D. History

Google records every change that is made to your document. This feature is useful for you in case you want to go back and see a previous version of your essay; this feature is useful for your instructor because he/she can tell when, what, and how many changes were made and (most importantly) who made those changes. If you want to check your document's history, follow these steps.

STEP 1: Above the toolbar, next to **Help**, is a link that says, “**All changes saved in Drive.**” (If you recently made changes, or Google is in the middle of autosaving your document, it will say “**Saving changes.**” Wait until it says the former.) Click on the link. This will take you to the document's history.



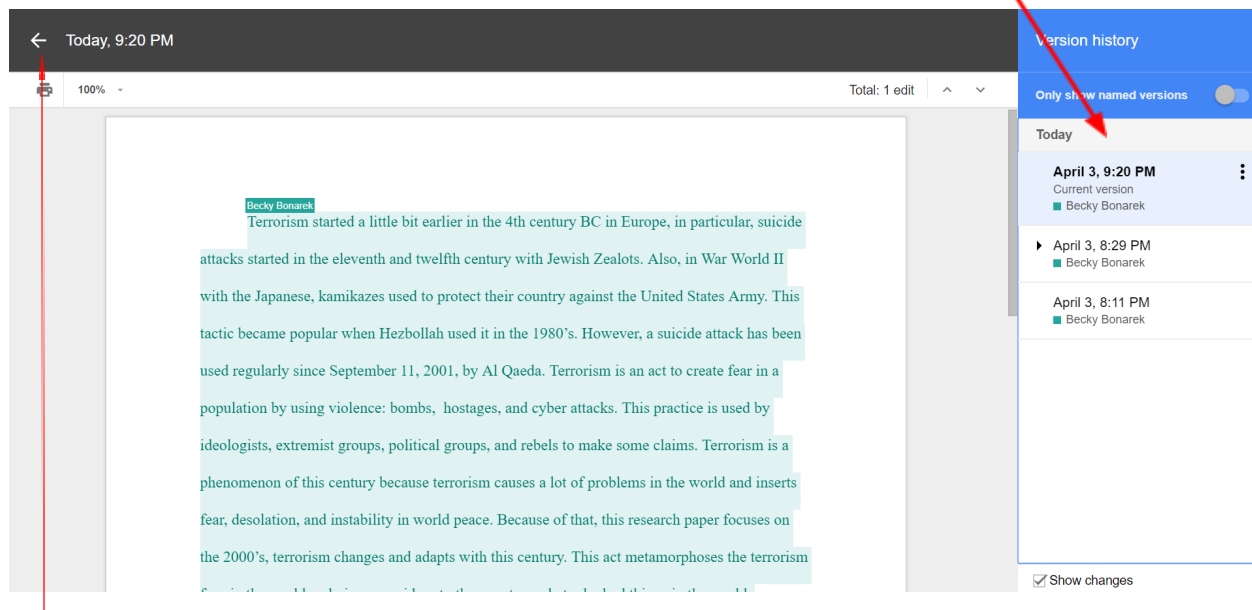
You will see additions to your document **highlighted** in a specific color assigned by Google to your user name. Things that you have deleted will be **highlighted** as well as **crossed out**.



phenomenon of this century because terrorism causes a lot of problems in the world. Terrorism started a little bit earlier in the 4th century BC in Europe, in particular, suicide attacks started in the eleventh and twelfth century with Jewish Zealots. Also, in War World II with the Japanese, kamikazes used to protect their country against the United States Army. This tactic became popular when Hezbollah used it in the 1980's. However, a suicide attack has been used regularly since September 11, 2001, by Al Qaeda. Terrorism is an act to create fear in a population by using violence: bombs, hostages, and cyber attacks. This practice is used by ideologists, extremist groups, political groups, and rebels to make some claims. Terrorism is a phenomenon of this century because terrorism causes a lot of problems in the world and inserts fear, desolation, and instability in world peace. Because of that, this research paper focuses on the 2000's, terrorism changes and adapts with this century. This act metamorphoses the terrorism face in the world and gives new ideas to the worst people to do bad things. Nowadays, this practice is a new type of war because it has different tactics like the attacks, cyber terrorism, and the economic impact of terrorism.

If someone has added something to your document under a different user name, it will appear in a different color. **(This should not be the case, as you will share your document with commenting privileges only.)**

STEP 2: If you want to revert back to an earlier draft, or just want to see what specific edits were made when, click on the appropriate time stamp on the right-hand side of the screen.



STEP 3: To go back to editing your document, click on the arrow in the upper lefthand corner of your screen.

Good luck! If you have any further questions, Google also has a wonderful tutorial that can walk you through these features and more. Happy writing!

6. GIVING AND USING WRITER FEEDBACK: PEER AND SELF-REVIEWS

As mentioned in the previous section, you can use Google Docs to comment on your own or a classmate's writing. This is an effective way to provide feedback when reviewing a classmate's writing.

A. Peer Review Strategies

Peer reviewing, having a classmate read your work and provide feedback, is an important part of the writing process. Check out [this PPT](#) for more information about the benefits of peer reviewing, both to the writer and to the peer reviewer, and several effective strategies for peer review.

PAUSE AND REFLECT

Once you have reviewed [the PPT](#), discuss the following questions with your team.

1. Which peer review strategies have you engaged in? Which do you think are the most effective for you as a reviewer?
2. Which strategies would you like to try?
3. What would you like to improve on as a peer reviewer? Which strategies would you like to get better at?
4. What concerns do you have about having your writing peer reviewed? What ideas do you have to lessen those concerns?

Following are additional tips for conducting an effective peer review:

1. **Listen to the writer.** What kind of feedback are they asking for? Do they want to know if their thesis is clear? Do they have questions about citing sources? Make a note about what kind of feedback the writer has requested and keep that in mind as you respond.
2. **Be kind.** When you are receiving criticism, isn't it easier to hear if the person giving the criticism is kind and respectful to you? Do the same for your peer.
3. **Comment on global concerns first.** (See [here](#) for more information on global vs sentence-level concerns.) This means asking questions about anything that confuses you, checking to see if the writing did what the assignment called for, and considering if the order of the paper makes sense.
4. **Use "I" statements to help stay focused on your reaction to the writing.** For example, instead of saying, "You aren't clear in this paragraph," try saying, "I'm confused in this paragraph. Did you mean X or Y?"

5. **Be specific.** Don't say "I liked it" or "It was good" unless you follow up with an explanation of exactly what you liked or thought was good. The same goes for criticism; say exactly what confused you or what was missing.
6. **Ask questions.** Use questions to clarify what the writer means, what the resources given are saying, and what the writer is trying to do.
7. **Offer advice based on your own experience.** For example, you could say "if this were my paper, the two things I would do next are A and B." Provide options such as, "If you wanted to expand this, you could do A, B, or C."
8. **Don't try to make the writer sound like you.** If a word is the wrong word, note that, but if you just think of a word you like better, that's just a matter of style and voice.
9. **Don't edit your peer's writing for them.** Only comment on editing when the writing is a final draft or when your instructor has included checking for errors in the instructions for peer review. Correcting errors is important at some point, but it makes no sense to spend time editing a paragraph if that paragraph may need to be deleted or changed. It's okay to remind the writer to run spell check and grammar check if you notice minor errors. Otherwise, only ask about editing errors if you have trouble understanding the sentence because of the mistakes. If your instructor does want you to comment on editing, be sure to follow the instructions. Remember that the responsibility for correcting the errors lies with the writer, not with you.

Tips adapted from Burnell, Carol, et al. "[Giving and Receiving Feedback](#)." *The Word on College Reading and Writing*. Creative Commons licensed.

B. Understanding a Peer Review Form

When you do peer review, you will typically have a form to fill out to guide the things that you are focusing on as you review your classmate's work. Before you start the peer review, take a few minutes to read over the peer review form to make sure that you understand what to look for and how to evaluate each item on the list. If you're not sure about something, ask your peer review partner or your instructor for clarification.

Once you start peer reviewing, be sure to mark your assessment of each item honestly, and try to provide helpful comments. What advice can you give your partner to help them improve their writing?

Remember: peer review is an excellent opportunity to show what you know about effective writing.

PRACTICE: Analyzing a Peer Review Form

Review the following peer review form. Highlight anything that you aren't sure about and make notes. Ask your partner or your instructor about items you'd like clarification on.

Summary 1, Draft 1 Peer Review

Name of Writer:

Name of Reviewer:

Reviewer: Mark an X in the appropriate box for each of the criteria below. Add comments and suggestions to help the writer improve their summaries.

One-Sentence Summary	YES	SO-SO	NO
The sentence has a signal phrase with the correct author's name and title.			
The signal phrase is grammatically correct.			
The sentence correctly identifies the argument of the reading.			
The sentence is paraphrased well and is not copied directly from the article.			
The sentence is not too specific, but also not too vague.			
Comments on one-sentence summary:			
Paragraph Summary	YES	SO-SO	NO
The first sentence of the paragraph summary has a signal phrase with the correct author's name and title.			
The summary correctly identifies the overall argument of the reading.			
The summary correctly identifies the main ideas of the article.			
The summary has a balance of main ideas and details. There is enough detail to understand the article, but there is also not excessive detail.			
The writer has included transitions between the main ideas and details.			
The writer has used a variety of transitions; not just list transitions (next, also, then, furthermore, in addition, first, second, third) If yes, what transitions do they use?			
The writer mentions the author's last name frequently.			
The summary is an appropriate length (150-200 words).			

Comments on paragraph summary:			
Works Cited Entry	YES	SO-SO	NO
The works cited entry is complete.			
The works cited entry is accurate.			
The works cited entry is formatted correctly.			
Comments on works cited entry:			
MLA Formatting	YES	SO-SO	NO
The heading includes the writer's name, class, date, and assignment name/draft in the correct format.			
The assignment is double spaced.			
The first line of the summary is indented ("Tab" button)			
The essay has a header with the writer's last name and page number.			
The margins are 1 inch on all sides.			
Comments on MLA formatting:			

What questions do you have about the peer review form, or what points would you like clarification or an example of?

●

C. Applying Feedback

Once the peer review is complete, you should review the completed peer review form and any comments made by your peer review partner. Here are some tips for applying the feedback you have received:

1. If you have questions or need clarification about feedback or comments, try to ask your partner right away while the feedback is fresh in their mind. Make notes so that you remember what the feedback means.
2. Remember that ultimately you get to decide what feedback to accept. If you don't think the feedback is correct, ask your instructor what they think. And give your partner a break; they are also just learning how to give feedback.
3. One way to improve the feedback you get is to ask for the kind of feedback you want. Don't be afraid to give your peer reviewer some direction.
 - What specific parts of the assignment were challenging for you?
 - What are you not sure about?
 - What would you like a second opinion on?
4. Listen to or read the feedback with an open mind. Consider that the peer reviewer is your reader. It's good to know what a real reader got out of your writing.
5. If you aren't sure about the feedback or feel upset about it, reconsider the suggestions after a break. It's okay to say, "I'll think about that." If you feel that the reviewer is trying to change your style so that the paper doesn't sound like you anymore, consider whether the feedback helps you make the paper better. If not, feel free to ignore the feedback or to get another opinion.

Tips adapted from Burnell, Carol, et al. ["Giving and Receiving Feedback."](#) *The Word on College Reading and Writing*. Creative Commons.

D. Using Self-Review Checklists

Your instructor will provide self-review checklists throughout the semester to guide your writing or review process. These checklists are a way to take control of your learning and monitor your own writing process. Developing this autonomy is a vital skill for becoming an effective learner, and it will serve you well throughout your university career and beyond.

As with peer review forms, it's a good idea to review each self-review checklist before using it to make sure you understand each item. Ask your instructor for clarification.

There are basically two types of self-review checklists we'll use in this class. Each has a specific purpose.

i. In-class Writing Quiz Checklist

You'll use this self-review checklist when you complete an in-class writing quiz. The purpose is to remind you of what you need to include in your in-class writing. It's a good idea to read the checklist as you prepare for each quiz so that you can think through how to complete each of the items on the list and so that you don't forget anything important. Here's a sample checklist for the research paper:

In-Class Writing Quiz Checklist **Research Paper – Body Paragraph**

You will have 20 minutes to work on Draft 1 of a Body Paragraph of your Research Paper. For working in class, you will receive 1 point for each aspect of the assignment that is successfully completed. Use this checklist to help you stay focused during class, and to track your progress for this assignment. Put a check (✓) on the left side once you have completed an individual task.

Submit your assignment to SafeAssign once it is complete.

EXAMPLE:

✓ I have read these directions carefully.

____ The **topic sentence** is clear and includes an argument (*first sentence; your opinion for the paragraph*)

____ The topic sentence **supports the thesis statement**.

____ The topic sentence uses **similar language** as what's used in the thesis.

____ The source sandwich begins with a **claim** (*your argument; one of your sub-points*)

____ The source sandwich includes **context** (*background information*)

____ The source sandwich includes a paraphrase or quote with an accurate **in-text citation** (*author's name, title, page #*)

____ The source sandwich includes an **analysis/comment** (*explains the source and how it's relevant to the topic*)

____ The paragraph is developed effectively. It has sufficient context and analysis to clearly

____ The evidence supports and is **related to** the topic sentence.

____ The paragraph ends with a **concluding sentence** (*restates the topic sentence in a new way*)

ii. Final Self-review Checklist

You'll use this checklist as you prepare to submit the final draft of an assignment. There are two parts - the checklist and the reflection. The checklist reminds you of key structural aspects and content to include in the essay. The reflection allows you to think about what you have learned and what you need more practice with.

Self-Review Checklist: Summary-Response Essay

Before submitting your final draft, it's important to be sure that you have done everything that your instructor expects. Use this checklist to help you track your progress for this assignment. Put a check (✓) on the left side once you have completed an individual task.

Introduction

- ___ Introduction has **two sentences**.
- ___ The first sentence includes the **author's name** and the **title** of the article.
- ___ The first sentence contains a statement of the article's **main idea** in my own words.
- ___ The second sentence states that I **agree and/or disagree** with the author's points.
- ___ The second sentence says which **specific points** I agree or disagree with.

Paragraph Summary

- ___ Paragraph correctly identifies the main argument of the article in the **first sentence**.
- ___ Paragraph correctly identifies the **organizational pattern** (*pro/con, cause/effect compare/contrast, problem/solution, etc.*).
- ___ Paragraph correctly identifies the main supporting details.
- ___ Paragraph uses **transitions** and other cohesive devices.
- ___ Paragraph frequently refers to the author by **last name**.
- ___ Paragraph is paraphrased (**no quotes** are used).

Response Paragraphs

- ___ I have written **two response paragraphs**.
- ___ Both response paragraphs begin with a **quote** from the article.
- ___ I explain both quotes in **my own words**.
- ___ For each response paragraph, I clearly state **my opinion** of the idea in the quote.
- ___ For each response paragraph, I provide **evidence** of my own to support my opinion.

Work Cited Entry

- ___ Work Cited page is on a separate page.
- ___ Work Cited entry is complete and accurate.

Formatting & Drafting

- ___ Essay has been formatted according to MLA guidelines.
- ___ There are clear changes between the 1st and final drafts.

Self-Review Reflection: Summary-Response Essay

As a way to reflect on what you have learned and what is still challenging, write one paragraph (150 words min.) about the changes between your 1st and final drafts. What was challenging the first time that you wrote the assignment? What did you learn in the process of revising? What challenges do you still face? What will you do to address those challenges? What are you most proud of about this assignment?

PRACTICE: Analyzing a Self-Review Checklist

Select one of the **Self-review Checklist** samples above, and read through it carefully. Are there any items you'd like clarification on? What do you find helpful about the checklist? Is there anything else you wish it would have included? Write your notes here:

•

Copies of all **Self-review Forms** used in this class can be found in [Appendix D](#).

7. ENGAGING IN CLASS DISCUSSIONS

A. Preparing for Effective Discussion

Check out the PPTs below for tips for preparing for an effective class discussion. The PPTs are specific to the research topic for each semester, so choose your semester for sample discussion questions that match your topic.

[Fall: Preparing for Class Discussion](#)

[Spring: Preparing for Class Discussion](#)

[Summer: Preparing for Class Discussion](#)

B. Types of Discussion Questions

When you meet with your class to discuss an article, you should have two purposes in mind:

1. Making sure everyone in the group has a **basic understanding** of the article.
2. **Digging deeper** into the ideas presented to analyze, make connections, and evaluate ideas.

To reach these two goals, you need to prepare questions that reflect each purpose.

PURPOSE 1: COMPREHENSION (Understanding the Article)

What are some examples of questions that will help your group to discuss their understanding of the article? Write them here.

-

PURPOSE 2: ANALYSIS (Digging Deeper, Thinking Critically)

What are some examples of questions that will help your group to dig deeper into the meaning of the article to analyze, make connections, and evaluate the article's ideas? Write them here.

-

C. Writing Effective Discussion Questions

The purpose of the discussion questions is not only to make sure your classmates understand the reading, but also to help them connect or think critically about it. You should have a mix of both types of questions. *Avoid “Yes/No” questions, as they are often very boring. It’s better to use “Wh-” questions.*

Questions for Comprehension

- **Analysis:** “Why...” “How would you explain...” “What’s the importance of...” “What’s the meaning of...”
- **Clarification:** “What is meant by...” “Explain how...”

Questions for Critical Thinking

- **Compare/Contrast:** “What’s the difference between...” “What is the similarity between...”
- **Cause/Effect:** “What are the causes/results of...” “What connection is there between...”
- **Pro/Con:** “What are the advantages/disadvantages of...”
- **Problem/Solution:** “What could be a potential solution for...”

PRACTICE: Writing Class Discussion Questions

Fill in the chart with two discussion questions about the articles you read for homework. Categorize your questions. See the examples below.

QUESTION	PURPOSE	QUESTION TYPE
What is Rifkin’s main argument?	comprehension	analysis
The Pew Center article focuses on major concerns of several countries, many of which see immigration as a negative aspect of globalization. The article was written in 2007 and refers to surveys conducted in the early 2000s. How have these concerns about immigration evolved over the past decade and a half?	critical thinking	compare/contrast

Notice how the second sample question provides **context sentences** before asking the question. For critical thinking questions, adding context helps to anchor the question within the text, and then the question itself moves to thinking outside the text, allowing you to bring in your own knowledge and personal experience.

QUESTION	PURPOSE	QUESTION TYPE
	☐ comprehension ☐ critical thinking	☐ analysis ☐ clarification ☐ compare/contrast ☐ cause/effect ☐ pro/con ☐ problem/solution
	☐ comprehension ☐ critical thinking	☐ analysis ☐ clarification ☐ compare/contrast ☐ cause/effect ☐ pro/con ☐ problem/solution
	☐ comprehension ☐ critical thinking	☐ analysis ☐ clarification ☐ compare/contrast ☐ cause/effect ☐ pro/con ☐ problem/solution

After you've written and classified your questions, review them to see if adding context sentences might help your classmates to understand where you are coming from with each question. Then copy and paste your questions into the shared class Google Doc.

D. Useful Phrases for Class Discussion

This chart contains several phrases that are useful for moving class discussions forward and including everyone. Practice these phrases.

Highlight Information ● So, what does X mean? ● How can we interpret this? ● What are the implications of X?	Check Understanding ● Is everyone with me so far? ● Are there any questions at this stage? ● Would anyone like me to run through this again?
Clarify Questions ● So you want to know about... ● Do you mean... ● If I've understood your question, you want to know about...	Avoid Questions ● That's not really what I had in mind. ● That's a bit outside the scope of our topic. ● Let me check that for you and get back to you. ● Perhaps that's a question for another day.
Change Topic ● If we could turn to... ● My next point is... ● Let's move on to... ● That finishes our discussion of...	Interrupt ● I'd like to discuss it further, but I think it's time to move on. ● Could I just stop you there- ● If I just might add- ● Let's just get back to our topic first.
Invite Comments ● Would anyone like to comment on that? ● Does anyone disagree with that point?	

8. CHAPTER SUMMARY

In this chapter we encountered several skills that are vital to your success not only in this course, but in many of the courses you will take throughout your university career. Understanding how to read actively and annotate effectively can save you time and help you to recall important information. Giving constructive writing feedback and participating actively in class discussions will help you to engage effectively with your classmates in order to learn from and with one another. You will have opportunities to practice each of these skills throughout this course.

CHAPTER 2: PARAPHRASING

Click on a link below to go to that section.

1. INTRODUCTION

2. RECOGNIZING EFFECTIVE PARAPHRASES

3. ANNOTATING TO PARAPHRASE

4. PARAPHRASING STEP 1: TRY TO EXPLAIN

5. PARAPHRASING STEP 2: MAKE IT YOUR OWN: COMMON PARAPHRASING STRATEGIES

- A. Use Synonyms
- B. Change Word Forms
- C. Modify Verbs
- D. Move Sentence Parts
- E. Use Negative Forms/Opposites
- F. Combine or Separate Sentences

6. COMBINING PARAPHRASING STRATEGIES: PRACTICE

7. CITING YOUR SOURCE WITH SIGNAL PHRASES

- A. Reporting Verbs
- B. "According To"

8. PEER REVIEW

9. CHAPTER SUMMARY

1. INTRODUCTION

In this course and others in your college career, you will be using other people's ideas – found in articles, textbooks, videos, and other sources – in a variety of ways. Sometimes you will be asked to explain these ideas, respond to them, or use them to craft and support your own argument.

There are two ways in which you can introduce others' ideas: **quoting** and **paraphrasing**. To quote means to use the author's exact words, while to paraphrase means to put the author's ideas into your *own* words.

Here's an example of each:

Quotation

Nicole Pajer points out in "How to Have a Healthy Relationship with Social Media in 2021" that social media is "driving wedges between families and friends over differing political views, keeping us glued to our phones all day long, and causing some to develop self-esteem issues from comparing their lives to other people's virtual ones."

Paraphrase

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to stare at our phones 24/7, argue with our loved ones over politics, and even have problems with self-confidence because we compare ourselves to others' online selves.

Note that both the quotation and the paraphrase give credit to the author and introduce their idea. They differ, though, in sentence structure, grammar, and vocabulary.

Using a quotation makes sense when the author uses striking words to make their point, or when you want your reader to see their exact words. So... why not just quote? There are several reasons:

1. An essay full of quotations can be repetitive and boring. Using both quotations and paraphrases adds **variety and interest** to your writing.
2. Paraphrasing allows you to select just the most relevant information to include in your essay and **avoid excess detail**.
3. When used in conjunction with a quotation, paraphrasing shows the reader your **interpretation** of the ideas.
4. Paraphrasing lets your reader see that you **understand** the ideas. In fact, the process of paraphrasing helps you to understand better. The more you do it, the better your reading skills will become!
5. Paraphrasing helps you **avoid plagiarism**.

Here are our goals for this chapter:

- identifying the elements of an effective paraphrase
- closely reading and annotating a passage with the intention of paraphrasing it
- practicing various strategies for paraphrasing sentences and paragraphs
- paraphrasing quotations using a two-step strategy
- citing our source using a signal phrase

2. RECOGNIZING EFFECTIVE PARAPHRASES

First, let's look at some examples of what a paraphrase looks like. A good paraphrase uses some combination of all of the steps we'll practice in this chapter, changing grammar and vocabulary as much as possible while citing the author and expressing the same meaning as the original passage. Here's an example:

Quotation

"The point isn't just that it's nice to goof off every so often — it's that it's necessary. And that's true even if your ultimate goal is doing better work: Downtime allows the brain to make new connections and better decisions. Multiple studies have found that sustained mental attention without breaks is depleting, leading to inferior performance and decision-making." - Rob Walker, "How to Take a Break"

Paraphrase

In "How to Take a Break," Rob Walker argues that taking intentional pauses from work is necessary because it helps people be more creative and productive. He points out that research has shown that we can't maintain focused attention to a task for a very long time, and that if we try to do so we don't complete the work as well or make good decisions.

The paraphrase above

1. Cites the original passage
2. Accurately expresses the same meaning
3. Uses different grammatical structures and vocabulary choices

PRACTICE 1: Recognizing the Elements of Good and Bad Paraphrases

Download and open up the [interactive PPT](#) and follow the directions on slide 1.

PRACTICE 2: Analyzing and Evaluating Paraphrases

Now, look at the example paraphrases below and check the boxes. What could be done to improve each of these?

ORIGINAL PASSAGE 1: “The artificial confines of lab experiments lead to very limited sets of observations, insights that may not apply to real life, says experimental psychologist Andrew Przybylski of the University of Oxford.” (Laura Sanders, “Smartphones May be Changing the Way We Think”)

PARAPHRASE: Experimental psychologist Andrew Przybylski of the university of Oxford says that the artificial scope of lab experiments leads to very limited sets of observations, insights that may not be used in real life.

This paraphrase...

- ☐ cites the original source.
- ☐ accurately expresses the same meaning.
- ☐ uses different grammatical structures and vocabulary choices.

ORIGINAL PASSAGE 2: Machines aren’t used because they perform some tasks that much better than humans, but because, in many cases, they do a “good enough” job while also being cheaper, more predictable and easier to control than quirky, pesky humans. Technology in the workplace is as much about power and control as it is about productivity and efficiency. (Zeynep Tufekci, “The Machines are Coming”)

PARAPHRASE: According to Zeynep Tufekci, author of “The Machines are Coming,” employers don’t prefer machines because of their power over humans, but because they perform just enough for the requirement of the boss, without complaining and don’t require strict management.

This paraphrase...

- ☐ cites the original source.
- ☐ accurately expresses the same meaning.
- ☐ uses different grammatical structures and vocabulary choices.

ORIGINAL PASSAGE 3: "The coronavirus crisis instead should be seen as the strongest argument for baby bonds. It has exposed and exacerbated the inequities of life and death in New Jersey and the rest of the nation." (The New York Times Editorial Board, "Give Money to Babies")

PARAPHRASE: The coronavirus crisis is the perfect example of why we need the baby bonds program. Many people struggle in life because of the crisis, especially the poor people.

This paraphrase...

- ☐ cites the original source.
- ☐ accurately expresses the same meaning.
- ☐ uses different grammatical structures and vocabulary choices.

ORIGINAL PASSAGE 4: According to Susan Shaheen, "Policies that promote pooling, vehicle electrification and better connections to public transit can facilitate a reduced environmental impact from TNCs, while building on their mobility and accessibility benefits."

PARAPHRASE: Susan Shaheen claims that the electrification of automobiles can help protect the environment.

This paraphrase...

- ☐ cites the original source.
- ☐ accurately expresses the same meaning.
- ☐ uses different grammatical structures and vocabulary choices.

3. ANNOTATING TO PARAPHRASE

As we've learned, to **annotate** means to take notes. Annotation is an essential step in reading actively and understanding and remembering what you read.

When tasked with paraphrasing a passage, it's important to try to break down complex ideas so that you can explain them accurately in your own words. Below are steps to follow to annotate a passage you wish to paraphrase.

STEP 1. Read the passage more than once. Focus on getting the general idea. Ask these questions:

- What is the topic?
- What is the author saying about the topic?
- Is the author's attitude toward the topic positive, negative, or neutral?

Now, of course, there are all kinds of red flags that go up when you start talking about artificially intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. **Source:** Teachers, the Robots Are Coming. But That's Not a Bad Thing. (Kevin Bushweller, *Education Week*, 7 January 2020, [link](#))

Looking at the passage above, identify the topic. Can you tell how the author views the topic? What are 3-4 words or phrases that help you to determine the author's attitude?

STEP 2. Mark and look up any unfamiliar words.

Look at the passage again. **Highlight** any words that you're unfamiliar with, and add a brief definition in the margin.

Now, of course, there are all kinds of red flags that go up when you start talking about artificially intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. **Source:** Teachers, the Robots Are Coming. But That's Not a Bad Thing. (Kevin Bushweller, *Education Week*, 7 January 2020, [link](#))

STEP 3. Break down complex sentences into smaller chunks.

Now, of course, there are all kinds of red flags that go up when you start talking about artificially intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. **Source:** Teachers, the Robots Are Coming. But That's Not a Bad Thing. (Kevin Bushweller, *Education Week*, 7 January 2020, [link](#))

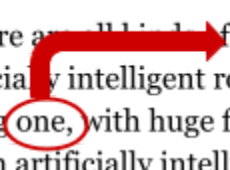
The first sentence has been broken down into two smaller chunks. Where would you logically split the other two sentences in the passage? Mark the chunks.

STEP 4. Use your knowledge of grammar to identify the main idea or focus of each sentence as well as supporting details or ideas that provide extra information.

Take a look at the chunks you identified in **Step 3**. Examine each sentence individually. Which chunk represents the main idea of the sentence? Which chunk provides details or extra information? If both chunks present main ideas, do you think they are equal in importance? What key words suggest whether they are or aren't?

STEP 5. Identify pronouns and other pointing words, and the words or ideas they are referring to.

Now, of course, there are all kinds of red flags that go up when you start talking about artificially intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. **Source:** Teachers, the Robots Are Coming. But That's Not a Bad Thing. (Kevin Bushweller, *Education Week*, 7 January 2020, [link](#))



Circle 4-5 other pronouns or pointing words or phrases in the passage. Underline the word or phrase each refers to, and draw an arrow from the pronoun to its referent (the word or phrase it refers to).

KEY: they → kids, that information → (kids') personal information, it → personal information, them → robots, that → biased or skewed information

STEP 6. Read the passage again to be sure you understand how the ideas fit together. Pay attention to the connecting words (both at the beginning of sentences and within sentences) and the prepositions.

- 1 **Now**, of course, there are all kinds of red flags that go up **when** you start
- 2 talking about artificially intelligent robots playing a bigger role **in** teaching.
- 3 Data privacy is a big one, **with** huge fears that kids would share personal
- 4 information **with** an artificially intelligent robot they trust, **and** that
- 5 information could get **in** the hands of people **who** should not see it. **Plus**,
- 6 **if** the information that is input **into** the robots to allow them to learn is
- 7 biased or skewed, that would make the judgments **of** the robot flawed.

Source: Teachers, the Robots Are Coming. But That's Not a Bad Thing.
(Kevin Bushweller, *Education Week*, 7 January 2020, [link](#))

PRACTICE 1: Analyzing Function Words in a Passage

Look at each of the highlighted connectors and prepositions in the paragraph above. What is the purpose of each? Fill in the chart.

LINE	WORD	PURPOSE
1	Now	Could mean “at the present time as opposed to the past” or could be used for emphasis. Check previous paragraph for more context.
1	when	The clause that follows describes the red flags or issues - they are focused on the use of robots in education.
2	in	This prep. phrase narrows the use of robots specifically to teaching.
3	with	
4	with	
4	and	
5	in	
5	who	
5	Plus	
6	if	
6	into	
7	of	

4. PARAPHRASING STEP 1: TRY TO EXPLAIN

After you've carefully read and annotated a passage, the first step in paraphrasing is simply to explain what the passage is about: What is the author trying to say? We'll practice this paraphrasing strategy with some proverbs, or well-known expressions. (Note that because these expressions are common knowledge, we do not need to cite the author.)



Example: "Every cloud has a silver lining."

Close your eyes and think about what this proverb means. How would you explain it to someone?

There are lots of different ways you could explain this proverb. Here are some example paraphrases:

- Even bad events have something good in them.
- Always look on the bright side.
- If it rains, that means that flowers will grow!
- When something negative happens, there's usually something positive in it.

PRACTICE 1: Paraphrasing Proverbs

Try this first step with the following proverbs. Explain what each means.

1. **Proverb:** Beauty is only skin-deep.
My paraphrase:
2. **Proverb:** Never send a boy to do a man's job.
My paraphrase:
3. **Proverb:** Practice makes perfect.
My paraphrase:

When you select a quotation to paraphrase, **always** start with this first step. **Without looking at the passage**, think about how you would explain it to another person. Write that down without looking at the passage. Then, move on to Step 2 to improve your paraphrase.

¹ Photo by [Jeremy Bishop](#) on [Unsplash](#)

5. PARAPHRASING STEP 2: MAKE IT YOUR OWN: COMMON PARAPHRASING STRATEGIES

The next step is to look at your explanation. How similar or different is it to the original passage? If it is already very different – while still conveying the same meaning – your paraphrase might be complete! However, if the vocabulary and grammar are still quite similar, you’ll have to keep working on it. Here are six strategies (which should always be used in combination) you can use to make your paraphrase your own:

A. Use Synonyms

One effective way to quickly put a passage in your own words is to replace those words with **synonyms**, or words that have the same meaning. Take a look at the example paraphrase from this chapter’s introduction. Some of the synonyms have been highlighted:

Quotation

Nicole Pajer points out in “How to Have a Healthy Relationship with Social Media in 2021” that social media is “driving wedges between **families and friends** over **differing political views**, keeping us glued to our phones **all day long**, and causing some to develop **self-esteem issues** from comparing their lives to other people’s virtual ones.”

Paraphrase

In “How to Have a Healthy Relationship with Social Media in 2021,” Nicole Pajer suggests that social media causes us to stare at our phones **24/7**, argue with **our loved ones** over **politics**, and even have **problems with self-confidence** because we compare ourselves to others’ online selves.

Notice that one key phrase – **social media** – hasn’t been changed. That’s OK! When paraphrasing, you want to make sure the *core meaning* of the passage stays the same. This sometimes means keeping key words.

PRACTICE 1: Identifying Key Words and Synonyms

Highlight the synonyms you see in the quotation and paraphrase below. Underline the key word that has not changed.

Quotation

According to Don Anair, the research director of the UCS Clean Transportation Program, “There are opportunities for ride-hailing to be part of a low-carbon transportation future, with some concerted effort among ride-hailing companies, policymakers, and consumers alike.”

Paraphrase

Don Anair, the research director of the UCS Clean Transportation Program, suggests that ride-hailing could produce fewer emissions in the years ahead if governmental organizations, companies like Uber and Lyft, and customers all work together.

B. Change Word Forms

We’ve talked about using synonyms to convey the author’s meaning. If the author’s word choice is key to the passage’s meaning, though – or if you’re having trouble finding an appropriate synonym – you might change the *form* of the word instead. Remember that each word in English has its own **part of speech**; it might be a noun, verb, adjective, adverb, or another kind of word like a conjunction or article. Don’t worry about those other kinds; we’ll just focus on the main four here.

Take a look at these examples of word families:

1. beauty

beauty (n.) - His speech showed **beauty**.

beautiful (adj.) - His speech was **beautiful**.

beautifully (adv.) - He spoke **beautifully**.

Notice how the three sentences above convey the same meaning while using different forms of the word **beauty**.

2. run

run (n.) - We often see the track team go on a **run** around our neighborhood.

run (v.) - We often see the track team **run** around our neighborhood.

running (adj.) - We often see the **running** track team around our neighborhood.

Again, notice how these three sentences mean the same thing while using different forms of the word **run**.

PRACTICE 1: Identifying Word Forms

Highlight the different word forms you see in the quotation and paraphrase below:

Quotation

"It's easy to imagine an alternate future where advanced machine capabilities are used to empower more of us, rather than control most of us," Tufekcki writes.

Paraphrase

Tufekcki suggests that it's not difficult to dream of a different future in which people use sophisticated machines to help humanity, with these machines empowering us instead of controlling us.

PRACTICE 2: Paraphrasing with Word Forms

Change the highlighted words to a different word form (*for example, noun → verb*) to make a sentence with the same meaning.

1. Alex enjoys **photographing** their friends and family.
2. They find **written** assignments really challenging.
3. Cristina Hunger has taught her dog to **communicate clearly**.
4. Her book, *How Stella Learned to Talk*, is **fascinating**.

C. Modify Verbs

Another straightforward way to change a passage is to change the form of its **verbs**. For instance, you can change the tense (for example, past simple to present perfect or present simple to present continuous) or add a modal such as “can” or “might.”

Again, see our example from **Strategy 1**. In addition to most of these words being synonyms, their verb forms are different:

Quotation

Nicole Pajer points out in “How to Have a Healthy Relationship with Social Media in 2021” that social media is “**driving** wedges between families and friends over differing political views, **keeping** us glued to our phones all day long, and **causing** some to develop self-esteem issues **from comparing** their lives to other people’s virtual ones.”

Paraphrase

In “How to Have a Healthy Relationship with Social Media in 2021,” Nicole Pajer suggests that social media causes us **to stare** at our phones 24/7, **argue** with our loved ones over politics, and even **have** problems with self-confidence **because we compare** ourselves to others’ online selves.

PRACTICE 1: Paraphrasing with Verb Forms

Highlight the changed verb forms you see in the quotation and paraphrase below.

Quotation

“The best way to avoid destructive conflict in the future is to continue the advance of our social ideals, which has already greatly reduced violence” (Kurzweil 28).

Paraphrase

Ray Kurzweil suggests that the ideal way of avoiding destructive conflict is continuing to make societal progress, which is already greatly reducing violence.

PRACTICE 2: Paraphrasing with Synonyms

Rewrite the paraphrase in Practice 1 using synonyms to make it even more different from the original passage.

D. Move Sentence Parts

Another paraphrasing strategy is to move **parts of a sentence**. You might rearrange a list of items or swap the order of clauses. Note the different placement of the highlighted phrases in the example below:

Quotation

According to Don Anair, the research director of the UCS Clean Transportation Program, “There are opportunities for ride-hailing to be part of a low-carbon transportation future, with some concerted effort among **ride-hailing companies**, **policymakers**, and **consumers** alike.”

Paraphrase

Don Anair, the research director of the UCS Clean Transportation Program, suggests that ride-hailing could produce fewer emissions in the years ahead if **governmental organizations**, **companies like Uber and Lyft**, and **customers** all work together.

PRACTICE 1: Moving Sentence Parts

Highlight the rearranged elements you see in the quotation and paraphrase below.

Quotation

Emma Marris argues that “The climate change crisis is not going to be solved by personal sacrifice. It will be solved by electing the right people, passing the right laws, drafting the right regulations, signing the right treaties – and respecting those treaties already signed, particularly with indigenous nations.”

Paraphrase

According to Emma Marris, we aren’t going to be able to fix climate change with individual changes. Rather, governmental organizations will be able to solve it by making and acknowledging official agreements (especially with indigenous nations), creating strong laws and regulations, and bringing in good elected officials.

E. Use Negative Forms/Opposites

Another way you can change a passage is by using words with the **opposite** meaning in order to make negative phrases positive and vice versa. Just make sure to keep the meaning the same; this can be tricky!

Note the use of negatives and opposites in the example below:

Quotation

Nicole Pajer points out in “How to Have a Healthy Relationship with Social Media in 2021” that social media is “**driving wedges between families and friends** over differing political views, **keeping us glued to our phones** all day long, and **causing some to develop self-esteem issues** from comparing their lives to other people’s virtual ones.”

Paraphrase

In “How to Have a Healthy Relationship with Social Media in 2021,” Nicole Pajer suggests that social media causes us to **not get along with each other** because of politics, **stop doing other activities**, and **not feel positive about ourselves** because we compare ourselves to other people.

Note too that in addition to changing positive clauses to negative ones, the writer has used synonyms; a good paraphrase uses multiple strategies.

PRACTICE 1: Identifying Negative Forms

Highlight the opposite forms you see in the quotation and paraphrase below.

Quotation

“It’s easy to imagine an alternate future where advanced machine capabilities are used to empower more of us, rather than control most of us,” Tufekcki writes.

Paraphrase

Tufekci suggests that it’s not difficult to dream of a different future in which people use sophisticated machines to help humanity, with these machines empowering us instead of controlling us.

PRACTICE 2: Using Negative Forms

Paraphrase the sentences below, focusing on changing the negative forms to positive ones, and the positive forms to negative ones.

1. Our professor told us that it's not a big deal to miss class from time to time, as long as we finish all of the required work.
 2. Kaisong was confident that he was well-prepared for the presentation.
-

F. Combine or Separate Sentences

Yet another way to improve your paraphrase is to **combine** shorter sentences or **break apart** longer ones. Note this strategy in the example below:

Quotation (1 sentence)

Nicole Pajer points out in "How to Have a Healthy Relationship with Social Media in 2021" that social media is "driving wedges between families and friends over differing political views, keeping us glued to our phones all day long, and causing some to develop self-esteem issues from comparing their lives to other people's virtual ones."

Paraphrase (divided into 3 sentences)

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to not get along with each other because of politics. She says it also stops us from doing other activities. Pajer also points out that when we use social media we don't feel good about ourselves because we compare ourselves to other people.

PRACTICE 1: Combining Sentences

Combine the two sentences in the quotation below to make one longer sentence.

Emma Marris argues that "The climate change crisis is not going to be solved by personal sacrifice. It will be solved by electing the right people, passing the right laws, drafting the right regulations, signing the right treaties – and respecting those treaties already signed, particularly with indigenous nations."

6. COMBINING PARAPHRASING STRATEGIES: PRACTICE

A good paraphrase will use *many* of the strategies we've looked at in this chapter. You can break a passage into chunks when you read it, think of how you'd explain the idea to a classmate, then change as much as possible of the passage's grammatical structure and vocabulary. Write down your paraphrase for each of these steps. Sometimes it'll be easy to paraphrase on the first try, but other times you might need to go through three or four different strategies before coming up with a strong paraphrase.

PRACTICE 1: Combining Paraphrasing Strategies

Here are a few sample quotations to practice paraphrasing:

1. **ORIGINAL:** "There is a connection between novelty and happiness," Dr. Laurie Santos, a cognitive scientist who teaches the wildly popular "Psychology and the Good Life" course at Yale, told me. "Novel stimuli tend to activate regions of our brain that are associated with rewards." There's more than just the dopamine rush, though. "Novel things also capture our attention ... you're more likely to notice things and be present," Santos continued. "There's lots of evidence that simply being more present can improve our mood and happiness." (Gabriella Paiella, "The Brain-Changing Magic of New Experiences")

MY PARAPHRASE:

2. **ORIGINAL:** For many Americans, a trip to the doctor hinges on whether they can afford to go, rather than if it's a medical necessity. Over the past year, 22% of Americans say they have steered clear of some sort of medical care — including doctor visits, medications, vaccinations, annual exams, screenings, vision checks and routine blood work — because of the expense, according to a recent online survey of roughly 2,500 U.S. adults. (Megan Leonhardt, "Nearly 1 in 4 Americans are Skipping Medical Care Because of the Cost")

MY PARAPHRASE:

3. **ORIGINAL:** As one of America's most sprawling cities, Indianapolis is also one of its least transit-friendly. Of the roughly 1 million jobs in the area in 2019, fewer than 10,000 were accessible within 30 minutes or less by bus, according to a University of Minnesota report that ranked it 36th in transit accessibility among the nation's 50 largest cities. Those barriers affect the city's many impoverished households the most: Just 16% live within walking distance to a transit stop with frequent arrivals. (Laura Bliss, "Expand Transit Access: Indianapolis, Indiana")

MY PARAPHRASE:

7. CITING YOUR SOURCE WITH SIGNAL PHRASES

As we've discussed above, you always need to **cite** your source—to show where the information you're paraphrasing or quoting came from. To do this, you should use a **signal phrase**—in other words, a phrase that signals to your reader that what follows is someone else's idea rather than your own.

Here are some examples of signal phrases that we've seen in this chapter:

"There is a connection between novelty and happiness," **Dr. Laurie Santos, a cognitive scientist who teaches the wildly popular "Psychology and the Good Life" course at Yale, told me.**

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to not get along with each other because of politics.

According to Emma Marris, we aren't going to be able to fix climate change with individual changes.

A signal phrase must include **the author's name**. Depending on the situation, you may also include the title of the source (the article, book, or website where you found the information) or information about the author (such as if they are an expert in the field).

A signal phrase also includes **a reporting verb** or the phrase **"according to"**:

A. Reporting Verbs

Reporting verbs are verbs like "claim," "argue," or "say." Here are some examples of them in use:

- Zeynep Tufekci **argues** that robots could be useful for humanity.
- My teachers **say** that it is a good habit to review notes right after class.
- Don Anair **describes** ways in which ride-sharing could help the environment.

* Some reporting verbs can be followed by *that* + a complete idea, while others can take a direct object. We'll discuss this more in [Chapter 3](#).

B. "According To"

If you use the phrase "according to," you do **not** need to use a reporting verb:

- **According to** Nicole Pajer, social media has many negative effects.
- Money could solve many problems for American children, **according to** the New York Times Editorial Board.

To cite correctly in MLA format, you need to include the author's **full name** and the **page number** where you found the information in your paraphrase.

There are **two exceptions** to this rule:

1. If you are using a source from a website that does not have page numbers, you do not need to include the page number.
2. If you have already used the author's full name in your paper, you can just use their **last name** (also known as their surname or family name).

You've seen several examples of how to use in-text citations in this chapter. For more, see [Chapter 5](#).

At the end of your paper, you will include a Works Cited page that includes all of the information necessary for your reader to find the passage. You can find more information about composing your Works Cited page in [Chapter 5](#).

8. PEER REVIEW

A peer review form for your paraphrase can be found in [Appendix D: Peer and Self Review Forms](#). Use this form to give your classmate feedback on the elements of an effective paraphrase we've discussed in this chapter:

2. PARAPHRASE PEER REVIEW

Writer: _____ Reviewer: _____

Look at your partner's paraphrase. Check the boxes that apply and answer the questions below. If the paraphrase does not meet the requirements, write suggestions for the writer in the "additional comments" column.

Check the boxes that apply:	Additional comments
☐ The paraphrase includes a grammatically correct signal phrase (for example, "according to the author..." or "the author states...")	
☐ The paraphrase cites the source, including the correct author's name and article title.	
☐ The paraphrase uses different grammatical structures than the original passage.	
☐ The paraphrase uses different vocabulary than the original passage.	
☐ The paraphrase is accurate.	
☐ The paraphrase is easy to understand.	
Overall Comments - Is this an effective paraphrase? Why or why not? - What has the writer done well in this paraphrase? - What could the writer do to improve this paraphrase?	

9. CHAPTER SUMMARY

In this chapter, you have learned about paraphrasing – putting another person’s ideas into your own words. You’ve learned that a good paraphrase conveys the same idea as the original passage, uses different language, and cites the author. You’ve practiced recognizing effective paraphrases, annotating to paraphrase, and writing your own paraphrases using two steps: First, explaining what you’ve read without looking at the text and second, making sure your paraphrase differs from the original in both grammar and vocabulary. In the next chapter, you’ll use these paraphrasing techniques to summarize a longer passage.

CHAPTER 3: SUMMARIZING

Click on a link below to go to that section.

