

Coalescence

COALESCENCE

Integrated grammar and composition for upper-level ESOL students of writing

TIMOTHY KRAUSE

Portland, Oregon



Coalescence by Timothy Krause is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

CONTENTS

Introduction	1
--------------	---

Part I. Unit 01: Getting Started - The Writing Process

1. Diagnostic: Writing in English and Writing in Your First Language	5
2. Paragraph Practice: Who Are You?	7
3. Composition: The Building Blocks	9
4. Assignment Part One: Constructing an Essay from a Paragraph	13
5. Grammar: The Four Most Common Errors in ESOL Writing	16
6. Quick Fixes: Ask and Tell; Not with Anything and Nothing	22
7. Paragraph Practice: What Does Everyone Deserve?	26
8. Composition: The P.O.W.E.R. Process	28
9. Inspiration: The Universal Declaration of Human Rights	32
10. Assignment Part Two: Writing a Second Draft	38
11. Wrap Up	40

Part II. Unit 02: What It Means to You - The Definition Essay

12. Grammar: Adjective Clauses	45
13. Quick Fixes: Don't, Doesn't, Don't Have To	54
14. Paragraph Practice: What Is Happiness?	58
15. Composition: Definition Strategies	60
16. Assignment Part One: Write a Definition Essay	67
17. Grammar: Noun Clauses	69
18. Quick Fixes: Either/Neither, Every Time/All The Time	75
19. Paragraph Practice: What Do Others Say about Human Rights?	79
20. Composition: Stronger Introductions	84
21. Assignment Part Two: Review and Revise Your Definition Essay	92
22. Wrap Up	94

Part III. Unit 03: Reasons and Results - The Cause-and-Effect Essay

23. Grammar: Adverb Clauses	99
24. Quick Fixes: For and Because, For and So	107
25. Paragraph Practice: What Is the Cause? What Is the Effect?	110
26. Composition: Cause-and-Effect Strategies	112
27. Assignment Part One: Write a Cause-and-Effect Essay	122
28. Grammar: Passive Voice Verbs	124
29. Quick Fixes: Make and Give a Party; Married To and With	132
30. Paragraph Practice: What Might Happen?	135
31. Composition: Stronger Conclusions	137
32. Assignment Part Two: Review and Revise Your Cause-and-Effect Essay	145
33. Wrap Up	147

Part IV. Unit 04: Seeing Both Sides - The Discussion Essay

34. Grammar: Modal Verbs	151
35. Quick Fixes: Their, There, They're; Them and Those	160
36. Paragraph Practice: What's Missing from the UDHR?	164
37. Composition: Discussion Strategies	166
38. Assignment Part One: Write a Discussion Essay	173
39. Grammar: Gerunds and Infinitives	175
40. Quick Fixes: To and Too; Too and Very	182
41. Paragraph Practice: Why Isn't the UDHR Official Law around the World Yet?	185
42. Composition: Stronger Body Paragraphs	187
43. Assignment Part Two: Review and Revise Your Discussion Essay	197
44. Wrap Up	199
Conclusion	201
APPENDICES	202
Appendix A. How to Set Up a Google Doc	203
Appendix B. Grading Rubrics	205
Appendix C. Student Self-Check	208
Appendix D. Sample Student Essays	209
Appendix E. Individual Conference Preparation	214
Appendix F: Practice Exam	215

Appendix G. Instructor Resources

218

Appendix H. Acknowledgments

226



Welcome to *Coalescence*, a course in academic writing for upper-level students of English for Speakers of Other Languages (ESOL). This is a unique course. It presents grammar and composition skills using the social justice themes of the Universal Declaration of Human Rights.

An integrated approach

This is an academic writing course for language learners. But it's really a lot more than that. This course starts to bring together the various pieces of writing: vocabulary– grammar, composition, and mechanics — with meaningful content. That means that you won't study these things in isolation. Instead, you will learn about these tools and strategies and then practice using them in your writing. You will see how they come together to form a whole.

And that's why it's called *Coalescence*.

“coalescence: (noun) /koʊ əˈleɪ sən/ the joining or merging of elements to form one mass or whole” — Oxford Languages

A central theme

As you complete each essay, you will research and write about a variety of topics found in the United Nations' Universal Declaration of Human Rights. You'll define important concepts, explain cause-and-effect surrounding important issues, and discuss the implications of recognizing — and denying — social justice for all. By the end of this course, you will have the necessary skills and confidence to write interesting academic essays with clear grammar and an effective structure.

To reach this goal, you will practice these four sets of skills:

- **Grammar** – You probably already know some things about verb tenses and dependent clauses, so now you'll build on that to make sure that you feel comfortable using these parts of speech in your writing.
- **Composition** -You probably already have an idea of what makes a basic essay, so now you'll continue to strengthen your skills within that common structure so that you feel comfortable moving above and beyond that structure to the next level. Specifically, you'll practice definition, cause-and-effect, and discussion strategies.
- **Vocabulary** – You probably already know many words, but now you'll continue to study academic vocabulary in order to make your writing clear, concise, compelling, and complete.