1. INTRODUCTION

2. ANNOTATING TO SUMMARIZE: IDENTIFYING KEY IDEAS

3. RECOGNIZING PATTERNS OF ORGANIZATION

- A. Identifying Organizational Patterns in Academic Writing
- B. Organizational Pattern Practice
- C. Combining Patterns of Organization

4. WRITING A ONE-SENTENCE SUMMARY

- A. Introduction
- B. Basic Formula for a One-sentence Summary
- C. One-sentence Summary Templates
- D. Signal Phrases: Saying Vs Doing
 - i. Capturing What the Author Says
 - ii. Capturing What the Author Does

5. WRITING A PARAGRAPH SUMMARY

- A. Characteristics of a Good Paragraph Summary
- B. Structure of a Paragraph Summary
- C. Using Precise Reporting Verbs
- D. Going Beyond List Summaries
 - i. What are “List Summaries”?
 - ii. The Problem with List Summaries
 - iii. Summarizing by Organizational Patterns
- E. Summary Review & Additional Practice

5. CITING YOUR SOURCE: IN-TEXT AND END-OF-TEXT CITATIONS

6. PEER REVIEW

7. CHAPTER SUMMARY

1. INTRODUCTION

There are many instances in which you will be required to summarize, or to give a short explanation of a work in your own words. A professor might ask you to summarize a reading passage to show that you've understood its meaning, or your friend might ask you to summarize a TV show to see if it sounds interesting. You've already practiced paraphrasing, an important skill for summarizing.

Our goals for this chapter include:

- using annotation strategies specific to summarizing
- recognizing various patterns of organization of a text
- using templates to construct one-sentence summaries
- selecting and using appropriate reporting verbs
- outlining and writing a paragraph summary
- giving effective writing feedback

2. ANNOTATING TO SUMMARIZE: IDENTIFYING KEY IDEAS

Good writers read a text a few times and annotate – or mark up – the text as they read. This helps them to identify the parts of the text and how they fit together.

Annotating is a personal practice; as you make it a habit, you'll discover the ways that work best for you. You may prefer to use different-colored highlighters or just a pen. The important thing is that you **DO** take notes while you read; this will make you a better reader and writer!

Below is one approach to annotating an article that will help you to identify the author's argument and support for it.

STEP 1. Get a general idea of the article.

First, [skim](#) the article quickly, just to get the gist of it.

- Read the **title** and look at the first sentence of each paragraph. What overall **topic** is the article about?
- Do you get a sense of what the author is trying to convey about this topic?
- If the author is trying to convince the reader to believe an idea, what kinds of **evidence** are they using to support that argument?
- Underline any key words or phrases that seem to be central to the topic.

STEP 2. Read carefully for the main idea.

Now that you have a sense of what the article is about, read it through carefully, thinking about how the ideas are connected to each other.

- Look for words that indicate the [organizational pattern](#) of the article; underline or highlight these. For example, is the author comparing two things, making an argument for change, or describing the reasons that something happened?
- Try to find a statement that shows the main idea of the article. Put a star next to this and **write it in your own words** in the margin. If you can't find this kind of statement; don't panic! The main idea might be *implied* (not directly stated).
- Remember that the first paragraph(s) might be background information; be careful not to confuse this with the main idea.

STEP 3. Read again for the points that support the main idea.

- As you read this time, underline the supporting points for the main idea you've identified. These sentences may occur at the beginning of paragraphs (similar to topic sentences) or at the end. One way to find these is to ask yourself as you finish reading each paragraph if the idea in this paragraph was new or if it continued the idea from the previous paragraph.
- Underline and mark each point with a number or other symbol.
- After you have found the supporting points, make sure that they match the main idea you wrote in Step 2.
- If the points **don't** seem to match the main idea you identified earlier, skim the article again and edit your annotations accordingly. You may need to change either the main idea or the supporting points. (For example, if you wrote that the author explained the causes of poverty, but each of the supporting points are about the effects of poverty, you would have to change your main idea statement.)
- Think about how you will explain each point; begin [paraphrasing](#) in your own words in the margin. You may want to use one or two details that you found most convincing to explain each supporting point in your summary.

Section adapted from Aquino-Cutcher, Andrew, et al. *Final Draft 3*. Cambridge, 2015, pp. 182-183.

3. RECOGNIZING PATTERNS OF ORGANIZATION

Identifying the organizational pattern of a text can make it much easier to summarize, particularly for longer texts in which it can be particularly challenging to identify main ideas and important details. In this section, we'll learn how to identify these and use them to summarize.

A. Identifying Organizational Patterns in Academic Writing

The purpose of academic writing is to present a number of ideas that logically fit together. Writers use an organizational pattern to help organize their ideas in ways that make an argument and help you to understand the material being presented. **Organizational patterns can be identified by transitions or “signal words”** the author uses. Recognizing the type of pattern can help the reader put all of the facts together and understand what the text is about.

ORGANIZATIONAL PATTERN	PURPOSE	SIGNAL WORDS
Classification	Lists a series of reasons, examples, features, or characteristics that support the main idea	Also, and, another, a number of, as well as, too, besides, first, for example, for instance, furthermore, in addition, in fact, largest, least, moreover, most important, one plus, second, several, the following
Cause/Effect	Describes how one or more things cause or are related to one another	Cause: Because, because of, since, stems from, one cause is, one reason is, leads to, for this reason Effect: consequently, results in, one result is, therefore, thus, as a result, hence
Comparison/Contrast	Discusses similarities and/or differences among ideas, objects, people	Similarities: both, also, similarly, likewise, as well as, correspondingly, in the same way Differences: unlike, differs from, in contrast, on the other hand, instead, despite, nevertheless, however, in spite of, whereas, as opposed to
Problem/Solution	Discusses problem(s) and provides solution(s)	Problem: issue, problem, problematic, challenge Solution: propose, solution, answer, remedy, prevention, fix

Pro/Con	Discusses advantages and disadvantages	Pros: advantage, benefit, in favor of, positive Cons: disadvantage, drawback, argument against, negative
Definition	Explains the meaning of new words or phrases	Refers to, can be defined as, means, consists of, is a term that, is called, is characterized by
Chronological Order (Time)	Describes the sequence in which events occur in time	First, second, later, before, next, as soon as, after
Process	Describes how to do or make something	First, second, next, then, following

PRACTICE 1: Identifying Patterns of Organization

For each passage, identify the pattern of organization used by the author.

1. Responsibility, a basic concept of Reality Therapy, is here defined as the ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs. To illustrate, a responsible person is able to give and receive love. If a woman, for example, falls in love with a man, we would expect him either to return her love or to let her know in a considerate way that he appreciates her affection, but does not share her feelings. If he takes advantage of her love, we would not consider him responsible.

A responsible person also does that which gives a feeling of self-worth and a feeling that they are worthwhile to others. They are motivated to strive and perhaps endure privation to attain self-worth. When a responsible person says they will perform a job for us, they will try to accomplish what was asked.

Pattern of Organization:

Why:

2. It would seem, in retrospect, that the prohibition laws of the 1920s actually helped encourage, rather than hinder, illegal activity. Citizens in every section of the country showed nothing but contempt for laws, and any attempt to enforce laws was met with indifference or hostility. Probably the worst effect of the laws was that the control of liquor distribution fell into the hands of organized crime, which resulted in increased criminal violence throughout the country. Rather than decreasing crime, the prohibition laws actually helped to increase it.

Pattern of Organization:

Why:

3. Many high school graduates go straight on to college. Others go to work full-time, then decide later to start college. The graduate who goes off to a job always runs the risk of being unable to let go of that paycheck. It may be too hard to live the lean life of a student again. However, once the person does return to college, they usually bring a maturity that is a big asset in the classroom. True, that student will be older than the others when they finally get that college degree. On the other hand, this older student more often knows from experience what kind of job best suits them. The student is less likely to end up in a make-do job after college.

Pattern of Organization:

Why:

B. Organizational Pattern Practice

Let's take a look at how we can use organizational patterns to explain the plot of a movie. *Avengers: Endgame* is three hours long, but we can summarize it in a concise way by using organizational patterns to capture the main elements of the film. Using the organizational pattern, we've chosen the most important details and can now use them to write a summary. A lot happens in this movie, but this is the overall gist:

One-Sentence Summary: The Avengers who are left on Earth work together to defeat Thanos and destroy the infinity stones to restore civilization.

Organizational Pattern: Problem/Solution

Problems	Solutions
• Thanos used the infinity stones to make 50% of the population in the universe disappear • With the infinity stones, Thanos has ultimate power • Thanos' current whereabouts are undetermined • Members of The Avengers and their family members have disappeared	• Avengers use the quantum realm to travel back in time before Thanos acquired the infinity stones • Avengers destroy the infinity stones • Thanos is destroyed

PRACTICE 1: Organizational Pattern Practice

Use the outline below to summarize one of your favorite pieces of media.

Your Favorite Movie/TV Show/Novel:

One-Sentence Summary:

Organizational Pattern(s):

ORG PATTERN 1:	ORG PATTERN 2:
•	•

C. Combining Patterns of Organization

Don't assume that every important thought in a multi-paragraph reading will be covered by a single organizational pattern. It's possible for a writer to use one or more organizational patterns and still include important information that is not completely included in the pattern or patterns used to develop the main idea. The test for what's important is always based on the main idea using questions like "What information do I need in order to fully explain or prove the main idea?"

EXAMPLE 1: Cause and Effect plus Comparison and Contrast

A study in Romania suggests that children who are abandoned at birth and placed in state-run institutions can eventually thrive if they leave the institution and are placed in foster care. In fact, children in the study who were placed in foster homes ended up on par emotionally, intellectually, and physically with children of the same age who had grown up with their biological families. In contrast, orphaned children who never left the state-run institutions showed steady declines in their emotional and mental health over the course of their stay. While the study supports the idea that foster care for abandoned children is better than institutional life, it's worth noting that Romanian institutions have a particularly horrific reputation for neglect. This may well account for the effects of long-term and unrelieved institutionalization upon abandoned children.

The paragraph opens with a clear cause and effect relationship: Orphaned children who enter foster care benefit from leaving the institution, and children who do not enter foster care do not fare as well. Note, however, that the two groups are also contrasted in order to prove the main idea expressed in the first sentence. Children abandoned at birth can thrive if they enter foster care. Thus, as the transitional phrase "in contrast" suggests, comparison and contrast is the second pattern used to organize the material.

EXAMPLE 2: Classification based on Cause and Effect with Definition

According to economists, there are four different types of unemployment, each with its own specific cause. The first type of unemployment is seasonal. Workers in certain industries—such as agriculture, resorts and retail—are subject to fluctuating demands for their services because of peak and off-peak times in these industries. This type of unemployment is regular, predictable, and relatively short-term. The second type of unemployment is referred to as frictional. It is caused by school and college graduates seeking jobs for the first time and by workers changing jobs. These people usually remain unemployed for just a short time while they seek a position. A third type of unemployment is structural, caused, for example, by the use of new machinery, such as robots, that can perform simple repetitive tasks. Workers displaced by structural changes often experience long-term unemployment while seeking a job that matches their skills and salary expectations. The last type of unemployment is cyclical. This kind is produced by the overall business cycle. Cyclical unemployment increases in recessions; it decreases during growth periods.

The opening sentence provides two sets of clues. The phrase “four different types of unemployment” suggests classification, mainly because the sentence suggests that these four types comprise all the possible kinds of unemployment. If it did not, then simple listing would be the better answer. However, the phrase “each with its own specific cause” implies the cause and effect pattern. In addition, the italics for the names of the four types followed by a specific definition make it clear that the definition pattern is also in play.

4. WRITING A ONE-SENTENCE SUMMARY

A. Introduction

A one-sentence summary provides information about the source that is being summarized and presents the thesis or argument of that source. Think of it as a very brief introduction to your reader of the article, chapter, or book you've read; all that they need to know is **who** wrote it, what its **title** is, and what its main **argument** is.

In order to write an effective summary sentence, you should keep the following in mind:

- Include the **author's full name**.
 - First mention: first and last (family) name
 - Subsequent mentions (if your one-sentence summary is followed by a paragraph summary, for example): last name only
- Include the **title of the source**.
 - For articles like the ones we are using in this class, put the title in quotation marks (""). If you need to summarize a book or movie, put the title in *italics*.
 - If you refer to this source later in your paper, you generally only need to use the author's name, *not* the title again.
- Include the **thesis or argument** of the article you are summarizing.
 - State the argument or main idea concisely and clearly.
 - Do not include details in the summary sentence.
- Use a strong **reporting verb** that accurately describes what the article is doing. (However, if you use "according to" in your summary sentence you will not need a reporting verb.)

B. Basic Formula for a One-sentence Summary



Remember from [Chapter 2](#) that the first three elements – information about the author/article and a reporting verb – make up a **signal phrase** showing that the idea came from someone else rather than you. The signal phrase is a crucial part of your one-sentence summary because it gives credit to the author.

C. One-sentence Summary Templates

Following are some examples of one-sentence summaries. You can use these as templates for writing your own.

TEMPLATE 1: USING A REPORTING VERB	
Example	In “Coping with Procrastination,” Angela Moore suggests that in order to stop procrastinating, we need to analyze the real reasons we procrastinate.
Formula	In + “Title,” + Author + reporting verb + that + main idea.
Grammatical Notes	1. It is optional to add information about what kind of source this is (eg. In the article “Coping with Procrastination,...” “In the movie <i>The Avengers</i>,...”) 2. The comma after the title is necessary, and should come before the end quotation mark. 3. In MLA format, the reporting verb should be in third person present simple; this generally means that it will end in an -s, but will not if there is more than one author. 4. The reporting verb is followed by a noun clause made up of <i>that</i> and a full sentence paraphrasing the main idea. This is also in the present tense. 5. The order in which the elements are arranged can be shifted, but note the changes to the formula: a. In order to stop procrastinating, we need to analyze the real reasons we procrastinate, suggests Angela Moore in the article “Coping with Procrastination.” Formula: Main idea, + reporting verb + Author + in + “Title.” b. Angela Moore suggests in the article “Coping with Procrastination” that in order to stop procrastinating, we need to analyze the real reasons we procrastinate. Formula: Author + reporting verb + in + “Title”+ that + main idea.

TEMPLATE 2: USING “ACCORDING TO”	
Example	According to Angela Moore in “Coping with Procrastination,” in order to stop procrastinating, we need to analyze the real reasons we procrastinate.
Formula	According to + Author + in + “Title,” + main idea.
Grammatical Notes	1. See notes 1-3 for Template 1. 2. Using “according to” means that the reporting verb and “that” are unnecessary. 3. The order in which the elements are arranged can be shifted, but not as much as Template 1. Note the changes to the formula: In order to stop procrastinating, we need to analyze the real reasons we procrastinate, according to Angela Moore in the article “Coping with Procrastination.” Formula: Main idea, + according to + Author + in + “Title.”

D. Signal Phrases: Saying Vs Doing

When creating multiple summaries (such as a one-sentence summary and a paragraph summary) or a summary/response essay, which requires both types, it’s important to find different ways to express the main idea/thesis/argument of the article. One helpful way to approach this is to think about **what the author says** and **what the author does**.

i. Capturing What the Author Says

For a one-sentence summary or the first sentence of a summary-response essay, it might be most helpful to focus on **what the author says**, or the main argument of the article. These signal verbs are typically followed by *that* and a complete statement of the main idea.

In the article “Coping with Procrastination,” Angela Moore **suggests that** in order to change the habit of procrastination, it is essential to look below the surface for the real reasons why one puts off doing things. *(main argument of the article)*

Moore **argues that** procrastination is one of the most pervasive bad habits among college students. *(statement of a point from the author’s argument)*

ii. Capturing What the Author Does

For a paragraph summary, consider focusing on **what the author does**, or how s/he constructs the argument or organizes the ideas in the article. These signal verbs are generally followed by a noun or noun phrase.

Throughout the article, Moore **enumerates** the fundamental reasons why people procrastinate and how to overcome these issues. *(reference to the organizational patterns used in the article)*

Moore **presents** three solutions to overcoming procrastination. *(one of the moves the author makes to support her main point)*

Here are some signal verbs to use for each type of summary sentence:

SIGNAL VERBS FOR "SAYING"	SIGNAL VERBS FOR "DOING"
• acknowledges (that) • agrees (that) • argues (that) • believes (that) • claims (that) • complains (that) • declares (that) • explains (that) • finds (that) • insists (that) • maintains (that) • makes the case (that) • notes (that) • observes (that) • points out (that) • posits (that) • shows (that) • speculates (that) • states (that) • stresses (that) • submits (that) • suggests (that) • theorizes (that) • thinks (that) • warns (that) • writes (that)	• acknowledges + noun • addresses + noun • affirms + noun • analyzes + noun • asks + noun • categorizes + noun • compares + noun • critiques + noun • defines + noun • demonstrates + noun • discusses + noun • disproves + noun • enumerates + noun • examines + noun • furnishes + noun • identifies + noun • illustrates + noun • interprets + noun • investigates + noun • lists + noun • outlines + noun • presents + noun • questions + noun • supports + noun • surveys + noun • traces + noun

PRACTICE 1: Revising Summary Sentences

Look at the **one-sentence summary** and the **first sentence of your paragraph summary**. Rework them below so that your one sentence summary focuses on **saying**, and the first sentence of your paragraph summary focuses on **doing** and points to the main organizational pattern used in the article.

One-sentence summary: What does the author argue? What is the thesis of the article?
First sentence of paragraph summary: What does the author do in the article? How does the author organize the argument or their ideas?

Have a classmate review your sentences. What suggestions do they have for improving them?

5. WRITING A PARAGRAPH SUMMARY

While a one-sentence summary serves to introduce only the most essential aspects of a source, a paragraph summary includes a bit more information.

A. Characteristics of a Good Paragraph Summary

A strong paragraph summary

- includes the **main idea** of the article.
- includes the **supporting details** of the article (the ideas that prove the main idea).
- **paraphrases** the original article.
- has **transitions** between main ideas, details, and examples.
- frequently refers to the **author** by last name.
- identifies how the original article is **organized**.
- is **concise** (for this class, about 150-200 words in length).
- does **not** include any additional information from other sources or your opinion.

B. Structure of a Paragraph Summary

Use your [annotations](#) to compose your summary paragraph. Here is an outline to help you:

1. FIRST SENTENCE - ONE SENTENCE SUMMARY/OVERALL MAIN IDEA

Introduce the **author, title, & thesis** (main idea). For example:

In “(title of article),” (name of author) argues that (thesis).

**See [One-Sentence Summary Templates](#) and [Signal Phrases: Saying vs. Doing](#) for additional templates.

2. MIDDLE SENTENCES (approximately 4-6)

First, demonstrate the **organizational pattern(s)**. For example:

(Author’s last name) outlines (three differences between ___ and ___ /two causes and an effect of ___ / the problem of ___ and two possible solutions).

Next, introduce the **main supporting details** using the organizational pattern. For example:

___ points out (the pros) of ___. For example...

Optional: If there is more than one organizational pattern, introduce those main supporting points next. For example:

___ points out (the cons) of ___. For example...

Remember to use **transitions** to show how ideas are connected to each other. For example:

___ goes on to say that ... / ___ adds that ... / ___ uses the example of ___ to explain ...

**See [Recognizing Patterns of Organization](#) for help.

**See [Using Precise Reporting Verbs](#) for additional examples.

3. CONCLUDING SENTENCE

Restate the **thesis** or the **conclusion** of the article. For example:

The author concludes that ... / In short, the article recommends that ...

REMEMBER to use different ways to refer to the author throughout the summary paragraph, including their last name and appropriate pronouns. Try not to use “the author.”-

C. Using Precise Reporting Verbs

A reporting verb is a word which is used to talk about sources or to attribute an idea to someone. Reporting verbs can be very effective in conveying meaning, but the difficulty with using them is that there are many, and each of them has a slightly different and often subtle meaning.

It is repetitive and boring to write *Smith says...* over and over again. Fortunately, there is a wide choice of reporting verbs in English. Reporting verbs can indicate:

- the author's personal viewpoint
- your viewpoint regarding what the author says
- the author's viewpoint regarding others' ideas

To interpret the writer's ideas accurately, however, you will need to use a verb with the correct nuance (sense of meaning). Use an English learner's dictionary to check that you have the right verb for the right context.

Choosing accurate reporting verbs to reflect both the function that the author is performing and your feeling about it (*or to conceal your feeling with a neutral reporting verb*) is an important skill to develop. Consider the following:

MOVE / FUNCTION	WEAKER POSITION	NEUTRAL POSITION	STRONGER POSITION
addition		adds	
advice		advises	
agreement	admits, concedes	accepts, acknowledges, agrees, concurs, confirms, recognizes	applauds, congratulates, extols, praises, supports
argument and persuasion	apologizes	assures, encourages, interprets, justifies, reasons	alerts, argues, boasts, contends, convinces, emphasizes, exhorts, forbids, insists, proves, promises, persuades, threatens, warns
believing	guesses, hopes, imagines	believes, claims, declares, expresses, feels, holds, knows, maintains, professes, subscribes to, thinks	asserts, guarantees, insists, upholds

MOVE / FUNCTION	WEAKER POSITION	NEUTRAL POSITION	STRONGER POSITION
conclusion		concludes, discovers, finds, infers, realizes	
disagreement and questioning	doubts, questions	challenges, debates, disagrees, questions, requests, wonders	accuses, attacks, complains, contradicts, criticises, denies, discards, disclaims, discounts, dismisses, disputes, disregards, negates, objects to, opposes, refutes, rejects
discussion	comments	discusses, explores	reasons
emphasis			accentuates, emphasizes, highlights, stresses, underscores, warns
evaluation and examination		analyzes, appraises, assesses, compares considers, contrasts, critiques, evaluates, examines, investigates, understands	blames, complains, ignores, scrutinizes, warns
explanation		articulates, clarifies, explains	
presentation	confuses	comments, defines, describes, estimates, forgets, identifies, illustrates, implies, informs, instructs, lists, mentions, notes, observes, outlines, points out, presents, remarks, reminds, reports, restates, reveals, shows, states, studies, tells, uses	announces, promises
suggestion	alleges, intimates, speculates	advises, advocates, hypothesizes, posits, postulates, proposes, suggests, theorizes	asserts, recommends, urges

Example Sentences

Remember that in MLA style, reporting verbs should be in the present tense, and you should include the page number if there is one.

Boynton **warns** the reader that ordinary chocolate is too frail to withstand heat, moisture, and proximity to baked beans (p. 79).

Hanks **defines** an idiom as an expression whose “meaning...is distinct from the sum of its parts” (p. 257).

Smith **disagrees with** Frye when she **maintains that** many students have trouble with reporting verbs.

Some people **subscribe to** the idea that chocolate is unhealthy, but Boynton’s book **refutes** this claim.

This paper **investigates** the effects of alcohol on memory and **stresses that** further research be done as a matter of urgency.

This section adapted from “Verbs for Reporting.” University of Adelaide Writing Centre, 2014. Click [here](#) to view the original.

D. Going Beyond List Summaries

i. What are “List Summaries”?

You may have learned to write a list summary in previous English classes. This type of summary involves paraphrasing topic sentences (the first line of each paragraph) from a text and adding “list” transitions between them.

“List” transitions include: first, second, third, finally, next, also, then, additionally, in addition, moreover, furthermore

ii. The Problem with List Summaries

For longer academic texts, list summaries are inefficient. They are often excessively long and full of unnecessary details. They also fail to adequately show the relationship between the ideas in the text.

iii. Summarizing by Organizational Patterns

One way to avoid long summaries with unnecessary details is to summarize by organizational pattern. Think about how the author is developing their argument. Are they presenting the effects of a cause? Contrasting two things? Outlining a problem and offering a solution?

PRACTICE 1: Reviewing Organizational Patterns

Brainstorm 3-4 examples of **organizational/rhetorical patterns** that authors might use in their work and what **signal phrases** may indicate that pattern.

Organizational Pattern	Signal Phrases (that help me identify the pattern)
•	•

See [this chart](#) from earlier in this chapter for key words that signal different organizational patterns.

PRACTICE 2: Evaluating Sample Student Summaries

Below are two student summaries of an article titled [“The Deadly Noodle”](#) by Michael Hastings, Stefan Thiel, and Dana Thomas. Consider the pros and cons of each summary, then decide which you think is more effective and explain why.

Summary 1 (172 words)

In their article “The Deadly Noodle,” Hastings, Thiel, and Thomas explain that the spread of the American diet and lifestyle has caused health crises in countries around the world. The authors note that both developed and developing countries are experiencing negative effects because of the spread of these habits. The authors explain that one effect is that these nations are experiencing a more sedentary lifestyle. For example, people work on assembly lines, ride in cars, and watch television. In addition to physical activity, the authors also show the ways in which food is being affected. They write that foods are becoming less healthful because of increased use of carbohydrates, oil, and sugar, which all cause an increase in calories. Finally, the authors explain that because of the lack of physical activity and a healthful diet, obesity is rising, and, as a result, health care costs rise as well. The authors conclude that the popularity of the American diet and lifestyle internationally may be attractive, but are also causing an obesity epidemic worldwide.

Summary 2 (268 words)

In their article, “The Deadly Noodle”, Hastings, Thiel, and Thomas write that greasy burgers and processed food are making the world fat. First, they write that France has resisted American cultural imperialism in the area of food, but it is still influenced by America’s junk food. A sign of this is that France’s children are gaining more weight in recent years. Then they write that the problem of the spread of American food is even more obvious in developing countries. Urbanization is causing people to move less and foods in these countries are becoming more processed, which makes them higher in calories and unhealthier. The authors state that nobody thought it would be easy to resist the American diet, but it’s even more difficult than people thought it would be. Derek Yach says that people can blame globalization and major brands like

Coca-Cola or McDonald's for this issue. Next, the authors say that the number of overweight people in the United States has doubled, and that Asia and Europe are also seeing increasing numbers of overweight people. For example, diabetes has been rising in China and India more than in any other country. Then the authors say that cooking oil is causing a problem because it's so cheap, so Indians use it too much. After that, the authors say that sugar is another part of the problem. Another problem is that people aren't moving around and are becoming couch-potatoes. Finally, the authors say that this is all a problem because healthcare costs are rising. Popkin says, "It's a very attractive lifestyle, but it's killing people all the same."

E. Summary Review & Additional Practice

Now that we've covered one-sentence summaries and paragraph summaries, check your understanding of what makes a summary effective. Try to be as specific as possible when providing feedback in Practice 2.

PRACTICE 1: Recognizing the Elements of Good and Bad Summaries

Download and open up the [interactive PPT](#) and follow the directions on slide 1.

PRACTICE 2: Evaluating One-sentence Summaries

Provide feedback for these three one-sentence summaries of an article by Zeynep Tufekci titled "[The Machines are Coming.](#)" What does each do well? How can each be improved? Use the comment feature to add your ideas.

According to the article, the abilities of robots will be improved constantly. What people need to do to solve this problem is to learn more useful skills in order to improve ourselves.

According to the article "The Machines Are Coming," Zeynep Tufekci states how in the coming age of robots, people should reflect on their progress.

In the article "The Machines Are Coming," Zeynep Tufekci states that robots can collect customers' preference information to benefit employers. She also mentions that we need to think about the relationship between humans and technology.

PRACTICE 3: Evaluating Paragraph Summaries

Provide feedback for these two paragraph summaries of the article [“The Hidden Epidemic of Teen Hunger”](#) by Laura Bliss. What does each do well? How can each be improved?

Summary 1

In her article “The Hidden Epidemic of Teen Hunger,” Laura Bliss describes a recent study by Susan J. Popkin that analyzed the causes and effects of teen hunger, as well as presented some possible solutions. Bliss points out that teens in the U.S. are more likely to experience food insecurity than younger kids because programs that fight poverty focus on little kids, while older teens “take on adult-like responsibilities, feel powerful social pressures, and engage in impulsive behavior.” Because teenagers can be embarrassed by being poor, many of them shoplift, sell drugs, or even sell their own bodies in order to get food. Ironically, Bliss points out, obesity and food insecurity are two sides of the same coin; fast food is cheaper than healthy food. Popkin’s team also suggested some possible solutions to the problem of food insecurity and the negative ways in which teenagers try to deal with it, including giving teenagers more SNAP benefits to get food, making better teen job programs, and getting teens involved in organizations that fight food insecurity.

Summary 2

First, Bliss writes about Susan J. Popkin, a housing and poverty researcher who did a study on teen hunger. Next, she describes how little kids are different from teenagers because teenagers experiencing hunger are overlooked and also feel stigma about being hungry. Bliss says that teenagers undertake risky behavior, like stealing, selling drugs, or using sex to get food. Then, she writes that food insecurity has become “normal.” Bliss describes Popkin’s study that gathered 200 teenagers from 13 to 18 in 10 communities across the United States to talk about their experiences with food insecurity. First, the study found that teenagers suffer problems just as much as little kids do from food insecurity. Second, the study found that teenagers are totally aware of the problem; they understand that healthy food is expensive and that their families make sacrifices so that all the kids can eat. Third, the teenagers in the study talked about how

they find ways to get food, from staying at a friend's family's house to engaging in criminal activities like shoplifting. Finally, Popkin's study talked about federal policy implications and about how teenagers are capable of solving the problem of teen hunger if they work together in organizations.

6. CITING YOUR SOURCE: IN-TEXT AND END-OF-TEXT CITATIONS

See [Chapter 2](#) and [Chapter 5](#) for information on how to cite your source using MLA format.

7. PEER REVIEW

A peer review form for the first draft of your summary can be found in [Appendix D: Peer and Self Review Forms](#). Use this form to give your classmate feedback on the elements of an effective summary we've discussed in this chapter:

3. SUMMARY 1 & 2

A. Summary Peer Review

Writer:

Reviewer:

Mark an X in the appropriate box for each of the criteria below. Add comments and suggestions to help the writer improve their summaries.

One-Sentence Summary	YES	SO-SO	NO
The sentence has a signal phrase with the correct author's name and title.			
The signal phrase is grammatically correct.			
The sentence correctly identifies the argument of the reading.			
The sentence is paraphrased well and is not copied directly from the article.			
The sentence is not too specific, but also not too vague.			
Comments on one-sentence summary:			

Paragraph Summary	YES	SO-SO	NO
The first sentence of the paragraph summary has a signal phrase with the correct author's name and title.			
The summary correctly identifies the overall argument of the reading.			
The summary correctly identifies the main ideas of the article.			
The summary has a balance of main ideas and details. There is enough detail to understand the article, but there is also not excessive detail.			
The writer has included transitions between the main ideas and details.			
The writer has used a variety of transitions; not just list transitions (next, also, then, furthermore, in addition, first, second, third)			
If yes, what transitions do they use?			
The writer mentions the author's last name frequently.			
The summary is an appropriate length (150-200 words).			
Comments on paragraph summary:			

Works Cited Entry	YES	SO-SO	NO
The works cited entry is complete.			
The works cited entry is accurate.			
The works cited entry is formatted correctly.			
Comments on works cited entry:			

MLA Formatting	YES	SO-SO	NO
The heading includes the writer's name, class, date, and assignment name/draft in the correct format.			
The assignment is double spaced.			
The first line of the summary is indented ("Tab" button)			
The essay has a header with the writer's last name and page number.			
The margins are 1 inch on all sides.			
Comments on MLA formatting:			

After you have revised your draft using the feedback you've received from your classmate and instructor, complete the self review also found in [Appendix D: Peer and Self Review Forms](#). Complete the form, including the reflective passage, and make any additional changes before submitting your final draft:

B. Self-Review Checklist: Summary

Before submitting your final draft, it's important to be sure that you have done everything that your instructor expects. Use this checklist to help you track your progress for this assignment. Click the box on the left side once you have completed an individual task.

One-Sentence Summary

- ☐ One-Sentence Summary includes the author's name.
- ☐ One-Sentence Summary includes the title of the article.
- ☐ Both the author's name and title are correct.
- ☐ One-Sentence Summary has a grammatically correct **signal phrase** (*according to the author... the author states...*)
- ☐ One-Sentence Summary has correctly identified the main idea.
- ☐ One-Sentence Summary is **paraphrased**.

Paragraph Summary

- ☐ Paragraph correctly identifies the **organizational pattern** (*pro/con, cause/effect compare/contrast, problem/solution, etc.*).
- ☐ Paragraph correctly identifies the main supporting details.
- ☐ Paragraph uses **transitions** and other cohesive devices.
- ☐ Paragraph frequently refers to the author by **last name**.
- ☐ Paragraph is paraphrased (**no quotes** are used).

Work Cited Entry

- ☐ Work Cited page is on a separate page.
- ☐ Work Cited entry is complete and accurate.

Formatting & Drafting

- ☐ Essay has been formatted according to MLA guidelines.
- ☐ There are clear changes between the 1st and final drafts.

Self Review Reflection - Summary

As a way to reflect on what you have learned and what is still challenging, write one paragraph (150 words min.) about the changes between your 1st and final drafts. What was challenging the first time that you wrote the assignment? What did you learn in the process of revising? What challenges do you still face? What will you do to address those challenges? What are you most proud of about this assignment?

8. CHAPTER SUMMARY

In this chapter, you learned how to annotate a text in order to write a summary of it. You practiced recognizing organizational patterns and using these to explain a text in both a one-sentence and a paragraph summary format. In the next chapter, you'll continue to practice your summarizing skills but add your own opinion in a summary-response essay.

CHAPTER 4: RESPONDING TO A TEXT

Click on a link below to go to that section.

1. INTRODUCTION

2. ANNOTATING TO RESPOND

- A. What You Should Annotate
- B. How You Should Annotate

3. DISTINGUISHING BETWEEN FACT AND OPINION

- A. Factual Statements
- B. Opinion Statements

4. STRATEGIES FOR RESPONDING

5. TEMPLATES FOR RESPONDING

6. SHOWING YOUR CRITICAL THINKING

7. ORGANIZING YOUR SUMMARY/RESPONSE ESSAY

- A. Moves of a Response Paragraph

8. SUMMARY/RESPONSE ESSAY ORGANIZATION

9. SUMMARY/RESPONSE ESSAY OUTLINE

10. EXAMPLE SUMMARY/RESPONSE ESSAY

11. CITING YOUR SOURCE: DISTINGUISHING BETWEEN YOUR IDEAS AND SOURCE IDEAS

- A. Quotation Marks
- B. Signal Phrases
- C. In-Text Citation

12. PEER REVIEW

13. CHAPTER SUMMARY

1. INTRODUCTION

Responding to a text involves more skills than you may think: you need to understand the text generally in order to respond to a relevant point, distinguish between fact and the author's opinion, understand what that opinion means, be able to think critically about that opinion, and respond to it with support.

Our goals for this chapter include:

- expanding understanding of annotating to include annotating to respond to the text
- distinguishing between facts and opinions
- demonstrating the ability to think critically by using multiple response strategies
- organizing, outlining, and writing a summary/response essay
- distinguishing between your ideas and ideas from a source in your writing

2. ANNOTATING TO RESPOND

This section tackles response annotating; for annotating to summarize, see [Chapter 3](#).

Responding to a text relies on being able to distinguish between facts or factual statements and the author's opinions or opinions quoted by the author. (For more on distinguishing between fact and opinion, see [below](#).)

A. What You Should Annotate

First of all, annotate your reactions to the author's argument and not to factual statements; while you may find some statistics shocking, you cannot agree or disagree with facts or study results. (See the section on [Distinguishing Between Fact and Opinion](#) for more information on how.) Second, there are several questions that should stay in the back of your mind while reading in order to jumpstart the response process:

1. **Are the ideas clear and logical?** Are they confusing? Are they true or untrue in your experience?
2. **How strong is the argument?** Are the examples convincing? Is the logic sound? Is the argument based on the current situation, and or has the situation changed since the text was published?
3. **Did the author leave anything out?** Is the author biased? Is there another point of view or experience that the author hasn't included?
4. **How does this text fit into what I already know?** Can I connect the ideas presented in the article with anything I've read/seen/heard before?

Additionally, reread the assignment guidelines and ask yourself: what does your instructor want you to annotate for? What do they want you to respond to: main ideas? Important supporting details? The purpose for reading will guide what you should spend time responding to and annotating.

B. How You Should Annotate

If annotating by hand, as stated in the previous chapter on summaries, annotations for main ideas and supporting details should be kept to the left side of the paper while annotations for

responses should stay on the right side of the paper. This visual separation helps you, the reader, keep opinions physically separated from facts: otherwise, the writing may get confusing!

As always, annotate using words, phrases, or symbols: something you'll remember when you come back to the article later. Don't use full sentences, as that not only interrupts the flow of reading but also preempts the outlining and writing process.

3. DISTINGUISHING BETWEEN FACT AND OPINION

Theoretically understanding the difference between factual and opinion statements is easy; pointing them out in an actual text is difficult. Below are some defining characteristics of each type of statement, but by no means is this an exhaustive list.

A. Factual Statements

Statistics and dates – numbers, really – can easily be classified as factual. But what about everything else? **Facts** are statements about real situations or events, common knowledge, anything that can't be argued. These statements are signified by:

- **Signal Words:** Although in academic discourse, they don't often occur, there are signal words that do indeed demonstrate fact.

Fact-based: *It is a fact that* the Earth's temperature is rising.

- **Objective Language:** *subjective* means subject to interpretation, based on personal thoughts. Therefore, *objective* is the opposite: clear and neutral.

Opinion-based (*subjective*): The Earth's temperature is rising *at an alarming rate*.

Fact-based (*objective*): The Earth's temperature is rising *at a rate of 0.15 degrees F* each decade since 1901.

While both of these statements may be found in a text, only one of these is appropriate to respond to in a summary/response essay.

- **Neutral Verbs:** Being neutral means having no bias, so in this case, the verb in the sentence doesn't have any modifying modals or hedging language. Additionally, the verb is free of positive or negative connotations.

Non-neutral verb (*opinion*): The Chicago Cubs *crushed* the Los Angeles Dodgers by a score of 14-1.

Neutral verb (*fact*): The Chicago Cubs **won** over the Los Angeles Dodgers by a score of 14-1.

B. Opinion Statements

Opinions are just the opposite: statements of belief or feeling. While these statements may be supported by facts, there should still be at least one sentence that you, the reader, could point to that demonstrates the author's opinion or argument. Characteristics of opinions include the following:

- **Subjective Language:** This includes adjectives and adverbs that qualitatively assess the subject of discussion. The example from Part A is copied here:

Opinion-based (*subjective*): The Earth's temperature is rising at an **alarming** rate.

Fact-based (*objective*): The Earth's temperature is rising **at a rate of 0.15 degrees F** each decade since 1901.

"Alarming" is an adjective that describes the rising Earth temperature . . . and the author's opinion about it.

- **Non-Neutral Verbs:** Unlike a factual statement, opinions can be characterized by verbs that indicate subjective relationships. In the examples from part A, the verb *crushed* is an evaluation of how the Chicago Cubs performed in the game.
- **Context:** Some modifiers can signify both fact and opinion depending on the context. Most of the time, they demonstrate an opinion, but in scientific or academic contexts, they can often demonstrate fact.

Magazine article (*opinion*): Composting alone **is not an adequate solution** to food waste.

Scientific article (*fact*): One pound of worms per square feet of space **is an adequate amount** for a composting station.

PRACTICE 1: Distinguishing Between Fact and Opinion

Distinguish between the factual and opinion statements below. Write F for factual and O for opinion and highlight specific vocabulary and/or explain your thinking.

1. ____ The U.S. Civil Rights Movement concentrated its strength on desegregating buses in Montgomery, Alabama in 1955-1956.
Explain:
2. ____ These objectives were not achieved merely because the U.S. Civil Rights Movement or the Indian Independence Movement occupied the moral high ground. They were achieved because of hard work, creativity, and skillful political analysis.
Explain:
3. ____ The Indian Independence Movement focused its efforts on gaining concessions from the British on the Salt Acts and other laws in 1930-1931.
Explain:
4. ____ There is no one-size-fits-all recipe—non violent action is place-specific.
Explain:

PRACTICE 2: Responding to an Opinion

Pick one of the opinions from class and respond to it: do you agree or disagree? Why? Support your opinion.

PRACTICE 3: Identifying Opinions in an Article

In the article you've read most recently, select three statements that you believe are opinions. Copy them below, then highlight specific vocabulary and/or explain your thinking.

- 1.
- 2.
- 3.

4. STRATEGIES FOR RESPONDING

Now that you've picked out appropriate quotations, and you have opinions about them, you need to learn and apply strategies for responding to the author.

An effective response will:

1. **Use a Specific Point from the Author:** The point or argument should be somewhat related to the overall main idea or an important supporting detail and it should be quoted directly from the source.
2. **Be an Opinion, Not a Fact:** Remember, you can't argue with a fact!
3. **Be Well-Supported:** Give enough detailed evidence so that the reader fully understands the point you're making; make connections for your reader.
4. **Demonstrate a Variety of Response Types:** Variety makes things interesting and spicy. Be spicy.
5. **Show Evidence of Critical Thinking:** Critical thinking means that you have analyzed and evaluated an article and its argument, and you have connected on a deeper level with the content.

There are three basic response strategies:

Agree/Disagree/Both	While you may agree with much of the author's argument, disagreeing or partially disagreeing with specific points the author makes demonstrates that you've critically read the text and have engaged with it at a deeper level. With this strategy, you may give hypothetical or real examples or explain further with facts as support.
Personal Experience	This strategy uses your own experience as support and can be combined with agreeing or disagreeing in a response paragraph.
Application	This strategy connects the text to another article, movie, TV show, or news program outside of the article that you are familiar with. The easiest source to connect to is another article that you've read in class on the same topic. Again, this strategy can be combined with agreeing or disagreeing.

Below are examples of each response strategy. Different elements of the response are labeled and color coded as follows:

- the name of the author and the article title
- the quote from the article
- the student's explanation of this quotation
- the student's opinion
- the evidence the student uses to support his opinion

Agree/Disagree/Both

In “Globalization and Local Culture”, the Levin Institute argue that “One of the principal concerns about the new globalization of culture that is supposedly taking place is that it not only leads to homogenization of world culture, but also that it largely represents the ‘Americanization’ of world cultures” (179). I disagree with the Levin Institute’s view that globalization makes world culture become more similar to American culture. In my perspective, culture could be affected by other countries’ cultures who may be more powerful than their own, but others’ local cultures cannot eliminate or be similar to those powerful countries. Culture can be changed by people, but it cannot be removed by globalization. For example, local cultures are just like human personalities, and as we know that personalities are what we learn and form from birth. So that local culture is the true self, no matter how good or how badly other countries’ cultures affect, we cannot change what we have. Local culture can absorb advantages from different cultures, but local culture cannot be eliminated by others’ cultures.

Personal Experience

However, I disagree with Dr. Kate Darling’s opinion, who is quoted by the author, that “the one thing that does separate robots from other machines is that we tend to treat them like they’re alive.” Darling means that one way to distinguish robots and other machines is how people treat them; humans treat robots like they are alive compared to other robots. However, this is only partly true. Some people might say this is true because some robots look like dogs, fish, insects, or even humans, and robots perform some specific and hard tasks that usual machines cannot perform. Therefore, it is possible for some people to think of robots as living things. On the other hand, many people treat robots and other machines as just tools or objects that can help humans to live more convenient and efficient lives. For example, when I was young, I had a robot dog called AIBO. I played with this robot a lot, but I knew that this robot had no emotions and was only repeating the same sentences or words that are downloaded in its algorithm. Even when I was young, I knew that it was just a robot. I did not feed or let AIBO drink water; I just charged this robot and played with it just like playing with a normal toy. Therefore, I cannot understand that people treat robots like living things compared to other machines.

Application

The New York Times Editorial Board says that “[the bonds given as babies] were intended to chip away at the inequalities of wealth, and the resulting inequalities of opportunity, that weigh on developed nations.” The NTY Board means that this government money would help lift up those people who aren’t as wealthy as others, therefore hopefully leveling out equality that would otherwise drag down wealthier nations. I agree because I read about how money given by the government in a different situation is helping those who are less fortunate. In the article “Why Boston is Paying Ex-Gang Members to Go to College” by Andrew Zaleski and CityLab, the authors describe the non-profit organization College Bound Dorchester which gives a stipend to former gang members to go to school, receive an education, and contribute to society. This program is helping to stop gang members from cycling in and out of prison and is opening up doors to them, doors that have been previously closed because of economic factors. Zaleski and CityLab show that giving government money to people to further their education works, which is why I believe that the NYT board’s solution of baby bonds would also achieve its goal.

PRACTICE 1: Identifying Support Strategies

In the paragraphs below, decide which type of support strategy was used. Remember, multiple strategies could be used in combination. Highlight words/phrases/sentences in the paragraphs that support your decision.

1. Moreover, Esme Nicholson thinks that “It seems that, given half the chance, integration in Germany starts in the schoolyard.” Nicholson believes that starting with children, people can slowly break some stereotypes. I agree with that. I think many of the older generation will be biased against certain things or people because of the growing environment. With the development of the times, with the new generation of young people as a bridge, they can eliminate some prejudice of the past. For example, my mother used to have a deep stereotypes against homosexuality. She used to believe that homosexuality was abnormal. I'm still impressed by her disgust when I first asked her what homosexuality was when I was a child. When I grew up, I really learned about homosexual groups through the Internet and some of my classmates. Then I found out how wrong my mother's attitude towards homosexuality was. Accordingly, I began to try to eliminate her prejudice against homosexuality through online knowledge and some homosexual classmates around me. Even if it was difficult at first, now she can see homosexuality as normal people like us. Just as the white and immigrant groups in the author's article accepted each other through their children, my mother break stereotypes against homosexual groups through her child. Many elders will have prejudice against some people or things because of their environment, and their children, as people in the new environment, are a good way for them to eliminate prejudice and accept new things. In short, I agree with Nicholson that people can break prejudice through children.

Response strategy:

2. According to the article “Break up the Monoculture,” Helena Norberg-Hodge explains that “in fact, if efficiency is the yardstick, the goal should be to promote economies that are diversified enough to meet people’s needs within the shortest distance possible, depending on long-distance transport only for goods that cannot be produced.” This indicates that when the government or the global corporations make the solutions for the negative effects of monoculture, they have to consider the distance of transportation and products where it was produced. I agree with the author because it is true that through globalization, lots of people have got benefits, but they have to keep in mind the localization. Also, if people use local products instead of imported products to less distance and money and develop the local economy at the time. For example, buying tangerine from a neighbor's farm is better than buying imported from South-East Asia because the distance is noticeably short which is much more efficient, besides, it would contribute to the local economy. Therefore, the government and the global corporations must consider not only efficiency but also local economies not to be destroyed and it is beneficial eventually.

Response strategy:

5. TEMPLATES FOR RESPONDING

If you don't know where to begin with phrasing your response, or want to add some variety to your writing, below are some templates to spark your imagination.

Templates for a Thesis Statement

Two of the same responses:

- I agree/disagree with two points that [the author] makes: ____.
- I agree/disagree that ____ and ____.
- While [the author] makes some good points, I disagree that ____.

Divided response

- While I agree with [the author's] point that ____, I disagree with ____.
- Even though [the author] is correct that ____, I disagree with [the author's] argument that ____.
- Although I agree with [the author] that ____, I cannot agree with ____.

Templates for Response Paragraphs: Agreeing

- I agree with [the author] that ____.
- I wholeheartedly/completely agree with [the author's] argument that ____ because I have experienced it myself.
- My own experiences support [the author's] view that ____.

Templates for Response Paragraphs: Disagreeing

- I think [the author's] argument that ____ is incorrect because ____.
- While I respect [the author's] view, I disagree that ____.
- I completely disagree with [the author] that ____.
- However, I disagree because ____.

Templates for Response Paragraphs: (Partially) Agreeing and Disagreeing

- While [the author] makes some good points, I disagree with ____.
- Even though I disagree with [the author] on the previous point, I agree that ____.
- I partially agree with [the author's] argument that ____.
- I have mixed feelings about [the author's] argument that ____.

6. SHOWING YOUR CRITICAL THINKING

Response paragraphs are meant to demonstrate how and how deeply you've interacted with the assigned text. This requires that you engage in a bit of **critical thinking** by deliberately employing thinking strategies to arrive at a more complete conclusion than you automatically would: the opposite of passive, everyday thinking.

Overall, it's a process that requires constant re-evaluation of what you know and what the text is saying. This is accomplished by asking different types of questions of both yourself and the text: questioning your comprehension, previous assumptions, and existing evidence. There are four categories of questions that every reader should ask themselves while reading.

Who Said It?	When Did They Say It?
• Who is it? Are they someone in a position of authority or power? • Are they an expert? What are their credentials or past work? • Does it matter who told you this?	• Is the information current or old? Does it matter? • Is timing important? Was this information released at this time for a specific purpose?
What Did They Say?	Why Did They Say It?
• Did they give facts or opinions? • Have they provided all the facts? • What have they left out, if anything? Is that important?	• Did they explain the reasoning behind their opinion/conclusion? • What was their motivation? • Are they biased?

These are important questions to ask yourself outside of class as well, while consuming news or social media, when talking with friends, and when constructing any sort of argument: thinking critically isn't just an academic skill; it's a life skill that requires practice!

PRACTICE 1: Applying Critical Thinking Skills

Read the following statement. Then, with a partner, list what questions you can ask to critically evaluate this information.

Statement: This morning, a report on the news said that the world's climate is actually changing at a *slower* pace than previously thought.

Questions for evaluation:

In a response paragraph, the writer's critical thinking is demonstrated through the support used. Here are a few tips to help you indicate how much you've connected with the text.

- **Use a variety of support types.** Like mentioned above, the writer should vary the types of strategies used to support the response. Relying only on personal experience, for example, hints that the writer has only connected with the text in one way, whereas using both personal experience and an example is evidence of multiple connections.
- **Make outside connections.** While sometimes a difficult task in a timed situation, broadening the mind and pulling outside texts into the conversation signals an ability to recall information, make connections between texts, and evaluate both arguments to come to a conclusion.
- **Add something new to the conversation.** Even if the paragraph offers an example or a personal experience as support, the writer must further the argument and go beyond simply agreeing and repeating what the author says.
- **Be critical.** Once the writer has identified what they'd like to respond to, they have to think about all sides of the issue. Ask those questions.
- **But don't (necessarily) criticize.** Thinking critically doesn't necessarily mean being mean: the writer can evaluate the author's arguments through critique and still end up agreeing with the author. Remember, the writer isn't assessing the author, just their arguments.

7. ORGANIZING YOUR SUMMARY/RESPONSE ESSAY

A summary/response essay consists of five paragraphs and four main parts: the introduction, summary paragraph, response paragraphs, and conclusion.

For the summary paragraph, follow the same guidelines as laid out in [Chapter 3](#). To review, a summary should:

Summary Components

- Express the overall main idea in a one-sentence summary and include the article's title and author.
- Outline all major important supporting details.
- Identify how the original article is organized and demonstrate that organization through the effective use of signal words, phrases, transitions, and other cohesive devices.
- Paraphrase by using the writer's own words.
- Refer to the author often, especially by last name.

A. Moves of a Response Paragraph

The response paragraphs (of which there are usually two) have three main components that we can further break down into moves.

Response Components	
1. Quotation	• Start with a signal phrase that includes the author's last name and the article title (optional). • Quote a specific opinion or argument from the article. This point should be integral and related to the overall main idea.
2. Explanation	• Provide context/background for the point (optional) and explain/paraphrase what it means.
3. Response	• State whether you agree or disagree and why. Give a specific reason. • Provide support for your opinion (see Strategies for Responding). • Discuss the significance of your support. Why is this important? • Connect your response back to the author's point by explaining how it relates to the point brought up in the article.

The following is an example response paragraph with the moves color coded.

- Signal phrase
- Specific point from the article
- Context and/or explanation
- Agree or disagree and why
- Support
- Significance
- Connection back to author's point

Southur asserts that “anger and violence are forces that tend to be seen as contrary to the aims of peacemaking; ignoring such forces are just as harmful to peace.” He means to say usually violent feelings and actions, such as anger, are far from making peace or goals, but the feeling should not be ignored because it will be much harder to get to results or make peace. I partially agree with this sentiment because anger is a double-edged sword and has certain requirements to be considered useful. Although people can feel “anger” when they discover a problem and can become motivated to fight to achieve goals, “anger” is tricky. Even though I actively deal with problems and work when I feel angry, I have often lost my reason and made things go wrong. Therefore, “anger” can be harmful or beneficial depending on how it is used and who’s using it because each person has different tolerances. For example, if a person has a low tolerance for anger, this anger will be a hindrance rather than the driving force behind what they are trying to do. In other words, I don’t think that “anger” always helps to make peace. It is only when people think rationally and act rationally when they feel anger, rather than act immediately, that anger is used as a good driving force in peacemaking.

PRACTICE 1: Analyzing a Response Paragraph

Color code the different moves in the response paragraph below then evaluate it.

- Signal phrase
- Specific point from the article
- Context and/or explanation
- Agree or disagree and why
- Support
- Significance
- Connection back to author's point

In the article “Break Up the Monoculture,” the author Helena Norberg-Hodge reveals that “long-term solutions to today’s social and environmental problems will also require a range of small, local initiatives that are as diverse as the cultures and environments in which they take place.” It is true that whatever society suggests, these issues will be difficult to solve with one blanket solution. For example, there is a developing country which does not have enough resources in comparison with advanced countries. Any solution for advanced countries is useless for developing countries. That’s why monoculture is the problem: it is impossible to unify countless diverse aspects into one culture when they have such different needs to take into account. As a result, even though the world needs lots of efforts to make various solutions for the negative effects of globalization, it is essential to keep developing those solutions on a local rather than global level.

PRACTICE 2: Practicing Response Moves

Pick an opinion from the article you read for your summary assignment. Fill in the chart below to develop a response paragraph. Consider using the templates above to help.

Write a sentence including the author's name and a quote from the article you wish to respond to.	
Write a sentence or two explaining the quote in your own words. What point is the author making?	
Write a sentence stating whether you agree or disagree with the point you are responding to, and explain why you agree or disagree.	
Write a sentence explaining your point in more detail.	
Write a sentence or two providing an example to help illustrate your opinion.	
Write a sentence or two explaining how your example supports the point you're making.	

Write a sentence or two explaining how your example relates to the point made by the author.	

8. SUMMARY/RESPONSE ESSAY ORGANIZATION

Paragraph 1: Introduction

- Sentence 1: One-sentence summary, including the author's name, article's title, and author's thesis (for OSS templates, see [Chapter 3](#))
- Sentence 2: Thesis: includes the two specific points from the text and your opinions about them

Paragraph 2: Summary

- One-sentence summary (paraphrased from the intro)
- Organizational pattern
- Important supporting details
- Author's conclusion
- **150-200 words maximum**

Paragraph 3: Response 1

- Quotation from the author (should be an opinion relevant to the overall argument)
- Explanation of quotation in your own words
- Opinion about the quotation with support

Paragraph 4: Response 2

- Quotation from the author (should be an opinion relevant to the overall argument)
- Explanation of quotation in your own words
- Opinion about the quotation with support

Paragraph 5: Conclusion

- Sentence 1: Repeat author's main argument
- Sentence 2: Summarize response paragraphs
- Sentence 3: Offer a final comment (*recommendation, prediction, warning, call to action*)

Assignment: Read through the outline chart below, then complete the chart in [Appendix C](#) to help you organize the information you plan to include in your summary/response essay. Remember to use words and phrases unless otherwise noted.

9. SUMMARY/RESPONSE ESSAY OUTLINE

INTRODUCTION	
One-Sentence Summary (full sentence)	<i>author's name + title + author's thesis</i>
Thesis (full sentence)	

SUMMARY	
Organizational Pattern (highlight one)	List of Items Cause/Effect Pro/Con Definition Compare/Contrast Problem/Solution Other_____
Important Supporting Details (words and phrases only)	<i>use the organizational pattern to help you identify main ideas</i>

RESPONSES	
Quotations from Author (prepare 3 just in case; you'll choose ONLY 2 for your essay)	My Reactions and Examples (words and phrases only)

CONCLUSION
- Restate OSS - Summarize Response Paragraphs - Offer Final Comment

10. EXAMPLE SUMMARY/RESPONSE ESSAY

Following is a sample student essay based on [this article](#).

Robots: One Size Does Not Fit All

1 In her article, “Robot Helps Sick Children Feel Less Lonely,” Anna Matteo writes that a smart robot called AV1 can help sick children feel better by alleviating feelings of isolation. While Matteo believes that AV1 can help sick children, I believe it is necessary to admit that this robot can solve some problems for these children, but it can’t help every child because robots can’t replace a child’s relationship with friends, nor can they help children of different ages equally.

2 Anna Matteo’s article describes how robots may be able to help sick children feel less lonely. Matteo writes that as a result of long-term illnesses, sick children have to recover at home or in the hospital. As a way to help these children, the robot can go to school for the them. Matteo mentions that by using a tablet or a phone to control the robot, children can take part in classroom activities wherever they are. In order to make communication easier, the robot was designed with speakers, microphones and cameras. Matteo concludes that children can make good use of the robot and feel less lonely with the company that AV1 robot can provide.

3 Matteo states, “The robot takes their place at school. Through the robot, children can hear their teachers and friends.” In this passage, Matteo attempts to describe how the robot helps children to interact with their classmates and teachers. However, while these robots are useful in some ways, they can’t replace human company, especially from parents and friends. Only watching or listening to their friends is not enough to make them not feel lonely. While I’ve never had the benefit of having a robot go to school for me when I was sick, I was once forced to miss three weeks of school because of the chicken pox. In order to not have me fall behind in my studies, two of my friends collected my lessons each day and brought them to me. Because my illness was contagious, they were not allowed to stay and visit, but we would spend several hours on the phone once they got home so that they could tell me all about what was going on at school. While this helped me not to feel so disconnected from school and my friends, it was no substitute for actually being in school, and for those three weeks I was very lonely and impatient

to get better. I imagine that having a robot attend school for me would have been a similar experience, giving me a glimpse into what I was missing, but not completely alleviating my loneliness because my face-to-face contact with my friends would still be limited.

4

In her article, Matteo does not specify the particular ages of children who might best be helped through the AV1 technology but instead vaguely refers only to “children who are recovering from long-term illnesses in the hospital or at home.” As a result, readers do not have much information specifically about which children this robot would benefit. This information would be vital for readers to know because it is important to note that robots cannot effectively help children of different ages. It’s not clear from the article whether she’s taking into consideration the idea that child–robot interaction is more engaging for an 8-year-old child than for one who is 12 or 14. A younger child would likely be more engaged in the novelty of having a robot; older children would likely lose interest much more quickly and become bored and impatient as they recover from their illness. This may negatively affect their ability to focus on the lessons they are missing and to catch up with their classmates. For this reason, it is important to consider the child’s age when we talk about the robots’ effectiveness. In other words, children of different ages will react differently to the robot. Thus, a robot can’t help them all in the same way and may be more effective for younger children.

5

While Matteo believes that robots can help sick children considerably, it is clear that there are some limitations. Robots can provide some help, but the help still can’t replace the intimacy and caring of human beings and can’t equally help children of different ages. In order to improve the relationship between children and robots, we should consider tailoring the individual robot to the specific needs and age of the child and take different factors into account in our future robots’ design.

Work Cited

Matteo, Anna. "A Small Robot May Help Children Who Are Recovering from a Long-Term Illness in the Hospital or at Home." *VOA News*. 24 October 2016. Web.

PRACTICE 1: Analyzing the Structure of a Summary-Response Essay**A. Complete the outline for the essay “Robots: One Size Does Not Fit All.”**

INTRODUCTION	
One-Sentence Summary	author’s name + title + author’s thesis
Student Writer’s Thesis	

SUMMARY	
Organizational Pattern (highlight one)	List of Items Cause/Effect Pro/Con Definition Compare/Contrast Problem/Solution Other:
Important Supporting Details (words and phrases only)	Use the organizational pattern to help you identify important ideas. List bullet points and summarize the details included in the paragraph; do not copy complete sentences from the essay. •

RESPONSES	
Quotations from Author	Reactions and Examples (Summarize the writer's ideas.)

PRACTICE 2: Digging Deeper into a Summary-Response Essay

A. Analyze the sample essay and answer the following questions.

Paragraph 1 (Introduction)

In her article, “Robot Helps Sick Children Feel Less Lonely,” Anna Matteo writes that a smart robot called AV1 can help sick children feel better by alleviating feelings of isolation. While Mateo believes that AV1 can help sick children, I believe it is necessary to admit that this robot can solve some problems for these children, but it can’t help every child because robots can’t replace a child’s relationship with friends, nor can they help children of different ages equally.

1. How many sentences are in the Introduction?
2. Underline Sentence 1. What’s the purpose of the first sentence? What’s included in the first sentence?
3. *Italicize Sentence 2*. What’s the purpose of the second sentence? What’s included in the second sentence?

Paragraph 2 (Summary)

Anna Matteo's article describes how robots may be able to help sick children feel less lonely. Matteo writes that as a result of long-term illnesses, sick children have to recover at home or in the hospital. As a way to help these children, the robot can go to school for the them. Matteo mentions that by using a tablet or a phone to control the robot, children can take part in classroom activities wherever they are. In order to make communication easier, the robot was designed with speakers, microphones and cameras. Matteo concludes that children can make good use of the robot and feel less lonely with the company that AV1 robot can provide.

1. What's the purpose of Paragraph 2?
2. Underline Sentence 1. What information is included in the first sentence of Paragraph 2?
3. Circle any mention of the author. How does this student make reference to the author?
4. **Highlight** any cohesive devices/transitions. How many does the student use? What types do they use?
5. Does the summary of the article make sense to you? Which aspects are unclear?

Paragraph 3 (Response 1)

Matteo states, "The robot takes their place at school. Through the robot, children can hear their teachers and friends." In this passage, Mateo attempts to describe how the robot helps children to interact with their classmates and teachers. However, while these robots are useful in some ways, they can't replace human company, especially from parents and friends. Only watching or listening to their friends is not enough to make them not feel lonely. While I've never had the benefit of having a robot go to school for me when I was sick, I was once forced to miss three weeks of school because of the chicken pox. In order to not have me fall behind in my studies, two of my friends collected my lessons each day and brought them to me. Because my illness was contagious, they were not allowed to stay and visit, but we would spend several hours on the phone once they got home so that they could tell me all about what was going on at school. While this helped me not to feel so disconnected from school and my friends, it was no substitute for actually being in school, and for those three weeks I was very lonely and impatient to get better. I imagine that having a robot attend school for me would have been a similar experience, giving me a glimpse into what I was missing, but not completely alleviating my loneliness because my face-to-face contact with my friends would still be limited.

1. What's the purpose of Body Paragraph 3?
2. Underline Sentence 1. What information is included in the first sentence of Paragraph 3?
3. **Highlight** any quotes or paraphrases. Has the student quoted the author and paraphrased what the author has written?
4. What type of response is the student using? Are they agreeing, disagreeing, or both? Are they using personal experience? Are they comparing it to another text?
5. Is their response well-developed? Why or why not?

6. Has the student added new examples for the conversation, or have they just repeated the original author?
7. Is the connection to the original author's point clear?
8. Is the student's response listed in their thesis? **Highlight** it in the thesis.

Paragraph 4 (Response 2)

In her article, Matteo does not specify the particular ages of children who might best be helped through the AV1 technology but instead vaguely refers only to “children who are recovering from long-term illnesses in the hospital or at home.” As a result, readers do not have much information specifically about which children this robot would benefit. This information would be vital for readers to know because it is important to note that robots cannot effectively help children of different ages. It's not clear from the article whether she's taking into consideration the idea that child-robot interaction is more engaging for an 8-year-old child than for one who is 12 or 14. A younger child would likely be more engaged in the novelty of having a robot; older children would likely lose interest much more quickly and become bored and impatient as they recover from their illness. This may negatively affect their ability to focus on the lessons they are missing and to catch up with their classmates. For this reason, it is important to consider the child's age when we talk about the robots' effectiveness. In other words, children of different ages will react differently to the robot. Thus, a robot can't help them all in the same way and may be more effective for younger children.

1. What's the purpose of Paragraph 4?
2. Underline Sentence 1. What information is included in the first sentence of Paragraph 4?
3. **Highlight** any quotes or paraphrases. Has the student quoted the author and paraphrased what the author has written?
4. What type of response is the student using? Are they agreeing, disagreeing, or both? Are they using personal experience? Are they comparing it to another text?
5. Is their response well-developed? Why or why not?
6. Has the student added new examples for the conversation, or have they just repeated the original author?
7. Is the connection to the original author's point clear?
8. Is the student's response listed in their thesis? **Highlight** it in the thesis.

Paragraph 5 (Conclusion)

While Matteo believes that robots can help sick children considerably, it is clear that there are some limitations. Robots can provide some help, but the help still can't replace the intimacy and caring of human beings and can't equally help children of different ages. In order to improve the relationship between children and robots, we should consider tailoring the individual robot to the specific needs and age of the child and take different factors into account in our future robots' design.

1. What's the purpose of Paragraph 5?
2. Highlight the following elements of Paragraph 5:

- a. Summary of the original author's thesis/argument
- b. Restatement of student writer's thesis
- c. Final thought

3. What type of final thought does the writer include? (*Underline one.*)
- a. Prediction
 - b. Recommendation
 - c. Warning
 - d. Call to action
 - e. Other (explain):

B. Write 2 positive comments and two suggestions. Focus on the qualities of an effective summary/response essay; avoid discussing grammar or vocabulary.

POSITIVE COMMENTS	SUGGESTIONS
•	•
•	•

11. CITING YOUR SOURCE: DISTINGUISHING BETWEEN YOUR IDEAS AND SOURCE IDEAS

When incorporating outside sources or ideas into your essay, the first thing to consider is how to avoid plagiarism, which involves citing your source and distinguishing between the source's ideas and your ideas. A clear distinction also removes any confusion on the reader's part as to which ideas belong to whom.

There are three strategies, used in combination to distinguish between idea sources.

A. Quotation Marks

Punctuation marks are the easiest, most distinct way of separating a source's ideas from your own both before the source material begins and after it ends. Use double quotation marks ("...") when quoting directly from a source. Everything from the source should fall within those marks, including punctuation; only if there is a citation does the citation and punctuation go outside the last mark.

Ex. A wise person once said, "Actions speak louder than words." I agree with this idea because. . .
As Gabriel García Márquez states in his book *Love in the Time of Cholera*, "What matters in life is not what happens to you but what you remember and how you remember it" (1).

B. Signal Phrases

Signal phrases introduce quotations, and they aren't just for [one-sentence summaries](#); they're used any time ideas and words are introduced which don't belong to the writer. This phrase tells the reader that the following information comes from someone other than the writer, therefore distinguishing it from the previous sentences and is particularly important for paraphrases or summaries as there is no punctuation to visually separate the ideas. For more information on signal phrases, including templates, see [Chapter 1](#).

C. In-Text Citation

If signal phrases mark the end of the writer's thoughts and the beginning of outside ideas, then in-text citations mark the end of outside ideas and the reprise of the writer's argument. Not all texts and not all situations required in-text citation after source material, however. To learn the rules, see [Chapter 5](#).

12. PEER REVIEW

A peer review form for the first draft of your summary/response can be found in [Appendix D: Peer and Self Review Forms](#). Use this form to give your classmate feedback on the elements of an effective summary we've discussed in this chapter:

4. SUMMARY-RESPONSE 1 & 2

A. Summary-Response Essay Peer Review

Writer: _____ Reviewer: _____

Review your partner's essay for the criteria below. Answer the questions at the bottom.

Complete Essay	YES	SO SO	NO
The essay has 4-5 paragraphs with a clear introduction, summary paragraph, at least one response, and a conclusion.			
Introduction	YES	SO SO	NO
The introduction includes a grammatically correct signal phrase (<i>according to the author</i> OR <i>the author states</i>) with the correct author name and title .			
A clear, accurate, and brief one-sentence summary of the article is included in the introduction.			
The introduction includes a clear thesis statement that agrees or disagrees with the article.			
Summary	YES	SO SO	NO
The summary begins with a clear and accurate statement of the main argument of the article.			
The summary includes all major supporting points and important details and examples without recounting them in excessive detail.			
The relationship between various points of the summary are clearly and effectively shown through a variety of cohesive devices and transitions . The transitions show the organizational pattern of the text (<i>pro/con, problem/solution, cause/effect, compare/contrast</i>).			
There are references to the author or the article throughout the summary (<i>mention author's last name frequently</i>).			
Responses	YES	SO SO	NO
The writer mentions the specific points from the article that they're focusing on in the response paragraphs (<i>quotes from the author</i>).			
The writer uses various strategies to respond to the points from the article (<i>agree, disagree, personal experience, references to other texts, references to history or current issues, references to culture</i>).			
The responses are sufficiently developed using specific examples that fit the point being made.			
The response paragraphs provide evidence of critical thinking (<i>criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned</i>).			
Conclusion	YES	SO SO	NO
The conclusion includes a summary of the article, a summary of the essay, and a final thought.			

What is one thing the writer did well? What impressed you about it?

What are two to three things the writer should focus on as they revise their essay? What suggestions do you have for improving these things?

-

After you have revised your draft using the feedback you've received from your classmate and instructor, complete the self review also found in [Appendix D: Peer and Self Review Forms](#). Complete the form, including the reflective passage, and make any additional changes before submitting your final draft:

B. Self-Review Checklist: Summary-Response Essay

Before submitting your final draft, it's important to be sure that you have done everything that your instructor expects. Use this checklist to help you track your progress for this assignment. Put a check (✓) on the left side once you have completed an individual task.

Introduction

- ☐ Introduction has **two sentences**.
- ☐ The first sentence includes the **author's name** and the **title** of the article.
- ☐ The first sentence contains a statement of the article's **main idea** in my own words.
- ☐ The second sentence states that I **agree and/or disagree** with the author's points.
- ☐ The second sentence says which **specific points** I agree or disagree with.

Paragraph Summary

- ☐ Paragraph correctly identifies the main argument of the article in the **first sentence**.
- ☐ Paragraph correctly identifies the **organizational pattern** (*pro/con, cause/effect, compare/contrast, problem/solution, etc.*).
- ☐ Paragraph correctly identifies the main supporting details.
- ☐ Paragraph uses **transitions** and other cohesive devices.
- ☐ Paragraph frequently refers to the author by **last name**.
- ☐ Paragraph is paraphrased (**no quotes** are used).

Response Paragraphs

- ☐ I have written **two response paragraphs**.
- ☐ Both response paragraphs begin with a **quote** from the article.
- ☐ I explain both quotes in **my own words**.
- ☐ For each response paragraph, I clearly state **my opinion** of the idea in the quote.
- ☐ For each response paragraph, I provide **evidence** of my own to support my opinion.

Work Cited Entry

- ☐ Work Cited page is on a separate page.
- ☐ Work Cited entry is complete and accurate.

Formatting & Drafting

- ☐ Essay has been formatted according to MLA guidelines.
- ☐ There are clear changes between the 1st and final drafts.

Self-Review Reflection: Summary-Response

As a way to reflect on what you have learned and what is still challenging, write one paragraph (150 words min.) about the changes between your first and final drafts. What was challenging the first time that you wrote the assignment? What did you learn in the process of revising? What challenges do you

still face? What will you do to address those challenges? What are you most proud of about this assignment?

13. CHAPTER SUMMARY

In this chapter, you have added on to your understanding of a text by being able to annotate and think critically about the author's argument then respond to it in a well-organized, well-developed, variously-supported essay. This essay should summarize only the important information and respond only to opinions, not facts, should follow summary/response structure, and should demonstrate your broad critical thinking abilities!

CHAPTER 5: ARGUMENTATIVE RESEARCH PAPER

Click on a link below to go to that section.

1. INTRODUCTION

2. CREATING AN OUTLINE

A. Types of Outlines

3. RESEARCH PAPER OUTLINE

4. ANALYZING A RESEARCH QUESTION

A. Types of Organizational Focus

5. COMPOSING A THESIS STATEMENT

A. Parallel Structure in Thesis Statements

B. Overview of Supporting Points

C. Just Enough Information

6. DEVELOPING AN ARGUMENT

A. Parts of a Body Paragraph

B. Choosing and Organizing Supporting Points

C. Topic Sentences

D. Subpoints

E. Evidence

i. Types of Evidence

7. LOCATING SOURCES

A. Choosing Effective Evidence

B. How to Find Your Sources: Videos

8. ANNOTATING FOR EVIDENCE

9. COMPOSING SOURCE SANDWICHES

A. Parts of a Source Sandwich

i. Claim/Context

ii. Source Material

iii. Analysis/Comment

B. Putting It All Together

10. OPPOSING VIEWPOINTS

11. INTRODUCTION STRATEGIES

- A. Funnel Strategy
- B. Turnabout Strategy

12. CONCLUSION STRATEGIES

13. IMPROVING COHESION

14. CITING YOUR SOURCES: THE WORKS CITED PAGE

- A. Formatting
- B. Extra Help: Resources

15. PEER REVIEW

16. CHAPTER SUMMARY

1. INTRODUCTION

Your next writing assignment is an argumentative research paper, one based on both your own experience *and* outside resources. This assignment is where you get to put all of your skills together: paraphrasing, summarizing, critical thinking, clear organization and logical cohesion, developing and supporting your own opinions . . . the research paper has it all.

Research papers can seem like a large, daunting task, but they don't have to be! Think of this assignment as a chance to start exploring your own writing voice.

The general organization of an argumentative essay is as follows:

INTRODUCTION
- Hook - Background Information - Thesis Statement
BODY
● Supporting Point 1 ○ Subpoint 1 + Evidence ○ Subpoint 2 + Evidence
● Supporting Point 2 ○ Subpoint 1 + Evidence ○ Subpoint 2 + Evidence
● Supporting Point 3 ○ Subpoint 1 + Evidence ○ Subpoint 2 + Evidence
CONCLUSION
- Restatement of Thesis - Summary of Supporting Points - Final Comment

Here are our goals for this chapter:

- outlining an argumentative essay, including a solid thesis statement
- analyzing the parts of a research question
- developing an argument
- locating sources and annotate them for evidence
- using that evidence to compose source sandwiches
- developing argumentation ability and critical thinking through incorporating opposing viewpoints
- creating a Works Cited page with multiple sources
- writing a 5-paragraph argumentative essay with an opposing viewpoint

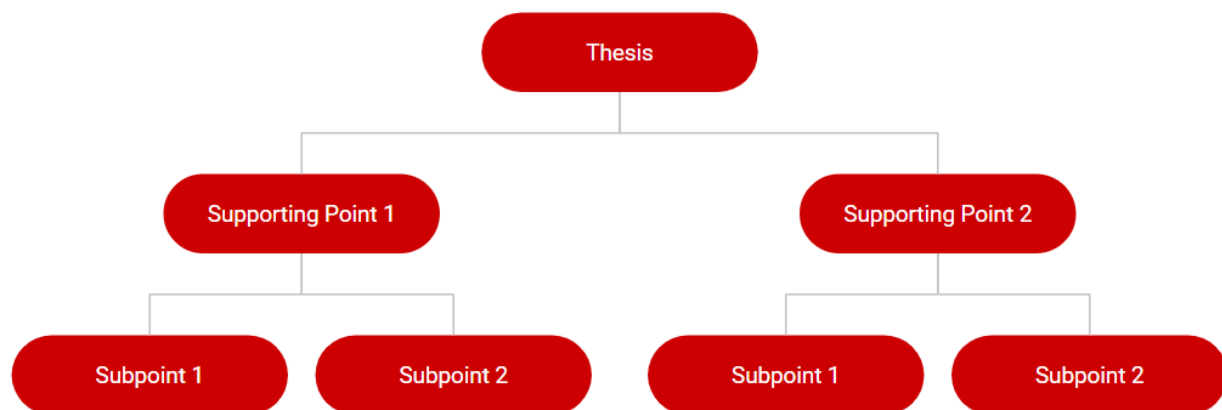
2. CREATING AN OUTLINE

A. Types of Outlines

There are different ways that you can approach outlining, all depending on how you organize ideas best. The three most popular ways are a numbered outline, a graphic organizer, and a chart.

Numbered outlines are just like the outline above: they use a combination of symbols or numbers and letters to organize ideas. All of the same symbols represent the same level of organization. For example, all bullet points that look like this • could symbolize supporting points, this symbol ° represents subpoints, and so on.

Graphic organizers, on the other hand, use pictures to help organize your thoughts. Usually shown as a series of connected bubbles, this outline method is very useful if you prefer to organize your thoughts through pictures or drawings. You can create your own graphic organizer or download one from the internet for free.



Finally, a **chart** outline is what you’ve been using for other assignments, and it’s what you’ll use for your argumentative research paper. This method is a combination of both a numbered outline and a graphic organizer and can help you visualize how all the pieces of your essay will fit together.

This is the type of outline you’ll be using for this assignment. While outlining, you can move through the outline vertically (column by column) or horizontally (row by row). Each row of the chart below the column row will be its own paragraph. See below and [Appendix C](#) for the outline you’ll be using.

Remember, parts of this outline may change, and that’s okay! Change means you’ve evaluated your original ideas and have found flaws or ideas that are more effective, both of which shows you’re thinking critically about your own writing. That’s a good thing!

3. RESEARCH PAPER OUTLINE

RESEARCH PAPER OUTLINE		
Research Question <i>(copy and paste into document):</i> Thesis Statement:		
COLUMN 1 (topic sentence) SUPPORTING POINTS <i>(list of 3 from thesis statement)</i>	COLUMN 2 (claims) SUB-POINTS <i>(at least 4 sub- points total)</i>	COLUMN 3 (source) EVIDENCE <i>(quotes from sources & personal experience - at least 4 total and at least 2 from sources)</i>
Point 1: Topic Sentence:	1. Claim 1: 2. Claim 2:	☐ Evidence for Claim 1: ☐ Evidence for Claim 2:
Point 2: Topic Sentence:	1. Claim 1: 2. Claim 2:	☐ Evidence for Claim 1: ☐ Evidence for Claim 2:
Point 3: Topic Sentence:	1. Claim 1: 2. Claim 2:	☐ Evidence for Claim 1: ☐ Evidence for Claim 2:

4. ANALYZING A RESEARCH QUESTION

Every research paper starts with a prompt or research question upon which the rest of your essay will be based. The main goal of this assignment is to answer the research question; that's it! There are two main parts to the research question:

1. The **topic**: usually a noun or noun phrase, this will tell you what you should generally write about
2. The **organizational focus**: usually key words or phrases, this will tell you how you should organize your essay, what genre it will be, and what kind of information to look for in your research

Example Research Question:

Why does climate change occur?

The **topic** would be "climate change" and the **organizational focus** is "why;" therefore, you would look for information about and organize your essay around the causes of climate change.

A. Types of Organizational Focus

There are many different ways to approach a given topic, which is why the **organizational focus** is included in the research question: to narrow the scope of your search. Think of organizational focus as the organizational pattern of your own text: the focus of a research question points you towards the specific aspect of your topic that you are going to argue and develop throughout your paper. The different types of focus you may encounter look very similar to the organizational patterns we've been discussing so far.

ORGANIZATIONAL FOCUS	EXAMPLE
Argument - "should" <i>**usually a yes/no question</i>	Should the government or private industries be responsible for solving climate change?
Cause - "why," "reasons"	Why does climate change occur?
Effect - "effect," "consequence," "impact," "result"	What is the impact of climate change?
Problem and Solution - "problem," "solution," "issue"	How can we solve climate change? What are different problems connected to climate change?
Pro/Con - "advantage," "disadvantage," "positive"	What are the advantages of solving climate change to developing countries?

Comparison - “similar,” “different,” “compare”	Compare the effects of climate change on coastal regions and desert regions.
Definition - “define,” “in other words”	Describe the signs of climate change.
Process - “steps,” “how,” “process”	What are the stages of climate change?

Just like organizational patterns for summary/response essays, organizational focuses can be mixed in a research question to inspire a more complex response.

PRACTICE 1: Identifying Organizational Focus

For the research questions that follow, identify the topic and organizational focus.

Research Question 1: How do expectations about studying abroad differ from reality?

Topic:

Organizational focus:

Research Question 2: What effect does meditation have on a student’s mental health?

Topic:

Organizational focus:

Research Question 3: Should governments provide a Universal Basic Income (a salary for all citizens, even those who do not work) for all of its citizens?

Topic:

Organizational focus:

PRACTICE 2: Analyzing Research Questions

Write or copy/paste your two research questions below. Then identify the topic and the organizational focus of each.

Research question option A:

Topic:

Organizational focus:

Research question option B:

Topic:

Organizational focus:

Assignment: Choose your research question. Copy/paste it into your Outline.

5. COMPOSING A THESIS STATEMENT

Your **thesis statement** is the overall main idea of your essay; it shows readers your opinion about the topic as well as previews what you're going to talk about. A reader should be able to point to this one sentence in your essay and know exactly what you're going to discuss as well as how your essay is going to be organized.

There are five characteristics of a good thesis statement:

1. Most importantly, it **answers your research question** by including the essay's topic and organizational focus.
2. It **provides a preview** of the essay's supporting points, in the same order as previewed in the thesis; these points are logically connected to the organizational focus.
3. It is **general enough** to encompass the whole essay but **specific enough** without going into too much detail.
4. It uses **effective vocabulary** and parallel structure.
5. It is **one (grammatically accurate) sentence**.

Basically, follow this equation:

Topic + Organizational Focus + 3 Supporting Points

There is a difference between a topic and a thesis statement. As stated before, a topic is general – usually a word or phrase – while a thesis statement is a complete sentence.

Example Thesis Statement

Research Question: Why does climate change occur?

Topic: Climate change

Thesis statement: A lack of governmental policies, municipal recycling programs, and corporate accountability are all reasons why climate change is increasing.

A. Parallel Structure in Thesis Statements

The supporting points previewed in your thesis need to be parallel or have **parallel structure**, which means that each preview follows the same grammar rules. For example, if one supporting point is listed as a noun phrase (such as WH-word + noun + verb), then all others previewed must follow that same grammar. Structuring your thesis in this way makes your writing easier to understand.

Here are some examples below. On the left, you have examples of thesis statements that are not parallel, and on the right, you can see a corrected version.

Not Parallel	Parallel
Claudio's favorite things are playing soccer with friends, to read manga, and his pet birds.	Claudio's favorite things are playing soccer with friends, reading manga, and feeding his pet birds. <i>(The supporting points are all verbs + complements)</i>
The reporter wants to know what the cost of the new policy would be and its popularity.	The reporter wants to know what the cost of the new policy would be and what its popularity was. <i>(The supporting points are both noun clauses)</i> The teacher wanted to know the cost of the new policy and its popularity. <i>(The supporting points are both noun phrases).</i>
Chicago is known for its food, architecture, and being diverse.	Chicago is known for its food, architecture, and diversity. <i>(The supporting points are all nouns)</i>

PRACTICE 1: Identifying Parallel Structures

Underline or **highlight** the points in each sentence that are in parallel form.

1. The best friends are the ones who listen to you without judgment, support your decisions, and bring you food when you feel sad.
2. Succeeding in their courses, understanding a new culture, and making new friends are the goals of all international students.
3. If I had spent as much time procrastinating as I did studying for the test, I would have passed.
4. Not only can you take a Chicago architecture tour this weekend, but you can also explore the neighborhood around UIC.
5. The new TV show Tanya is watching is both dramatic and thrilling.

PRACTICE 2: Improving Parallelism

Underline or **highlight** the part of each sentence that is not parallel. Then rewrite the sentence in parallel form.

1. International politics is difficult to navigate because leaders change all the time, value differences, and changes happen slowly.

Your sentence:

2. Being able to secure a loan from a bank depends on your income and how much debt you have.

Your sentence:

3. Good, well-draining soil and having enough light are both necessary if you want to make your plants happy.

Your sentence:

B. Overview of Supporting Points

The third component in your thesis statement is the three supporting points you plan on developing in your essay. They should explain three ways that the argument expressed in your thesis is correct. Think of them as chair legs propping up the seat of your thesis. Because the thesis is typically the first step in the research process, brainstorming answers to the research question is an effective way to gather the best of your ideas and craft a solid, logical argument.

Here are some examples of a student's brainstorming process and their rough outline followed by the first draft of their thesis statement.

<i>Research Question:</i>	Compare the effectiveness of nuclear energy and renewable energy sources.
<i>Organizational Focus of Research Question:</i>	Compare/contrast
<i>Brainstormed Answers to Research Question:</i>	1. Reliability 2. Waste 3. Energy output 4. Safety 5. Storage
<i>Thesis Statement:</i>	Renewable energy sources are more effective than nuclear energy in terms of their waste, safety, and storage.

<i>Research Question:</i>	Why do some animal species become endangered or extinct?
<i>Organizational Focus of Research Question:</i>	Cause/Effect
<i>Brainstormed Answers to Research Question:</i>	1. Deforestation 2. Loss of habitat 3. Overhunting for sport 4. Pollution
Thesis Statement:	Loss of habitat, overhunting, and pollution are three reasons why animal species become endangered or extinct.

A reader would expect the writer to discuss these supporting points in the same order as previewed in the thesis.

Additionally, these supporting points may change once you start interacting with sources, talking with classmates, and thinking more critically about the topic, and changing them is okay! For example, you may decide to rearrange the order to make more logical sense or you may decide to entirely replace a point because it's not sufficiently supported by your sources or personal experience. Just make sure you remember to change your thesis as well.

PRACTICE 1: Analyzing Thesis Statements

Analyze each rough outline and research question and decide whether each thesis statement is a good answer to the research question, i.e. does it include an appropriate organizational focus? Does it include an overview of supporting points? Explain your answer.

Rough Outline 1

<i>Research Question:</i>	Should higher education be free for everyone?	
<i>Organizational Focus of Research Question:</i>	Argument	
<i>Brainstormed/Possible Answers to Research Question:</i>	1. Decreases the amount of debt students graduate with 2. Increases spending power of a key demographic 3. Decreases stress that students feel 4. Students can focus on their academics 5. Increases racial equality	
Thesis Statement:	A. Higher education shouldn't be free because it	☐ OK

	makes citizens lazy.	☐ NOT OKAY
	B. Higher education should be free for everyone.	☐ OK ☐ NOT OKAY
	C. Being able to focus on schoolwork, decreasing the amount of student debt, and increasing racial equality are three reasons why higher education should be free.	☐ OK ☐ NOT OKAY

Explain your choices:

Rough Outline 2

<i>Research Question:</i>	What are the advantages of the U.S. federal government being responsible for setting climate change policies instead of other entities?	
<i>Organizational Focus of Research Question:</i>	Pro/Con	
<i>Brainstormed/Possible Answers to Research Question:</i>	1. Less confusion 2. Policies would be more widespread 3. Policies would be more consistent 4. Policies would be more effective 5. Citizens can more effectively hold politicians accountable for their policy votes than other entities	
<i>Thesis Statement:</i>	A. More widespread, consistent, and effective policies are three advantages of the U.S. federal government setting climate change policies instead of others.	☐ OK ☐ NOT OKAY
	B. Climate change is a threat to everyone in the U.S.	☐ OK ☐ NOT OKAY
	C. The U.S. government should be responsible for setting climate change policy because there would be less confusion and the policies would be more consistent.	☐ OK ☐ NOT OKAY

Explain your choices:

PRACTICE 2: Responding to the Research Question

Copy/paste your research question below. Then brainstorm answers to the research question that you could possibly use as supporting points in your thesis. Use words and phrases instead of full sentences.

Research question:	Possible answers:
	•

C. Just Enough Information

A good thesis statement gives just enough information to let the reader know the key points you will make about your topic. After reading your thesis statement, your reader should be able to answer the questions: what is this paper going to tell me, and how is this paper going to be organized?

Example: Too Little Information

Bystander intervention can prevent crimes.

What problems do you see with this thesis statement? Write your answer here:

Example: Too Much Information

There are many reasons that bystanders don't intervene in conflicts such as they don't know the best methods to intervene and don't know how to get involved, they think someone else is going to intervene instead and therefore they don't have the responsibility to take action, and they believe they are going to get hurt in some way, either on purpose or on accident, and they don't want to get hurt.

What's wrong with this one? Write your answer here:

PRACTICE 1: Analyzing Thesis Statements

These three thesis statements all answer the same research question. Evaluate each and choose which has too much information, too little information, or enough information but not too much.

Research Question: What are some possible factors that could affect supply and demand of goods?

<i>Thesis Statement 1:</i>	Supply and demand have a causal relationship, and therefore what affects one will affect the other, so some ideas that could affect this relationship are material costs such as the raw materials needed to make the goods; a country's economy: for example, if the country is in a recession, citizens are less likely to buy for pleasure; and a market that has too many items that are too similar will drive down supply for a given company's goods.	
<i>Thesis Statement 2:</i>	Companies have to pay attention to the supply of and demand for their products.	
<i>Thesis Statement 3:</i>	Material costs, the country's economy, and a saturated market are three factors that could possibly affect goods' supply and demand.	

PRACTICE 2: Composing Thesis Statements

Write a thesis statement (including 3 supporting points) for the previously-discussed research questions.

1. How do expectations about studying abroad differ from reality?

Thesis:

2. What effect does meditation have on a student's mental health?

Thesis:

3. Should governments provide a Universal Basic Income (a salary for all citizens, even those who do not work) for all of its citizens?

Thesis:

Assignment: Write your thesis statement/answer to your research question in your Outline. Additionally, label each **supporting point (Column 1)** with its preview from the thesis statement.

FOCUS ON COHESION

See the section on [Cohesion](#). Which cohesion strategies would be the most effective to connect the thesis statement and the research question? List them below.

-

Copy your research question and thesis statement below. Using some of the strategies that you listed, revise the thesis statement so that it demonstrates cohesion with the research question. Remember to paste your revised thesis statement into your outline.

Research Question:

Thesis statement:

6. DEVELOPING AN ARGUMENT

A. Parts of a Body Paragraph

There are four parts to a typical body paragraph:

1. **Topic sentence:** This sentence conveys your supporting point and acts as the main idea of the paragraph. Each topic sentence should match one of the ideas conveyed in the thesis, and this sentence should be the first sentence in the paragraph.
2. **Subpoints or claims:** These are 2-3 ideas that help support the topic sentence.
3. **Evidence:** There are many types of evidence, but it all should support the claims made in the subpoints.
4. **Concluding sentence:** This sentence should restate the topic of the paragraph in a new way and should be the last sentence of the paragraph.

A fully outlined essay would look like this:

[6.A. Structure of an Essay Chart](#)

A fully outlined body paragraph would look like this:

BODY
● Body Paragraph/Supporting Point ○ Topic Sentence ○ Subpoint 1 ■ Evidence ■ Analysis of Evidence ○ Subpoint 2 ■ Evidence ■ Analysis of Evidence ○ Concluding Sentence

EXAMPLE:

Topic Sentence: Using social media is effective for making social change because the information on social media is extremely diverse, and people can **communicate** about their culture from **long distances** and use that communication to **eliminate social bias**.

Sub-point 1: With the development of the Internet and social media, communication between different countries becomes more and more frequent, especially for some countries with really long distances.

Evidence & Analysis: For those countries, they generally have greater differences in society or culture. Through social media, people in these countries can learn about the life and culture of people in other countries. People always like comparison, so they can know and follow the example of something from other cultures that they think is better than themselves or show the advantages of their own culture through social media. So, social media can allow many different cultures from different countries to compare and improve.

Sub-point 2: Second, a variety of sources can **eliminate** some unnecessary **social bias**.

Evidence & Analysis: Several years ago, there was a serious social phenomenon in China, which was called regional bias. Henan Province is an important example. Henan has the largest population in China. So some people from Henan chose to go somewhere else to work, then they took a lot of job opportunities in other provinces. This led to a large number of people having bad opinions of people from Henan, even if some of them had not really met people from Henan. After the widespread use of the internet and social media in China, many people from Henan could post their real life on social media to defend themselves against this regional bias online. It is actually very common for people to blindly believe others' opinions, which will often cause some social issues, but it is obvious that the diversity of information on social media can prevent and eliminate such bias.

Concluding Sentence: Therefore, people can use social media to prevent many social problems through communication even over long distances thereby reducing social conflict.

REMEMBER! The example above is one complete body paragraph with two sub-points. An essay should have three body paragraphs in total.

PRACTICE 1: Analyzing a Body Paragraph

Below is a complete body paragraph. Highlight the parts of the paragraph using the key below. The first sentence has been done for you.

KEY:

- **topic/concluding sentence**
- **sub-points**
- **evidence**

The third advantage of AI is to minimize the casualties in war because of the military's use of drones. Since there are drones nowadays which can be controlled from far away from the

battlefield, soldiers now can be much safer. Indeed, in “Drones, Ethics and the Armchair Soldiers,” John Kaag mentions that “they now have ‘leisure,’ meaning they are not constantly afraid of being killed.” In my point of view, as for the release of drones and other high-tech military machines, less human soldiers have to appear on the battlefield, thus their lives can be saved from warfare dangers. To a certain extent, AI makes the soldiers less afraid of being killed, thus allowing them to focus on accomplishing the mission in the war. A second advantage of AI in a military context is there are robotic assistants that provide help to injured soldiers on the battlefield. There is a robot named Battlefield Extraction-Assist Robot (BEAR) that can use its powerful hydraulic system to carry wounded soldiers over long distances and rough terrains like rocks or stairs. From my perspective, this robot not only helps keep the soldiers away from the distraction of their mates’ injuries while fighting but also helps remove wounded soldiers quickly from the battlefield, hence possibly saving many more lives. To conclude, wars are always crucial and brutal but thanks to the existence of technology, fewer deaths occur on the battlefield.

B. Choosing and Organizing Supporting Points

When you brainstorm answers to your research question, you will likely think of more than three answers that appeal to you and that you may want to argue in your essay. You can’t argue everything, so how do you decide? Choosing which supporting point to include is an iterative process, meaning that you may revise multiple times before settling on one set of supporting points for your outline. You can start the decision-making process by answering the following questions:

1. Does this supporting point fully and directly answer the **research question**?
2. Does this supporting point connect to and support the argument in my **thesis**?
3. Is this supporting point **broad enough** that I can further divide it into two claims but **narrow enough** that it doesn’t deserve multiple paragraphs?
4. Do I have **personal experience** to support (or oppose) this argument?
5. Do my **sources** support (or oppose) this supporting point?

If you answer “yes” to the first three questions, the last two should be the final determiners of what supporting points you include.

The order of your supporting points should strengthen your argument: typically, writers put the strongest point at the end/body paragraph 3, second strongest at the beginning/body paragraph 1/, and least strongest in the middle/body paragraph 2. (There should be no “weak” arguments!)

- II Body Paragraphs:

 1. 2nd strongest
 2. 3rd strongest
 3. 1st strongest

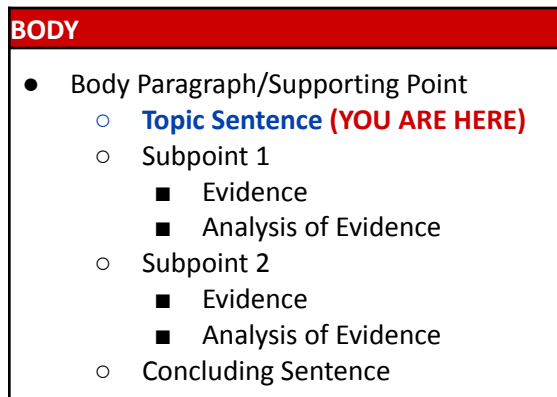
PRACTICE 1: Ordering Supporting Points

Copy/paste your working thesis below. Do you think the supporting points are in an effective order? If not, reorder them and rewrite your new thesis below. Then paste that thesis back into your Outline.

Current thesis:

New thesis:

C. Topic Sentences



The topic sentence acts like the thesis statement of the paragraph and is therefore the most important: it tells the reader what the topic is going to be and gives a preview of the claims/subpoints. **It is a separate sentence from the claim in the paragraph's first subpoint.**

3 Important Points about Topic Sentences

1. Just like a thesis statement, topic sentences are **general**, the most general in the paragraph. Leave the details for the subpoints.

Too General	Too Specific
A positive effect of globalization is in education.	Globalization has another positive effect which is that it helps many students in education, specifically in getting study abroad experience because when students study in another country, they begin to learn parts of that culture in ways that they couldn't learn them at home, and also studying abroad because of globalization gives students opportunities in the workforce after they graduate from school because they will have gained a variety of perspectives.
Just Right	
Another positive effect of globalization is that it helps many students to get opportunities in education studying abroad and have multiple choices to study in various fields.	

2. Topic sentences have a **topic** and a **preview**.
 - Another **positive effect of globalization** is that it helps many students to **get opportunities in education studying abroad** and **have multiple choices to study in various fields**.
 - First of all, **some robots and technological devices can have positive impacts** by **behaving like human beings** and **performing tasks to help people to improve their quality of life**.
3. They are **grammatically complete sentences**; they contain at least one subject and one verb.

Incomplete	Complete
Distribution of educational resources.	Lastly, the distribution of educational resources in my city is an important problem because resources are only in the rich areas and only those areas attract the good teachers.

PRACTICE 1: Identifying Topic and Preview

Read each sentence and then **highlight** the topic and underline the preview.

1. Studying abroad can be a good way to practice skills and add those skills to your future resume.
 2. Air pollution and the amount of garbage produced are both drawbacks of living in a large city.
 3. Globalization can cause backlashes both politically and culturally.
 4. Racial inequality shows up in many areas including in business and housing.
 5. Meditation helps students' health by lowering their blood pressure and letting their bodies relax.
 6. In an increasingly automated world, people are losing their jobs to machines and they need to retrain to get new jobs, which is why a Universal Basic Income would have a positive effect on workers.
-

PRACTICE 2: Evaluating Topic Sentences

Each set of topic sentences below connects to the same thesis and research question. Read through the sentences and decide which one is best, too general, too specific, or not complete. Refer to the examples above for help.

	BEST	TOO GENERAL	TOO SPECIFIC	NOT COMPLETE
Set 1				
a. More time for internships and resume-building skills.	☐	☐	☐	☐
b. Another positive effect of free college education would be that it allows low-income students to succeed by broadening school choice and eliminating the barrier to enter school.	☐	☐	☐	☐
c. A free college education would allow students to focus only on school.	☐	☐	☐	☐

d. Free college would allow students to get a job only if they wanted to, which would allow them to spend their time on academics without the burden of splitting their time between work and school, or if they preferred, they could get a part-time job to give them pocket money while still spending the majority of their time on their schoolwork.	☐	☐	☐	☐

	BEST	TOO GENERAL	TOO SPECIFIC	NOT COMPLETE
Set 2				
a. Wind energy is a more reliable source of energy than nuclear power because there are many places that have very strong winds that we can harness, and those places can be found around the world in all different types of climate so all countries can have access to this type of energy source.	☐	☐	☐	☐
b. More energy output for wind than nuclear energy.	☐	☐	☐	☐
c. There is less waste after making wind energy than nuclear energy sources, which is why it's better.	☐	☐	☐	☐
d. Nuclear energy is less safe than wind energy because the waste is dangerous to store and nuclear technology can also be used to make bombs.	☐	☐	☐	☐

PRACTICE 3: Composing Topic Sentences

Read the paragraph below and then write a topic sentence that describes the paragraph's topic and preview the claims/subpoints.

Write a topic sentence for the paragraph here:

Many college students spend too much on social media and it influences their health and daily life. I and almost all of my friends have the habit of using social media before sleep and that's the main reason why we stay up late. But it's not a good habit. It makes students very tired during the day and unable to concentrate in class. Furthermore, social media will reduce students'

learning efficiency. When you have social media on your cell phone, you will always want to use it. Once I had an assignment which was connected with my final grade. At that time I only had less than 24 hours to finish it. I opened my cell phone to search for some information, but I was distracted by a message on social media. I forgot what I was doing and played on social media for three hours. When I remembered my homework, I didn't have enough time to finish it. In the end I got the lowest grade in my final because of the assignment. That experience made me realize that social media could give us a very big influence on our study. To sum up, social media has a negative impact on students' life and study.

Assignment: Write your topic sentences in the Outline in the [Supporting Points Column 1](#).

FOCUS ON COHESION

See the section on [Cohesion](#). Which cohesion strategies would be the most effective to connect the topic sentences and thesis statement? List them below.

-

Write your thesis statement and three topic sentences below. Using some of the strategies that you listed, revise the topic sentences so that they demonstrate cohesion with the thesis statement. Remember to paste your revised topic sentences into your outline.

Thesis statement:

Supporting Point 1 Topic Sentence:

Supporting Point 2 Topic Sentence:

Supporting Point 3 Topic Sentence:

D. Subpoints

BODY PARAGRAPHS	
●	Body Paragraph/Supporting Point: topic sentence
○	Sub-point 1 (YOU ARE HERE)
■	Evidence
■	Analysis of Evidence
○	Sub-point 2 (AND HERE)
■	Evidence
■	Analysis of Evidence
○	Concluding sentence

Subpoints, or claims, are a further way to divide up your argument. These claims should be related to the thesis and research question, but they should **directly** connect to the body paragraph's supporting point. While some research questions or prompts will dictate exactly how to structure your subpoints, a good rule of thumb is that your subpoints/claims should answer the questions "why" or "how" the supporting point is valid. For example:

Research question: Why do some animal species become endangered or extinct?		
Thesis statement: Loss of habitat, overhunting, and pollution are three reasons why animal species become endangered or extinct.		
Supporting Point 1: loss of habitat		Claim 1: loss of food supply
		Claim 2: forces animals into competition when they otherwise wouldn't

Research question: Consider the advantages and disadvantages of using social media to make social change. Is using social media to make change in society mostly effective or mostly ineffective?
Thesis statement: Social media is an effective tool for changing society because of its powerful

abilities to disseminate information, image-build, and interact with a wide range of people.		
Supporting Point 1: disseminate information	 WHY does disseminating information create social change?	Claim 1: people can communicate about culture over long distances
		Claim 2: that communication can eliminate social bias

PRACTICE 1: Selecting Subpoints

Choose the subpoint(s) that best connect to the supporting points below. Some answers may not be used, and some may fit in more than one category. Be ready to justify your decision.

Research question: How can meditation affect students?	
Thesis statement: Meditation positively affects students' physical health, mental health, and ultimately their academic progress.	
Supporting Point 1: helps students' physical health Possible claims:	Claims: A. Lowers blood pressure B. Reduces stress C. Builds skills to manage stress D. Increases empathy E. Improves sleep quality F. Raises confidence G. Reduces memory loss H. Improves concentration I. Relaxes muscles J. Reduces negative emotions K. Increases creativity
Supporting Point 2: helps students' mental health Possible claims:	
Supporting Point 3: helps students' academic progress Possible claims:	

PRACTICE 2: Brainstorming Subpoints

Brainstorm subpoints for the supporting point below.

Research question: Compare the effectiveness of nuclear energy and renewable energy resources.		
Thesis statement: Renewable energy sources are more effective than nuclear energy in terms of their safety, waste, and storage.		
Supporting Point 1: safety	→ HOW are renewable energy sources safer than nuclear energy?	Possible Claims: •

Compare your claims/subpoints with a partner. Which claims are the most effective in proving the argument? Could you each make improvements?

PRACTICE 3: Developing Subpoints

Write your supporting points in the chart below and brainstorm possible subpoints.

Supporting Point 1:	Possible Claims: •
Supporting Point 2:	Possible Claims: •
Supporting Point 3:	Possible Claims: •

Assignment: Using words and phrases only, write your subpoints in the Outline under the **Subpoint column (Column 2)**.

E. Evidence

BODY PARAGRAPHS	
●	Body Paragraph/Supporting Point
○	Topic Sentence
○	Subpoint 1
■	Evidence (YOU ARE HERE)
■	Analysis of Evidence (AND HERE)
○	Subpoint 2
■	Evidence (AND HERE)
■	Analysis of Evidence (AND HERE)
○	Concluding Sentence

Body paragraphs are developed using evidence that supports the argument put forth in the writer's claim/subpoint, supporting point, and thesis. You can use evidence to support your argument, give an example, acknowledge a weakness in your argument, and/or add credibility to your argument by showing that others agree with you. In order to be considered effective, each piece of evidence must directly relate to the claim/subpoint that it's proving. Evidence is what makes research papers unique: at least some of the evidence used in your research paper should be from a previously-approved (and cited!) outside source that is carefully chosen to support your argument.

You'll learn how to incorporate these sources into your body paragraphs in the [Composing Source Sandwiches](#) section later on in the chapter.

i. Types of Evidence

There are multiple types of evidence that you can use in your essay, and you should vary the type of evidence used based on the argument you're making and the evidence available. As stated previously, if you can't find evidence to support your claim/subpoint, outlining your essay may become a dialogue between your ideas and what evidence you can use to support those ideas, and you might consider changing your argument to fit the evidence you have.

Here are some popular types of evidence and examples.

Facts: statements that can be proven or are generally known.

Ex: Access to natural resources has been dwindling around the world for the last few decades.

Statistics: numbers, dates, data that usually come from published research or polls. Ex: While the Earth’s surface is nearly 70% water, only 2.5% of that volume is fresh, drinkable water.
Outside Sources: information taken directly from reputable sources such as newspapers, academic journals, experts, lecturers, etc. These can come in the form of paraphrases (see Chapter 2), summaries (see Chapter 3), or quotations (words, phrases, sentences taken directly from another source). When quoting, you use double quotation marks (“ . . .”) to show the exact words you’re using. Ex: According to a report from the National Intelligence Council, “there are significant scarcity challenges for a number of key natural resources with potential impact on US security.”
Examples: These are usually stories – sometimes true and sometimes hypothetical – that prove your argument. Ex: Lake Chad, on the border of Nigeria, Niger, and Cameroon, is extremely important in the region but has steadily been drying up in recent decades.
Personal Anecdotes: stories and experiences that you, yourself, or someone you know have experienced. Ex: My grandfather’s farm relies on a nearby river for water, but recently, there have been longer droughts, and he has been having trouble watering his crops.

For your own essays, you’ll want to choose a variety of evidence types, as this not only maintains the reader’s interest but also strengthens your argument by showing that multiple types of sources support it.

PAUSE AND REFLECT

After you read through the types of evidence above, discuss with a partner:

- What are some situations when each type of evidence might be appropriate?
 - Which types of evidence seem the most appropriate for your research question?
 - Which types of evidence are you planning on using for your own essay? Why?
-

PRACTICE 1: Identifying Types of Evidence

Match the evidence below to its type.

EVIDENCE	TYPE
1. According to Andy de Santis, in his article "Move Toward a Stronger Immune System: Diet and Exercise Have a Huge Impact," if people do more exercise, their immune system will become stronger, which is what the students need (81).	☐ Facts ☐ Statistics ☐ Outside sources ☐ Examples ☐ Personal anecdotes
2. Take intelligent operation as an example. Ten years ago, critics couldn't imagine AI could help doctors operate and save the lives of patients, but now doctors can cooperate with AI.	☐ Facts ☐ Statistics ☐ Outside sources ☐ Examples ☐ Personal anecdotes
3. The average U.S. ride-hailing trip results in 69% more pollution than the transportation choices it displaces	☐ Facts ☐ Statistics ☐ Outside sources ☐ Examples ☐ Personal anecdotes
4. My brother-in-law studied in a foreign school for more than 10 years. The school not only hires teachers from all over the world but also teaches students from Africa, Southeast Asia and North America, as well as Chinese students. The school's environment is always full of different languages and different cultures. As a result, my brother can easily accept information from different ethnic groups and skin colors without a little psychological discrimination.	☐ Facts ☐ Statistics ☐ Outside sources ☐ Examples ☐ Personal anecdotes
5. There are many international baccalaureate (IB) schools in India, and students there are required to pass a certain number of foreign language classes in order to graduate.	☐ Facts ☐ Statistics ☐ Outside sources ☐ Examples ☐ Personal anecdotes

7. LOCATING SOURCES

A. Choosing Effective Evidence

There is so much information out there, and even though your choices are limited to the provided source list, choosing which evidence to use can still be an overwhelming prospect. Here are some tips to get you started.

- First things first: **read the titles on the Source List**. The entire Source List. Compare article/lecture titles to your subpoints and look for keywords and synonyms, and mark those articles to look at later.
- You want to **make sure the sources you find will be useful without wasting too much time**. Look up the sources you marked and skim them: look at charts/graphs, read subheadings, watch the first minute of the lecture. If it's an academic research article, read the abstract to see if the source will be useful to you. Use your browser's search feature to look for keywords connected to your subpoint. Mark all relevant sources on your Source List.
- **Read the sources in their entirety**. Annotate important sections/sentences that you could use as evidence to support your argument. (See [Annotating for Evidence](#) below.)
- **Fill in any gaps** in your outline with personal experience or examples. (You could also start with this step if you know you have relevant stories that support your argument.)

After this process, you may find that you have more evidence than you could possibly use in your essay, especially if you have both personal experience and an outside source that are relevant to the same subpoint. If that's the case, you'll need to narrow down your focus and decide which pieces of evidence will be the most effective. **There are four questions to ask yourself when deciding what evidence to use.**

1. Does this piece of evidence directly relate to my subpoint?

Really effective evidence flows like an uninterrupted continuation of your subpoint. Remember: the evidence you use is meant to prove part of your argument; if it's off-topic or doesn't connect to this specific subpoint, it won't effectively prove anything. Does the evidence help you make your point?

2. Do I actually understand what this piece of evidence is saying?

If you can't paraphrase it, you probably don't actually understand what your source is trying to tell you, and therefore using it effectively in an essay will be extremely difficult. Ask your professor for help, or keep searching for a source that you do understand.

3. Is this type of evidence effective?

Your essay shouldn't consist of only one type of evidence: strive for a balance between outside sources and personal experience. Additionally, choose your evidence type carefully. For example, statistics are always an attractive type of evidence, and you may want to include some in your essay, but stop and think: can my subpoint be supported by statistics, or would an expert opinion be better suited?

4. Is this piece of evidence too long?

The focus of this assignment is you, and your voice should be the most prevalent in your writing; after all, the evidence is only supposed to support your argument. A good guideline is 2 sentences: if a quotation that you want to use is longer than two sentences, consider summarizing the relevant section or finding another source/passage that argues something similar.

Analyze your answers to the questions above and ask yourself if you need to make adjustments to the evidence you're using.

PRACTICE 1: Identifying Evidence to Support Claims

Using the Source List, copy/paste the titles of at least three sources that would be relevant to your argument. If you can, include which subpoint/claim the title could support.

TITLE OF SOURCE	SPECIFIC EVIDENCE FROM SOURCE

B. How to Find Your Sources: Videos

1. [How to Use EBSCOHost](#): Use this video to understand the basics of using the UIC Library website and how to find academic sources.
2. [Using the Source List to Search EBSCOHost](#): Academic search engines don't always operate like Google: you can't simply search a sentence. This video explains how to search the database EBSCOHost while using the Source List.
3. [Finding an Article Using Google Scholar](#): Using Google Scholar effectively is more like using EBSCOHost than using the regular Google search engine. While not many of the articles from the Source List come from this website, it is a good tool to have in your academic search engine toolbelt. Watch this video to understand how the Google Scholar search engine works.

8. ANNOTATING FOR EVIDENCE

It's easy to get bogged down in reading longer articles: especially when the topic is interesting to you, your mind may start to wander from the purpose: gathering evidence. Besides all of the tips listed in [Chapter 1](#) like skimming and highlighting, here are some general tips for annotating your articles for research paper evidence:

- Keep an outline or at least a list of your subpoints next to you while you read. This will help focus you on the task and the claims at hand.
- Decide how you read best, either on paper or on an electronic device. This choice will determine how you annotate and take notes.²
- Mark anything that connects to one of your claims or seems useful to your argument. Don't analyze, just mark. If you've printed the articles, consider using symbols, arrows, or lines to mark important passages. If you're reading on a computer or tablet, use different colors to distinguish between subpoints. In either medium, make it clear which information goes with which subpoint.
- Save your sources somewhere you can easily access later/while you're writing! You don't want to be lost on the internet while you should be writing in class. Suggestions: if working electronically, download and save your sources to your Google Drive, create a list of titles with links, or simply mark the links themselves on the Source List. If you've printed the articles, consider buying a folder specifically to store your research articles.
- Once you've finished reading, go back and make margin notes/comments matching the evidence to your subpoints. Consider color-coding your subpoints to more easily retrieve information.
- Copy/paste or type your evidence onto your Outline in the third column (Evidence) next to the appropriate subpoint.



Assignment 1: Copy/paste your evidence (including the title of the article, author, and page number if necessary) into the **Evidence column (Column 3)** of the Outline. If you are planning on using personal experience or examples, write words and phrases only.

Assignment 2: Using the work you've done so far in this chapter, complete the Outline.

² "Styleful / artful highlighter pens drawing on paper / COPICS / sharpie" by photosteve101 is licensed with CC BY 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/2.0/>

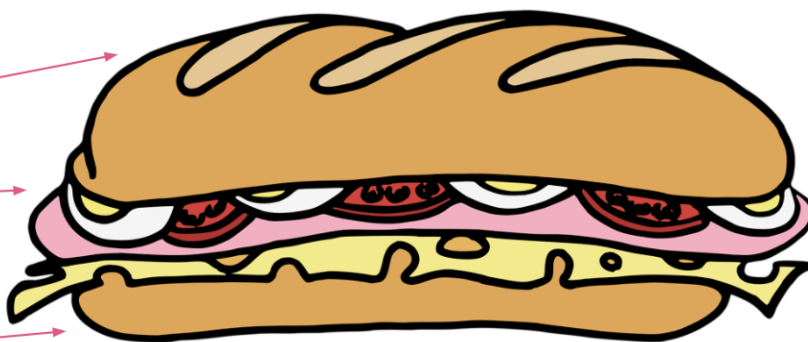
9. COMPOSING SOURCE SANDWICHES

If you have ever written a summary/response essay before, then you have incorporated sources into an essay: you have already picked out relevant information from an outside source, introduced it with a signal phrase, and learned how to paraphrase it. Now you will take your source integration skills even further by learning about and writing **source sandwiches**: how you will bring together the **subpoint** and **evidence** columns in your outline.

A. Parts of a Source Sandwich

There are three parts to a source sandwich:

- Context/Claim
- Source Material
(with citation!)
- Comment/Analysis



We refer to this writing strategy as a sandwich not only because there are three parts but also because the “top” and the “bottom” of the “sandwich” both come from the same source: you. The bread in this analogy is your argument and the filling of the sandwich comes from a source. Let’s discuss each of these sections separately.

i. Claim/Context

The **claim**, as you know, comes from the **Subpoint column (Column 2)** in your outline and lays out the next part of your argument. You always want to start with at least one sentence of your own argument because the reader will want to know how this evidence fits into your overall argument. Starting out a paragraph with a source will cause confusion for the reader.

Context is an optional, not-always-necessary part of the sandwich’s first section that gives more information about the source or the situation surrounding the evidence in order for the reader to understand how it all fits together. Think of the claim portion as connecting your argument to the evidence and the context as connecting the source to the evidence.

Here's an example when both a **claim** and **context** are necessary:

Planting a larger number of trees reduces the loss of water and the production of pollution. **Al Stefan tells the story of Uruk, an ancient city dependent on the development of irrigation cities, as an example.** In his article, "What Happens if You Cut Down All of a City's Trees?" Stefan argues that "But without trees to filter their water supply, Uruk's irrigation system became contaminated. Evaporating water left mineral deposits, which rendered the soil too salty for agriculture."

Without the context in this example, the reader would be very confused: what's Uruk? A city? A person? And how does it prove the writer's claim? The writer added a bit of context from the original article to help situate the reader in relation to both the claim and the outside source.

Below is another example where the context was simply more information expanding on the claim.

Electric scooter riders must be required to wear a helmet because helmets reduce the risk of serious brain injury. **If a scooter hits a rock or a pothole, the operator could easily lose control, fall, and hit their head. Brain injury would be a result.**

ii. Source Material

Source material comes from the **Evidence column (Column 3)** of your outline and supports the argument put forth in the claim. Therefore, when we say source material, we're talking about anything from quotations of outside sources to examples to personal experience. Just like there are numerous foods you can put into a sandwich, there are numerous types of evidence you can use for your sandwich, and they all get treated the same way in crafting your argument.

As mentioned in [Chapter 1](#), you must always cite any outside information you use in an essay, and just like a summary or summary/response essay, as mentioned in [Chapter 3](#), you should introduce your source first. Introduce the source by including the **title** and the **author's name** the first time you use it; if you mention the source again, you only need to use the author's last name per MLA citation guidelines.³ Additionally, remember to punctuate the title correctly.

³ Different disciplines have different citation formats and requirements. This course uses MLA format. In future semesters, check which format your professor wants you to use and adjust accordingly.

For **longer works**, like books, use **italics**.
→ *Things Fall Apart* by Chinua Achebe

For **shorter works**, like articles or TedTalks, use **double quotation marks**.
→ “A Modest Proposal” by Jonathan Swift

(For more information on introducing a source with a signal phrase, including templates and suggestions for signal verbs, see [Chapter 3](#).)

If you are using information from an outside source, there are three main strategies for incorporating them into your source sandwich:

1. **Quote:** As aforementioned, a quotation is a passage taken directly from the original source, which then needs to be cited. You would use this strategy if the original source material says the idea in such a way that it cannot be improved upon, and a quotation should be no longer than 1-2 sentences maximum.
2. **Paraphrase:** As you learned in [Chapter 2](#), a paraphrase is when you keep the meaning from the specific passage of an outside source, but you put it into your own ideas, cite the original source, and don’t use quotation marks. You would use this strategy to vary your evidence format and avoid quoting too much.
3. **Summarize:** As you learned in [Chapter 3](#), a summary boils down the information from a longer passage or source into only the necessary and important information that pertains to your argument. You would use this strategy if the evidence you want to use is longer than 2 sentences.

In-Text Citations (MLA Format)

In order to give full credit to a source as well as to signal to the reader that your evidence is complete, you may need to include in-text citations. (For citing sources through a Works Cited page, see [below](#).) Starting the source material with a signal phrase that includes the title and author’s full name shows the reader where the source’s ideas begin, and ending the source material with in-text citation shows the reader where the source ends and your own ideas begin again.

Sources that have page numbers include books and some articles that were originally published in physical journals, magazines, or newspapers; sources that won’t have page numbers include websites, articles published electronically, and videos. A good rule of thumb is to consider how you’re viewing the source: if it’s a website, there won’t be a page number; if it’s a PDF, check the corners of the pages for numbers – if there are numbers, you should include the number of the page where you found your information.

- When the source is used for the first time, and it includes a page number, the source material part of the source sandwich includes the **author's full name**, **title**, **source material**, and **page number**:

As **Gabriel García Márquez** states in his book *Love in the Time of Cholera*, "What matters in life is not what happens to you but what you remember and how you remember it" (1).

- If the same source is used again, and it includes a page number, the source material part of the source sandwich includes only the author's last name, source material, and the page number:

Márquez implores the reader to "think of love as a state of grace: not the means to anything but the alpha and omega, an end in itself" (35).

OR

Another definition of love is "as a state of grace: not the means to anything but the alpha and omega, an end in itself" (**Márquez** 35).

- When the source is used for the first time, and it **does not** include a page number, the source material part of the source sandwich includes the **author's full name**, **title**, and **source material**:

According to **Angela Demarko** in her article "Bike Helmets: Unused Lifesavers," wearing a helmet gives extra padding to the head and takes the shock of an accident, reducing head injury risk by 85%.

- If the same source is used again, and it includes a page number, the source material part of the source sandwich includes only the **author's last name** and **source material**:

Demarko claims that wearing a helmet gives extra padding to the head and takes the shock of an accident, reducing head injury risk by 85%.

OR

In fact, in terms of helmets, wearing one gives extra padding to the head and takes the shock of an accident, reducing head injury risk by 85% (**Demarko**).

Remember, authors are listed in the Source List and your Works Cited page by last name (e.g. LastName, FirstName → Demarko, Angela), and you will have to reverse the order when you refer to the authors in your essay itself (e.g. FirstName LastName → Angela Demarko).

PRACTICE 1: Incorporating Signal Phrases

Using the strategies above, introduce the quotations below using a signal phrase and correct in-text citations.

Original Quotation: “[M]inority students who attend racially segregated schools perform worse academically than minority students at racially integrated schools.”	
Citation: “New York’s Schools are the Most Segregated in the Nation” by Grace Chen; online article	Mention: first mention
Integrated Quotation:	

Original Quotation: “Currently, computational systems can infer all sorts of things about you from your digital crumbs, even if you have not disclosed those things.”	
Citation: “Machine Intelligence Makes Human Morals More Important” by Zeynep Tufekci; TedTalk	Mention: second mention
Integrated Quotation:	

Original Quotation: “Growth of culture, inheritance and transmission is through communication, language, symbols and other artistic forms.”	
Citation: “Culture, Tradition, and Globalisation: Some Philosophical Questions” by Asha Mukherjee; journal article; found on page 54	Mention: second mention
Integrated Quotation:	

iii. Analysis/Comment

The **analysis and comment** are arguably the most important part of your source sandwich. This section is where you connect the evidence and your argument and expand on them; it's where the heart of your argument happens, so logically it should be the most well-developed portion. There are two components – the analysis and comment, of course – and they serve different functions.

- The **analysis** paraphrases, rephrases, or explains what you think the author means. It highlights in your own words the most important point the evidence makes.
- The **comment** explains how the source material fits into your argument, whether it supports or [opposes](#) it, and finishes by wrapping up that subpoint/portion of the argument.

You never want to end a paragraph on the source material: the reader needs to understand how you interpret the evidence and how you think it supports your argument, and the analysis/comment is where the writer explains that logic.

Here's an example of one writer's **analysis** and **comment**:

This reduction is directly attributable to wearing helmets. Because scooters are unprotected and can travel at relatively fast speeds, the risk of injury – especially head injury – is large. Concussions and similar consequences cause lasting damage such as light sensitivity, memory issues, and even death in severe circumstances. If bicyclists are required to wear helmets, operators of motorized scooters should be held to the same requirements. Scooter riders must protect themselves with a helmet.

B. Putting It All Together

A full source sandwich with **claim/context**, **source material**, and **analysis/comment** would look like this:



"Roast beef sandwich" by Eric Hossinger is licensed with CC BY 2.0.

Electric scooter riders must be required to wear a helmet because helmets reduce the risk of serious brain injury. If a scooter hits a rock or a pothole, the operator could easily lose control, fall, and hit their head. Brain injury would be a result. According to Angela Demarko in her article "Bike Helmets: Unused Lifesavers," wearing a helmet gives extra padding to the head and takes the shock of an accident, reducing head injury risk by 85% (348). This reduction is directly attributable to wearing helmets. Because scooters

are unprotected and can travel at relatively fast speeds, the risk of injury – especially head injury – is large. Concussions and similar consequences cause lasting damage such as light sensitivity, memory issues, and even death in severe circumstances. If bicyclists are required to wear helmets, operators of motorized scooters should be held to the same requirements. Scooter riders must protect themselves with a helmet.

REMEMBER! Each subpoint should be its own source sandwich. Therefore, each body paragraph should have two source sandwiches, and the whole essay should contain 6 source sandwiches.

INTRODUCTION	
- Hook - Background Information - Thesis Statement	
BODY	
• Supporting Point 1 ○ Subpoint 1 + Evidence ○ Subpoint 2 + Evidence	 
• Supporting Point 2 ○ Subpoint 1 + Evidence ○ Subpoint 2 + Evidence	 
• Supporting Point 3 ○ Subpoint 1 + Evidence ○ Subpoint 2 + Evidence	 
CONCLUSION	
- Restatement of Thesis - Summary of Supporting Points - Final Comment	

PRACTICE 1: Analyzing Source Sandwiches

Follow the directions below to determine which sentences belong in which parts of the source sandwich.

1. Read the source sandwiches/body paragraphs below out loud to your group.
2. Highlight the subpoint(s)/claim(s) in **pink**.
3. Highlight the source material/evidence in **green**.
4. Highlight the source analysis/comment in **purple**.

Paragraph 1:

AI replacing humans is advantageous as robots are creating jobs for humans and not taking away jobs. One reason AI creates jobs is machines need supervision and monitoring. Driverless cars help in reducing risk on road and at the same time create jobs for people for supervision. In the article “Making AI Into Jobs” by David Rotman explains the concept of self-driven cars has come into the economy which is reducing accidents, risk of lives and is creating jobs for humans for monitoring and guiding robots (4). Driverless cars may be safe but at the same time, humans are required to ensure that the robots are functioning properly or not. Humans still need to keep an eye on the machines as they always cannot work solely. Either the automobile companies or the government would create supervisory jobs for humans to monitor the functioning of robots. Hence, robots supplement people rather than taking away their jobs completely.

Paragraph 2:

Moreover, a large part of air pollution in cities comes from automobile exhaust, and the construction of a perfect public transport system can greatly reduce the use of cars, but this solution needs a lot of money. Improving the public transport system can reduce urban pollution. Air pollution in many cities is caused by a lot of automobile exhaust. Manole Olivia-Elena say that “transport, besides their positive impact on the developing of economy and the welfare of civilians, because of its increasing number, has become one of the major sources of pollution, both because of the noise, but mostly because of the gas emissions with greenhouse effect being responsible for the global warmth” in the article “Transportation. Pollution. Fiscality” (33). As Olivia-Elena said, more and more cars have become one of the main causes of air pollution. The way to solve this problem is to provide people with a more convenient and cheaper way to go outside, so that they can give up driving. And a perfect public transport system just meets this standard. Thus, the construction of a sound public transport system can effectively improve the environmental problems of the city.

PRACTICE 2: Analyzing and Evaluating Source Sandwiches

For each of the paragraphs, highlight each part of the source sandwich. Then evaluate the sandwich using the chart below.

1. Read the source sandwiches/body paragraphs below out loud to your group.
2. Highlight the subpoint(s)/claim(s) in **pink**.
3. Highlight the source material/evidence in **green**.
4. Highlight the source analysis/comment in **purple**.

Paragraph 1:

Changing society cannot be guaranteed when people change society through social media. First of all, information from social media is not all true. According to Naim, the function that people are able to click 'like' when they look at someone's social account makes a good illusion that people are active with protest. People clicking 'like' on social media have tons of reasons. Some people just want to prove that they have browsed this message; some people mentally support movements but they will not spend time making a plan for it and going into action; the rest of the people possibly do something about it. Therefore, social media can only bring few people who protest things for a social change in the real world, in the end.

Is there a clear supporting point (topic sentence) in the paragraph?	YES	NO	SO-SO
Is the subpoint (claim) clear?	YES	NO	SO-SO
Does the source material support these claims?	YES	NO	SO-SO
Is the source material from the source list or personal examples?	YES	NO	???
Does the analysis for each source sandwich connect back to the claim ?	YES	NO	SO-SO
Is there enough analysis ? Do you want to know more?	YES	NO	SO-SO
What additional comments do you have?			

Paragraph 2:

Social media can easily disseminate important information on social matters. Social media enlightens people in relation to public awareness pertaining to public health because of a policy of using social media analytics. The diversity of social media platforms and available analysis techniques provides multiple ways to offer insight for policy making and decision making. Social media content can provide timely information about the impact of particular

policy and need to intervene. The author Jonathan Moyer in the article "Political Activism On Social Media Has Grown SomeTeeth" leads us to believe that it is the "advent of a new era where social media is being used to change public opinion, mobilize activists, and even shape public policy." The Climate March and Women's March are fully prepared and put into action on social media. This is virtually becoming political activism, may be public health policy or any other policy on any social issues. The Occupy Wall Street movement is another example in this field. Let us conclude that social media is effective on all public policies for making any amendments or changes.

Is there a clear supporting point (topic sentence) in the paragraph?	YES	NO	SO-SO
Is the subpoint (claim) clear?	YES	NO	SO-SO
Does the source material support these claims?	YES	NO	SO-SO
Is the source material from the source list or personal examples?	YES	NO	???
Does the analysis for each source sandwich connect back to the claim ?	YES	NO	SO-SO
Is there enough analysis ? Do you want to know more?	YES	NO	SO-SO
What additional comments do you have?			

PRACTICE 3: Composing Source Sandwiches

Using the information in the box below, along with the given quotation, create a full source sandwich. Consider these questions to help you: what argument is the source material proving? What does the source material mean and how does it connect back to your claim?

Supporting Point: Open-concept offices have drawbacks that include distraction and decreased productivity.

Subpoint: distraction

Claim:

Source Material:

“ . . . One of the issues around distraction is that once you’re distracted, trying to refocus your attention back on the task at hand [. . .] there’s a time lag there.” (From “The Open-Concept Office: Is This Modern Setup Sabotaging Our Productivity?” by Professor Theresa Kline; online video)

Analysis/Comment:

Write your complete source sandwich here:

PRACTICE 4: Evaluating Source Sandwiches

Using the chart below, evaluate the source sandwich from **Practice 3** or a source sandwich from your research paper.

Criteria	Evaluation		
Is there a clear supporting point (topic sentence) in the paragraph?	YES	NO	SO-SO
Are the subpoints (claims) clear?	YES	NO	SO-SO
Does the source material support these claims?	YES	NO	SO-SO
Is the source material from the source list or personal examples?	YES	NO	???
Does the analysis for each source sandwich connect back to the claim ?	YES	NO	SO-SO
Is there enough analysis ? Do you want to know more?	YES	NO	SO-SO
What additional comments do you have?			

FOCUS ON COHESION

See the section on [Cohesion](#). Which cohesion strategies would be the most effective to connect the subpoints and topic sentences? List them below.

•

While revising your body paragraphs, consider: while skimming, can you tell where the first subpoint ends and the second subpoint begins? Are those ideas distinct but connected? Which cohesive devices did you use and were they used effectively?

10. OPPOSING VIEWPOINTS

Oppositions are a necessary part of the argumentation process. They demonstrate that the writer is fair and unbiased, that the writer has considered all the information on both sides and has come to the conclusion that their opinion is the strongest. Basically, writers use oppositions to demonstrate to the reader how and why the writer's opinion is superior.

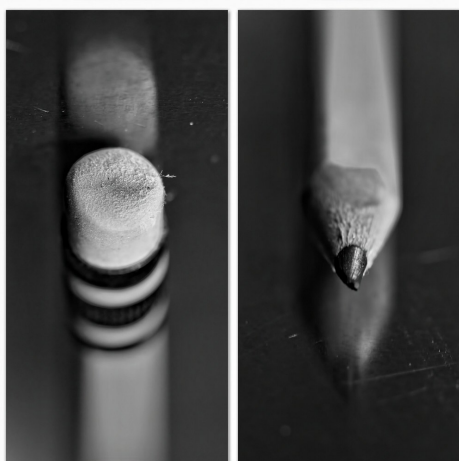
There are three basic parts of an opposition:

1. **Opposing View**
2. **Concession (optional)**
3. **Refutation**

1. The **opposing viewpoint** is an idea or opinion that is the opposite of your argument: it's an idea you do not support. In your essay, the opposing viewpoint should be completely distinct from any other point already argued, e.g. if two supporting points argue that the social media has negative effects on relationships and students' health, the opposing viewpoint cannot be that social media has positive effects on relationships; the writer has already argued that idea.

Instead, the opposing viewpoint should be an entirely new idea that hasn't been previously discussed in the essay.

4



2. **The second part of an opposition is the concession**, which admits that the opposing viewpoint is **partially** correct. The concession acts as a bridge or transition between the opposing viewpoint and the refutation and shows, again, that the writer is fair and unbiased. This portion of an opposition isn't always necessary, and an opposition without a separate concession sentence is called a simple concession (discussed further below).

3. Lastly, **the third step in the process is called a refutation**. To refute means to explain why the opposing argument is incorrect or not as strong as the writer's argument, so this step highlights the strength of the original argument as presented in the essay. The writer should better support the refutation than the opposing viewpoint: after all, the writer believes the original argument is correct! Additionally,

⁴ "Opposites" by ...-Wink... is licensed with CC BY-NC-ND 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/2.0/>

the refutation must directly answer the opposing viewpoint's claim. The writer cannot simply repeat a previous claim or start an entirely unrelated debate: that choice would show that the writer either doesn't have an answer to the opposing viewpoint or doesn't have confidence in their answer.

As aforementioned, a **simple concession** is an opposition without a separate concession; with this strategy, the concession is built into the opposing viewpoint. The writer may choose this type of concession for many reasons, for example to keep the focus on the refutation/writer's own argument or due to lack of space in essay requirements. A simple concession consists of only one sentence.

Simple Concession (includes opposing viewpoint with built-in concession and refutation):

Formula: subordinating concession word + opposing viewpoint + refutation

Although/Even though/Though _____, _____.

While/Whereas/Despite the fact that _____, _____.

Although cities don't have enough space to plant an entire forest of trees, even small clusters of trees scattered throughout the city can make a positive impact on the environment.

A **complex concession**, on the other hand, includes more than one sentence for each step in the opposition; however, the concession is still optional.

Complex Concession (includes opposing viewpoint and refutation):

A criticism of trees as a solution to cities' environmental challenges is that cities don't have enough space to plant an entire forest of trees. Most land in cities is needed for building projects such as houses or businesses. Even so, small clusters of trees scattered throughout the city can still make a positive impact on the environment. Municipal governments can plant trees all over the city, and they don't need to be all in one spot like New York City's Central Park to make a difference in residents' quality of life or the environment.

Complex Concession (includes opposing viewpoint, concession, and refutation):

A criticism of trees as a solution to cities' environmental challenges is that cities don't have enough space to plant an entire forest of trees. Most land in cities is needed for building projects such as houses or businesses. It is true that cities are limited on space. Even so, small clusters of trees scattered throughout the city can

still make a positive impact on the environment. Municipal governments can plant trees all over the city, and they don't need to be all in one spot like New York City's Central Park to make a difference in residents' quality of life or the environment.

Here are some templates to help introduce each step of a complex concession:

To Introduce an Opposing View	To Signal a Concession	To Signal a Refutation
- Some people say that - Proponents of [opposing view; noun phrase] claim that - Critics of [writer's argument; noun phrase] maintain that - A criticism of [writer's argument; noun phrase] is that	- Granted, - Indeed, - It is a fact that - It is true that - Of course,	- However, - Nevertheless, - Even so, - Yet in fact/as a matter of fact/it is a fact that

Depending on if you choose a simple or complex concession (and in which paragraph you choose to incorporate an opposition argument), you may need to include a source in order to develop either the opposing viewpoint or the refutation. In that case, [source sandwich](#) rules apply!

PRACTICE 1: Composing Concessions and Refutations

Read the opposition arguments below then write a concession and refutation for each one.

Opposing Argument	Concession	Refutation
Students should be able to evaluate their professors' performance because the evaluation can help the instructor do a better job.		
The government should control the media because the government needs to be able to get important information to everyone in a timely fashion.		

Everyone should have to get a college education because the critical thinking skills built in college positively affect the rest of people's lives.		
Standardized tests should be used in college admissions because it's an easy way to compare potential students around the world.		

PRACTICE 2: Composing Simple and Complex Concessions

Choose one of the oppositions from the table above, copy/paste it into the table below, and write both a simple and complex concession. Consider using the templates to guide you.

Opposing Viewpoint:	Concession:	Refutation:

Simple Concession (one sentence):

Complex Concession (multiple sentences):

PRACTICE 3: Practice Composing Concessions and Refutations

Step 1: Opposing Viewpoint

Read the controversial statement below and brainstorm reasons to agree and disagree with the argument.

Statement: Students shouldn't have to study abroad because their future career may not involve other countries or cultures.

Reasons I Agree	Reasons I Disagree
1.	1.

Which side do you agree with more? Highlight either agree / disagree.

Choose one argument that you brainstormed from the opposite side (the side you didn't choose). Paste it here:

Opposition argument:	Opposition argument:

Step 2: Concession

Choose one of the templates for a concession sentence and paste it here:

Step 3: Refutation

Brainstorm answers to the opposition argument listed above. Why is that argument wrong or incorrect?

1.	1.

Step 4: Put it All Together

Write a full complex opposition in the box below. Consider using the templates above to help get you started on each step.

Assignment: Identify a place in your essay where you can include an opposition. Will it be an entire paragraph, one subpoint, or just one sentence? Will it be in the introduction ([see below](#))? Once you've found a spot, write your opposition.

11. INTRODUCTION STRATEGIES

Introductions can seem boring and like a chore if you allow them to be. However, you can keep them relevant to you and your goal if you keep in mind the purposes of an essay introduction: to attract the reader's attention, identify the topic the essay will cover and why it's important, and ultimately lead the reader to the thesis. Writing that is clear and concise will give the reader an accurate view of what to expect from the rest of the essay. Think of this part of your essay the same way you think of meeting someone new: first impressions are important, and you want your essay to make a good one!

The introduction of an argumentative research paper is not like the one you wrote for your summary/response essay; instead, these introductions follow the traditional pattern of any regular 5-paragraph essay you have probably written in the past. They have three parts:

INTRODUCTION
- Hook - Background Information - Thesis Statement

The **hook** is what you use to engage your reader's attention. Some example hooks are:

- General statement
- Interesting fact or statistic
- Quotation
- Shocking statement
- Anecdote*: a brief story that can help set the scene for the rest of the intro
- Question*

*While these techniques are effective in hooking the reader, they are not as common in formal or academic writing and should be avoided if possible.

An **overview** of or **background information** about the topic is the second and often overlooked part of an introduction. You can't assume that the reader knows everything that you do, so this section prepares the reader for the essay by giving them any prior knowledge they may need in order to understand the thesis. Think of this section as adding context to the thesis statement.

For a reminder about the **thesis statement**, see this [previous section](#).

As for deciding which information to include and how to include it, there are two popular introduction strategies.

A. Funnel Strategy

If you've ever used a funnel while cooking, you will probably understand this concept. In this strategy, the information in the introduction transitions from more general in the hook at the beginning to the most specific information being in the thesis statement at the end of the intro. In picture form, it would look like this:



In the introduction below, the hook is in **green**, the background information is in **yellow**, and the thesis is in **red**.

Example:

The question of productivity of employees at their workplace is one of the biggest interests of companies. In the 21st century, unique techniques such as computer gaming or napping at the workplace are used to make an employee more comfortable and productive at work, and employers are still working on developing techniques to make workplaces more comfortable and due to the comfort employees will be more productive. The debate around how the inside design of the office affects employees' mood and working ability has bothered the minds of companies for a long time. A well-designed office positively affects employees' morale and health which increases a company's productivity.

B. Turnabout Strategy

A turnabout introduction includes an opposing viewpoint: the paragraph can start with the opposition and could comprise half the paragraph, or it could simply be the sentence before the thesis. Either way, the introduction would include both the writer's opinion and the opposite.

In the example below, the opposing viewpoint is **highlighted**.

Example:

Many people's attention is focused on the issue of equality. When it comes to the biggest problem faced by urban residents, many people think of equality at first because of recent headlines. Granted, there is a serious problem of inequality in today's society.

Nevertheless, behind the issue of equality, there is a bigger and more fatal problem, that is, the environmental problem. Nowadays, almost all cities are facing severe environmental problems, and thousands of urban residents get sick or even die every year. Therefore, I think the biggest challenge that city residents face is the environment and the government could solve it by building more parks, contributing a better public transport system and moving factories around the city further away from the city.

PRACTICE 1: Analyzing Introduction Paragraphs

Read the introductions below, and change the hook to **green**, the background information to **yellow**, and the thesis **red**. If it's a turnabout introduction, **highlight** the opposing viewpoint. What type of hook did the writer use? Was it effective? What feedback would you give the writer, both positive and negative?

In the past, when the very first camera was invented, you had to sit still for 8 hours to take a picture of yourself. However, nowadays when you want to take a picture of yourself, it will just take a second. Compared to the future, now our society has more developed technology and we are living in the generation that cannot live without the technology or robots. In particular, robotic technology is growing so fast that it could even replace humans' jobs. Today robots have replaced humans in many different areas, and these changes have positive impacts to humans, such as developed technology makes jobs easier, offers robotic friends and helps mundane tasks to be done in more efficient ways.

Type of hook:

Feedback:

I have had countless moments when I want to ask for help from a robot in my life. Although I didn't know about robots at that time, I thought it could do anything. Whenever I didn't want to clean my house, I hoped that the robot could help me clean it; whenever I was in trouble, I wanted the robot to appear in front of me immediately. Of course, technology is constantly evolving. Although the robots are still unable to do some things, the above experiences are the experience of many people. Robots are no longer far from humans, and they are slowly entering various fields of humanity, helping humans in these fields. Nowadays, technology has replaced humans in a variety of ways, and I think these changes are mostly positive because machines can guarantee work efficiency and quality, can make humans' lives easier, and promote economic development.

Type of hook:

Feedback:

AI taking over the world without realizing it is not a mere myth anymore. In this sensationalistic

era of globalization, robots have been spread in the presence of humanity. In a mere coincidence, humans designed robots to behave as one human being. Not only that, but also robots replacing humans in the workplace in several aspects are now becoming more real than we have thought. Many would have asked, “how can they help in our society?” and “how do you feel collaborating with robots while working?” This may sound unrealistic for people who do not fully comprehend the utilization of robots. However, robots in our society have made a positive impact in helping factories to accomplish their tasks, supporting doctors to help sick people, and assisting students in their studies.

Type of hook:

Feedback:

Assignment: Write the introduction to your research paper using one of the strategies listed above.

12. CONCLUSION STRATEGIES

If the purpose of an introduction is to preview the essay content, the conclusion's purpose is to guide the reader out of the essay by reinforcing the argument one more time and offering an interesting closing thought. The conclusion, similar to the summary/response essay, is organized into three parts:

CONCLUSION
- Restatement of Thesis - Summary of Supporting Points - Final Comment

Think of it as wrapping the rest of the essay up like a present: the conclusion shouldn't introduce any new information to the reader; otherwise, the present needs to be unwrapped again.

When the writer **restates the thesis**, they state the argument in a new way or paraphrase their original thesis statement.

In **summarizing the supporting points or subpoints**, the writer will highlight the most important information from their argument. Since in an argumentative research paper, the thesis should already review the supporting points, most sentences in this section will summarize the subpoints instead.

⁵

For a final comment, the writer leaves the reader with a special something extra to take away from the argument. The following strategies are the most common in academic writing:

- prediction
- call to action
- warning
- suggestion/recommendation



➤ **TIP:** Avoid giving an opinion as a final comment, especially in argumentative essays. The writer just spent the rest of the essay arguing your point of view: why would this opinion be any different? It only becomes repetitive.

In the example conclusion below, the thesis restatement is in **orange**, the summary of the supporting points is in **blue**, and the final comment is in **purple**.

Example:

In conclusion, office designs and layouts are important in improving the productivity of the company and increasing an employee's motivation in terms of morale and health. A good design improves the well-being of the employees and reduces work-related physical injuries. Altogether, if companies are interested in increasing their financial growth, companies should invest in renewing their office space.

⁵ "Gift" by asenat29 is licensed with CC BY 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/2.0/>

Notice that this final comment is a suggestion or recommendation.

Short, sweet, concise: those are the goals of a good conclusion!

PRACTICE 1: Analyzing Conclusion Paragraphs

Read the conclusions below and change the thesis restatement to **orange**, the summary of the supporting points to **blue**, and the final comment to **purple**. What type of final comment did the writer use? Was it effective? What feedback would you give the writer, both positive and negative? (Hint: these correspond with the intros you analyzed earlier.)

In conclusion, developed technology like machines or robots have replaced humans' jobs in many different aspects. This is because robots replacing humans makes jobs easier, provides robot friends and helps mundane tasks to be done in productive ways. By using robots instead of humans, it makes the work to be done more accurately and faster. It can also be friends with the people who have a hard time making friends or elderly people. It can finish mundane tasks like lifting heavy things or taking care of the weak in more effective ways. Machines and robots are an important part of our life now, but it will be a more substantial part of life in the future. Hence, robotics engineers have to develop and study harder about the robots to have more positive impacts for humans when it is replacing humans.

Type of Final Comment:

Feedback:

In conclusion, machines instead of humans have more positive effects in some areas of work. At work, machines ensure efficiency and quality; in life, it makes humans' lives easier. Moreover, machines can make the economy grow quickly. Even though robots have not been fully used in various fields, it is certain that robots will appear more widely in people's lives and work, and will help people create a better future. People should not worry about how to prevent the ability of machines to surpass humans, because people's enemies are not machines, but themselves, so people should constantly learn new skills.

Type of Final Comment:

Feedback:

Allowing robots to interact and join human life will make positive impacts. Because of these robots, they ultimately help us in warehouses, medical institutions, and also at school. The way they assist us makes all jobs become easier and conventional rather than work by humans alone. I am sure that robots will be beneficial in our mortal life, because they continue to develop at an unprecedented rate. Therefore, society needs to believe that robots can make human's life easier; however, we should also utilize the power of robots so they will not fully undertake what truly belongs to us.

Type of Final Comment:
Feedback:

Assignment: Write the conclusion to your research paper using one of the strategies listed above.

13. IMPROVING COHESION

American academic writing prizes ideas that are logically connected to one another. This clear, logical connection is called **cohesion**, and it comes in many forms and should occur in many places. The places where readers look for cohesion in essays fall into two main categories: within paragraphs and between parts of the essay.

Between Parts	Within Paragraphs
Between: • Research question and thesis statement • Thesis statement and topic sentences • Body paragraphs	Between: • Topic sentences and claims • Subpoints

The strategies below can help writers connect these elements to increase cohesion and logical flow of the argument.

- **list** supporting points and subpoints in the thesis statement or topic sentences, respectively
- discuss supporting points in body paragraphs in **the same order** as they appear in the thesis statement
- **repeat vocabulary:**
 - **same words** from the thesis statement in the topic sentences of your body paragraphs
 - **word forms** (members of the same word family)
 - **synonyms** (words that have the same or similar meaning)
- use **transition words and phrases**; see [Chapter 3](#) for a list
- use **pointing words** such as *this*, *that*, *these*, and *those*
- use **similar sentence beginnings**
- use **similar prepositional phrases** or subjects and verbs
- use **correlative conjunctions** such as *not only . . . but also*, and *both . . . and*

Use a variety of these methods to 1) increase cohesion, and 2) keep the reader interested.

PRACTICE 1: Identifying Cohesion Strategies

Analyze the following examples, and mark and label the various cohesion strategies that are used to connect the thesis statement and topic sentences.

1. **Thesis Statement:** We could relieve our environment by restricting the building, by improving water-related systems, by strengthening the natural environment.

Topic Sentences:

We could relieve our environment by restricting and limiting the buildings in the city.

We could relieve our environmental issues in cities by enhancing cities' water-related systems, like the drain system, river control and redirect ideas.

We could relieve environmental issues in cities by enhancing cities' natural environment.

2. **Thesis Statement:** Being able to focus on building skills for the future, decreasing the amount of student debt, and decreasing income inequality are three reasons why higher education should be free.

Topic Sentences:

First of all, higher education should be free because students could focus on their academic work and build skills in internships, both of which get students ready for their future.

Another reason college should be free is the amount of debt students graduate with would decrease, allowing new graduates to start their lives on a positive path and add more to the country's economy.

Lastly, free college education would allow low-income students to succeed by broadening school choice and eliminating the barrier to enter school.

3. **Thesis Statement:** Renewable energy sources are more effective than nuclear energy in terms of their waste, safety, and storage.

Topic Sentences:

First, the amount of waste makes renewables more attractive than nuclear because wind and solar don't have byproducts and nuclear energy waste takes up a lot of space.

Nuclear energy is less safe than wind energy because the waste is dangerous to store and nuclear technology can also be used to make bombs.

Not only is renewable energy more effective because of waste and safety, but also it is easier to store because of batteries and the amount of time it can be stored.

PRACTICE 2: Applying Cohesion Strategies within Context

In the sentences below, decide how the ideas fit together, and identify the type of transition that best fits. Then select the word that identifies the appropriate transition word or phrase.

SENTENCE	TYPE OF TRANSITION NEEDED	APPROPRIATE TRANSITION
1. Ahmed loves to ride their bike in the summer. _____, their allergies are so bad that they usually stay inside.	☐ example ☐ contrast ☐ cause/effect	☐ Therefore ☐ For instance ☐ However
2. Whenever Wei goes to the airport, he has a certain ritual. _____, after he goes through security, he buys a cup of coffee and a pastry and finds somewhere quiet to read.	☐ example ☐ addition ☐ cause/effect	☐ For example ☐ Moreover ☐ As a result
3. _____ they have the new sneakers I want, I need to save up for a new laptop, so I'm not going to buy them.	☐ cause/effect ☐ contrast ☐ time	☐ Therefore ☐ On the other hand ☐ Even though

14. CITING YOUR SOURCES: THE WORKS CITED PAGE

In this section, you'll discover how to cite sources at the end of your essay; if you need a refresher about how to cite sources in the body of your essay, see the section on [In-Text Citation](#).

Writers cite sources in their work to not only acknowledge the origin of the information and ideas but also to make it easier for the reader to find those sources and read them themselves. This is the job of a Works Cited page. This separate page at the end of your essay lists all the sources used in the paper in alphabetical order and includes all information that could help the reader locate the original source itself.

What information to include, however, depends on what type of text the writer has used. Here is the basic list of information to include (in the order in which they appear):

1. **Author.**
2. **Title of Source.**
3. **Title of Container,**
4. **Other Contributors,**
5. **Version,**
6. **Number,**
7. **Publisher,**
8. **Publication Date,**
9. **Location.**

All of this information does not apply to every source, however. The most common information you'll need to include and the format for the sources in this class is as follows⁶:

Author

Title

Publication

1. *Article in a Magazine/Newspaper (Online): One Author*

Author's Last Name, First Name. "Title of Article." Name of Magazine/Newspaper, Date on web, Pages (if any), URL. Accessed Day Month Year.

Khazan, Olga. "Forgetting and Remembering Your First Language." *The Atlantic*, 24 July 2014, www.theatlantic.com/international/archive/2014/07/learning-forgetting-and-remembering-your-firstlanguage/374906/. Accessed 2 Apr. 2015

⁶ Citations #1-2 are from

<https://academic-success.phsc.edu/sites/default/files/documents/docguidelinesmla82016.pdf>

2. Article in a Journal (Online): One Author

Author's Last Name, First Name. "Title of Article." *Name of Journal*, Volume, Issue, Date, Pages (if any), URL. Accessed Day Month Year.

Gleckman, Jason. "Shakespeare as Poet or Playwright? The Player's Speech in Hamlet." *Early Modern Literary Studies*, vol. 11, no. 3, Jan. 2006, purl.oclc.org/emls/11-3/glechaml.htm. Accessed 31 Mar. 2015

3. Video (Online): One Author

Author's Last Name, First Name (if any). "Title of Work." Title of Site, Date, URL. Accessed Day Month Year.

Davison, Devita. "How Urban Agriculture is Transforming Detroit." *TED*, April 2017, https://www.ted.com/talks/devita_davison_how_urban_agriculture_is_transforming_detroit. Accessed 3 May 2021.

4. Article/Video with Two Authors

1st Author's Last Name, First Name, and 2nd Author's First and Last Names. "Title of Article." *Name of Magazine/Newspaper*, Date on web, Pages (if any), URL. Accessed Day Month Year.

Deaton, Jeremy, and Gloria Oladipo. "Mapping the Disparities that Bred an Unequal Pandemic." *Bloomberg*, 30 September 2020, <https://www.bloomberg.com/news/articles/2020-09-30/mapping-the-disparities-of-chicago-s-unequal-pandemic>. Accessed 2 April 2021.

5. Article/Video with Three or More Authors

1st Author's Last Name, First Name, et al. "Title of Article." *Name of Magazine/Newspaper*, Date on web, Pages (if any), URL. Accessed Day Month Year.

Chakrabarti, Vishaan, et al. "3 Ways We Can Redesign Cities for Equity and Inclusion." *TED*, May 2020, https://www.ted.com/talks/vishaan_chakrabarti_3_ways_we_can_redesign_cities_for_equity_and_inclusion. Accessed 3 May 2020.

Note:

- Capitalize all content words in a title.
- Pay attention to punctuation! Study the examples.
- On the Research Paper Source List, authors are listed in alphabetical order by last name, just like they need to be listed on the Works Cited page. In the body of the essay, however, the names should be flipped and the comma removed.
- A Works Cited page should be a separate page from the rest of the essay. To create a separate page on a PC, hit **ctrl + enter**; on a Mac, hit **command + enter**

A. Formatting

As the above examples show, the formatting for a Works Cited page is the inverse of a typical paragraph: each entry has a hanging indent. Watch [this video](#) to learn how to format your Works Cited page.

B. Extra Help: Resources

It can be confusing and difficult to understand where to look for the information required in a Works Cited page: where do you find the author? The date? The “container”? See the PDF below from the Pasco-Hernando State College Academic Success Center for help. In specific, check out pgs. 17, 19, 21: [MLA Works Cited Style Guide](#)

Let’s be honest: there are very few times outside of a timed writing setting when you’ll be required to compile your own Works Cited page by scratch. There are several methods that can help you in the process.

- Websites like [EasyBib](#) and [CitationMachine](#) will put all of the information in the correct order. However, a little knowledge of the required elements is helpful in double-checking the accuracy of these websites’ citations.
- For academic journal articles: if you’re using a database like EBSCOHost, the database will create a citation for you. See the end of [this video](#) for how to find citation information in almost any format, including MLA.
- The [Online Writing Lab \(OWL\)](#) from Purdue University is one of the foremost and most complete free guides to citing and citation. If you have any questions, you’ll most likely be able to find the answer there.

The following is a sample Works Cited page, including formatting, from the [OWL Purdue website](#).

Works Cited

- Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007, www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0. Accessed 12 May 2016.
- Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *rogerebert.com*, 1 June 2006, <http://www.rogerebert.com/reviews/an-inconvenient-truth-2006>. Accessed 15 June 2016.
- Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.
- An Inconvenient Truth*. Directed by Davis Guggenheim, performances by Al Gore and Billy West, Paramount, 2006.
- Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. Springer, 2005.
- Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.
- Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review*, vol. 96, no. 2, 2006, pp. 31-34.

PRACTICE 1: Formatting Works Cited Entries

Format the following source information that was copied from easybib.com and EBSCOHost. Remember to make the hanging indent and put the sources in alphabetical order.

McDonough, William. "How Cities Could Save Us." *Scientific American*, vol. 317, no. 1, July 2017, pp. 44-48. *EBSCOhost*, doi:10.1038/scientificamerican0717-44.

Poon, Linda and Marie Patino. "A History of Protests Against Police Brutality." Bloomberg CityLab, 9 June 2020.
<https://www.bloomberg.com/news/articles/2020-06-09/a-history-of-protests-against-police-brutality?srnd=citylab>. Accessed 3 May 2021.

Kerry, Vanessa. "Global Healthcare Revolutionary." TED. 12 July 2013.
<https://www.youtube.com/watch?v=5hYlgWfl0a4>. Accessed 3 May 2021.

Rotman, David. "Making AI into Jobs. (Cover Story)." *MIT Technology Review*, vol. 121, no. 4, July 2018, pp. 10-17. *EBSCOhost*,
search.ebscohost.com.proxy.cc.uic.edu/login.aspx?direct=true&db=a9h&AN=130151292.
Accessed 3 May 2021.

Lee, Kelley. "Globalisation: What Is It and How Does It Affect Health?" *Medical Journal of Australia*, vol. 180, no. 4, Aug. 2004, pp. 156-158., doi:10.5694/j.1326-5377.2004.tb05855.x.

Pistono, Federico. "Robots Will Steal Your Job, but That's OK." TED. 8 Dec 2012.
<https://www.youtube.com/watch?v=kYlfeZcXA9U>. Accessed 3 May 2021.

PRACTICE 2: Compiling Works Cited Entries

Compile citation information for the three sources in your research paper. List them below using appropriate MLA format.

Your sources:

- 1.
- 2.
- 3.

15. PEER REVIEW

There are many chances for peer review throughout this research paper process, and all of them in their full forms can be found in [Appendix D: Peer and Self Review Forms](#). Use these forms to give your classmate(s) feedback on the elements of an effective summary we've discussed in this chapter. Below are examples of the first page of each review:

<u>Thesis Statement Peer Review and Workshop:</u>	5. RESEARCH PAPER A. Research Paper: Thesis Statement Peer Review & Workshop STEP 1: READ & EVALUATE Evaluate your partners' thesis statements using what you know about effective thesis statements. Fill in the chart. <table border="1"> <thead> <tr> <th>Group Member 1:</th> <th>YES</th> <th>SO-SO</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>Thesis is one sentence.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis directly answers the research question.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis has 3-4 supporting points.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>List the supporting points:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis has "just enough" information (isn't too detailed, but also isn't too general).</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Supporting points in the thesis have parallel structure.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis is clear and grammatically correct.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Group Member 2:</th> <th>YES</th> <th>SO-SO</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>Thesis is one sentence.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis directly answers the research question.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis has 3-4 supporting points.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>List the supporting points:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis has "just enough" information (isn't too detailed, but also isn't too general).</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Supporting points in the thesis have parallel structure.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thesis is clear and grammatically correct.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Group Member 1:	YES	SO-SO	NO	Thesis is one sentence.				Thesis directly answers the research question.				Thesis has 3-4 supporting points.				List the supporting points:				1.				2.				3.				4.				Thesis has "just enough" information (isn't too detailed, but also isn't too general).				Supporting points in the thesis have parallel structure.				Thesis is clear and grammatically correct.				Group Member 2:	YES	SO-SO	NO	Thesis is one sentence.				Thesis directly answers the research question.				Thesis has 3-4 supporting points.				List the supporting points:				1.				2.				3.				4.				Thesis has "just enough" information (isn't too detailed, but also isn't too general).				Supporting points in the thesis have parallel structure.				Thesis is clear and grammatically correct.			
Group Member 1:	YES	SO-SO	NO																																																																																														
Thesis is one sentence.																																																																																																	
Thesis directly answers the research question.																																																																																																	
Thesis has 3-4 supporting points.																																																																																																	
List the supporting points:																																																																																																	
1.																																																																																																	
2.																																																																																																	
3.																																																																																																	
4.																																																																																																	
Thesis has "just enough" information (isn't too detailed, but also isn't too general).																																																																																																	
Supporting points in the thesis have parallel structure.																																																																																																	
Thesis is clear and grammatically correct.																																																																																																	
Group Member 2:	YES	SO-SO	NO																																																																																														
Thesis is one sentence.																																																																																																	
Thesis directly answers the research question.																																																																																																	
Thesis has 3-4 supporting points.																																																																																																	
List the supporting points:																																																																																																	
1.																																																																																																	
2.																																																																																																	
3.																																																																																																	
4.																																																																																																	
Thesis has "just enough" information (isn't too detailed, but also isn't too general).																																																																																																	
Supporting points in the thesis have parallel structure.																																																																																																	
Thesis is clear and grammatically correct.																																																																																																	
<u>Research Paper Outline Peer Review:</u>	B. Research Paper Outline Peer Review Writer: _____ Reviewer: _____ <table border="1"> <thead> <tr> <th>CRITERIA</th> <th colspan="3">RATING</th> </tr> </thead> <tbody> <tr> <td>Outline includes the full research question that the writer is answering.</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td>Outline includes a thesis statement that answers the question directly.</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td>The thesis statement includes three points that provide an overview of the points to be made in the body of the paper.</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td>The supporting points listed in the thesis statement fit the research question and are relevant to the writer's argument.</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td>The thesis statement is grammatically correct and uses parallel structure effectively.</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td colspan="4">Comments about thesis statement:</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>CRITERIA</th> <th>POINT 1</th> <th>POINT 2</th> <th>POINT 3</th> </tr> </thead> <tbody> <tr> <td>Each point includes a complete topic sentence that reflects the first idea listed in the thesis statement.</td> <td>YES SO-SO NO</td> <td>YES SO-SO NO</td> <td>YES SO-SO NO</td> </tr> <tr> <td>Each point includes one or two sub-points that relate to the point and further the writer's argument.</td> <td>YES SO-SO NO</td> <td>YES SO-SO NO</td> <td>YES SO-SO NO</td> </tr> <tr> <td>Each point includes one or two pieces of evidence that relate to the point and support the writer's argument.</td> <td>YES SO-SO NO</td> <td>YES SO-SO NO</td> <td>YES SO-SO NO</td> </tr> <tr> <td>All evidence comes from the writer's knowledge and experience and from the sources on the approved source list.</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td>There are 4-6 pieces of evidence in total.</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td>There is a good balance of evidence (2-3 from writer's experience, 2-3 from sources).</td> <td>YES</td> <td>SO-SO</td> <td>NO</td> </tr> <tr> <td colspan="4">Comments about Points 1-3:</td> </tr> </tbody> </table>	CRITERIA	RATING			Outline includes the full research question that the writer is answering.	YES	SO-SO	NO	Outline includes a thesis statement that answers the question directly.	YES	SO-SO	NO	The thesis statement includes three points that provide an overview of the points to be made in the body of the paper.	YES	SO-SO	NO	The supporting points listed in the thesis statement fit the research question and are relevant to the writer's argument.	YES	SO-SO	NO	The thesis statement is grammatically correct and uses parallel structure effectively.	YES	SO-SO	NO	Comments about thesis statement:				CRITERIA	POINT 1	POINT 2	POINT 3	Each point includes a complete topic sentence that reflects the first idea listed in the thesis statement.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO	Each point includes one or two sub-points that relate to the point and further the writer's argument.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO	Each point includes one or two pieces of evidence that relate to the point and support the writer's argument.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO	All evidence comes from the writer's knowledge and experience and from the sources on the approved source list.	YES	SO-SO	NO	There are 4-6 pieces of evidence in total.	YES	SO-SO	NO	There is a good balance of evidence (2-3 from writer's experience, 2-3 from sources).	YES	SO-SO	NO	Comments about Points 1-3:																																							
CRITERIA	RATING																																																																																																
Outline includes the full research question that the writer is answering.	YES	SO-SO	NO																																																																																														
Outline includes a thesis statement that answers the question directly.	YES	SO-SO	NO																																																																																														
The thesis statement includes three points that provide an overview of the points to be made in the body of the paper.	YES	SO-SO	NO																																																																																														
The supporting points listed in the thesis statement fit the research question and are relevant to the writer's argument.	YES	SO-SO	NO																																																																																														
The thesis statement is grammatically correct and uses parallel structure effectively.	YES	SO-SO	NO																																																																																														
Comments about thesis statement:																																																																																																	
CRITERIA	POINT 1	POINT 2	POINT 3																																																																																														
Each point includes a complete topic sentence that reflects the first idea listed in the thesis statement.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO																																																																																														
Each point includes one or two sub-points that relate to the point and further the writer's argument.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO																																																																																														
Each point includes one or two pieces of evidence that relate to the point and support the writer's argument.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO																																																																																														
All evidence comes from the writer's knowledge and experience and from the sources on the approved source list.	YES	SO-SO	NO																																																																																														
There are 4-6 pieces of evidence in total.	YES	SO-SO	NO																																																																																														
There is a good balance of evidence (2-3 from writer's experience, 2-3 from sources).	YES	SO-SO	NO																																																																																														
Comments about Points 1-3:																																																																																																	

Research Paper: Body Paragraph Peer Review:

C. Research Paper: Body Paragraph Peer Review

Writer:

Reviewer:

Read your classmate's body paragraph. Use their outline to help you answer some of the questions. Complete EITHER Option A or Option B below depending on the type of evidence your partner used.

TOPIC SENTENCE/CONTEXT			
Their topic sentence uses similar language to the language used in their thesis statement.	YES	SO-SO	NO
Their topic sentence is a clearly stated argument.			
What is their opinion? Write it in your own words.	YES	SO-SO	NO
Their topic sentence is related to and supports their thesis statement.	YES	SO-SO	NO
There is sufficient context/background information or explanation of the point before the writer introduces the source.	YES	SO-SO	NO

OPTION A: EVIDENCE FROM A SOURCE	OPTION B: EVIDENCE FROM PERSONAL KNOWLEDGE/EXPERIENCE			
The paragraph has an effective source sandwich.	The paragraph has an effective source sandwich.	YES	SO-SO	NO
Their source sandwich has a claim (opinion).	Their source sandwich has a claim (opinion).			
What is their claim? Write it in your own words.	What is their claim? Write it in your own words.	YES	SO-SO	NO
Their source sandwich has context (describes the opinion in more detail).	Their source sandwich has context (describes the opinion in more detail).	YES	SO-SO	NO
Their source sandwich has a source (information from an article).	Their source sandwich has an example from their own experience.	YES	SO-SO	NO
The source has a signal phrase . <i>Liu writes...</i> <i>According to Liu,</i>		YES	SO-SO	NO
The source has the correct in-text citation information (author's name,		YES	SO-SO	NO

Research Paper: Opposition Paragraph & Source Sandwich Peer Review:

D. Research Paper: Opposition Paragraph & Source Sandwich Peer Review

Writer:

Reviewer:

OPPOSITION STRUCTURE			
1. Their topic sentence introduces the opposition's argument.	YES	NO	I DON'T KNOW
2. Their topic sentence is a clearly stated argument.			
What is their opinion? Write it in your own words.	YES	NO	I DON'T KNOW
3. The opposition argument relates to their topic but argues against their thesis.	YES	NO	I DON'T KNOW
4. The paragraph has a concession. The concession is logical.	YES	NO	I DON'T KNOW
5. The paragraph has a refutation.	YES	NO	I DON'T KNOW
6. The refutation directly answers the opposition's argument.	YES	NO	I DON'T KNOW
7. The refutation is different from all of their other body paragraph; it doesn't repeat a claim or argument from elsewhere in the essay.	YES	NO	I DON'T KNOW
SOURCE SANDWICH			
8. Their paragraph has a source sandwich.	YES	NO	I DON'T KNOW
9. Their source sandwich has a claim (opinion).			
What is their claim? Write it in your own words.	YES	NO	I DON'T KNOW
10. Their source sandwich has context (describes the opinion in more detail).	YES	NO	I DON'T KNOW
11. Their source sandwich has a source (information from an article).	YES	NO	I DON'T KNOW
12. The source has a signal phrase . (<i>Liu writes...</i> or <i>According to Liu...</i>)	YES	NO	I DON'T KNOW
13. The source has the correct in-text citation information (author's name, page # at the end of the sentence if provided).	YES	NO	I DON'T KNOW
14. The source sandwich has an analysis/comment (an explanation of the source AND an explanation of how the source is related to the topic sentence).			
What's their analysis? Write it in your own words.	YES	NO	I DON'T KNOW
What's their comment? Write it in your own words.			
EVIDENCE			

Research Paper: Complete First Draft Peer Review:

E. Research Paper Peer Review: Complete First Draft

Writer:

Reviewer:

CONTENT			
1. Does the introduction include an interesting hook and sufficient background information on the topic?	YES	NO	SO-SO
2. Is there a clear thesis statement in the introduction that responds directly to the research question and lists the main supporting points that will be covered in the paper?	YES	NO	SO-SO
3. Do the main supporting points in the thesis appear in the body of the essay in the same order?	YES	NO	SO-SO
4. Is each body paragraph developed with at least one subpoint and piece of evidence?	YES	NO	SO-SO
5. Is there an opposing viewpoint and refutation?	YES	NO	SO-SO
6. Are there effective transitions between all ideas to show how they fit together?	YES	NO	SO-SO
7. Does the concluding paragraph restate the writer's thesis and add a final thought?	YES	NO	SO-SO
FORMAT			
1. Is there a header in the top right corner of every page that includes the writer's last name and the page number?	YES	NO	SO-SO
2. Is the research paper double spaced?	YES	NO	SO-SO
3. Does the research paper use Times New Roman, 12 pt. font?	YES	NO	SO-SO
4. Is the heading correct? (Does it include the writer's name, the instructor's name, the date, and the assignment?)	YES	NO	SO-SO
5. Is there a title that reflects the topic of the paper?	YES	NO	SO-SO
6. Is the title centered?	YES	NO	SO-SO
7. Is the title a phrase, not a complete sentence or question?	YES	NO	SO-SO
8. Are all important words in the title capitalized?	YES	NO	SO-SO
9. Are paragraphs indented?	YES	NO	SO-SO
10. Is the research paper 3-4 full pages long? (not counting Works Cited)	YES	NO	SO-SO

After you have revised your draft using the feedback you've received from your classmate(s) and instructor, complete the self review also found in [Appendix D: Peer and Self Review Forms](#). Complete the form and make any additional changes before submitting your final draft:

F. Self-Review Checklist: Research Paper

Before you submit the final draft of your research paper, be sure that you have completed each aspect of it. Use this checklist as a guide.

Introduction (Use the checklist for your introduction strategy.)

FUNNEL STRATEGY

- ☐ Hook
- ☐ Background Information
- ☐ Thesis Statement with 3 Supporting Points

TURNABOUT STRATEGY

- ☐ Opposing viewpoint
- ☐ Concession (optional)
- ☐ Refutation
- ☐ Thesis Statement with 3 Supporting Points

Body Paragraph 1

- ☐ Topic Sentence (clearly states Supporting Point 1 in thesis)
- ☐ 1-2 Source Sandwiches (with claim, source, and comment/analysis)
- ☐ Concluding Sentence (restates Topic Sentence)

Body Paragraph 2

- ☐ Topic Sentence (clearly states Supporting Point 2 in thesis)
- ☐ 1-2 Source Sandwiches (with claim, source, and comment/analysis)
- ☐ Concluding Sentence (restates Topic Sentence)

Body Paragraph 3

- ☐ Topic Sentence (clearly states Supporting Point 3 in thesis)
- ☐ 1-2 Source Sandwiches (with claim, source, and comment/analysis)
- ☐ Concluding Sentence (restates Topic Sentence)

Conclusion

- ☐ Summarizes thesis and supporting points
- ☐ Gives final thought/comment (recommendation, prediction)

Cohesion

- ☐ Use similar from thesis in the topic sentences

16. CHAPTER SUMMARY

In this chapter, you combined all of the skills you've learned so far, including paraphrasing and summarizing your sources and demonstrating your critical thinking by constructing an argument that includes outlining and refuting an opposing viewpoint. You used source sandwiches with accurate citations to develop and support your argument as well as avoid plagiarism. Finally, you wrote a well-organized, well-supported, and balanced research paper that argued a specific point of view with a mix of outside sources and personal experience. Congratulations!

CHAPTER 6: COMPILING A WRITING PORTFOLIO

Click on a link below to go to that section.

1. INTRODUCTION

2. FINAL PORTFOLIO GUIDELINES

- A. Projects to Include in Your Portfolio
- B. The Cover Letter
- C. Things to Remember
- D. Understanding the Assignment: Portfolio Guidelines

3. SELECTING AND REVISING PORTFOLIO ASSIGNMENTS

- A. Selecting Writing Samples for Your Portfolio
- B. Sample Table of Contents

4. CREATING YOUR EAP II PORTFOLIO WORK SCHEDULE

- A. Sample Portfolio Work Schedules
 - i. Fall/Spring
 - ii. Summer
- B. Tips for Creating Your Portfolio Work Schedule

5. THE REVISION PROCESS

- A. Annotating for Revision
- B. Global VS Sentence-Level Issues
- C. Strategies for Revising

6. UNDERSTANDING AND USING INSTRUCTOR FEEDBACK

- A. Analyzing a Rubric
- B. Reviewing and Working with Comments

7. VERBAL PEER REVIEW

8. ADDRESSING YOUR CONCERNS ABOUT REVISING

9. COMPOSING YOUR COVER LETTER

- A. Cover Letter Purpose and Guidelines
- B. Organizing Your Cover Letter
- C. Cover Letter Workshop

10. PORTFOLIO CHECKLIST

11. CHAPTER SUMMARY

1. INTRODUCTION

Your **Final Portfolio** is a collection of your writing from this semester, revised once more, to be presented to the English 160 Committee, who will use the portfolio along with your final exam essay to determine whether you are ready to move on to English 160. The portfolio will be accompanied by a cover letter in which you explain what you have learned this semester and how you have improved each of the assignments you include in the portfolio. The portfolio gives you an opportunity to showcase your skills with drafted writing, just as your final exam essay will demonstrate your timed writing skills.

Here are our goals for this chapter:

- Understand the guidelines for the Final Portfolio assignment.
- Select writing assignments to include in the Final Portfolio.
- Create and follow a Portfolio work schedule.
- Practice various strategies for revising writing assignments.
- Produce a reflective cover letter to include in the Portfolio.

2. FINAL PORTFOLIO GUIDELINES

The final portfolio consists of the **three** projects you have completed for class, all *significantly* revised using peer comments and your instructor's written responses. To revise means to rethink, reconsider, rework, and rewrite to the best of your ability. It also means that you have considered the rhetorical purpose for the document and determined the best way to present that document according to its purpose.

For the last few weeks of the semester, you will engage in revising your three projects so that they will serve as representations of your best work for the class. A portion of our class time and homework time will be devoted to workshopping our projects and continuing the revision process. You may ask questions, ask for feedback from your instructor and from your peers, as well as spend time in class working on your assignments.

Revision does include editing, but it does not equal editing. Rethinking and rewriting are important parts of revising.

A. Projects to Include in Your Portfolio

Select one project from each column.

SUMMARY	SUMMARY-RESPONSE	RESEARCH PAPER
Select ONE : - Summary 1 - Summary 2	Select ONE : - Summary-Response 1 - Summary-Response 2	Research Paper

B. The Cover Letter

The cover letter to your final portfolio should be a letter (addressed to the ENGL 160 Committee) which discusses your personal writing experience throughout this class. **In particular, you should focus on the writing process (brainstorming, drafting, peer review, revising, evaluation, re-revising) for each of the pieces in your portfolio, what you have learned from it, and how writing and revising that piece has improved your writing skills.**

The body of your cover letter should discuss the three pieces you've included in the portfolio. For each piece, explain the following in a detailed paragraph or two:

- why you chose the piece for your portfolio
- how the original writing process went for the piece
- how you changed the piece for the portfolio
- why you feel the changes you made improved the piece
- how the piece illustrates your abilities as a writer

You should write a fairly detailed explanation for each piece included in your portfolio. The goal of your cover letter is to help your instructor and the committee understand your approach to writing and revising as well as the specific changes you made as you compiled your portfolio.

Remember, your cover letter is the first piece of writing the committee will see.

Your concluding paragraph should make a case for why you feel you are ready for English 160. It might include any realizations you've made about yourself as a writer and any changes you've made (or plan to make) in your writing process.

Your cover letter should be typed, single-spaced, between 600 and 750 words, and written using formal paragraphs. Take time to edit and proofread carefully.

C. Things to Remember

Your portfolio represents your best work for the semester, and so it should be presented in the most professional manner possible. The guidelines below should be followed when putting together and submitting your portfolio.

- Final portfolios must be completed in the Final Portfolio **Google doc** your instructor shares with you, then submitted to **Blackboard**. Assignments that are revised outside the Portfolio doc and copied and pasted into it will not be shown to the English 160 Committee.
- Final portfolios should consist of the final, **extensively-revised** versions of your three projects from the course and a **cover letter** to the English 160 committee.
- Final portfolios should include a **Table of Contents** with your name, class, etc., as well as a list of all of your project titles and the order in which they appear.
- The complete portfolio is due in the **Writing Assignments** folder on Blackboard at the **beginning of class** on the due date.
- Any plagiarism, including of the cover letter, will result in your Portfolio not being shown to the English 160 Committee.

D. Understanding the Assignment: Portfolio Guidelines

EAP II Portfolio Discussion Questions

Download the Portfolio Guidelines document from Blackboard and review the guidelines for the final portfolio. Answer the following questions with a classmate and highlight your answers on your guidelines Word document.

1. How many assignments need to be included in your portfolio?
2. What types of assignments can you include?
3. What do you need to do to each assignment?
4. What else needs to be included in your portfolio?
5. When is the portfolio due?
6. What happens if you do not submit your portfolio or if your portfolio is incomplete?

[Portfolio Guidelines Discussion Questions \(PPT\)](#)

3. SELECTING AND REVISING PORTFOLIO ASSIGNMENTS

The first step in compiling your portfolio is to review the writing you have done throughout the semester and to select the assignments you would like to include in your portfolio.

A. Selecting Writing Samples for Your Portfolio

The purpose of your final portfolio is to show your instructor and the ENGL 160 Committee your understanding of the writing process and of specific types of writing and to demonstrate the progress you have made throughout the semester. For that reason, it is important to carefully consider which three assignments you will select for your portfolio. Here are some things to keep in mind:

- Your instructor and the Committee are looking at your writing process. You should select assignments for which you have written multiple drafts. Each draft should show the types of changes that you have made to improve the assignment.
- You shouldn't necessarily select the three assignments you received the highest grade on. You might also consider:
 - Selecting works from the beginning, middle, and end of the semester to help demonstrate your progress.
 - Selecting works for which you see significant room for improvement so that you can demonstrate your revising skills.
 - Selecting works from early in the semester so that you can apply what you learned later in the semester to an earlier assignment.
- For each assignment you select, you will need to explain in your cover letter why you selected it, what improvements you intended to make, and how you think those improvements make the assignment better and demonstrate your skills.
- You will have one last opportunity to revise the assignments that you select. While it's okay to talk with your instructor or UIC Global tutors about specific ways to improve your work, you must not allow someone to edit or revise your work for you. The improvements made need to be your own.

STOP AND REFLECT: Selecting Your Portfolio Assignments

With your team, talk about which assignments you are considering including in your portfolio. Why have you selected each one? How do you think improving it will demonstrate your writing abilities?

SUMMARY	SUMMARY-RESPONSE	RESEARCH PAPER
Select ONE : - Summary 1 - Summary 2	Select ONE : - Summary-Response 1 - Summary-Response 2	Research Paper

B. Sample Table of Contents

You will compile your portfolio documents in the Google Doc that your instructor shares with you for that purpose. A linked Table of Contents will be included in that doc. You will fill in some information, such as your name and the specific summary and summary-response assignments you've chosen to include in the portfolio. Replace anything in **red** with your own information.

Your Name

ELSI 043-A SU21

21 July 2021

Final Portfolio

TABLE OF CONTENTS

[Cover Letter](#)

[Project 1: Summary #](#)

[Project 2: Summary/Response #](#)

[Project 3: Research Paper](#)

4. CREATING YOUR EAP II PORTFOLIO WORK SCHEDULE

As mentioned in the **Final Portfolio Guidelines**, you have the opportunity to revise and submit some of your writing assignments from this semester and to reflect on how you have grown as a writer. You will have around two weeks to complete and submit your portfolio. To make the most of that time, think about how much time you need to devote to each of the following pieces of your portfolio, and make a schedule to help you stay on track.

For each of the three assignments you are revising, use this [form](#) to help you think through what changes to focus on.

Assignments to revise:

- Summary
- Summary-Response
- Research Paper

You will also need to compose a **cover letter** outlining how your writing has improved over the semester and how you approached your revision of each of the three assignments. You can choose to write the cover letter paragraph by paragraph as you revise each assignment, or you can compose the full cover letter after you have completed all revisions of your assignments.

STOP AND REFLECT 1: Reflecting on Past Writing

Discuss the following questions with your team.

- Which assignment(s) do you think will take the **most** work to revise?
 - What revisions do you want to focus on for that assignment?
 - How much time do you think it will take to revise?
 - Which assignment(s) do you think will take the **least** work to revise?
 - What revisions do you want to focus on for that assignment?
 - How much time do you think it will take to revise?
 - Which parts of the cover letter do you think will be the most challenging to write? Which parts will be the easiest?
 - How long do you think you'll need to complete the cover letter?
 - Are you planning on working on your cover letter paragraph by paragraph or all at once? What do you think are the advantages of using this method? What are the challenges?
-

STOP AND REFLECT 2: Planning Your Portfolio

Think about how you'd like to approach compiling your portfolio and how much time you think you should spend on each assignment. Fill in the chart below.

PROJECT	HOW MUCH TIME DO YOU THINK YOU'LL NEED?	LIST 2-3 SPECIFIC THINGS YOU PLAN TO FOCUS ON AS YOU REVISE.
Summary		•
Summary-Response		•
Research Paper		•
Cover Letter		APPROACH: ☐ Assignment-by-assignment ☐ All at once after revisions are complete

STOP AND REFLECT 3 : Determining Your Work Schedule

Analyze the sample Portfolio Work Schedule, then fill out the blank schedule. Use your schedule to guide your progress through the portfolio project.

A. Sample Portfolio Work Schedules

i. Fall/Spring

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
13		INTRODUCE PORTFOLIO ASSIGNMENT IN CLASS Make portfolio plan!	ASSIGNMENT 1 (SUMMARY) - Decide which summary to use for the portfolio - Review instructor feedback for assignment - Make a revision plan - Revise according to the plan - Write the Assignment 1 paragraph for the cover letter		ASSIGNMENT 3 (RESEARCH PAPER) - Review instructor feedback for assignment - Make a revision plan - Revise according to the plan - Write the Assignment 3 paragraph for the cover letter	
14	ASSIGNMENT 2 (SUMMARY-RESPONSE) - Decide which summary-response to use for the portfolio - Review instructor feedback for assignment - Make a revision plan - Revise according to the plan - Write the Assignment 2 paragraph for the cover letter			THANKSGIVING HOLIDAY		
15	FINAL TOUCHES - Finish all assignments - Finish and revise Cover Letter - Complete Portfolio Checklist		FINAL TOUCHES - Make final changes - Check formatting - Upload to Blackboard before class	PORTFOLIO DUE BY CLASS TIME!		

ii. Summer

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
8			INTRODUCE PORTFOLIO ASSIGNMENT IN CLASS	ASSIGNMENT 1 (SUMMARY) - Decide which summary to use for the portfolio - Review instructor feedback for assignment - Make a revision plan - Revise according to the plan - Write the Assignment 1 paragraph for the cover letter		
9	ASSIGNMENT 2 (SUMMARY-RESPONSE) - Decide which summary-response to use for the portfolio - Review instructor feedback for assignment - Make a revision plan - Revise according to the plan - Write the Assignment 2 paragraph for the cover letter		ASSIGNMENT 3 (RESEARCH PAPER) - Review instructor feedback for assignment - Make a revision plan - Revise according to the plan - Write the Assignment 3 paragraph for the cover letter			FINAL TOUCHES - Finish all assignments - Finish and revise Cover Letter - Complete Portfolio Checklist
10	FINAL TOUCHES - Make final changes - Check formatting - Upload to Blackboard before class PORTFOLIO DUE BY CLASS TIME!		FINAL EXAM (DURING REGULAR CLASS TIME)			

B. Tips for Creating Your Portfolio Work Schedule

Following are some tips for making the most of your schedule:

- Review your responses to the [Stop and Reflect](#) activities above.
 - How much time should you budget for each assignment?
 - Which assignments will require more time?
 - How are you planning to approach the cover letter: assignment by assignment, or all at once in the end?
- Consider your personal work habits and preferences. Would you prefer to tackle the most challenging assignment first? Get the easiest assignment out of the way before moving on to the others? Are you planning to take days “off” from working on your portfolio?
- Ask your instructor if any class sessions will be devoted to portfolio revision, and if specific assignments will be covered during each session.
- Check your calendar in other classes to make note of any major assignments that you might need to focus on while working on your portfolio, and don’t overschedule your portfolio work during those times.
- Include times when you’d like to sign up for office hours or schedule an appointment with the [Writing Center](#), and follow through.
- Monitor your schedule and adjust as necessary. Make sure you’re giving yourself enough time to work on each assignment.

5. THE REVISION PROCESS

A. Annotating for Revision

As we've learned and practiced throughout the semester, annotation involves reading closely and engaging critically with what you read. This has helped us to understand and organize the major ideas of articles and other texts.

Our current focus for annotation will require us to carefully and critically read the individual scores, feedback, and comments your instructor has made on your writing assignments, and to use that feedback to help us make decisions about how to revise our work for the Final Portfolio.

In order to effectively "read" a grading rubric, it is important to understand the difference between global and sentence-level writing issues and to pay attention to the global issues.

B. Global VS Sentence-Level Issues

To help you understand and categorize the feedback you receive, we have identified three types of feedback: **global**, **sentence-level**, and **using sources**. Most of the items on a writing assignment rubric will fall under one of these categories. The chart below identifies writing issues under each of these categories.

GLOBAL ISSUES	SENTENCE-LEVEL ISSUES	USING SOURCES
• responding effectively to the writing prompt • demonstrating an understanding of genre and rhetorical mode • demonstrating a good understanding of the issue and/or the reading(s) • main points are clear and logical • logical organization of ideas • ideas are adequately developed and explained • there is a variety of evidence in support of main points/evidence is sufficient • the draft fulfills the writer's intention • effective connecting ideas or transitioning between ideas • flow • sentence variety (having sentences of different lengths and with different beginning structures; using various complex sentence structures effectively)	grammar issues • verb tenses • subject-verb agreement • pronoun reference • singular/plural words • parallelism • relative clauses • prepositions • articles • sentence structure (fragments, run-ons, comma splices) vocabulary issues • word choice • word forms • register mechanics issues • spelling • punctuation • capitalization • formatting	• in-text citation • references/works cited entries • paraphrasing • incorporating quotes into your own sentences • using source sandwiches effectively • understanding/analyzing/explaining sources

STOP AND REFLECT

Take a few minutes to read through the list above. Are there any items that you aren't familiar with or would like an explanation or example of?

Why is it important to understand the difference between global and sentence-level issues?

Very often students focus on improving sentence-level issues instead of global issues in their writing, mainly because these issues, such as punctuation and spelling, are easier to correct. However, it's important to understand that focusing on global issues, such as organization and development, can lead to more significant improvement in an assignment. As you decide how to approach revising each portfolio essay, focus on addressing the global issues first.

A good place to start annotating for revision is the graded writing assignments you plan to use for your portfolio, the rubrics your instructor used to evaluate each assignment, and your instructor's comments on the graded assignments. In the rubric and the comments, your instructor is communicating what you did well on each assignment and how you can improve.

In addition to using instructor feedback, you can consider what you have learned about writing and the writing skills you have improved on since you submitted the assignment, and check the assignment to see if there are ways you might apply your new knowledge and skills to improve your writing.

C. Strategies for Revising

Here are some tips for annotating your writing assignments in order to revise them:

- Reread the assignment guidelines, your submitted assignment, the rubric, and your instructor's comments.
- Take notes directly on the assignment and the rubric.
- Highlight instructor comments that you wish to address, and make note of your ideas for improving those parts of the assignment.
- Number or indicate an order in which you want to address the comments you've highlighted. For example, it makes sense to improve your organization of a paragraph before you fix the mechanical issues because those sentences with mechanical issues may change or be deleted.

- Bring your materials to office hours or the Writing Center, and talk through your revision plan with your instructor or a tutor. Ask questions to clarify feedback comments you are not sure about, and make notes in your docs.
- Take time to notice and keep a list of issues that come up repeatedly in your writing assignments. If you're not sure how to address these issues, ask your instructor for help.
- Keep track of the issues you've addressed as you improve the assignment.

6. UNDERSTANDING AND USING INSTRUCTOR FEEDBACK

Your instructor provides written feedback on your writing in two ways:

- the assignment rubric
- comments

This feedback is meant to help you understand how you are performing on each assignment, including the skills that you are demonstrating satisfactorily and those that need more attention. Your instructor intends for you to use this feedback to help you improve each assignment. This is particularly important as you work to improve your assignments for the final portfolio. Your instructor's feedback can guide your revision plan.

A. Analyzing a Rubric

Look at the rubric your teacher filled in for the Summary-Response assignment you are including in your portfolio. What type of feedback did they give you? Categorize the feedback using the chart below.

Understanding Instructor Feedback Chart			
Area of Feedback	Global or Sentence Level?	# of Comments	Example Comments from Rubric or Instructor
Introduction, Organization, Conclusion • First sentence includes accurate and complete in-text citation information and an accurate and brief one-sentence summary of the article. • The introduction includes a clear thesis statement that agrees or disagrees with the article. Alternatively, the thesis may express a divided stance. • The ideas from the thesis are reflected in the response paragraphs. • The essay includes five paragraphs with a clear introduction, summary paragraph, at least two response paragraphs, and a conclusion. • The concluding paragraph restates the summary sentence, restates the thesis, and provides a final thought.			

Summary • The summary begins with the main argument of the article. • The summary includes all major supporting points and important details and examples without recounting them in excessive detail. The various supporting points are presented in a balanced manner. • The relationship between various points of the summary are clearly and effectively shown through a variety of cohesive devices and transitions. The organizational pattern of the text is clear (<i>pro/con, problem/solution, cause/effect, compare/contrast</i>). • There are references to the author or the article throughout the summary. The last name of the author is used.			
Response • The writer mentions the specific points from the article that they are focusing on in the response paragraphs. • The writer utilizes various strategies and a variety of evidence to respond to the article (<i>agree; disagree; personal experience; references to history, current issues, culture, or other texts</i>) • The responses are sufficiently developed using specific examples that are relevant to the point being made. • The response paragraphs show evidence of critical thinking (<i>criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned</i>).			

Language ● Grammar and Sentence Structure. Grammar is accurate. Verb tense is consistent. No or minimal errors in verb and pronoun use, missing words, word order, agreement, and other grammatical structures. Sentences are clear, correct, and complete. Level 4 and 5 sentences present a variety in complexity. ● Vocabulary. Word choice is precise and effective. Word forms are correct. ● Mechanics. Spelling, capitalization and punctuation are accurate. Formatting (heading, header, title indenting, line spacing, font type and size) follows MLA guidelines.			
Works Cited & Drafting ● The Works Cited entry is complete and correct. Formatting for Works Cited entry follows MLA guidelines ● There is evidence of revision between drafts. Assignment was completed entirely in Google Docs. ● The first draft and self and peer reviews are included and complete.			

B. Reviewing and Working with Comments

Once you have completed the chart above, analyze it for trends. Answer the questions below.

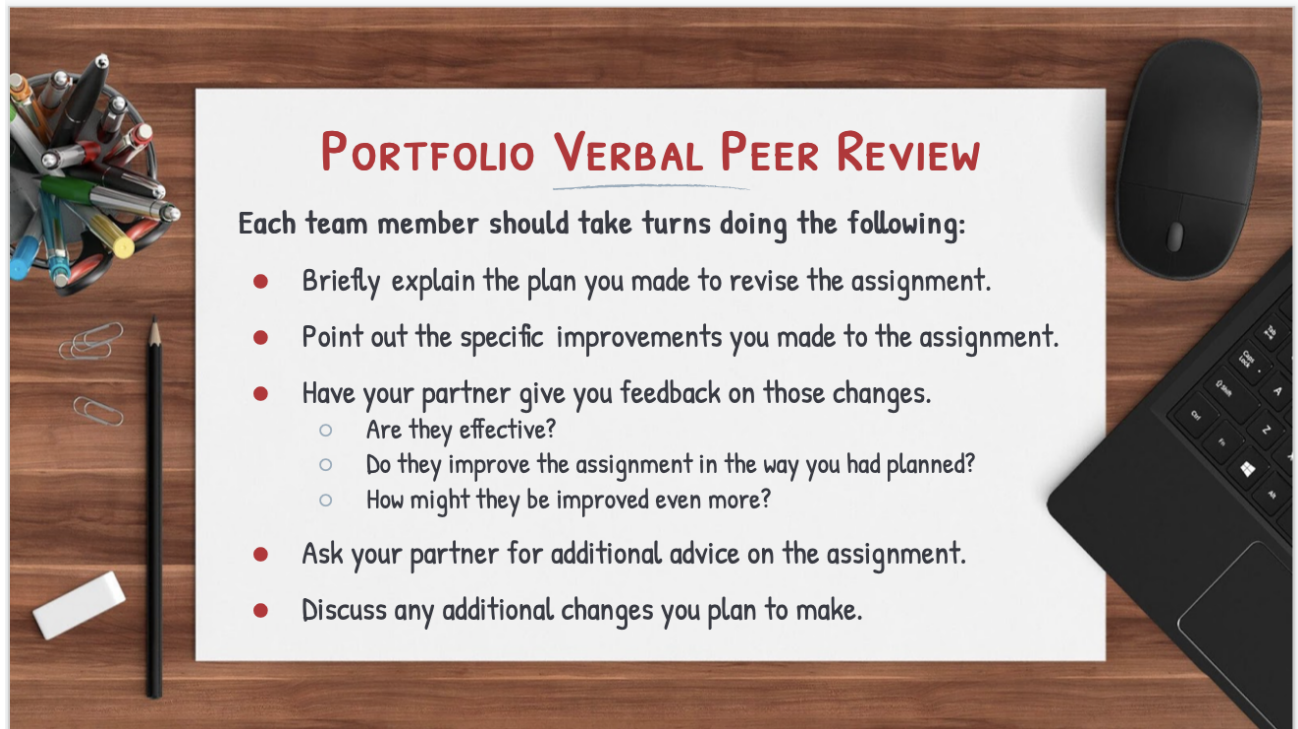
STRENGTHS	WEAKNESSES
1. In which areas did you receive positive feedback?	1. In which areas did you receive constructive feedback?

2. Are these areas primarily global or sentence-level concerns?	2. Are these areas primarily global or sentence-level concerns?
3. Looking at the comments you've received for your three portfolio assignments, do you see a pattern of strengths ? What areas of your writing are consistently strong?	3. Looking at the comments you've received for your three portfolio assignments, do you see a pattern of weaknesses ? What areas of your writing are consistently challenging for you?
4. Even though you've done well in these areas, as you review your portfolio assignments, what parts would you like to continue to improve ? What specific ideas do you have for strengthening these areas?	4. Which challenges do you plan to address as you revise for your portfolio? What specific ideas do you have for strengthening these areas?

Once you have used this activity to help you analyze the feedback you received on your summary-response essay, consider doing the same for your other portfolio assignments. Your instructor's feedback gives you a roadmap to revise your writing.

7. VERBAL PEER REVIEW

Peer review is an essential part of the writing process. It can help you as a writer to identify areas of your writing that are confusing to your reader or that do not communicate as clearly as you wish. As you revise each assignment for your portfolio, consider asking a classmate to peer review your work. You can use the peer review forms we used for each assignment during the semester (see Blackboard). For a change of pace, a verbal peer review can be helpful in collecting feedback.



[Portfolio Verbal Peer Review](#)

The verbal peer review is a great way to get feedback on the assignments in your portfolio. It also gives you the opportunity to talk through your revision process, which is an effective first step in putting together your cover letter paragraph for the assignment.

8. ADDRESSING YOUR CONCERNS ABOUT REVISING

Below are common concerns that students have about revising their writing assignments, with advice on how to manage each concern. For additional advice, talk to your instructor or a Writing Center tutor.

CONCERN	ADVICE
Whenever I revise, I just make things worse. I do my best work without revising.	That's a common misconception that sometimes arises from fear, sometimes from laziness. The truth is, though, that except for those rare moments of inspiration or genius when the perfect ideas expressed in the perfect words in the perfect order flow gracefully and effortlessly from the mind, all experienced writers revise their work. If you're still not convinced, re-read some of your old papers. How do they sound now? What would you revise if you had a chance?
What can get in the way of good revision strategies?	Don't fall in love with what you have written. If you do, you will be hesitant to change it even if you know it's not great. Start out with a working thesis, and don't act like you're married to it. Instead, act like you're dating it, seeing if you're compatible, finding out what it's like from day to day. If a better thesis comes along, let go of the old one. Also, don't think of revision as just rewording. It is a chance to look at the entire paper, not just isolated words and sentences.
What happens if I find that I no longer agree with my own point?	If you take revision seriously, sometimes the process will lead you to questions you cannot answer, objections or exceptions to your thesis, cases that don't fit, loose ends or contradictions that just won't go away. If this happens (and it will if you think long enough), then you have several choices. You could choose to ignore the loose ends and hope your reader doesn't notice them, but that's risky. You could change your thesis completely to fit your new understanding of the issue, or you could adjust your thesis slightly to accommodate the new ideas. Or you could simply acknowledge the contradictions and show why your main point still holds up in spite of them. Most readers know there are no easy answers, so they may be annoyed if you give them a thesis and try to claim that it is always true with no exceptions no matter what.

How do I get really good at revising?	The same way you get really good at golf, piano, or a video game—do it often. Take revision seriously, be disciplined, and set high standards for yourself. Here are three more tips: • The more you produce, the more you can cut. • The more you can imagine yourself as a reader looking at this for the first time, the easier it will be to spot potential problems. • The more you demand of yourself in terms of clarity and elegance, the more clear and elegant your writing will be.
How do I revise at the sentence level?	Read your paper out loud, sentence by sentence, and follow Peter Elbow’s advice: “Look for places where you stumble or get lost in the middle of a sentence. These are obvious areas of awkwardness that need fixing. Look for places where you get distracted or even bored—where you cannot concentrate. These are places where you probably lost focus or concentration in your writing. Cut through the extra words or vagueness or digression; get back to the energy. Listen even for the tiniest jerk or stumble in your reading, the tiniest lessening of your energy or focus or concentration as you say the words . . . A sentence should be alive” (<i>Writing with Power</i>, p. 135).

Practical advice for ensuring that your sentences are alive:

- Use forceful verbs—replace long verb phrases with a more specific verb. For example, replace “She argues for the importance of the idea” with “She defends the idea.”
- Look for places where you’ve used the same word or phrase twice or more in consecutive sentences and look for alternative ways to say the same thing OR for ways to combine the two sentences.
- Cut as many prepositional phrases as you can without losing your meaning. For instance, the following sentence, “There are several examples of the issue of integrity in the book,” would be much better this way, “The book repeatedly addresses the issue of integrity.”
- Check your sentence variety. If more than two sentences in a row start the same way (with a subject followed by a verb, for example), then try using a different sentence pattern.
- Aim for precision in word choice. Don’t settle for the best word you can think of at the moment—use a thesaurus (along with a dictionary) to search for the word that says exactly what you want to say.
- For more information, please visit these handouts on [word choice](#) and [style](#).

Section adapted from [Revision Concerns](#). The Writing Center, University of North Carolina at Chapel Hill, Creative Commons.

9. COMPOSING YOUR COVER LETTER

Your cover letter is a chance for you to speak to the ENGL 160 Committee directly to explain what skills you have improved this semester, how you approached each of the three assignments in the portfolio, and why you feel the work you've included demonstrates your readiness for ENGL 160. Your cover letter is the first thing the Committee will see when reviewing your portfolio.

A. Cover Letter Purpose and Guidelines

The cover letter to your final portfolio should be a letter (addressed to the ENGL 160 Committee) which discusses your personal writing experience throughout this class. **In particular, you should focus on the writing process (brainstorming, drafting, peer review, revising, evaluation, re-revising) for each of the pieces in your portfolio, what you have learned from it, and how writing and revising that piece has improved your writing skills.**

The body of your letter should discuss the three pieces you've included in the portfolio. For each piece, explain the following in a detailed paragraph or two:

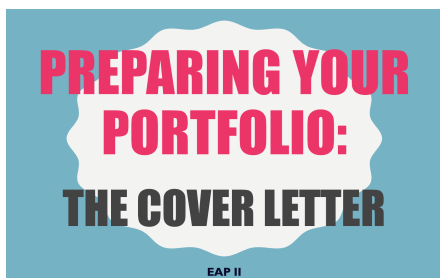
- why you chose the piece for your portfolio
- how the original writing process went for the piece
- how you changed the piece for the portfolio
- why you feel the changes you made improved the piece
- how the piece illustrates your abilities as a writer

You should write a fairly detailed explanation for each piece included in your portfolio. The goal of your cover letter is to help your instructor and the committee understand your approach to writing and revising as well as the specific changes you made as you compiled your portfolio.

Your concluding paragraph should make a case for why you feel you are ready for English 160. It might include any realizations you've made about yourself as a writer and any changes you've made (or plan to make) in your writing process.

Your cover letter should be typed, single-spaced, between 600 and 750 words, and written using formal paragraphs. Editing, grammar, and proofreading count; remember, your cover letter is the first piece of writing the committee will see.

Click on the PPT link below for more information on the cover letter.



[COVER LETTER INTRODUCTION PPT](#)

B. Organizing Your Cover Letter

Use the following suggested template to help you compose your cover letter to the ENGL 160 Committee. Your letter should be between 600 and 750 words long and should discuss each of the three writing projects you chose for your portfolio. It should also include comments about how your writing has improved this semester.

Heading:

27 July 2017

First-Year Writing Program
University of Illinois at Chicago

Dear ENGL 160 Committee Members:

Part 1 (each part may be a single paragraph or multiple paragraphs):

Start with a few general statements about what you have accomplished in the course and what skills you feel you have improved on.

Part 2:

Focus on Project 1. Try to include the following:

- *why you chose this piece to be included in your portfolio*
- *what your goals were for improving this project for the portfolio*
- *specific ways you improved the piece*
- *whether you feel you have successfully improved this project and why*
- *specific challenges you faced when working on this project (in both the original writing process and in this final revision for the portfolio)*
- *how this project reflects your strengths and weaknesses as a writer*
- *how this piece shows you are ready for ENGL 160*

Part 3:

Focus on Project 2. Respond to the points above.

Part 4:

Focus on Project 3. Respond to the points above.

Part 5:

Conclude with a discussion of how your writing has improved during the semester, what challenges you still face in your writing, and how you plan to address those challenges in the future (like in ENGL 160).

Closing:

Thank you for your time.

Sincerely,
Type your name

PRACTICE: Analyzing Cover Letter Paragraphs

Following are cover letter paragraphs written by EAP II students. After reading each paragraph, identify what it does well and how it could be improved. Consider the following:

- content and organization of each paragraph
- how well the paragraph covers the recommended points to include in each paragraph
- how well the paragraph demonstrates the specific changes and improvements made to the assignment

When you are done, compare your feedback with a partner.

1. INTRODUCTION PARAGRAPH

EAP 2 was a tough course to me. Online class, time difference, and new environment made the course even harder. At the beginning, I thought I would be okay to pass this course because I already had learned the most of writing skills in EAP1. In addition, I did pretty well on EAP1. However, EAP2 wasn't as easy as I thought. As I mentioned first, the new circumstance came to me as a big challenge. The criteria of evaluation also got more selective. I had to write essays more logically and critically. However, despite the hard work and hard time, I have been able to write cohesive and sophisticated essays. Now, I feel I'm able to attend ENG 160 and I deserve it. Here are some improvements that I made throughout the course.

WHAT THE PARAGRAPH DOES WELL:

•

HOW THE PARAGRAPH COULD BE IMPROVED:

•

2. BODY PARAGRAPH: SUMMARY

For summary 2, I think I did a better job than before and the article I think I understand more than the first summary, I think I improve a lot after this semester. This semester we are focusing on summarizing and responding, both of these things are helping me get into english 160.

WHAT THE PARAGRAPH DOES WELL:

•

HOW THE PARAGRAPH COULD BE IMPROVED:

•

3. BODY PARAGRAPH: SUMMARY-RESPONSE

Further, In this course, my second assignment was a summary/response essay. In this assignment, we have to read an essay, summarize it as well as write a response to two quotes from the author and respond to it by using different sources or by sharing personal experience for this assignment. Before writing a summary/response essay, I was unable to develop an organizational pattern and write a thesis statement by reading the essay. I think this assignment has helped me a lot to improve my writing in

summary/response and it also improved my writing skills in developing organizational patterns and thesis statements as I mentioned above in this paragraph. I would say that not only this assignment developed my organizational skills and thesis statement but it also helped me to improve my vocabulary skills for further assignment in English courses.	
WHAT THE PARAGRAPH DOES WELL: •	HOW THE PARAGRAPH COULD BE IMPROVED: •

4. BODY PARAGRAPH: RESEARCH PAPER	
At last, my third and final assignment was about a research paper. In this assignment, I wrote about the research with relation to globalization and its positive and negative effects to the health and lifestyle of people. I had written about the positive effects of globalization such as improved health care, education based on new technologies and improved academia which you see below in detail in my research paper assignment. This assignment helped not only for the academics but also I came to know more in detail about globalization and its positives after doing research about globalization. For this assignment, I took help from sources as well as I share my personal experience about education. I think that research paper was one of the best assignments for me that have written and shared personal experience in this assignment.	
WHAT THE PARAGRAPH DOES WELL: •	HOW THE PARAGRAPH COULD BE IMPROVED: •

5. CONCLUSION PARAGRAPH	
All in all, in this course, with the encouragement from my teacher and classmates, I learned a lot in this course, from different summarizing skills to work and discuss with classmates. I feel confident enough that I am willing to take ENGL 160 as my next goal to achieve to be a higher level English writer.	
WHAT THE PARAGRAPH DOES WELL: •	HOW THE PARAGRAPH COULD BE IMPROVED: •

C. Cover Letter Workshop

COMPOSING YOUR COVER LETTER

Write a paragraph focusing on today's **Workshop Assignment. Try to answer the following questions and provide details about how you are improving the assignment.**

- Why did you choose this piece to be included in your portfolio?
- What were your goals for improving this project for the portfolio?
- How, specifically, did you improve the project?
- Do you feel you have successfully improved the project, and why?
- What specific challenges did you face in working on this project (both in the original process and in the final revision for the portfolio)?
- How does this project reflect your strengths and weaknesses as a writer?
- How does this project show you are ready for ENGL 160?

[Cover Letter Workshop](#)

10. PORTFOLIO CHECKLIST

Congratulations! You've completed your portfolio for EAP II. Before you submit your finalized portfolio, use [this checklist](#) to help you identify whether you've completed each part of it accurately or not. Consider working with a fellow classmate, your instructor, or a tutor at the Writing Center to make sure that everything is ready to go!

Self-Review Checklist: Final Portfolio	Table of Contents ☐ Includes required heading (<i>view sample table of contents</i>) ☐ Includes projects in accurate order (<i>view sample table of contents</i>) ☐ Formatted correctly (<i>view sample table of contents</i>)
	Revised Project 1 (Summary) ☐ Revised global issues (<i>content & organization – use graded assignment to help you identify these</i>) ☐ Revised sentence-level issues (<i>grammar & vocabulary</i>) ☐ Distinct from previous draft (<i>revisions were clearly made</i>) ☐ Work Cited page ☐ MLA Formatting
	Revised Project 2 (Summary/Response) ☐ Revised global issues (<i>content & organization – use graded assignment to help you identify these</i>) ☐ Revised sentence-level issues (<i>grammar & vocabulary</i>) ☐ Distinct from previous draft (<i>revisions were clearly made</i>) ☐ Work Cited page ☐ MLA Formatting
	Revised Project 3 (Research Paper) ☐ Revised global issues (<i>content & organization – use graded assignment to help you identify these</i>) ☐ Revised sentence-level issues (<i>grammar & vocabulary</i>) ☐ Distinct from previous draft (<i>revisions were clearly made</i>) ☐ Work Cited page ☐ MLA Formatting
Cover Letter ☐ Includes heading (<i>view cover letter guidelines</i>) ☐ Includes introduction (<i>view cover letter guidelines</i>) ☐ Includes paragraph about Project 1 (<i>view cover letter guidelines</i>) ☐ Includes paragraph about Project 2 (<i>view cover letter guidelines</i>) ☐ Includes paragraph about Project 3 (<i>view cover letter guidelines</i>) ☐ Includes conclusion (<i>view cover letter guidelines</i>) ☐ Includes closing (<i>view cover letter guidelines</i>)	
Submission ☐ Entire Portfolio has been completed in the Google Doc (including 3 revised assignments AND the cover letter) ☐ Entire Portfolio has been submitted to SafeAssign in ONE document. ☐ I understand that if my complete portfolio is not submitted to SafeAssign on time, it will receive an Unsatisfactory and will not be shown to the ENGL 160 Committee. ☐ I understand that if any part of my portfolio is plagiarized, it will receive an Unsatisfactory and will not be shown to the ENGL 160 Committee.	

11. CHAPTER SUMMARY

This chapter took you through the steps of compiling a writing portfolio that exhibits your best work from this semester and allows you to reflect on the skills you've worked on for the past few months. Submitting your writing portfolio for the English 160 Committee to review is an important step to successfully completing this course.

CHAPTER 7: TIMED WRITING ASSIGNMENTS

Click on a link below to go to that section.

1. INTRODUCTION

2. EXAMS AT A GLANCE

- A. Midterm Exam (Spring/Fall)
- B. Midterm Exam (Summer)
- C. Final Exam (Spring/Summer/Fall)

3. GENERAL EXAM GUIDELINES

- A. General Guidelines
- B. Other Things to Keep in Mind
- C. Tips for Taking an In-Class Timed Writing Exam
- D. More on the Two-Day Midterm (Fall/Spring Alternative 2)
 - i. Understanding Exam Structure
 - ii. Breakdown of the Two-day Exam: Sample Essay
 - iii. Organizing Your Time for the Two-Day Midterm Exam
 - iv. Practice: Two-Part Midterm Exam

4. ORGANIZING YOUR TIME FOR THE EXAM

- A. One-Day Midterm Exam
- B. Final Exam

5. EXAM REVIEW AND PRACTICE ACTIVITIES

- A. Understanding Essay Structure
- B. Paraphrasing Practice
- C. Annotating for Exams
- D. Outlining an Article
- E. Analyzing a Summary-Response Essay
- F. Evaluating Sample Student Essays
- G. End-of-Semester Reflection

6. TIMED WRITING PRACTICE

- A. Midterm Practice: One-Day Exam (Fall/Spring)
- B. Articles for Additional Timed Writing Practice

7. CHAPTER SUMMARY

1. INTRODUCTION

Timed writing measures your raw writing ability and your skill at thinking under pressure. It's a practical skill to develop.

- Writing within a time limit improves your mental agility—being able to think quickly and logically is an invaluable skill.
- In college and in life, you will be required to compose arguments (written and verbal) on the spot, so the more you practice it, the more effective your arguments will be.
- American academic and professional culture highly values polished written skills. Demonstrating effective communication skills by crafting well written responses and proposals quickly leads to better grades and increased professional opportunities.

We will engage in timed writing tasks throughout the semester, mainly as the first draft of major writing assignments. In addition, your midterm and final exams will be timed summary-response essays.

Our goals for this chapter include:

- understanding the midterm and final exam essay guidelines and prompts
- considering how to effectively apply the writing skills we've developed to timed writing situations
- devising a plan to effectively budget our exam time
- practicing timed writing

2. EXAMS AT A GLANCE

Following is a breakdown of what you can expect for each exam.

A. Midterm Exam (Spring/Fall)

The midterm exam serves as practice for your final exam, in which you will write a four- to five-paragraph summary-response essay within a 90-minute time limit. Because fall and spring EAP II classes meet for less than 90 minutes per session, the midterm exam will not look exactly like the final, but in both of the alternatives below, you will be able to practice the skills necessary to successfully complete the final exam: critical reading, paraphrasing, summarizing, responding to a text, and drafting an essay within a time limit.

FEATURE	ALTERNATIVE 1: ONE-DAY EXAM	ALTERNATIVE 2: TWO-DAY EXAM
Time Limit	75 minutes	50 minutes each day
Tasks	• Read an article of 550-650 words • Write a complete four-paragraph summary-response essay ○ Introduction ○ Summary paragraph ○ Response paragraph ○ Conclusion	DAY 1 • Read an article of 550-700 words • Write a One-sentence Summary and a Summary Paragraph DAY 2 • Read an article of 550-700 words (<i>different article from Day 1</i>) • Write a thesis statement and one or two response paragraphs

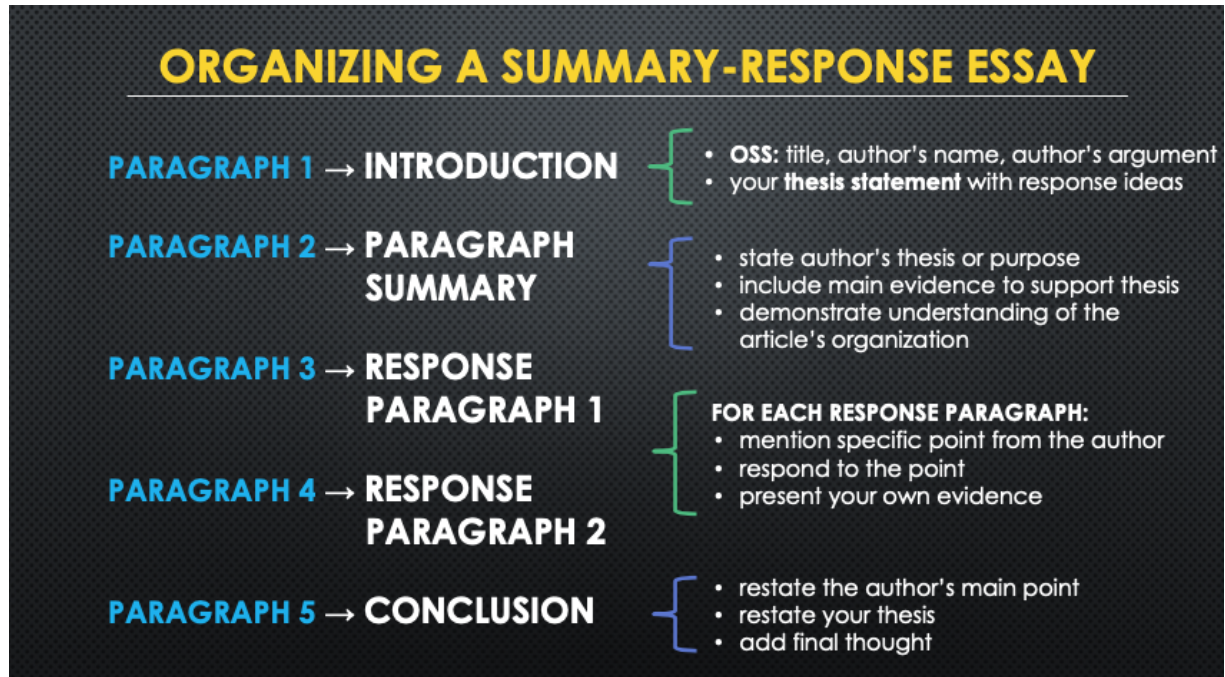
Check with your instructor for which exam alternative will be used for your midterm exam.

B. Midterm Exam (Summer)

For the summer semester, the midterm is similar to the final exam. You will write a four- to five-paragraph summary-response essay within a 90-minute time limit. The exam will take place over one class session. The summer midterm exam is typically scheduled for the last class session of Week 5.

C. Final Exam (Spring/Summer/Fall)

For the final exam, you will write a four- to five-paragraph summary-response essay within a 90-minute time limit. For spring and fall semesters, the exam will be given in Week 16 according to the [UIC Final Exam schedule](#). In summer, the exam is given the last class session (Week 10).



3. GENERAL EXAM GUIDELINES

A. General Guidelines

Your instructor will provide you with written guidelines prior to each exam. Please review the guidelines carefully and be sure to ask any questions you may have. Guidelines may differ depending on how the specific exam is administered. For example:

- As we saw earlier, the exam may be given over one class period or two. The guidelines will address the specific exam content and instructions so you'll know what to expect.
- You may be asked to write your essay by hand, or you may be required to install and use [LockDown Browser](#) on your own computer.
- Additional guidelines may be included depending on how the exam is administered.

B. Other Things to Keep in Mind:

- **If you are using [LockDown Browser](#) for the exam**, be sure to install the Blackboard version on your computer, check to make sure you have the most recent version, and test it a few days before the exam. If you have issues connecting, let your instructor know so that they can help you.
- **Your phone should be turned off completely and not in your testing area.** You should have no other handouts, books, papers, or materials near you during the exam. Check with your teacher to see which resources (such as a dictionary) are approved.
- The exam will be available **only during the scheduled exam session**. Students beginning late will not be given extra time to complete the exam.
- **There will be no make-up exam.** Make sure that you know when the exam is, and be on time.
- If you have an **urgent question or an issue** during the exam, talk to your instructor. You are not allowed to communicate with anyone else during the exam. Remember that if you need to talk to your instructor, the timer will not stop running, so plan to ask questions before starting the exam.
- You **should not leave your testing area** during the exam. Please make sure you have taken care of any personal needs prior to starting the exam. If you do need to get up from the exam for any reason, remember that the timer will not pause.

C. Tips for Taking an In-Class Timed Writing Exam

Here are some tips for navigating the midterm and final exam.

- If you are required to use Lockdown Browser for the exam, make sure you have the most recent version installed on your computer. Test the browser a day or two ahead of time to make sure you'll be able to access the exam. If you have issues, check with your instructor.
- Take the practice exam in order to:
 - familiarize yourself with the test environment
 - practice taking an exam in a timed situation
 - receive peer, self, and instructor feedback before the actual exam
- Read the exam guidelines and instructions (provided ahead of time by your instructor) carefully before entering the exam. Try not to spend exam time reading instructions and figuring out what to do.
- Budget your test time. Use the **Organizing Your Time** activities in this chapter to help you plan your time.
 - [Midterm Exam](#)
 - [Final Exam](#)

PAUSE AND REFLECT: Test-taking Advice

What other tips can you share? Write them here, then share them with your team.

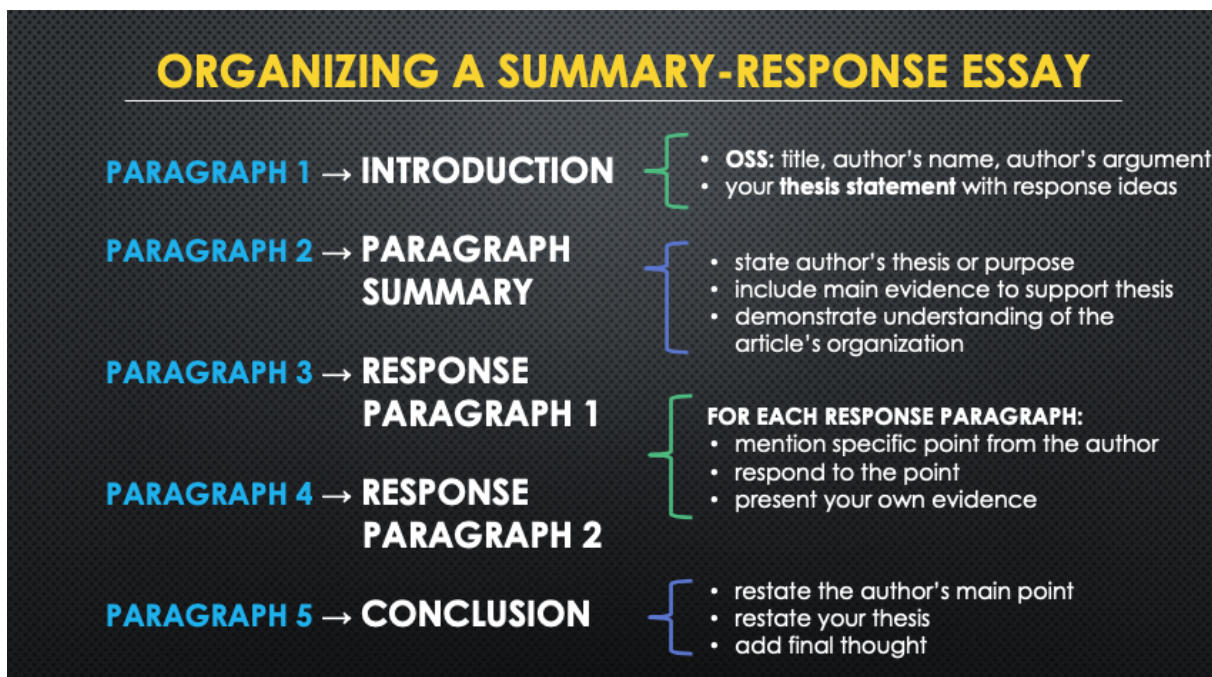
●

D. More on the Two-Day Midterm (Fall/Spring Alternative 2)

Following are activities and tips to help you prepare for the two-day midterm exam.

i. Understanding Exam Structure

Look at the summary-response essay diagram below. Which parts will you write on each day of the exam?



Write your responses in the chart below:

EXAM DAY 1	EXAM DAY 2
•	•

PAUSE AND REFLECT: Thinking about Your Testing Skills

Discuss the following with your team:

- Which aspects of the exam do you feel most confident about? Why?
- Which parts of the exam do you think will be most challenging for you?
- What Ideas do you have to help you overcome those challenges?

ii. Breakdown of Two-day Exam: Sample Essay

Below is a sample summary-response essay. The parts have been color-coded to show what parts of the essay you will focus on during the two days of the midterm exam. Here is the [link](#) to the article the following essay focuses on.

EXAM DAY 1	EXAM DAY 2
• One-sentence Summary • Summary paragraph	• Thesis statement • One or two response paragraphs

Robots: One Size Does Not Fit All

In her article, “Robot Helps Sick Children Feel Less Lonely,” Anna Matteo writes that a smart robot called AV1 can help sick children feel better by alleviating feelings of isolation. While Mateo states that AV1 can help sick children, I believe it is necessary to admit that this robot can solve some problems for these children, but it can’t help every child because robots can’t replace a child’s relationship with friends, nor can they help children of different ages equally.

Anna Matteo’s article describes how robots may be able to help sick children feel less lonely when they are unable to attend school for an extended time. Matteo writes that as a result of long-term illnesses, sick children often have to recover at home or in the hospital. As a way to help these children, the robot can go to school for them. Matteo explains that the life-size robot sits in the child’s desk at school, and by using a tablet or a phone to control the robot, the sick child can take part in classroom activities wherever they are. In order to make communication easier and more natural, the robot was designed with speakers, microphones and cameras. According to the article, the reason the designers chose a life-size robot that resembles the human figure instead of a smaller piece of equipment, such as a tablet or computer with a rotating camera, is that they want the students in the classroom to treat the robot as a friend, not as a toy that can be carried away. Matteo concludes that children can make good use of the robot and feel less lonely with the company that AV1 robot can provide.

Matteo states, “The robot takes their place at school. Through the robot, children can hear their teachers and friends.” In this passage, Mateo attempts to describe how the robot helps children to interact with their classmates and teachers. However, while these robots are useful in some ways, they can’t replace human company, especially from parents and friends. Only watching or listening to their friends is not enough to make them not feel lonely. While I’ve never had the benefit of having a robot go to school for me when I was sick, I was once forced to miss three weeks of school because of the chicken pox. In order to not have me fall behind in my studies, two of my friends collected my lessons each day and brought them to me. Because my illness was contagious, they were not allowed to stay and visit, but we would spend several hours on the phone once they got home so that they could tell me all about what was going on at school. While this helped me not to feel so disconnected from school and my friends, it was no substitute for actually being in school, and for those three weeks I was very lonely and impatient to get better. I imagine that having a robot attend school for me would have been a similar experience, giving me a glimpse into what I was missing, but not completely alleviating my loneliness because my face-to-face contact with my friends would still be limited.

In the article, Matteo does not specify the particular ages of children who might best be helped through the AV1 technology but instead vaguely refers only to “children who are recovering from long-term illnesses in the hospital or at home.” As a result, readers do not have much information

specifically about which children this robot would benefit. This information would be vital for readers to know because it is important to note that robots cannot effectively help children of different ages. It's not clear from the article whether she's taking into consideration the idea that child-robot interaction is more engaging for an 8-year-old child than for one who is 12 or 14. A younger child would likely be more engaged in the novelty of having a robot; older children would likely lose interest much more quickly and become bored and impatient as they recover from their illness. This may negatively affect their ability to focus on the lessons they are missing and to catch up with their classmates. For this reason, it is important to consider the child's age when we talk about the robots' effectiveness. In other words, children of different ages will react differently to the robot. Thus, a robot can't help them all in the same way and may be more effective for younger children.

While Matteo believes that robots can help sick children considerably, it is clear that there are some limitations. Robots can provide some help, but the help still can't replace the intimacy and caring of human beings and can't equally help children of different ages. In order to improve the relationship between children and robots, we should consider tailoring the individual robot to the specific needs and age of the child and take different factors into account in our future robots' design.

iii. Organizing Your Time for the Two-Day Midterm Exam (50 minutes each day) - *Fall/Spring Alternative 2*

Complete the following activities to help you budget your exam time.

PART 1: THINKING ABOUT YOUR TEST-TAKING HABITS

Think about the summary-response essays you have written so far. Which of the following steps have taken a lot of time for you?

_____ reading and annotating the article	_____ writing the summary paragraph
_____ organizing what you are going to write	_____ writing the response paragraphs
_____ writing the introduction	_____ writing the conclusion
	_____ revising/proofreading what you wrote

PART 2: MAKING A PLAN

For the midterm exam, you will have 50 minutes to read an article and complete your exam during each session. Fill in the chart below with how much time you plan to spend on each step to help you finish in time. **Make sure that your total minutes add up to 50 or less!**

Midterm Exam Day 1 (50 minutes)

STEP	NUMBER OF MINUTES YOU PLAN TO SPEND ON THIS STEP
Reading and annotating the article.	
Organizing what you are going to write.	
Writing the one-sentence summary.	
Writing the summary paragraph.	
Revising/proofreading what you wrote.	

Midterm Exam Day 2 (50 minutes)

STEP	NUMBER OF MINUTES YOU PLAN TO SPEND ON THIS STEP
Reading and annotating the article.	
Organizing what you are going to write.	
Writing the thesis statement.	
Writing the response paragraphs.	
Revising/proofreading what you wrote.	

iv. Practice: Two-Part Midterm Exam

Your instructor will set up timed writing practice for the midterm exam on Blackboard. [Click here](#) for practice articles with exam instructions to help familiarize you with the exam format.

4. ORGANIZING YOUR TIME FOR THE EXAM

A. One-Day Midterm Exam

PART 1: THINKING ABOUT YOUR TEST-TAKING HABITS

Think about the summary-response essays you have written so far. Which of the following steps have taken a lot of time for you?

☐ reading and annotating the article	☐ writing the response paragraphs
☐ organizing what you are going to write	☐ writing the conclusion
☐ writing the introduction	☐ revising/proofreading what you wrote
☐ writing the summary paragraph	

PART 2: MAKING A PLAN

How much time will you have to read your article and complete your essay for the midterm exam? (Check one.)

FALL/SPRING	SUMMER
☐ 75 minutes	☐ 90 minutes

Fill in the chart below with how much time you plan to spend on each step to help you finish in time. **Make sure that your total minutes add up to the total time you will be given!**

STEP	NUMBER OF MINUTES YOU PLAN TO SPEND ON THIS STEP
Reading and annotating the article.	
Organizing what you are going to write.	
Writing the introduction.	
Writing the summary paragraph.	
Writing the response paragraph.	
Writing the conclusion.	
Revising/proofreading what you wrote.	

B. Final Exam

PART 1: THINKING ABOUT YOUR TEST-TAKING HABITS

Think about the summary-response essays you have written so far. Which of the following steps have taken a lot of time for you?

☐ reading and annotating the article	☐ writing the response paragraphs
☐ organizing what you are going to write	☐ writing the conclusion
☐ writing the introduction	☐ revising/proofreading what you wrote
☐ writing the summary paragraph	

Thinking specifically about your midterm exam, what would you do differently in organizing your time if you were able to retake the exam?

PART 2: MAKING A PLAN

For the final exam, you will have **90 minutes** to read an article and complete your exam essay. Fill in the chart below with how much time you plan to spend on each step to help you finish in time.

Make sure that your total minutes add up to 90 or less!

STEP	NUMBER OF MINUTES YOU PLAN TO SPEND ON THIS STEP
Reading and annotating the article.	
Organizing what you are going to write.	
Writing the introduction.	
Writing the summary paragraph.	
Writing the response paragraphs.	
Writing the conclusion.	
Revising/proofreading what you wrote.	

5. EXAM REVIEW AND PRACTICE ACTIVITIES

Following are activities and tips to help you prepare for the midterm or final exam.

A. Understanding Essay Structure

Practice 1: Reviewing General Summary-Response Essay Structure

Work with your team to fill in the chart.

IDENTIFY THE PURPOSE OF EACH PARAGRAPH IN A SUMMARY-RESPONSE ESSAY	
PARAGRAPH 1	
PARAGRAPH 2	
PARAGRAPH 3	
PARAGRAPH 4	
PARAGRAPH 5	

Practice 2: Reviewing the Components of Each Paragraph

Cut and paste each element in the right column under the paragraph it belongs to. Check with your team when you are done.

SUMMARY-RESPONSE ESSAY STRUCTURE

PARAGRAPH	SUMMARY-RESPONSE ESSAY ELEMENTS
INTRODUCTION •	• Mention specific opinion from the article • Add final thought • State author's thesis or purpose • OSS: title, author's name, author's argument • Respond to the point • Restate your thesis
SUMMARY •	

RESPONSE (1 or 2 paragraphs) •	• Demonstrate understanding of the article's organization • Present your own evidence • Your thesis statement with response ideas
CONCLUSION •	• Restate the author's main point • Include main evidence (details) to support author's thesis

Practice 3: Putting It All Together

Use this [interactive PPT](#) to help you review the structure of a summary-response essay. See the instructions and a screen shot of the game below.

STRUCTURE OF A SUMMARY-RESPONSE ESSAY

DIRECTIONS: Move the cards to the appropriate place in the chart to show the structure of a summary-response essay. The **yellow** cards belong on the left (**Purpose of Paragraph**) and the **blue** cards belong on the right (**Parts of Paragraph**).

Move the yellow and blue cards to the proper box on the game board. The number in each box in the blue column tells you how many blue cards belong in that box.

Conclusion	STRUCTURE OF A SUMMARY-RESPONSE ESSAY			Restate your thesis
	PARAGRAPH	PURPOSE OF PARAGRAPH	PARTS OF PARAGRAPH	Mention specific point from
	1		2	Add final thought
	2		3	Important details from a
	3		3	Restate author's main
Introduction	4	Same as paragraph 3.		Present evidence to support
Response	5		3	Title + author + argument
Summary				My thesis (agree/disag
				Point to organizational patter
				Respond to point (agree/d
				Author's thesis or purp

Click on [this link](#) to access the interactive review PPT.

PAUSE AND REFLECT: Thinking about Your Testing Skills

Discuss the following with your team:

- Which aspects of the exam do you feel most confident about? Why?
- Which parts of the exam do you think will be most challenging for you?
- What Ideas do you have to help you overcome those challenges?

B. Paraphrasing Practice

Practice 1: Using Word Forms to Paraphrase Sentences

Paraphrase each of the following sentences by changing the word form (part of speech) of the underlined word.

ORIGINAL SENTENCE	YOUR PARAPHRASE
EXAMPLE: <u>Physical fitness</u> produces good feelings.	A physically fit person feels good.
1. It can be <u>difficult</u> to choose a suitable place to study English.	
2. With practice, most students can paraphrase <u>effectively</u> .	
3. Writing essays can be a <u>challenging</u> task.	
4. When I go on a trip, I check my purse <u>carefully</u> to make sure I have my passport.	
5. Today, many people are worried about internet <u>security</u> .	

Practice 2: Paraphrasing Paragraphs

Paraphrase each of the following passages using at least two paraphrasing strategies. Be sure to include a signal phrase with the necessary citation information. Compare with your partner when you're done.

ORIGINAL PARAGRAPH	YOUR PARAPHRASE
1. Illiteracy is a problem in many of the world's poorest countries. Even in wealthier nations like the United States, many children struggle with reading and writing. But in 19 cities across the U.S., the volunteers of Experience Corps are helping youngsters learn to read. The volunteers, all over 50, work with students in low-income areas. (Finn Brown, Older Volunteers Help Children Learn to Read, page 34)	
2. "To look at an individual's personality, you can	

do four different things. First, and perhaps most obviously, you can ask the person directly for her own opinion about what she is like. This is exactly what personality psychologists usually do. Second, you can find out what other people who know the person well say about her. Third, you can check on how the person is faring in life. And finally, you can observe what the person does and try to measure her behavior as directly and objectively as possible.” (Steven Funder, page 152)	

Need more practice? Check [this exercise](#) out.

C. Annotating for Exams

Effective writers read a text multiple times and annotate (make notes on) the text as they read. This helps them to identify the parts of the text and how they fit together. Below are strategies for annotating an article that will help you to identify the author's argument and points to respond to.

STEP 1. Get a general idea of the article.

The first time you read an article, think about these general questions:

- What is the article about?
- What is the author's view on this topic?
- What evidence does the author use to convince me of their argument?

STEP 2. Find the important information in the introductory paragraph.

Review the article a second time. As you read:

- Circle the author's name and his/her title or credentials.
- Underline a few key words or phrases in the first few paragraphs that describe the topic and that would be helpful to include as background information for your reader.
- Try to find a thesis statement or argument in the first few paragraphs that seems to indicate the main idea. When you find it, mark it. *(Note that in longer texts, the first few paragraphs may be background information for the reader, and the thesis may appear later in the text; it's not always in the first or second paragraph.)*

STEP 3. Find information for the summary paragraph.

- Highlight the author's main points. To find these, after you have read each paragraph, ask yourself the question: Is the point of this paragraph a new one OR is it just more information about the point in the previous paragraph? Mark each point.
- Look for clues that point to the organizational patterns used in the article.
- Think about how you will explain each point. Look at the text again and mark one or two details that are most helpful or convincing to explain each one. These are the supporting points you'll use.

STEP 4. Choose information to respond to in your response paragraphs.

- Make note of the opinions or conclusions that the author draws in the article. Be careful not to select a fact or observation.
- Are there specific arguments that you feel strongly about and can respond to? What ideas do you have to respond?

A NOTE ON ANNOTATING IN A BLACKBOARD EXAM

If you are taking the exam in Blackboard, you are not allowed to take notes on paper. In this case, it's best to use the essay box to take notes and to copy important sentences from the article to help you organize your thoughts.

Keep your notes at the top of the box, and write your essay below. You can delete the notes one by one as you write your essay, or wait until you've completed the essay to delete them all at once. If time runs out but you haven't deleted your notes, it's okay. Your instructor can remove them before sending your exam to the ENGL 160 Committee for review.

Practice: Annotating and Article

Use the Comments feature to annotate the following article. Be sure to identify the main idea and important details, the organizational pattern, two to three opinions you can respond to, and your initial respond to each.

Delete Facebook?

Dean Burnett (he)

As a social network, Facebook seems to be defined by its problems — and for several good reasons, too! When it comes to the social network, it's not an isolated instance of mishandling user data or a single bad policy... it's that the company has *repeatedly* mishandled user data. It has *continuously* made bad policy decisions, and even doubled down on them when criticized by experts and the broader public. Some of Facebook's most pressing issues have been a problem for over ten years now. Other social networking apps have had similar issues, though not to the extent of Facebook.

We all know at least one person who claims that they will quit Facebook/Twitter/another social network but never do, or if they do, they quietly return a short time later. Why are social networks so hard to quit using? There are many reasons why, but one is that they tend to stimulate our brains in fundamental ways.

According to researchers at Harvard University, social interactions played an important in the evolution of our large and powerful brains. These researchers argue that when you're part of a human group, your group protects you, feeds you, cares for you, helps you, and even provides you with mating opportunities. Over time, this meant humans were unable to survive alone in the wild, but did succeed in a group. Basically, we've evolved to like and need social interactions. Social interactions and pleasure are connected.

Social media provides us with the opportunity to socialize with others 24/7 effortlessly. Our brains gain a lot of enjoyment from such a thing. Being able to interact with others at any time provides us with the protection, care, and attention that we as humans love and require.

Similarly, a negative social interaction, a rejection, causes us immense pain. This is because of how humans have evolved: if your survival depends on being accepted by the group, being rejected by others is a matter of life or death, so positive social interactions are crucial.

We may want to be liked and accepted by others, but we also want to be admired by them. Social status is important for many species, and humans are no different. Social phobias are by far the most common kinds, so any time you engage with someone new it's potentially very important, requiring a lot of effort. And maybe because of this, we want to make sure other people like us as much as possible.

Social media also allows us nearly total control over how others perceive us. We can choose exactly how to look and what to say whenever we wish to say it, rather than allowing people to judge us without our control. Using social media reduces uncertainty and provides a very comforting sense of control in social interactions. What Facebook and other social networks do is provide the social

interactions, connections and approval we desire, but because we can control these interactions, it is less risky and easier to do.

Facebook and other social media platforms give us the attention that we need for survival. For that reason, it's pretty obvious why so many have trouble getting away from it, despite all its considerable flaws.

Many suggest that we're "addicted" to Facebook, but that's a bit extreme. Instead, Facebook is part of our survival as humans because of the social aspect of it. But then we figured out how to refine our use of social media and now need self-discipline and control to avoid the problems that come with it.

Facebook is like sugar for the brain: something we hunger after, but can ultimately be unhealthy and for us. And, much like social media, if eating bag after bag of sugar didn't make you noticeably sick and had no detectable health consequences, it would probably be hard to stop.

Article adapted from Burnett, Dean. "Delete Facebook? That's as Hard as Giving Up Sugar." *The Guardian*, 23 Mar. 2018. [Article link](#).

D. Outlining an Article

Read the article below, then complete the summary-response outline that follows.

The Rise of the New Group Think

Susan Cain (she)

Solitude is out of fashion. Our companies, our schools and our culture are in thrall to an idea I call the New Groupthink, which holds that creativity and achievement come from an oddly gregarious place. Most of us now work in teams, in offices without walls, for managers who prize people skills above all. Lone geniuses are out. Collaboration is in.

But there's a problem with this view. Research strongly suggests that people are more creative when they enjoy privacy and freedom from interruption. And the most spectacularly creative people in many fields are often introverted, according to studies by the psychologists Mihaly Slovek and Gregory Feist. They're extroverted enough to exchange and advance ideas, but see themselves as independent and individualistic. They're not joiners by nature.

Like Slovek and Feist, many introverts resist being herded together. They prefer having nooks and crannies they can hide away in and just be away from everybody. Privacy often makes us productive. It's one thing to associate with a group in which each member works autonomously on his piece of the puzzle; it's another to be corralled into endless meetings or conference calls conducted in offices that afford no rest from the noise and gaze of co-workers. Studies show that open-plan offices make workers hostile, insecure and distracted. They're also more likely to suffer from high blood pressure, stress, the flu and exhaustion. And people whose work is interrupted make 50 percent more mistakes and take twice as long to finish it.

Solitude can even help us learn. According to research on expert performance by the psychologist Anders Ericsson, the best way to master a field is to work on the task that's most demanding for you personally. And often the best way to do this is alone. Only then, Mr. Ericsson told me, can you "go directly to the part that's challenging to you. If you want to improve, you have to be the one who generates the move. Imagine a group class — you're the one generating the move only a small percentage of the time."

I'm not suggesting that we abolish teamwork. Indeed, recent studies suggest that influential academic work is increasingly conducted by teams rather than by individuals. (Although teams whose members collaborate remotely, from separate universities, appear to be the most influential of all.) The problems we face in science, economics and many other fields are more complex than ever before, and we'll need to stand on one another's shoulders if we can possibly hope to solve them.

But even if the problems are different, human nature remains the same. And most humans have two contradictory impulses: we love and need one another, yet we crave privacy and autonomy. To harness the energy that fuels both these drives, we need to move beyond the New Groupthink and embrace a more nuanced approach to creativity and learning. Our offices should encourage casual, cafe-style interactions, but allow people to disappear into personalized, private spaces when they want to be alone. Our schools should teach children to work with others, but also to work on their own for sustained periods of time. And we must recognize that introverts need extra quiet and privacy to do their best work.

Practice 1: Identifying Key Summary Features

Identify the author's **thesis/argument**, and make an outline of the **main supporting points** from the article. Compare your outline with a partner when you're done.

THESIS/ARGUMENT OF ARTICLE
•
MAIN SUPPORTING POINTS
•

Practice 2: Outlining a Response

Copy two sentences or short passages from the article that include an **opinion**. Then outline your response to each. Have a classmate check to see if the statements you chose are opinions and to provide feedback on your ideas.

OPINION	RESPONSE	OUTLINE OF RESPONSE
1.	☐ agree ☐ disagree ☐ mixed response	Reason for your opinion: • Evidence to support your opinion: • Significance of evidence: •
2.	☐ agree ☐ disagree ☐ mixed response	Reason for your opinion: • Evidence to support your opinion: • Significance of evidence: •

E. Analyzing a Summary-Response Essay

Following is a sample student essay based on [this article](#). Skim the linked article, read the essay below, then complete the exercises that follow.

Summary-Response of “Is Google Making Us Stupid?”

1

In his article “Is Google Making Us Stupid?” Nicholas Carr discusses how widespread use of the Internet is negatively impacting our reading, reasoning, and writing habits as well as the way our brains are adapting to changing times in the media industry. While I agree with Carr that new technologies, such as the internet and text messaging, are pushing us toward a more superficial interaction with information, I think he overstates the internet’s negative impact and ignores simple fixes that could substantially lessen it.

2

Carr argues that while the internet has many advantages, our nonstop use of it for work, school, and leisure is negatively impacting us by rewiring our brains and changing how we interact with information. Carr believes that the Internet is transforming us into easily distractible decoders of information who are losing our ability to interpret text and to make deeper critical connections between ideas. Carr approaches his argument from a personal standpoint, describing his own experiences with struggling to concentrate on complex texts because he has gotten used to consuming information in small snippets and quickly skipping from link to link. He cites the work of researcher Marianne Wolf, specifically the elemental differences between reading an ideogram language and an alphabet language, to show that how we read shapes the circuitry of our brains and how we interpret the world. Carr goes even further to argue that not only is the internet shaping how we interact with ideas, it is shaping how ideas are presented to us. As an example, he describes the *New York Times*’s recent decision to provide brief summaries of all of their stories so that readers can skim the headlines and main ideas of stories all in one place rather than having to read entire articles. In the end, he emphasizes that by relying on the Internet for information, we sacrifice the traditional culture that enhances our capacity to think.

3

In speaking about his own experience, Carr argues that “what the internet seems to be doing is chipping away my capacity for concentration and contemplation. My mind now expects to take in information the way the internet distributes it: in a swiftly moving stream of particles. Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.” Here he compares how he currently interacts with information to how he used to before he started relying so much on the internet, and he laments how his capacity to think deeply has decreased as he has become more accustomed to how information is presented on the internet. I agree with Carr’s assessment of his recent lack of ability to interact deeply with ideas and his

disappointment with this because I've noticed the same issue in my own experience. Over the years, and I use the internet more and more, I have found that I have less patience for engaging with complex ideas, and I prefer to consume information on a surface level. Even while skimming an internet newspaper, I cannot be bothered to read the whole article but prefer to skim the headline and the one-sentence summary that typically appears at the beginning of the article. This summary seems to be a new development; I don't think newspapers always had them but that, like the *New York Times's* summary page, they have become more popular recently in response to how people prefer to consume the news. Like Carr, I miss the "deep reading" that used to come so naturally to me.

4

While I can relate to Carr's observation of how his reading has changed, I believe that he is overstating the negative impact of the internet and ignoring the very solution he mentions in the article. In summarizing the work of researcher Marianne Wolf, Carr says "Reading is not an instinctive skill for human beings the way speech is. We have to teach our minds how to translate the symbolic characters we see into the language we understand." While he acknowledges that reading is a skill that requires practice and consistent skill building, he fails to make the connection between this idea and the issue he's describing throughout the article. If our overreliance on the internet causes us to lose our ability to concentrate on complex texts, the solution is to periodically disengage from the internet and mindfully practice reading and engaging with complex texts. Or alternately, we can use the internet to seek out deeper analyses of complex ideas from time to time. If Carr wants to reverse the negative effects of his internet consumption on his thinking, he needs to change his habits and "reteach his mind" how to effectively engage with complex texts. Or, to use the metaphor he employs in the article, he needs to relearn how to scuba dive rather than only choosing to use his Jet Ski.

5

In "Is Google Making Us Stupid?" Nicholas Carr blames his increased internet use for negatively impacting how he reads and interacts with information. While I have noticed this trend in my personal experience, I believe it can be reversed with focused engagement with deeper reading and complex ideas. As Carr stated, reading is not automatic and requires work; perhaps breaking that work into smaller, focused tasks will make it more manageable and help to build back the skills that were lost.

Work Cited

Carr, Nicholas. "Is Google Making Us Stupid?." *The Atlantic*. July/August 2008. Web.

PRACTICE 1: Analyzing the Structure of a Summary-Response Essay

A. Complete the outline for the essay “Summary-Response of “Is Google Making Us Stupid?””

INTRODUCTION	
One-Sentence Summary	author’s name + title + author’s thesis
Student Writer’s Thesis	

SUMMARY	
Organizational Pattern (highlight one)	List of Items Cause/Effect Pro/Con Definition Compare/Contrast Problem/Solution Other:
Important Supporting Details (words and phrases only)	Use the organizational pattern to help you identify important ideas. List bullet points and summarize the details included in the paragraph; do not copy complete sentences from the essay. •

RESPONSES	
Quotations from Author	Reactions and Examples <i>(Summarize the writer's ideas.)</i>

PRACTICE 2: Digging Deeper into a Summary-Response Essay

A. Analyze the sample essay and answer the following questions.

Paragraph 1 (Introduction)

In his article “Is Google Making Us Stupid?” Nicholas Carr discusses how widespread use the Internet is negatively impacting our reading, reasoning, and writing habits as well as the way our brains are adapting to changing times in the media industry. While I agree with Carr that new technologies, such as the internet and text messaging, are pushing us toward a more superficial interaction with information, I think he overstates the internet’s negative impact and ignores simple fixes that could substantially lessen it.

1. How many sentences are in the Introduction?
2. Underline Sentence 1. What’s the purpose of the first sentence? What’s included in the first sentence?
3. *Italicize Sentence 2*. What’s the purpose of the second sentence? What’s included in the second sentence?

Paragraph 2 (Summary)

Carr argues that while the internet has many advantages, our nonstop use of it for work, school, and leisure is negatively impacting us by rewiring our brains and changing how we interact with information. Carr believes that the Internet is transforming us into easily distractible decoders of information who are losing our ability to interpret text and to make deeper critical connections between ideas. Carr approaches his argument from a personal standpoint, describing his own experiences with struggling to concentrate on complex texts because he has gotten used to consuming information in small snippets and quickly skipping from link to link. He cites the work of researcher Marianne Wolf, specifically the elemental differences between reading an ideogram language and an alphabet language, to show that how we read shapes the circuitry of our brains and how we interpret the world. Carr goes even further to argue that not only is the internet shaping how we interact with ideas, it is shaping how ideas are presented to us. As an example, he describes the *New York Times*'s recent decision to provide brief summaries of all of their stories so that readers can skim the headlines and main ideas of stories all in one place rather than having to read entire articles. In the end, he emphasizes that by relying on the Internet for information, we sacrifice the traditional culture that enhances our capacity to think.

1. What's the purpose of Paragraph 2?
2. Underline Sentence 1. What information is included in the first sentence of Paragraph 2?
3. Circle any mention of the author. How does this student make reference to the author?
4. **Highlight** any cohesive devices/transitions. How many does the student use? What types do they use?
5. Does the summary of the article make sense to you? Which aspects are unclear?

Paragraph 3 (Response 1)

In speaking about his own experience, Carr argues that "what the internet seems to be doing is chipping away my capacity for concentration and contemplation. My mind now expects to take in information the way the internet distributes it: in a swiftly moving stream of particles. Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski." Here he compares how he currently interacts with information to how he used to before he started relying so much on the internet, and he laments how his capacity to think deeply has decreased as he has become more accustomed to how information is presented on the internet. I agree with Carr's assessment of his recent lack of ability to interact deeply with ideas and his disappointment with this because I've noticed the same issue in my own experience. Over the years, and I use the internet more and more, I have found that I have less patience for engaging with complex ideas, and I prefer to consume information on a surface level. Even while skimming an internet newspaper, I cannot be bothered to read the whole article but prefer to skim the headline and the one-sentence summary that typically appears at the beginning of the article. This summary seems to be a new development; I don't think newspapers always had them but that, like the *New York Times*'s summary page, they have become more popular recently in response to how people prefer to consume the news. Like Carr, I miss the "deep reading" that used to come so naturally to me.

1. What's the purpose of Body Paragraph 3?
2. Underline Sentence 1. What information is included in the first sentence of Paragraph 3?

3. **Highlight** any quotes or paraphrases. Has the student quoted the author and paraphrased what the author has written?
4. What type of response is the student using? Are they agreeing, disagreeing, or both? Are they using personal experience? Are they comparing it to another text?
5. Is their response well-developed? Why or why not?
6. Has the student added new examples for the conversation, or have they just repeated the original author?
7. Is the connection to the original author's point clear?
8. Is the student's response listed in their thesis? **Highlight** it in the thesis.

Paragraph 4 (Response 2)

While I can relate to Carr's observation of how his reading has changed, I believe that he is overstating the negative impact of the internet and ignoring the very solution he mentions in the article. In summarizing the work of researcher Marianne Wolf, Carr says "Reading is not an instinctive skill for human beings the way speech is. We have to teach our minds how to translate the symbolic characters we see into the language we understand." While he acknowledges that reading is a skill that requires practice and consistent skill building, he fails to make the connection between this idea and the issue he's describing throughout the article. If our overreliance on the internet causes us to lose our ability to concentrate on complex texts, the solution is to periodically disengage from the internet and mindfully practice reading and engaging with complex texts. Or alternately, we can use the internet to seek out deeper analyses of complex ideas from time to time. If Carr wants to reverse the negative effects of his internet consumption on his thinking, he needs to change his habits and "reteach his mind" how to effectively engage with complex texts. Or, to use the metaphor he employs in the article, he needs to relearn how to scuba dive rather than only choosing to use his Jet Ski.

1. What's the purpose of Paragraph 4?
2. Underline Sentence 1. What information is included in the first sentence of Paragraph 4?
3. **Highlight** any quotes or paraphrases. Has the student quoted the author and paraphrased what the author has written?
4. What type of response is the student using? Are they agreeing, disagreeing, or both? Are they using personal experience? Are they comparing it to another text?
5. Is their response well-developed? Why or why not?
6. Has the student added new examples for the conversation, or have they just repeated the original author?
7. Is the connection to the original author's point clear?
8. Is the student's response listed in their thesis? **Highlight** it in the thesis.

Paragraph 5 (Conclusion)

In "Is Google Making Us Stupid?" Nicholas Carr blames his increased internet use for negatively impacting how he reads and interacts with information. While I have noticed this trend in my personal experience, I believe it can be reversed with focused engagement with deeper reading and complex ideas. As Carr stated, reading is not automatic and requires work; perhaps breaking that work into smaller, focused tasks will make it more manageable and help to build back the skills that were lost.

1. What's the purpose of Paragraph 5?

2. Highlight the following elements of Paragraph 5:
 - a. Summary of the original author's thesis/argument
 - b. Restatement of student writer's thesis
 - c. Final thought
 3. What type of final thought does the writer include? (*Underline one.*)
 - a. Prediction
 - b. Recommendation
 - c. Warning
 - d. Call to action
 - e. Other (explain):
-

F. Evaluating Sample Student Essays

One effective way of reviewing for a writing exam is to analyze and evaluate sample essays to determine what they do well and what they need to focus more on. Following are several samples written by students in past semesters.

Practice: Evaluating Student Essays

In the chart below, click on the final exam practice article for your semester and skim it. Then decide with your team which of the two essays you will focus on together. Read and evaluate the essay using the following evaluation form.

Once you are done, discuss your evaluation with your team, and as a committee decide whether the student is ready for ENGL 160 based on their essay.

SEMESTER	PRACTICE EXAM ARTICLE	STUDENT ESSAYS
FALL	“Combatting Fake News”	Student 1 Student 2
SPRING	“Getting Wise to Fake News”	Student 1 Student 2
SUMMER	“Teens and Risky Behavior”	Student 1 Student 2

SUMMARY-RESPONSE ESSAY EVALUATION FORM

Evaluate the student essay based on the summary-response criteria we have focused on in class. Once you are done, reflect on what the essay does well and how it could be improved. Discuss your evaluation with your team, and as a committee decide whether the essay demonstrates that the student is ready for ENGL 160 or not.

KEY
S = Satisfactory (complete, accurate, well organized, well developed)
NI = Needs Improvement
U = Unsatisfactory (incomplete, inaccurate, poorly organized, poorly developed, multiple mistakes)

INTRODUCTION, ORGANIZATION & CONCLUSION

CRITERIA	SCALE	COMMENTS
First sentence includes accurate and complete in-text citation information (<i>author and title</i>) and an accurate and brief one-sentence summary of the article.	S NI U	

The introduction includes clear thesis statement that agrees or disagrees with the article.	S NI U	
The ideas from the thesis are reflected in the response paragraphs .	S NI U	
The essay is complete . It includes five paragraphs with a clear introduction, summary paragraph, at least two response paragraphs, and a conclusion.	S NI U	
The concluding paragraph restates the author's thesis, summarizes the main points of the essay, and provides a final thought.	S NI U	

SUMMARY

CRITERIA	SCALE	COMMENTS
The summary begins with the main argument of the article.	S NI U	
The summary includes all major supporting points and important details and examples without recounting them in excessive detail. The various supporting points are presented in a balanced manner.	S NI U	
The relationship between various points of the summary are clearly and effectively shown through a variety of cohesive devices and transitions . The organizational pattern of the text is clear (<i>pro/con, problem/solution, cause/effect, compare/contrast</i>).	S NI U	
There are references to the author or the article throughout the summary. The last name of the author is used.	S NI U	

RESPONSE

CRITERIA	SCALE	COMMENTS
The writer mentions the specific points from the article that they are focusing on in the response paragraphs.	S NI U	
The writer utilizes various strategies and a variety of evidence to respond to the article (<i>agree; disagree; personal experience; references to history, current issues, culture, or other texts</i>)	S NI U	
The responses are sufficiently developed using specific examples that are relevant to the point being made.	S NI U	
The response paragraphs show evidence of critical thinking (<i>criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned</i>).	S NI U	

LANGUAGE

CRITERIA	SCALE	COMMENTS
Grammar and Sentence Structure. Grammar is accurate. Verb tense is consistent. No or minimal errors in verb and pronoun use, missing words, word order, agreement, and other grammatical structures. Sentences are clear, correct, and complete.	S NI U	
Vocabulary. Word choice is precise and effective. Word forms are correct.	S NI U	
Mechanics. Spelling, capitalization and punctuation	S NI U	

YOUR REFLECTION

Once you've completed the rubric, reflect on the student's performance.

What did the student do well? List 2 positives of this essay. 1. 2.
What does the student need to review? List 2 negatives of this essay. 1. 2.

COMMITTEE DECISION

After reflecting, discuss your evaluation with your committee team, and make a decision together.

STUDENT	COMMITTEE DECISION	EVIDENCE FOR YOUR DECISION
Student 1	☐ ENGL 160 ☐ EAP II	
Student 2	☐ ENGL 160 ☐ EAP II	

G. End of Semester Reflection (Review for Final Exam)

Practice 1: Review

Take a look at the diagnostic essay you wrote during the first week of the semester. Fill in the chart based on what you wrote at the beginning of the semester.

ORGANIZATION			
1. Was the essay organized in a logical fashion?	YES	NO	SO-SO
2. Did the essay have correct summary-response essay organization? If not, what was it missing?	YES	NO	SO-SO
SUMMARY			
1. Did the summary include the most important main ideas and supporting details from the reading?	YES	NO	SO-SO
2. Did the summary include only necessary details? Explain any issues with unnecessary details.	YES	NO	SO-SO
3. Did you effectively use transitions throughout the summary? Explain any issues with transitions.	YES	NO	SO-SO
RESPONSE PARAGRAPHS			
1. Did you select a quote or a specific point from the author that is relevant to the overall argument of the article? Did you choose a fact or opinion? (Circle one.)	YES	NO	SO-SO
2. What strategies is the writer using to respond? Check all that apply. Give specific examples from the essay.	☐ Agree/Disagree ☐ Strengths/Weaknesses ☐ Quality of Author's Support ☐ Connecting ideas to personal experiences ☐ Connecting ideas to other sources ☐ Questioning the author's ideas		
3. Is the response well developed?	YES	NO	SO-SO
4. Does the response show adequate critical thinking?	YES	NO	SO-SO

Practice 2: Reflect

Answer the following questions in as much detail as possible.

Compare the writer you were at the beginning of the semester and the writer you are now.

- What have you learned in terms of organization, reading strategies, time management, academic texts, integrating sources, argumentation, and critical thinking?
- How have you grown?

If you could give two pieces of advice to yourself at the beginning of the semester, what would they be?

- 1.
- 2.

6. TIMED WRITING PRACTICE

Your instructor will set up timed writing practice for the midterm and final exams on Blackboard. Below are midterm exam practice article with exam instructions to help familiarize you with the exam format. For additional practice articles, see the chart in [Part B](#).

A. Midterm Practice: One-Day Exam (Fall/Spring)

INSTRUCTIONS

Write a four paragraph essay **summarizing** the following article and **responding** to it using evidence from your own knowledge and experience. You may use this [online dictionary](#). No other websites or resources are allowed. *(75 minutes)*

Teens Need Social Skills, Not Social Networks Christina Patterson (she)

Recently more than 200 employers were interviewed, and they nearly all said that social intelligence, defined as “the set of abilities and skills we use to understand social situations,” was now more important in new hires than IQ or exam results. Managers said they were wasting too much time in interviewing people who seemed to have no social skills at all, and that if you didn’t have any by the time you started applying for jobs it was probably too late to acquire them.

We need to prepare our young people for a world some of us are only now beginning to face. But how to begin? Six out of 10 of the 12- to 17-year-olds polled for the report said they were lonely. One in 20 said they never spent time with friends outside school. Girls were lonelier than boys. A third of the young people polled said they hardly ever felt popular with their peers and 36% said it was “difficult to make friends”. Nine out of 10 said they were nervous about mixing with people from different backgrounds. It seems that many teens struggle to interact meaningfully.

If today’s young people are locked in their bedrooms, gazing at their smartphones, this, at least according to the report, isn’t actually making things worse. The young people who spent more time online said they had more fulfilling and stable friendships than the ones who spent less. This, says the report, could be because it helped them to practise their social skills before trying them out in “real life.”

Still, the takeaways are clear. Adolescents who want to get ahead at work need to spend a bit less time on their smartphones and get an awful lot better at studying human interaction. They need to understand how to read and respond effectively to body language and nonverbal communication cues. They need to know when a colleague needs a kind word or some quiet to get on with a deadline. They need to know that when the boss’s face goes red, you can’t just swipe left and move on.

Not least because these are the things that robots still can't do. About half of jobs are at risk of automation, according to a series of terrifying reports, including one by the Oxford academics Carl Benedikt Frey and Michael Osborne on *The Future of Employment*. It's still not exactly clear what will be left when the robots come, but we *do know* that they are on their way. And that it isn't just the low-skilled workers who will see their jobs wiped out.

In this forcibly brave new digital world, the shift will be away from employees to freelancers and contractors. It will, in other words, be away from security to a world where you have to bid for every tiny scrap of work. If you are good at it, you will be taken on for a project, and when that is over you will be dropped. It's zero hours and it's a stressful way to live. Ask a journalist who has lost their job. Ask me.

We need to prepare our young people for a world some of us are only now beginning to face. We need to teach them to be strong and to cope with disappointment. We need to teach them how to cope when they work at home on their own, but also the social skills to win the work. Parents need to do this. Schools need to do this. And students need to understand the importance of building their social skills for their future.

Article adapted from Patterson, Christina. "Our Teens Need Social Skills, Not Social Networks." *The Guardian*, 22 March 2016. [Article link](#).

B. Articles for Additional Timed Writing Practice

SEMESTER	ARTICLE
Fall	Final Exam Practice: "Combatting Fake News"
Spring	Final Exam Practice: "Getting Wise to Fake News"
Summer	Midterm Exam Practice: "Globalization - Who Benefits?" Final Exam Practice: "Teens and Risky Behavior"

7. CHAPTER SUMMARY

Writing within a time limit can be stressful. Practicing is key, as is developing effective strategies for completing the steps of your writing process under pressure. We have practiced timed writing throughout the semester to give you opportunities to hone your skills and to build your confidence for the final exam. In addition to demonstrating your timed writing skills, the final summary-response essay will show the English 160 Committee your ability to read carefully, think critically, and organize and develop your ideas effectively, skills that you will continue to utilize in English 160.

APPENDIX A: MLA FORMATTING GUIDELINES AND RESOURCES

Click on a link below to go to that section.

1. INTRODUCTION

2. MLA STYLE BASICS

- A. [MLA Resources](#)
- B. [Formatting Your Essay Using MLA Style](#)
 - i. [General Guidelines](#)
 - ii. [Formatting the First Page of Your Paper](#)

3. USING A CITATION GENERATOR

4. CREATING CITATIONS IN A WORD PROCESSOR

5. QUICK REFERENCE FOR COMMON WORKS CITED ENTRIES

- A. [Citing an Online Newspaper or Magazine Article](#)
- B. [Citing an YouTube Video](#)
- C. [Citing a TED Talk](#)

6. COMPILING A WORKS CITED LIST

7. GETTING HELP WITH WRITING, STYLE, AND CITATIONS

1. INTRODUCTION

Generally **style manuals** include everything a writer needs to know in order to make their work look and read just like every other work written in that particular **style** — the look of the page, the way other authors are referenced in the body of the work, and even the tone of the writing. Different university classes you take will specify a particular style manual to follow. In your writing classes, you will probably use **MLA (Modern Language Association) style**. You may encounter other style manuals, such as APA (American Psychology Association) or Chicago/University of Chicago. For more general information on various style manuals, start [here](#).

2. MLA STYLE BASICS

A. MLA Resources

MLA Style specifies guidelines for formatting writing assignments and citing research. MLA Style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages. There are several excellent websites that explain the basics of MLA Style and provide helpful examples. Here are a few:

- **MLA Style Center:** [Using MLA Format](#)
- **UIC Library:** [Cite in MLA Style](#)
- **OWL Purdue:** [General MLA Format](#). Click on specific menu items on the left for the information you need.
- **EasyBib:** [MLA Format: Everything You Need to Know Here](#)
- **MLA Style Guide:** [A Complete Resource with Examples](#)

B. Formatting Your Essay Using MLA Style

Below are some basic guidelines for formatting a paper in *MLA style*.

i. General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works (like newspaper, journal, or book titles) and, only when absolutely necessary, providing emphasis.

ii. Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, the course, the date, and the assignment and draft number. Again, be sure to use double-spaced text. Here is a sample heading:

Your Name

English for Academic Purposes II

28 May 2021

Summary 1, Draft 1

- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.

On the next page is a sample of the first page of a paper in MLA style.

Franny Smith

English for Academic Purposes II

2 April 2021

Research Paper, Final Draft

Title of Paper is not in Bold or Underlined

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore

3. USING A CITATION GENERATOR

There are also various citation generators that can format citations using MLA style if you give them the appropriate information. Check out some of them here:

- **Citation Machine:** [Citing in MLA](#). Select the type of source to start.
- **EasyBib:** [Citation Generator](#)
- **Scribbr:** [MLA Citation Generator](#)

4. CREATING CITATIONS IN A WORD PROCESSOR

Lastly, many word processing programs have built-in **citation tools**. You can check them out in GoogleDocs or MS Word, for example.

- **GoogleDocs:** [Add Citations and a Bibliography](#)
- **MS Word:** [Create a Bibliography, Citations, and References](#)

5. QUICK REFERENCE FOR COMMON WORKS CITED ENTRIES

A. Citing an Online Newspaper or Magazine Article

SAMPLE MLA WORKS CITED ENTRIES: ARTICLE IN AN ONLINE MAGAZINE OR NEWSPAPER

TEMPLATE

Author's Last Name, Author's First Name. "Article Title." *Magazine/Newspaper Title*, Date of Publication, URL. Date of Access.

EXAMPLES

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*, 16 Aug. 2012, <https://www.alistapart.com/article/writeliving>. Accessed 4 May 2019.

Epstein, Michaela. "What's Going on in the Amazon?" *The New York Times*, 22 Dec. 2019, <https://www.nytimes.com/2019/08/30/podcasts/daily-newsletter-amazon-fires-epstein-1619.html>. Accessed 1 June 2020.

B. Citing a YouTube Video

YouTube Video with Author Named

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012, www.youtube.com/watch?v=mkdzy9bWW3E.

YouTube Video with No Author Named

"8 Hot Dog Gadgets put to the Test." *YouTube*, uploaded by Crazy Russian Hacker, 6 June 2016, www.youtube.com/watch?v=WBlpjSEtELs.

C. Citing a TED Talk

TED Talk Accessed from a TED Site

Jacobs, A. J. "The Life Cycle of a Cup of Coffee." *TED*, Jan. 2021, www.ted.com/talks/a_j_jacobs_the_life_cycle_of_a_cup_of_coffee.

TED Talk Accessed from YouTube

Bailey, Chris. "How to Get Your Brain to Focus | Chris Bailey | TEDxManchester." *YouTube*, uploaded by TEDx Talks, 5 Apr. 2019, www.youtube.com/watch?v=Hu4Yvq-g7_Y.

PRACTICE 1: Analyzing Works Cited Entries

Create a template for a Works Cited entry for a YouTube video and a TED Talk. See the template in Part A above for an example. Remember to punctuate and capitalize correctly.

6. COMPILING A WORKS CITED LIST

For an assignment that refers to more than one outside source, you will compile a Works Cited page that lists all of the sources in alphabetical order. Here is an example.

SAMPLE WORKS CITED PAGE

First line of each entry starts at the margin. Indent all other lines ½ inch.

Authors' last names are listed in alphabetical order.

[Duke 5](#)

Works Cited

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007, www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0. Accessed 12 May 2016.

Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *rogerebert.com*, 1 June 2006, <http://www.rogerebert.com/reviews/an-inconvenient-truth-2006>. Accessed 15 June 2016.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.

An Inconvenient Truth. Directed by Davis Guggenheim, performances by Al Gore and Billy West, Paramount, 2006.

Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. Springer, 2005.

Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.

Page number continues from rest of paper.

7. GETTING HELP WITH WRITING, STYLE, AND CITATIONS

The UIC Library has a [list of available resources](#) to help you navigate following writing style guidelines, citing sources, and compiling citations. You can also check with your teacher during office hours, or make an appointment with the [Writing Center](#).

APPENDIX B: ASSIGNMENT AND EXAM RUBRICS

Click on a link below to go to that rubric.

1. SUMMARY 1 & 2

- A. In-Class Writing Quiz Checklist: Summary
- B. One-sentence and Paragraph Summary Rubric: Final Draft

2. SUMMARY-RESPONSE 1 & 2

- A. In-Class Writing Quiz Checklist: Response Paragraph
- B. In-Class Writing Quiz Checklist: Complete Summary-Response Essay
- C. Summary-Response Essay Rubric: Final Draft

3. RESEARCH PAPER

- A. Research Paper Outline Rubric
- B. In-Class Writing Quiz Checklist: Research Paper Body Paragraph
- C. Opposing Viewpoint & Source Sandwich Checklist
- D. Introduction & Conclusion Checklist
- E. Research Paper Rubric: Complete First Draft
- F. Research Paper Rubric: Final Draft

4. MIDTERM EXAM

- A. One-Day Exam Rubric (Summer; Fall/Spring Alternative A)
- B. Two-Day Exam Rubric (Fall/Spring Alternative B)
 - i. Day 1: Summary Focus
 - ii. Day 2: Response Focus

1. SUMMARY 1 & 2

A. In-Class Writing Quiz Checklist: Summary

For working in class, you will receive 1 point for each aspect of the assignment that is successfully completed. Use this checklist to help you stay focused during class, and to track your progress for this assignment. Put a check (✓) **on the left side** once you have completed an individual task.

One-Sentence Summary

- ☐ One-Sentence Summary includes the author's name.
- ☐ One-Sentence Summary includes the title of the article.
- ☐ Both the author's name and title are correct.
- ☐ One-Sentence Summary has a grammatically correct signal phrase (*according to the author* **OR** *the author states* - **not both**)
- ☐ One-Sentence Summary has correctly identified the main idea.

Paragraph Summary

- ☐ Paragraph correctly identifies the main argument of the article.
- ☐ Paragraph correctly identifies the main supporting details.
- ☐ Paragraph uses transitions and other cohesive devices.
- ☐ Paragraph refers to the author by last name.
- ☐ Paragraph effectively paraphrases.

B. One-sentence and Paragraph Summary Rubric: Final Draft

ONE-SENTENCE SUMMARY

CRITERIA	SCALE	COMMENTS
The sentence has a grammatically accurate signal phrase (<i>according to the author...the author states...</i>) that correctly identifies the author and title of the reading. A one-sentence summary template has been used successfully.	5 4 3 2 1 0	
The sentence correctly identifies the topic and thesis/argument of the reading.	5 4 3 2 1 0	
The sentence is accurately paraphrased .	5 4 3 2 1 0	
The sentence includes enough information to understand the article, but not too much information that it's too detailed.	5 4 3 2 1 0	

PARAGRAPH SUMMARY

CRITERIA	SCALE	COMMENTS
The first sentence has a grammatically accurate signal phrase (<i>according to the author...the author states...</i>) that correctly identifies the author and title of the reading. A one-sentence summary template has been used successfully.	5 4 3 2 1 0	
The first sentence correctly identifies the topic and thesis/argument of the reading.	5 4 3 2 1 0	
The summary correctly identifies the main supporting details of the reading.	5 4 3 2 1 0	
The summary includes enough information to understand the article, but not too much information that it's too detailed.	5 4 3 2 1 0	
The summary uses connectors and cohesive devices to effectively demonstrate an awareness of the organization of the reading (<i>pro/con, problem/solution, cause/effect, compare/contrast</i>)	5 4 3 2 1 0	
The summary is accurately paraphrased . No quotes have been used.	5 4 3 2 1 0	
There are references to the author throughout the summary. The last name of the author is used.	5 4 3 2 1 0	

WORKS CITED ENTRY

CRITERIA	SCALE	COMMENTS
The information in the Works Cited entry is complete and accurate . Punctuation, capitalization, and abbreviations in the Works Cited entry follow MLA guidelines.	5 4 3 2 1 0	

LANGUAGE

CRITERIA	SCALE	COMMENTS
Grammar and Sentence Structure. Grammar is accurate. Verb tense is consistent. No or minimal errors in verb and pronoun use, missing words, word order, agreement, and other grammatical structures.	5 4 3 2 1 0	
Vocabulary. Word choice is precise and effective. Word forms are correct.	5 4 3 2 1 0	
Mechanics. Spelling, capitalization and punctuation are correct.	5 4 3 2 1 0	

DRAFTING

CRITERIA	SCALE	COMMENTS
The peer and self-reviews have been completed and are included.	5 4 3 2 1 0	
Assignment was completed entirely in Google Docs .	5 4 3 2 1 0	

SCALE	5 = Excellent	4 = Good	3 = Needs Improvement	3.5 is considered passing
	2 = Fair	1 = Poor	0 = Not Demonstrated	

Score: ____/85

2. SUMMARY-RESPONSE 1 & 2

A. In-Class Writing Quiz Checklist: Response Paragraph

For working in class, you will receive 2 points for each aspect of the assignment that is successfully completed (unless noted otherwise). Use this checklist to help you stay focused during class, and to track your progress for this assignment. Put a check (✓) **on the left side** once you have completed an individual task.

Introduction

- ☐ The introduction includes a clear **thesis statement** that agrees or disagrees with one or two specific points from the article (*use a response template to help you*). **(2 points)**
- ☐ Ideas from thesis are reflected in response paragraphs. **(2 points)**

Responses

- ☐ The writer mentions the **specific points** from the article that they're focusing on in the response paragraphs (*quotes from the author*) **(2 points)**
- ☐ Explanations of specific points show accurate understanding of the article and the author's meaning. Sufficient context is provided. **(2 points)**
- ☐ The writer uses various strategies to respond to the points from the article (*agree, disagree, personal experience, references to other texts, references to history or current issues, references to culture*) **(2 points)**
- ☐ The responses are sufficiently developed using specific examples that fit the point being made. **(2 points)**
- ☐ Signal phrases, transitions, and cohesive devices effectively show which ideas are from the article and which points are being made by the student writer. **(2 points)**
- ☐ The response paragraphs provide evidence of critical thinking (*criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned*) **(1 point)**

B. In-Class Writing Quiz Checklist: Complete Summary-Response Essay

For working in class, you will receive 2 points for each aspect of the assignment that is successfully completed (unless noted otherwise). Use this checklist to help you stay focused during class, and to track your progress for this assignment. Put a check (✓) **on the left side** once you have completed an individual task.

Complete Essay
☐ The essay has 4-5 paragraphs with a clear introduction, summary paragraph, at least one response, and a conclusion. <i>(2 points)</i>
Introduction
☐ The introduction includes a grammatically correct signal phrase (according to the author... the author states...) with the correct author name and title . <i>(2 points)</i>
☐ A clear, accurate, and brief one-sentence summary of the article is included in the introduction. <i>(2 points)</i>
☐ The introduction includes a clear thesis statement that agrees or disagrees with the article <i>(use a response template to help you)</i> . <i>(2 points)</i>
Summary
☐ The summary begins with a clear and accurate statement of the main argument of the article. <i>(2 points)</i>
☐ The summary includes all major supporting points and important details and examples without recounting them in excessive detail. <i>(2 points)</i>
☐ The relationship between various points of the summary are clearly and effectively shown through a variety of cohesive devices and transitions . The transitions show the organizational pattern of the text <i>(pro/con, problem/solution, cause/effect, compare/contrast)</i> <i>(2 points)</i>
☐ There are references to the author or the article throughout the summary <i>(mention author's last name frequently)</i> . <i>(2 points)</i>
Responses
☐ The writer mentions the specific points from the article that they're focusing on in the response paragraphs <i>(quotes from the author)</i> <i>(2 points)</i>
☐ The writer uses various strategies to respond to the points from the article <i>(agree, disagree, personal experience, references to other texts, references to history or current issues, references to culture)</i> <i>(2 points)</i>
☐ The responses are sufficiently developed using specific examples that fit the point being made. <i>(2 points)</i>
☐ The response paragraphs provide evidence of critical thinking <i>(criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned)</i> <i>(1 point)</i>
Conclusion
☐ The conclusion includes a summary of the article, a summary of the essay, and a final thought. <i>(2 points)</i>

C. Summary-Response Essay Rubric: Final Draft

INTRODUCTION, ORGANIZATION & CONCLUSION

CRITERIA	SCALE	COMMENTS
First sentence includes accurate and complete in-text citation information (<i>author and title</i>) and an accurate and brief one-sentence summary of the article.	5 4 3 2 1 0	
The introduction includes clear thesis statement that agrees or disagrees with the article. Alternatively, the thesis may express a divided stance.	5 4 3 2 1 0	
The ideas from the thesis are reflected in the response paragraphs .	5 4 3 2 1 0	
The essay includes five paragraphs with a clear introduction, summary paragraph, at least two response paragraphs, and a conclusion.	5 4 3 2 1 0	
The concluding paragraph restates the summary sentence, restates the thesis, and provides a final thought.	5 4 3 2 1 0	

SUMMARY

CRITERIA	SCALE	COMMENTS
The summary begins with the main argument of the article.	5 4 3 2 1 0	
The summary includes all major supporting points and important details and examples without recounting them in excessive detail. The various supporting points are presented in a balanced manner.	5 4 3 2 1 0	
The relationship between various points of the summary are clearly and effectively shown through a variety of cohesive devices and transitions . The organizational pattern of the text is clear (<i>pro/con, problem/solution, cause/effect, compare/contrast</i>).	5 4 3 2 1 0	
There are references to the author or the article throughout the summary. The last name of the author is used.	5 4 3 2 1 0	

SCALE	5 = Excellent	4 = Good	3 = Needs Improvement	3.5 is considered passing
	2 = Fair	1 = Poor	0 = Not Demonstrated	

RESPONSE

CRITERIA	SCALE	COMMENTS
The writer mentions the specific points from the article that they are focusing on in the response paragraphs.	5 4 3 2 1 0	
The writer utilizes various strategies and a variety of evidence to respond to the article (<i>agree; disagree; personal experience; references to history, current issues, culture, or other texts</i>)	5 4 3 2 1 0	
The responses are sufficiently developed using specific examples that are relevant to the point being made.	5 4 3 2 1 0	
The response paragraphs show evidence of critical thinking (<i>criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned</i>).	5 4 3 2 1 0	

LANGUAGE

CRITERIA	SCALE	COMMENTS
Grammar and Sentence Structure. Grammar is accurate. Verb tense is consistent. No or minimal errors in verb and pronoun use, missing words, word order, agreement, and other grammatical structures. Sentences are clear, correct, and complete. Level 4 and 5 sentences present variety in complexity.	5 4 3 2 1 0	
Vocabulary. Word choice is precise and effective. Word forms are correct.	5 4 3 2 1 0	
Mechanics. Spelling, capitalization and punctuation are accurate. Formatting (heading, header, title indenting, line spacing, font type and size) follows MLA guidelines.	5 4 3 2 1 0	

WORKS CITED & DRAFTING

CRITERIA	SCALE	COMMENTS
The Works Cited entry is complete and correct. Formatting for Works Cited entry follows MLA guidelines	5 4 3 2 1 0	
There is evidence of revision between drafts . Assignment was completed entirely in Google Docs .	5 4 3 2 1 0	
The first draft and self and peer reviews are included and complete .	5 4 3 2 1 0	

Score: ___/95

3. RESEARCH PAPER

A. Research Paper Outline Rubric

CRITERIA	SCORE	COMMENTS
Outline includes the full research question .	2 1 0	
Outline includes a thesis statement that answers the research question directly .	2 1 0	
The thesis statement includes three points that provide an overview of the points to be made in the body of the paper.	2 1 0	
The supporting points listed in the thesis fit the research question and are relevant to the writer's argument .	2 1 0	
The thesis statement is grammatical and uses parallel structure effectively.	2 1 0	
Point 1 includes a complete topic sentence that reflects the first idea listed in the thesis statement.	2 1 0	
Point 1 includes one or two sub-points that relate to the point and further the writer's argument.	2 1 0	
Point 1 includes one or two pieces of evidence that relate to the point and support the writer's argument.	2 1 0	
Point 2 includes a complete topic sentence that reflects the first idea listed in the thesis statement.	2 1 0	
Point 2 includes one or two sub-points that relate to the point and further the writer's argument.	2 1 0	
Point 2 includes one or two pieces of evidence that relate to the point and support the writer's argument.	2 1 0	
Point 3 includes a complete topic sentence that reflects the first idea listed in the thesis statement.	2 1 0	
Point 3 includes one or two sub-points that relate to the point and further the writer's argument.	2 1 0	
Point 3 includes one or two pieces of evidence that relate to the point and support the writer's argument.	2 1 0	
Evidence comes from the writer's knowledge and experience and from the sources on the approved source list. There are 4-6 pieces of evidence in total. There is a good balance of evidence (2-3 from writer's experience, 2-3 from sources).	2 1 0	
KEY 2 = complete 1 = so-so 0 = incomplete		

B. In-Class Writing Quiz Checklist: Research Paper Body Paragraph

For working in class, you will receive 1 point for each aspect of the assignment that is successfully completed. Use this checklist to help you stay focused during class, and to track your progress for this assignment. Put a check (✓) **on the left side** once you have completed an individual task.

Research Body Paragraph

- ☐ The **topic sentence** is clear and includes an argument (*first sentence; your opinion for the paragraph*).
- ☐ The topic sentence **supports the thesis statement**.
- ☐ The topic sentence uses **similar language** as what's used in the thesis.
- ☐ The source sandwich begins with a **claim** (*your argument; one of your sub-points*).
- ☐ The source sandwich includes **context** (*background information*).
- ☐ The source sandwich includes a paraphrase or quote with an accurate **in-text citation** (*author's name, title, page #*).
- ☐ The source sandwich includes an **analysis/comment** (*explains the source and how it's relevant to the topic*).
- ☐ The paragraph is developed effectively. It has sufficient context and analysis to clearly.
- ☐ The evidence supports and is **related to** the topic sentence.
- ☐ The paragraph ends with a **concluding sentence** (*restates the topic sentence in a new way*).

C. Opposing Viewpoint & Source Sandwich Checklist

Use this checklist to help you keep track of your progress for these parts of your research paper. Put a check (✓) **on the left side** once you have completed an individual task. Use the resources we discussed in class to help you.

Research Opposition Paragraph

- ☐ Paragraph begins with the **opposing viewpoint** (*the point you disagree with*).
- ☐ Paragraph includes a **concession** (*a sentence showing you understand the opposing viewpoint*).
- ☐ Paragraph includes a **refutation** (*your argument against the opposing viewpoint*).
- ☐ Paragraph includes 2 source sandwiches that help refute the opposing viewpoint.
- ☐ Source Sandwich #1 begins with a claim/context.
- ☐ Source Sandwich #1 includes evidence.
- ☐ Source Sandwich #1 ends with an analysis/comment.
- ☐ Source Sandwich #2 begins with a claim/context.
- ☐ Source Sandwich #2 includes evidence.
- ☐ Source Sandwich #2 ends with an analysis/comment.
- ☐ Paragraph ends with a concluding sentence (*restates the opposing viewpoint and the refutation*).

D. Introduction & Conclusion Checklist

Use this checklist to help you keep track of your progress for these parts of your research paper. Put a check (✓) **on the left side** once you have completed an individual task. Use your textbook as a reference for the structure of these parts of your essay.

Introduction

- ☐ Introduction begins with a hook.
- ☐ Introduction includes background information on the topic that helps to establish the purpose of the essay.
- ☐ Last sentence of introduction is the thesis statement.

Conclusion

- ☐ Conclusion restates thesis.
- ☐ Conclusion summarizes the main points of the essay.
- ☐ Conclusion ends with a final comment.

E. Research Paper Rubric: Complete First Draft

CRITERIA	SCORE	COMMENTS
Introduction includes an interesting hook and sufficient background information .	2 1 0	
Introduction includes clear thesis statement that directly answers the research question.	2 1 0	
Thesis statement lists the three ideas that appear in the body paragraphs.	2 1 0	
The three body paragraphs relate directly to the three ideas in the thesis statement.	2 1 0	
The order of ideas in the thesis is reflected in the order of the body paragraphs.	2 1 0	
Body paragraph 1 is well developed with at least one piece of evidence and sufficient context and analysis of that evidence.	2 1 0	
Body paragraph 2 is well developed with at least one piece of evidence and sufficient context and analysis of that evidence.	2 1 0	
Body paragraph 3 is well developed with at least one piece of evidence and sufficient context and analysis of that evidence.	2 1 0	
There are at least 4 pieces of evidence total.	2 1 0	
There is a balance of evidence (sources vs personal experience/knowledge).	2 1 0	
At least three sources from the Source List are included.	2 1 0	
All sources used are accurately cited and quoted or paraphrased effectively.	2 1 0	
There is effective cohesion throughout the essay.	2 1 0	
The essay includes a clearly stated and logically connected opposing viewpoint .	2 1 0	
Conclusion restates the thesis and recaps the main ideas.	2 1 0	
KEY 2 = complete 1 = so-so 0 = incomplete		

F. Research Paper Rubric: Final Draft

INTRODUCTION, ORGANIZATION & CONCLUSION

CRITERIA	SCALE	COMMENTS
Introduction includes an interesting hook and sufficient background information on the topic.	5 4 3 2 1 0	
Introduction includes clear thesis statement and provides the 3 main ideas of the essay.	5 4 3 2 1 0	
The essay is complete . It includes a clear introduction, at least 3 supporting paragraphs, and a conclusion.	5 4 3 2 1 0	
There are clear and effective transitions between paragraphs and ideas.	5 4 3 2 1 0	
The concluding paragraph restates the thesis, summarizes the 3 supporting ideas of the essay, and provides a final thought/comment on the topic.	5 4 3 2 1 0	

LOGIC & DEVELOPMENT OF AN ARGUMENT

CRITERIA	SCALE	COMMENTS
The thesis statement responds to the research question .	5 4 3 2 1 0	
The topic sentences of the paragraphs focus on one of the main ideas from the thesis statement.	5 4 3 2 1 0	
The topic sentences effectively support the thesis . The points being made are logical, move the argument forward, and are related to the research question.	5 4 3 2 1 0	
The writer uses at least 3 sources from the approved source list. The sources are relevant to the claims being made and the research question.	5 4 3 2 1 0	
The writer includes their own ideas as support for the argument. The ideas are relevant to the claims being made and the research question.	5 4 3 2 1 0	
The writer includes at least one opposing viewpoint that includes a concession and an effective refutation.	5 4 3 2 1 0	

USE AND INTEGRATION OF SOURCES

CRITERIA	SCALE	COMMENTS
The writer includes an appropriate amount of information from sources and includes their own context and analysis for each idea taken from a source.	5 4 3 2 1 0	
The paper demonstrates effective paraphrasing and integration of quotes .	5 4 3 2 1 0	
In-text documentation follows MLA format ; author and page number are included.	5 4 3 2 1 0	
The Works Cited page includes all sources used in the paper . The Works Cited page is also correctly formatted according to MLA standards and all entries are accurate and complete.	5 4 3 2 1 0	

LANGUAGE

CRITERIA	SCALE	COMMENTS
Grammar and Sentence Structure. Grammar is accurate. Verb tense is consistent. No or minimal errors in verb and pronoun use, missing words, word order, agreement, and other grammatical structures. Sentences are clear, correct, and complete. Level 4 and 5 sentences present variety in complexity.	5 4 3 2 1 0	
Vocabulary. Word choice is precise and effective. Word forms are correct.	5 4 3 2 1 0	
Mechanics. Spelling, capitalization and punctuation are correct.	5 4 3 2 1 0	

FORMATTING & DRAFTING

CRITERIA	SCALE	COMMENTS
MLA formatting has been carefully followed for the heading, header, margins, title, indenting, and line spacing.	5 4 3 2 1 0	
All materials and drafts are included with the assignment. Assignment was completed entirely in Google Docs .	5 4 3 2 1 0	

SCALE	5 = Excellent	4 = Good	3 = Needs Improvement	3.5 is considered passing
	2 = Fair	1 = Poor	0 = Not Demonstrated	

Score: ___/100

4. MIDTERM EXAM

A. One-Day Exam Rubric (Summer; Fall/Spring Alternative A)

INTRODUCTION, ORGANIZATION & CONCLUSION

CRITERIA	SCALE	COMMENTS
First sentence includes accurate and complete in-text citation information (<i>author and title</i>).	5 4 3 2 1 0	
First sentence includes an accurate and brief one-sentence summary of the article.	5 4 3 2 1 0	
The introduction includes a clear thesis statement that agrees or disagrees with the article. Alternatively, the thesis may express a divided stance.	5 4 3 2 1 0	
The ideas from the thesis are reflected in the response paragraphs .	5 4 3 2 1 0	
The essay includes 4-5 paragraphs: clear intro, summary paragraph, 1-2 response paragraphs, & conclusion.	5 4 3 2 1 0	
The concluding paragraph restates the author's thesis, summarizes the main points of the essay, and provides a final thought.	5 4 3 2 1 0	

SUMMARY

CRITERIA	SCALE	COMMENTS
The summary begins with the main argument of the article.	5 4 3 2 1 0	
Summary includes all major supporting points . Includes important details & examples, but not in excessive details. Supporting points are balanced.	5 4 3 2 1 0	
The relationship between various points of the summary are clearly and effectively shown through a variety of cohesive devices and transitions .	5 4 3 2 1 0	
The organizational pattern of the text is clear (<i>pro/con, problem/solution, cause/effect, compare/contrast</i>).	5 4 3 2 1 0	
There are references to the author or the article throughout the summary. The last name of the author is used.	5 4 3 2 1 0	

SCALE	5 = Excellent	4 = Good	3 = Needs Improvement	3.5 is considered passing
	2 = Fair	1 = Poor	0 = Not Demonstrated	

RESPONSE

CRITERIA	SCALE	COMMENTS
Specific point(s) from the article are mentioned and explained in the response paragraphs.	5 4 3 2 1 0	
The writer utilizes various strategies and a variety of evidence to respond to the article (<i>agree; disagree; personal experience; references to history, current issues, culture, or other texts</i>)	5 4 3 2 1 0	
Each response is sufficiently developed using specific examples that are relevant to the point that the student writer is making.	5 4 3 2 1 0	
Each response paragraph shows evidence of critical thinking (<i>criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned</i>).	5 4 3 2 1 0	

LANGUAGE

CRITERIA	SCALE	COMMENTS
Grammar. Minimal errors in verb tense, verb form, pronoun use, missing words, extra words, word order, agreement of subject/verb & singular/plural forms.	5 4 3 2 1 0	
Sentence Structure. Sentences are clear, correct, and complete and present variety in complexity.	5 4 3 2 1 0	
Vocabulary. Word choice is precise and effective. Word forms are correct.	5 4 3 2 1 0	
Mechanics. (Spelling, capitalization and punctuation) are accurate. Formatting (heading, header, title, indenting, line spacing, font type and size) follows MLA guidelines.	5 4 3 2 1 0	

SCALE	5 = Excellent	4 = Good	3 = Needs Improvement	3.5 is considered passing
	2 = Fair	1 = Poor	0 = Not Demonstrated	

Score: ____/100

B. Two-Day Exam Rubric (Fall/Spring Alternative B)

i. Day 1: Summary Focus

CRITERIA	SCALE	COMMENTS
One-sentence summary includes accurate & complete in-text citation information (author & title). OSS has grammatically accurate signal phrase .	5 4 3 2 1 0	
OSS includes an accurate and brief one-sentence summary of the article.	5 4 3 2 1 0	
Summary paragraph begins with an appropriate signal phrase and the main argument of article.	5 4 3 2 1 0	
Summary paragraph includes all major supporting points . Includes important details & examples, but not in excessive details. Supporting points are balanced.	5 4 3 2 1 0	
Relationships between various points of summary paragraph are clearly & effectively shown through variety of cohesive devices & transitions .	5 4 3 2 1 0	
The organizational pattern of the text is clear (pro/con, problem/solution, cause/effect, compare/contrast, etc.)	5 4 3 2 1 0	
Ideas in summary paragraph are accurately paraphrased . No quotes have been used.	5 4 3 2 1 0	
There are references to author or article throughout summary. Last name of author is used.	5 4 3 2 1 0	
Sentence Structure, Grammar, and Mechanics: Sentences are clear, correct, and complete and present variety in complexity. Minimal errors in verb tense, verb form, pronoun use, missing words, extra words, word order, agreement of subject/verb, singular/plural forms, spelling, capitalization, and punctuation.	5 4 3 2 1 0	
Vocabulary: Word choice is precise & effective. Word forms are correct.	5 4 3 2 1 0	
SCALE: 5 = Excellent 4 = Good 3 = Needs Improvement 2 = Fair 1 = Poor 0 = Not Demonstrated	SUMMARY TOTAL / 50	

ii. Day 2: Response Focus

CRITERIA	SCALE	COMMENTS
Thesis statement clearly agrees or disagrees with one or two specific points from the article. Thesis may express a divided stance.	5 4 3 2 1 0	
Ideas from thesis are reflected in response paragraphs.	5 4 3 2 1 0	
Response(s) : Specific point(s) from article are mentioned and explained in the response paragraphs.	5 4 3 2 1 0	
Explanations of specific points show accurate understanding of the article and the author's meaning. Sufficient context is provided.	5 4 3 2 1 0	
A variety of strategies and evidence is used to respond to article (agree; disagree; personal experience; references to history, current issues, culture, or other texts/articles). Responses include original ideas and evidence not copied from the article.	5 4 3 2 1 0	
Responses are sufficiently developed using specific examples that are relevant to point that student writer is making and relevant to the points selected for response.	5 4 3 2 1 0	
Response paragraphs show evidence of critical thinking (criticize the text/article, question the text/article, provide solutions or alternative ideas the text/article hasn't mentioned).	5 4 3 2 1 0	
Signal phrases, transitions, and cohesive devices effectively show which ideas are from the article and which points are being made by the student writer.	5 4 3 2 1 0	
Sentence Structure, Grammar, and Mechanics : Sentences are clear, correct, and complete and present variety in complexity. Minimal errors in verb tense, verb form, pronoun use, missing words, extra words, word order, agreement of subject/verb, singular/plural forms, spelling, capitalization, and punctuation.	5 4 3 2 1 0	
Vocabulary : Word choice is precise & effective. Word forms are correct.	5 4 3 2 1 0	
SCALE: 5 = Excellent 4 = Good 3 = Needs Improvement 2 = Fair 1 = Poor 0 = Not Demonstrated	RESPONSE TOTAL / 50	

APPENDIX C: OUTLINES

Click on a link below to go to that outline.

1. SUMMARY ASSIGNMENT OUTLINE

2. SUMMARY-RESPONSE OUTLINE

A. Summary

B. Response

3. RESEARCH PAPER OUTLINE

1. SUMMARY ASSIGNMENT OUTLINE

One-Sentence Summary	<i>author's name + title + author's thesis/argument</i>
Organizational Pattern (circle or highlight one)	List of Items Cause/Effect Pro/Con Definition Compare/Contrast Problem/Solution Other:
Main Ideas for Paragraph Summary (use bullets and phrases, NOT complete sentences)	<i>use the organizational pattern to help you identify main ideas</i>

For more information and examples on organizational patterns, click [here](#).

Using the information above, you can put together a paragraph summary. Remember to begin with the main idea of the article, include main ideas that indicate the organizational pattern, and end with the author's thesis or conclusion. Also remember to use a [one-sentence summary template](#), reference the author throughout the summary, and use transitions between main ideas and examples.

2. SUMMARY-RESPONSE OUTLINE

A. Summary

INTRODUCTION	
One-Sentence Summary (full sentence)	<i>author's name + title + author's thesis</i>
Thesis (full sentence)	

SUMMARY	
Organizational Pattern (highlight one)	List of Items Cause/Effect Pro/Con Definition Compare/Contrast Problem/Solution Other:
Important Supporting Details (words and phrases only)	<i>use the organizational pattern to help you identify main ideas</i>

For more information and examples on organizational patterns, click [here](#).

Using the information above, you can put together a paragraph summary. Remember to begin with the main idea of the article, include main ideas that indicate the organizational pattern, and end with the author's thesis or conclusion. Also remember to use a [one-sentence summary template](#), reference the author throughout the summary, and use transitions between main ideas and examples.

B. Response

There are several ways to respond to an author's ideas:

- Agree or disagree with the author.
- Find strengths or weaknesses in the author's argument.
- Consider the quality of the evidence the author includes.
- Connect the ideas to your personal experiences.
- Connect the ideas to other articles or sources you have read or seen.
- Question the author's ideas.

Find specific quotes (opinions) from the article that you agree or disagree with. What do you have to say about them? Fill in the chart with AT LEAST two ideas and reactions. Then give **your own examples** to support your own reactions. These examples can be from your own life experience, culture, history, current issues, texts you've read, movies you've seen, etc.

RESPONSES	
Quotations from Author <i>(prepare 3 just in case; you'll choose ONLY 2 for your essay)</i>	My Reactions and Examples <i>(words and phrases only)</i>

CONCLUSION
• Restate OSS • Summarize Response Paragraphs • Offer Final Comment

3. RESEARCH PAPER OUTLINE

Research Question <i>(copy and paste into document):</i> Thesis Statement:		
COLUMN 1 (topic sentence) SUPPORTING POINTS <i>(list of 3 from thesis statement)</i>	COLUMN 2 (claims) SUB-POINTS <i>(at least 4 supporting points total)</i>	COLUMN 3 (source/personal experience) EVIDENCE <i>(quotes from sources & personal experience - at least 4 total and at least 2 from sources)</i>
Point 1: Topic Sentence:	1. Claim 1: 2. Claim 2:	☐ Evidence for Claim 1: ☐ Evidence for Claim 2:

Point 2: Topic Sentence:	1. Claim 1: 2. Claim 2:	☐ Evidence for Claim 1: ☐ Evidence for Claim 2:
Point 3: Topic Sentence:	1. Claim 1: 2. Claim 2:	☐ Evidence for Claim 1: ☐ Evidence for Claim 2:

APPENDIX D: PEER AND SELF-REVIEW FORMS

Click on a link below to go to that review form.

1. GENERAL ASSIGNMENT REFLECTION AND IMPROVEMENT PLAN

2. PARAPHRASE PEER REVIEW

3. SUMMARY 1 & 2

- A. Summary Peer Review
- B. Self-Review Checklist: Summary

4. SUMMARY-RESPONSE 1 & 2

- A. Summary-Response Essay Peer Review
- B. Self-Review Checklist: Summary-Response Essay

5. RESEARCH PAPER

- A. Research Paper: Thesis Statement Peer Review & Workshop
- B. Research Paper Outline Peer Review
- C. Research Paper: Body Paragraph Peer Review
- D. Research Paper: Opposition Paragraph & Source Sandwich Peer Review
- E. Research Paper Peer Review: Complete First Draft
- F. Self-Review Checklist: Research Paper

6. FINAL PORTFOLIO

- A. Verbal Portfolio Peer Review
- B. Self-Review Checklist: Final Portfolio

1. GENERAL ASSIGNMENT REFLECTION AND IMPROVEMENT PLAN

Step 1: Review & Reflect.

Let's figure out what you are doing well at, and what needs some improvement. Look at your graded assignment with instructor feedback. Answer the questions below using that feedback.

STRENGTHS Look at where you receive a score of 4 or higher . What did you do well on this assignment? Copy/paste the criteria below.	WEAKNESSES Look at where you received a score of 3 or below . Where do you still need some work? Copy/paste the criteria below.

DEVELOPING A GROWTH MINDSET

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Step 2: Prioritize.

You may find that you have quite a bit to review – that's OK! Let's make a plan of how you will fix each issue.

It's important to address [Global Concerns](#) (content and organization) **first**. Later, you can address **Sentence-Level Concerns** (grammar and vocabulary). Look at your list of items that need to be improved. Make a list of the skills you'd like to review in order of importance.

1.
2.
3.
4.
5.

most important



least important

Step 3: Review & Improve.

If you received less than 70% on your assignment, please see your instructor after class to set up either an office hours meeting **OR** an appointment with the UIC Writing Center. Bring your graded assignment **AND** this assignment reflection to review and improve the skills that you have trouble with.

Office Hours Appointment

Time:
Date:
Location:

UIC Writing Center Appointment

Time:
Date:
Location:

2. PARAPHRASE PEER REVIEW

Writer:

Reviewer:

Look at your partner's paraphrase. Check the boxes that apply and answer the questions below. If the paraphrase does not meet the requirements, write suggestions for the writer in the "additional comments" column.

Check the boxes that apply:	Additional comments
☐ The paraphrase includes a grammatically correct signal phrase (for example, "according to the author..." or "the author states...")	
☐ The paraphrase cites the source, including the correct author's name and article title.	
☐ The paraphrase uses different grammatical structures than the original passage.	
☐ The paraphrase uses different vocabulary than the original passage.	
☐ The paraphrase is accurate.	
☐ The paraphrase is easy to understand.	
Overall Comments • Is this an effective paraphrase? Why or why not? • What has the writer done well in this paraphrase? • What could the writer do to improve this paraphrase?	

3. SUMMARY 1 & 2

A. Summary Peer Review

Writer:

Reviewer:

Mark an X in the appropriate box for each of the criteria below. Add comments and suggestions to help the writer improve their summaries.

One-Sentence Summary	YES	SO-SO	NO
The sentence has a signal phrase with the correct author's name and title.			
The signal phrase is grammatically correct.			
The sentence correctly identifies the argument of the reading.			
The sentence is paraphrased well and is not copied directly from the article.			
The sentence is not too specific, but also not too vague.			
Comments on one-sentence summary:			
Paragraph Summary	YES	SO-SO	NO
The first sentence of the paragraph summary has a signal phrase with the correct author's name and title.			
The summary correctly identifies the overall argument of the reading.			
The summary correctly identifies the main ideas of the article.			
The summary has a balance of main ideas and details. There is enough detail to understand the article, but there is also not excessive detail.			
The writer has included transitions between the main ideas and details.			
The writer has used a variety of transitions; not just list transitions (next, also, then, furthermore, in addition, first, second, third) If yes, what transitions do they use?			
The writer mentions the author's last name frequently.			
The summary is an appropriate length (150-200 words).			
Comments on paragraph summary:			

Works Cited Entry	YES	SO-SO	NO
The works cited entry is complete.			
The works cited entry is accurate.			
The works cited entry is formatted correctly.			
Comments on works cited entry:			
MLA Formatting	YES	SO-SO	NO
The heading includes the writer's name, class, date, and assignment name/draft in the correct format.			
The assignment is double spaced.			
The first line of the summary is indented ("Tab" button)			
The essay has a header with the writer's last name and page number.			
The margins are 1 inch on all sides.			
Comments on MLA formatting:			

B. Self-Review Checklist: Summary

Before submitting your final draft, it's important to be sure that you have done everything that your instructor expects. Use this checklist to help you track your progress for this assignment. Click the box **on the left side** once you have completed an individual task.

One-Sentence Summary

- ☐ One-Sentence Summary includes the author's name.
- ☐ One-Sentence Summary includes the title of the article.
- ☐ Both the author's name and title are correct.
- ☐ One-Sentence Summary has a grammatically correct **signal phrase** (*according to the author... the author states...*)
- ☐ One-Sentence Summary has correctly identified the main idea.
- ☐ One-Sentence Summary is **paraphrased**.

Paragraph Summary

- ☐ Paragraph correctly identifies the **organizational pattern** (*pro/con, cause/effect compare/contrast, problem/solution, etc.*).
- ☐ Paragraph correctly identifies the main supporting details.
- ☐ Paragraph uses **transitions** and other cohesive devices.
- ☐ Paragraph frequently refers to the author by **last name**.
- ☐ Paragraph is paraphrased (**no quotes** are used).

Work Cited Entry

- ☐ Work Cited page is on a separate page.
- ☐ Work Cited entry is complete and accurate.

Formatting & Drafting

- ☐ Essay has been formatted according to MLA guidelines.
- ☐ There are clear changes between the 1st and final drafts.

Self Review Reflection - Summary

As a way to reflect on what you have learned and what is still challenging, write one paragraph (150 words min.) about the changes between your 1st and final drafts. What was challenging the first time that you wrote the assignment? What did you learn in the process of revising? What challenges do you still face? What will you do to address those challenges? What are you most proud of about this assignment?

4. SUMMARY-RESPONSE 1 & 2

A. Summary-Response Essay Peer Review

Writer:

Reviewer:

Review your partner's essay for the criteria below. Answer the questions at the bottom.

Complete Essay	YES	SO SO	NO
The essay has 4-5 paragraphs with a clear introduction, summary paragraph, at least one response, and a conclusion.			
Introduction	YES	SO SO	NO
The introduction includes a grammatically correct signal phrase (<i>according to the author</i> OR <i>the author states</i>) with the correct author name and title .			
A clear, accurate, and brief one-sentence summary of the article is included in the introduction.			
The introduction includes a clear thesis statement that agrees or disagrees with the article.			
Summary	YES	SO SO	NO
The summary begins with a clear and accurate statement of the main argument of the article.			
The summary includes all major supporting points and important details and examples without recounting them in excessive detail.			
The relationship between various points of the summary are clearly and effectively shown through a variety of cohesive devices and transitions . The transitions show the organizational pattern of the text (<i>pro/con, problem/solution, cause/effect, compare/contrast</i>)			
There are references to the author or the article throughout the summary (<i>mention author's last name frequently</i>).			
Responses	YES	SO SO	NO
The writer mentions the specific points from the article that they're focusing on in the response paragraphs (<i>quotes from the author</i>)			
The writer uses various strategies to respond to the points from the article (<i>agree, disagree, personal experience, references to other texts, references to history or current issues, references to culture</i>)			
The responses are sufficiently developed using specific examples that fit the point being made.			
The response paragraphs provide evidence of critical thinking (<i>criticize the text, question the text, provide solutions or alternative ideas the text hasn't mentioned</i>)			
Conclusion	YES	SO SO	NO
The conclusion includes a summary of the article, a summary of the essay, and a final thought.			

What is one thing the writer did well? What impressed you about it?

What are two to three things the writer should focus on as they revise their essay? What suggestions do you have for improving these things?

-

B. Self-Review Checklist: Summary-Response Essay

Before submitting your final draft, it's important to be sure that you have done everything that your instructor expects. Use this checklist to help you track your progress for this assignment. Put a check (✓) **on the left side** once you have completed an individual task.

Introduction

- ☐ Introduction has **two sentences**.
- ☐ The first sentence includes the **author's name** and the **title** of the article.
- ☐ The first sentence contains a statement of the article's **main idea** in my own words.
- ☐ The second sentence states that I **agree and/or disagree** with the author's points.
- ☐ The second sentence says which **specific points** I agree or disagree with.

Paragraph Summary

- ☐ Paragraph correctly identifies the main argument of the article in the **first sentence**.
- ☐ Paragraph correctly identifies the **organizational pattern** (*pro/con, cause/effect, compare/contrast, problem/solution, etc.*).
- ☐ Paragraph correctly identifies the main supporting details.
- ☐ Paragraph uses **transitions** and other cohesive devices.
- ☐ Paragraph frequently refers to the author by **last name**.
- ☐ Paragraph is paraphrased (**no quotes** are used).

Response Paragraphs

- ☐ I have written **two response paragraphs**.
- ☐ Both response paragraphs begin with a **quote** from the article.
- ☐ I explain both quotes **in my own words**.
- ☐ For each response paragraph, I clearly state **my opinion** of the idea in the quote.
- ☐ For each response paragraph, I provide **evidence** of my own to support my opinion.

Work Cited Entry

- ☐ Work Cited page is on a separate page.
- ☐ Work Cited entry is complete and accurate.

Formatting & Drafting

- ☐ Essay has been formatted according to MLA guidelines.
- ☐ There are clear changes between the 1st and final drafts.

Self-Review Reflection: Summary-Response

As a way to reflect on what you have learned and what is still challenging, write one paragraph (150 words min.) about the changes between your first and final drafts. What was challenging the first time that you wrote the assignment? What did you learn in the process of revising? What challenges do you still face? What will you do to address those challenges? What are you most proud of about this assignment?

5. RESEARCH PAPER

A. Research Paper: Thesis Statement Peer Review & Workshop

STEP 1: READ & EVALUATE

Evaluate your partners' thesis statements using what you know about effective thesis statements. Fill in the chart.

Group Member 1:	YES	SO-SO	NO
Thesis is one sentence.			
Thesis directly answers the research question.			
Thesis has 3-4 supporting points. List the supporting points: 1. 2. 3. 4.			
Thesis has "just enough" information (isn't too detailed, but also isn't too general).			
Supporting points in the thesis have parallel structure.			
Thesis is clear and grammatically correct.			

Group Member 2:	YES	SO-SO	NO
Thesis is one sentence.			
Thesis directly answers the research question.			
Thesis has 3-4 supporting points. List the supporting points: 1. 2. 3. 4.			
Thesis has "just enough" information (isn't too detailed, but also isn't too general).			
Supporting points in the thesis have parallel structure.			
Thesis is clear and grammatically correct.			

STEP 2: PROVIDE FEEDBACK

Look at your evaluations. What are your group members missing? Write 2 positive comments and 2 critiques to your classmates about their thesis statements. **For each critique, provide a solution or alternative to what they have done.** Be specific about what you don't understand or agree with.

FEEDBACK TEMPLATES	
Positive Comments	Constructive Comments
• Your thesis is a clear opinion. • Your thesis answers your research question clearly and concisely. • Good use of parallel structure. • Your thesis has just enough information and isn't too detailed or too vague. • You have shown me a new perspective to consider. Thanks! • Your choice of supporting points is clever. • Your grammar makes this thesis statement very easy to understand. • Your choice in vocabulary is precise. • I look forward to seeing how you develop the rest of your paper. • Great point. What evidence do you have for your thesis so far? • I had the same idea, but have different supporting points. Here are some other ideas to consider: • I have learned something new from you. I've learned... (new vocabulary, grammar, writing concept)	• I'm not so sure I agree with your statement. Have you considered it from another perspective? For example... • Your thesis is a topic, so I'm not sure what your opinion is. Can you explain? • You are missing 2-4 supporting points. Have you thought about...? • Your thesis doesn't answer your research question. You can fix that by... • Your supporting points aren't in parallel form. Here's how to fix that: • Your thesis is too detailed and includes examples instead of general points. You may delete...and revise it by... • Your thesis is too vague. I recommend... • Your supporting points (list them) aren't relevant to your opinion. Can you explain them more? Here's how I think you could fix that... • Your word choice isn't very clear. I'd replace (this word) with... • Your grammar is a little bit distracting. Here's how I would write this sentence...

STEP 3: REVIEW & REVISE

Look at your classmates' feedback on your thesis statement. What do you need to improve? For any unclear comments, check in with the person who wrote that comment. Then begin working on a revised version of your thesis statement below.

What do I need to revise? List some of your classmates' comments below.

-
-
-

My revised thesis statement:

B. Research Paper Outline Peer Review

Writer:

Reviewer:

THESIS STATEMENT

CRITERIA	RATING		
Outline includes the full research question that the writer is answering.	YES	SO-SO	NO
Outline includes a thesis statement that answers the question directly.	YES	SO-SO	NO
The thesis statement includes three points that provide an overview of the points to be made in the body of the paper.	YES	SO-SO	NO
The supporting points listed in the thesis statement fit the research question and are relevant to the writer's argument.	YES	SO-SO	NO
The thesis statement is grammatically correct and uses parallel structure effectively.	YES	SO-SO	NO
Comments about thesis statement:			

POINTS 1-3

CRITERIA	POINT 1	POINT 2	POINT 3
Each point includes a complete topic sentence that reflects the first idea listed in the thesis statement.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO
Each point includes one or two sub-points that relate to the point and further the writer's argument.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO
Each point includes one or two pieces of evidence that relate to the point and support the writer's argument.	YES SO-SO NO	YES SO-SO NO	YES SO-SO NO
All evidence comes from the writer's knowledge and experience and from the sources on the approved source list.	YES	SO-SO	NO
There are 4-6 pieces of evidence in total.	YES	SO-SO	NO
There is a good balance of evidence (2-3 from writer's experience, 2-3 from sources).	YES	SO-SO	NO
Comments about Points 1-3:			

C. Research Paper: Body Paragraph Peer Review

Writer:

Reviewer:

Read your classmate's body paragraph. Use their outline to help you answer some of the questions. Complete EITHER Option A or Option B below depending on the type of evidence your partner used.

TOPIC SENTENCE/CONTEXT			
Their topic sentence uses similar language to the language used in their thesis statement.	YES	SO-SO	NO
Their topic sentence is a clearly stated argument. What is their opinion? Write it in your own words.	YES	SO-SO	NO
Their topic sentence is related to and supports their thesis statement.	YES	SO-SO	NO
There is sufficient context/background information or explanation of the point before the writer introduces the source.	YES	SO-SO	NO

OPTION A: EVIDENCE FROM A SOURCE	OPTION B: EVIDENCE FROM PERSONAL KNOWLEDGE/EXPERIENCE	
The paragraph has an effective source sandwich.	The paragraph has an effective source sandwich.	YES SO-SO NO
Their source sandwich has a claim (opinion). What is their claim? Write it in your own words.	Their source sandwich has a claim (opinion). What is their claim? Write it in your own words.	YES SO-SO NO
Their source sandwich has context (describes the opinion in more detail).	Their source sandwich has context (describes the opinion in more detail).	YES SO-SO NO
Their source sandwich has a source (information from an article).	Their source sandwich has an example from their own experience .	YES SO-SO NO
The source has a signal phrase . <i>Liu writes...</i> <i>According to Liu,</i>		YES SO-SO NO
The source has the correct in-text citation information (author's name,		YES SO-SO NO

page # at the end of the sentence if provided).		
The source sandwich includes sufficient analysis and commentary explaining how the source fits the writer's argument.	The source sandwich includes sufficient analysis and commentary explaining how the personal example fits the writer's argument.	YES SO-SO NO

ORGANIZATION			
The paragraph is logically developed. It's clear what purpose each sentence has in the paragraph.	YES	SO-SO	NO
The paragraph achieves balance. The context/background and analysis/comment make up much more of the paragraph than the source/personal example.	YES	SO-SO	NO
The writer uses effective transitions and connectors between the sentences in the paragraph. What transition do they use? List them below.	YES	SO-SO	NO
The writer ends the paragraph with a concluding sentence (restates the topic sentence in new words).	YES	SO-SO	NO
RECOMMENDATIONS: What can your classmate do to improve their paragraph? List 2-3 ideas.			

D. Research Paper: Opposition Paragraph & Source Sandwich Peer Review

Writer:

Reviewer:

OPPOSITION STRUCTURE			
1. Their topic sentence introduces the opposition's argument.	YES	SO-SO	NO
2. Their topic sentence is a clearly stated argument. What is their opinion? Write it in your own words.	YES	SO-SO	NO
3. The opposition argument relates to their topic but argues against their thesis.	YES	SO-SO	NO
4. The paragraph has a concession. The concession is logical.	YES	SO-SO	NO
5. The paragraph has a refutation.	YES	SO-SO	NO
6. The refutation directly answers the opposition's argument.	YES	SO-SO	NO
7. The refutation is different from all of their other body paragraphs; it doesn't repeat a claim or argument from elsewhere in the essay.	YES	SO-SO	NO
SOURCE SANDWICH			
8. Their paragraph has a source sandwich.	YES	SO-SO	NO
9. Their source sandwich has a claim (opinion). What is their claim? Write it in your own words.	YES	SO-SO	NO
10. Their source sandwich has context (describes the opinion in more detail).	YES	SO-SO	NO
11. Their source sandwich has a source (information from an article).	YES	SO-SO	NO
12. The source has a signal phrase . (<i>Liu writes...</i> or <i>According to Liu,...</i>)	YES	SO-SO	NO
13. The source has the correct in-text citation information (author's name, page # at the end of the sentence if provided).	YES	SO-SO	NO
14. The source sandwich has an analysis/comment (an explanation of the source AND an explanation of how the source is related to the topic sentence). What's their analysis? Write it in your own words. What's their comment? Write it in your own words.	YES	SO-SO	NO

EVIDENCE	
15. The writer has included example(s) from personal experience. What personal experience did they write about?	YES SO-SO NO
16. Each supporting point includes evidence from either personal experience or an article. What other evidence did they use?	YES SO-SO NO
17. All evidence in the paragraph is related to and supports the topic sentence.	YES SO-SO NO
ORGANIZATION	
18. The paragraph has 2-3 supporting points. What are the supporting points? Write them in your own words. 1. 2. 3.	YES SO-SO NO
19. The writer ends the paragraph with a concluding sentence (restates the topic sentence in new words).	YES SO-SO NO
RECOMMENDATIONS: What can your classmate do to improve their paragraph? List 2-3 ideas.	

E. Research Paper Peer Review: Complete First Draft

Writer:

Reviewer:

CONTENT			
1. Does the introduction include an interesting hook and sufficient background information on the topic?	YES	SO-SO	NO
2. Is there a clear thesis statement in the introduction that responds directly to the research question and lists the main supporting points that will be covered in the paper?	YES	SO-SO	NO
3. Do the main supporting points in the thesis appear in the body of the essay in the same order?	YES	SO-SO	NO
4. Is each body paragraph developed with at least one subpoint and piece of evidence?	YES	SO-SO	NO
5. Is there an opposing viewpoint and refutation?	YES	SO-SO	NO
6. Are there effective transitions between all ideas to show how they fit together?	YES	SO-SO	NO
7. Does the concluding paragraph restate the writer's thesis and add a final thought?	YES	SO-SO	NO

FORMAT			
1. Is there a header in the top right corner of every page that includes the writer's last name and the page number?	YES	SO-SO	NO
2. Is the research paper double spaced?	YES	SO-SO	NO
3. Does the research paper use Times New Roman, 12 pt. font?	YES	SO-SO	NO
4. Is the heading correct? (Does it include the writer's name, the instructor's name, the date, and the assignment?)	YES	SO-SO	NO
5. Is there a title that reflects the topic of the paper?	YES	SO-SO	NO
6. Is the title centered?	YES	SO-SO	NO
7. Is the title a phrase, not a complete sentence or question?	YES	SO-SO	NO
8. Are all important words in the title capitalized?	YES	SO-SO	NO
9. Are paragraphs indented?	YES	SO-SO	NO
10. Is the research paper 3-4 full pages long? (not counting Works Cited)	YES	SO-SO	NO

IN-TEXT CITATIONS AND WORKS CITED PAGE			
1. How many in-text citations does the writer include? How many different sources are cited?	Citations:		Sources:
2. Does each in-text citation include the author's last name and the page number?	YES	SO-SO	NO
3. Did the writer include a source sandwich for each in-text citation (context, source, analysis)? Are the sandwiches well developed?	YES	SO-SO	NO
4. Is the Works Cited page on a different page? Does it include the correct page number?	YES	SO-SO	NO
5. Are ALL the sources used in the paper included in the Works Cited? (Does the number of entries match your answer for "sources" in Item 1 of this list?)	YES	SO-SO	NO
6. Are the works cited entries organized in alphabetical order?	YES	SO-SO	NO
7. Is the information listed in each Works Cited entry complete and correct? Are punctuation and capitalization correct?	YES	SO-SO	NO
8. Are all entries correctly indented?	YES	SO-SO	NO

FINAL THOUGHTS *(to be completed by reviewer)*

What should the writer focus on for the final draft? Provide 2-3 suggestions.

WRITER'S PLAN *(to be completed by writer)*

After you have communicated with your classmate about your research paper, make a list of the most important aspects of it to improve. **What will you work on before you submit your final draft?**

1.

2.

3.

4.

F. Self-Review Checklist: Research Paper

Before you submit the final draft of your research paper, be sure that you have completed each aspect of it. Use this checklist as a guide.

Introduction (Use the checklist for your introduction strategy.)	
FUNNEL STRATEGY	TURNABOUT STRATEGY
☐ Hook	☐ Opposing viewpoint
☐ Background Information	☐ Concession (optional)
☐ Thesis Statement with 3 Supporting Points	☐ Refutation
	☐ Thesis Statement with 3 Supporting Points
Body Paragraph 1	
☐ Topic Sentence (<i>clearly states Supporting Point 1 in thesis</i>)	
☐ 1-2 Source Sandwiches (<i>with claim, source, and comment/analysis</i>)	
☐ Concluding Sentence (<i>restates Topic Sentence</i>)	
Body Paragraph 2	
☐ Topic Sentence (<i>clearly states Supporting Point 2 in thesis</i>)	
☐ 1-2 Source Sandwiches (<i>with claim, source, and comment/analysis</i>)	
☐ Concluding Sentence (<i>restates Topic Sentence</i>)	
Body Paragraph 3	
☐ Topic Sentence (<i>clearly states Supporting Point 3 in thesis</i>)	
☐ 1-2 Source Sandwiches (<i>with claim, source, and comment/analysis</i>)	
☐ Concluding Sentence (<i>restates Topic Sentence</i>)	
Conclusion	
☐ Summarizes thesis and supporting points	
☐ Gives final thought/comment (<i>recommendation, prediction</i>)	

Cohesion

- ☐ Use similar from thesis in the topic sentences
- ☐ Use similar language from topic sentence to topic sentence
- ☐ Add transitions between the body paragraphs
- ☐ Add transitions between points within the body paragraphs

Sources

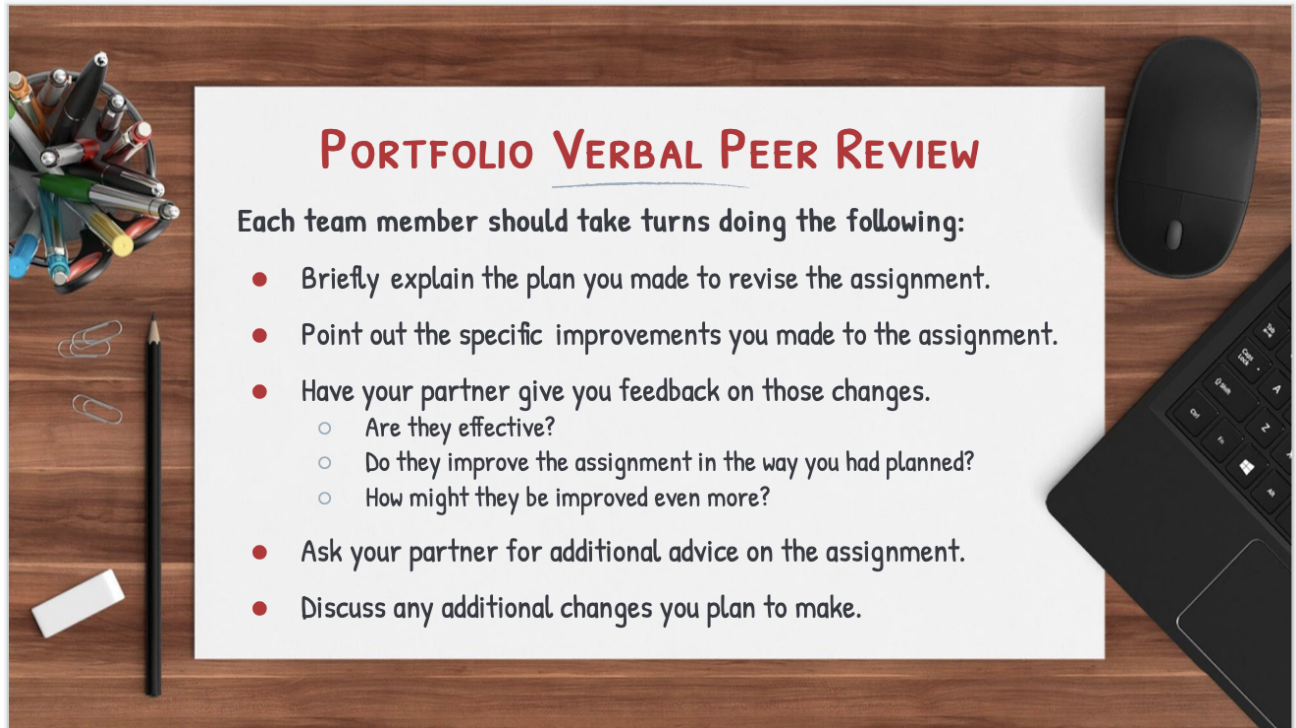
- ☐ Include a Works Cited page
- ☐ Include in-citations for all quotes/paraphrases (references to the author)
- ☐ Use 3 sources
- ☐ Use examples from own experience

Formatting

- ☐ Works Cited page is formatted according to MLA Guidelines
- ☐ Essay includes appropriate heading
- ☐ Essay includes own title
- ☐ Essay is double spaced
- ☐ Essay has 12-point font in Times New Roman, Arial, or Calibri
- ☐ Each paragraph is indented

6. FINAL PORTFOLIO

A. Verbal Portfolio Peer Review



B. Self-Review Checklist: Final Portfolio

Congratulations! You've completed your portfolio for EAP II. Before you submit your finalized portfolio, use this checklist to help you identify whether you've completed each part of it accurately or not. Consider working with a fellow classmate, your instructor, or a tutor at the Writing Center to make sure that everything is ready to go!

Table of Contents

- ☐ Includes required heading (*view sample table of contents*)
- ☐ Includes projects in accurate order (*view sample table of contents*)
- ☐ Formatted correctly (*view sample table of contents*)

Revised Project 1 (Summary)

- ☐ Revised global issues (*content & organization – use graded assignment to help you identify these*)
- ☐ Revised sentence-level issues (*grammar & vocabulary*)
- ☐ Distinct from previous draft (*revisions were clearly made*)
- ☐ Work Cited page
- ☐ MLA Formatting

Revised Project 2 (Summary/Response)

- ☐ Revised global issues (*content & organization – use graded assignment to help you identify these*)
- ☐ Revised sentence-level issues (*grammar & vocabulary*)
- ☐ Distinct from previous draft (*revisions were clearly made*)
- ☐ Work Cited page
- ☐ MLA Formatting

Revised Project 3 (Research Paper)

- ☐ Revised global issues (*content & organization – use graded assignment to help you identify these*)
- ☐ Revised sentence-level issues (*grammar & vocabulary*)
- ☐ Distinct from previous draft (*revisions were clearly made*)
- ☐ Work Cited page
- ☐ MLA Formatting

Cover Letter

- ☐ Includes heading (*view cover letter guidelines*)
- ☐ Includes introduction (*view cover letter guidelines*)
- ☐ Includes paragraph about Project 1 (*view cover letter guidelines*)
- ☐ Includes paragraph about Project 2 (*view cover letter guidelines*)
- ☐ Includes paragraph about Project 3 (*view cover letter guidelines*)
- ☐ Includes conclusion (*view cover letter guidelines*)
- ☐ Includes closing (*view cover letter guidelines*)

Submission

- ☐ Entire Portfolio has been completed in the Google Doc (**including 3 revised assignments AND the cover letter**)
- ☐ Entire Portfolio has been submitted to SafeAssign in **ONE** document.
- ☐ I understand that if my complete portfolio is not submitted to SafeAssign on time, it will receive an **Unsatisfactory** and will not be shown to the ENGL 160 Committee.
- ☐ I understand that if any part of my portfolio is plagiarized, it will receive an **Unsatisfactory** and will not be shown to the ENGL 160 Committee.

APPENDIX E: LINKS TO SUPPLEMENTAL RESOURCES

Chapter 1: Academic Skills

- 1.4. [Plagiarism Brainstorm](#)
- 1.6.A. [Effective Peer Review Strategies](#)
- 1.7.A. Preparing for Class Discussion
 - (1) [Fall Topic: Automation](#)
 - (2) [Spring Topic: City Life](#)
 - (3) [Summer Topic: Globalization](#)

Chapter 2: Paraphrasing

- 2.2. [Recognizing Good & Bad Paraphrases](#)

Chapter 3: Summarizing

- 3.5.E. [Good/Bad Summary Paragraph Brainstorm](#)

Chapter 4: Responding to a Text

- 4.5. [Templates for Responding](#)
- 4.10. [Article for Sample Summary-Response Essay](#)

Chapter 5: Argumentative Research Paper

- 5.6.A. [Structure of an Essay Chart](#)
- 5.7.B.1. [How to Use EBSCOHost](#)
- 5.7.B.2. [Using the Source List to Search EBSCOHost](#)
- 5.7.B.3. [Finding an Article Using Google Scholar](#)
- 5.14.A. [Formatting a Works Cited Page Once Compiled](#)
- 5.14.B. [MLA Style Guide](#)

Chapter 6: Compiling a Final Portfolio

- 6.2.D. [Portfolio Guidelines Discussion Questions](#)
- 6.4. [Portfolio Workshop Reflection](#)
- 6.7. [Portfolio Verbal Peer Review](#)
- 6.9.A. [Intro to Cover Letter](#)
- 6.9.C. [Cover Letter Workshop Guide](#)

Chapter 7: Timed Writing Assignments

- 7.3.D.iv. [Midterm Exam Practice: Two-Day Exam \(Fall/Spring Alternative 2\)](#)
- 7.5.D. [Structure of a Summary Response Review](#)

- 7.5.E. [Article for Sample Summary-Response Essay](#)
- 7.5.F./7.6.B. [Practice Article \(Fall Final\) - “Combatting Fake News”](#)
- 7.5.F. [Sample Student Essay 1 \(Fall\)](#)
- 7.5.F. [Sample Student Essay 2 \(Fall\)](#)
- 7.5.F./7.6.B. [Practice Article \(Spring Final\) - “Getting Wise to Fake News”](#)
- 7.5.F. [Sample Student Essay 1 \(Spring\)](#)
- 7.5.F. [Sample Student Essay 2 \(Spring\)](#)
- 7.5.F./7.6.B. [Practice Article \(Summer Final\) - “Teens and Risky Behavior”](#)
- 7.5.F. [Sample Student Essay 1 \(Summer\)](#)
- 7.5.F. [Sample Student Essay 2 \(Summer\)](#)
- 7.6.B. [Summer Midterm Exam Practice Article](#)