This course will ask you to try many different things, but by the end of the term, those different things will coalesce — they will come together into one stronger way of writing.

PART I

UNIT 01: GETTING STARTED - THE WRITING PROCESS



“Good writing is rewriting.”

That’s a familiar idea to writers around the world. Very few people can sit down at a computer and write the perfect essay in one draft. Writing is a process with many parts: vocabulary, grammar, composition, and formatting, for example. There are also research, editing, and proofreading skills. And all of this relies on critical thinking strategies to make your writing more clear, concise, compelling, and complete. While the content of your writing is still the most important thing, your message must be clear to be meaningful. This unit helps you understand the big picture before looking at more specific details.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/coalescence/?p=413#oembed-1>

Key academic vocabulary in this unit

- **integrity** /ɪn'teɡrəti/ *noun* – the quality of always behaving according to the moral principles that you believe in, so that people respect and trust you; honesty, trustworthiness
- **logic** /'lɒdʒɪk/ *noun* – the way that someone connects ideas when they are explaining something or giving a reason; the way in which something makes sense
- **method** /'meθəd/ *noun* – how you do something, such as the steps you take or the way you act
- **perspective** /pə'r'spektɪv/ *noun* – a way of thinking about something, a point of view
- **policy** /'pələsi/ *noun* – a set of plans or actions agreed on by a government, political party, business, or other group; also, a principle or set of ideas you think are wise and should be followed
- **process** /'prəses/ *noun* – a series of steps to achieve a goal or outcome
- **sequence** /'sɪkwəns/ *noun* – the order in which actions occur (first, second, third, etc.)
- **source** /sɔrs/ *noun* – a person, place, or thing that provides something that you need or want; the origin of something
- **technique** /tek'nik/ *noun* – a method for doing something using a special skill
- **transition** /træn'zɪʃ(ə)n/ *noun* – the process of changing from one situation, form, or state to another

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=413#h5p-120>

1.

DIAGNOSTIC: WRITING IN ENGLISH AND WRITING IN YOUR FIRST LANGUAGE



Many instructors want you to provide a writing sample. Why? Well, an instructor can look at your writing sample and quickly see what you already know about the common rules of grammar, spelling, punctuation, and capitalization. The instructor can also get a good feeling for your natural range of vocabulary as well as a clear picture of how you organize your ideas. If an instructor asks for a writing sample during class, then they can also see your level of fluency, that is, how much and how accurately you can write within a short time.

Instructors can learn a lot about a student's current abilities, and that helps to guide the instructor when making lessons for the course. For example, if students demonstrate that they can already write clear topic sentences, then the instructor will focus on other things. Finally, it's useful to compare a writing sample from the beginning of the course with a writing sample from the end of the course in order to show improvements in your writing over time.

How do you prepare a writing sample?

Think about writing in English and writing in your first language. What is the same? What is different? What is easy? What is difficult? In your opinion, how does your culture influence your writing?

1. Write a paragraph. Begin with a topic sentence that clearly and directly states your idea. Then add supporting details to explain your idea. Wrap up your paragraph with a final thought or comment about your idea. (TIP: If you do not know how to set up a Google Doc, then follow the additional instructions in the appendix.)
2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don't say only things like "I agree" or "You're right." Try to add something meaningful to the discussion. Then return this to your partner.
3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.

Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=510#h5p-67>

2.

PARAGRAPH PRACTICE: WHO ARE YOU?



“You never have a second chance to make a first impression.”

That’s a familiar saying in English. But you introduce ourselves many times in many ways in your lifetime.

Often, you talk about yourself using the first person. That means you say things with *I*, *me*, *my*, *we*, *us*, and *our*. That’s personal and informal.

Hi! I’m Yasmine. I’m your teacher! I have a lot of experience and knowledge to share with you. I know that we will have a great class together. Let’s start!

Sometimes, however (especially in some careers), you need to be more formal. For example, you might need to write a short biographical paragraph about yourself for staff page on a website or a program for an event. One way to present yourself more formally is to use the third person. That means you write about yourself as if you were another person. You use pronouns like *he*, *his*, *him*, *she*, *her*, *hers*, *they*, *them*, and *their*. It might feel strange at first, but sometimes it can help you look at yourself from another person’s perspective.

Try it

INSTRUCTIONS: Write a short paragraph to introduce yourself — in the third person! Follow the steps below:

1. Read this example from Arnolfo describing himself:

Arnolfo Ramos is from the Philippines. He has lived in Portland for only six months. One of his goals in life is to become a lawyer because he wants to help other people, especially immigrants, to find a happy and safe place to live and work. After he finishes ESOL at PCC, he will continue to study at a larger university until he can open his own office here in Portland. When he is not working at his local coffeeshop or in the library studying for an exam, Arnolfo enjoys hiking on Mt. Hood and spending time with his dog, Amy.

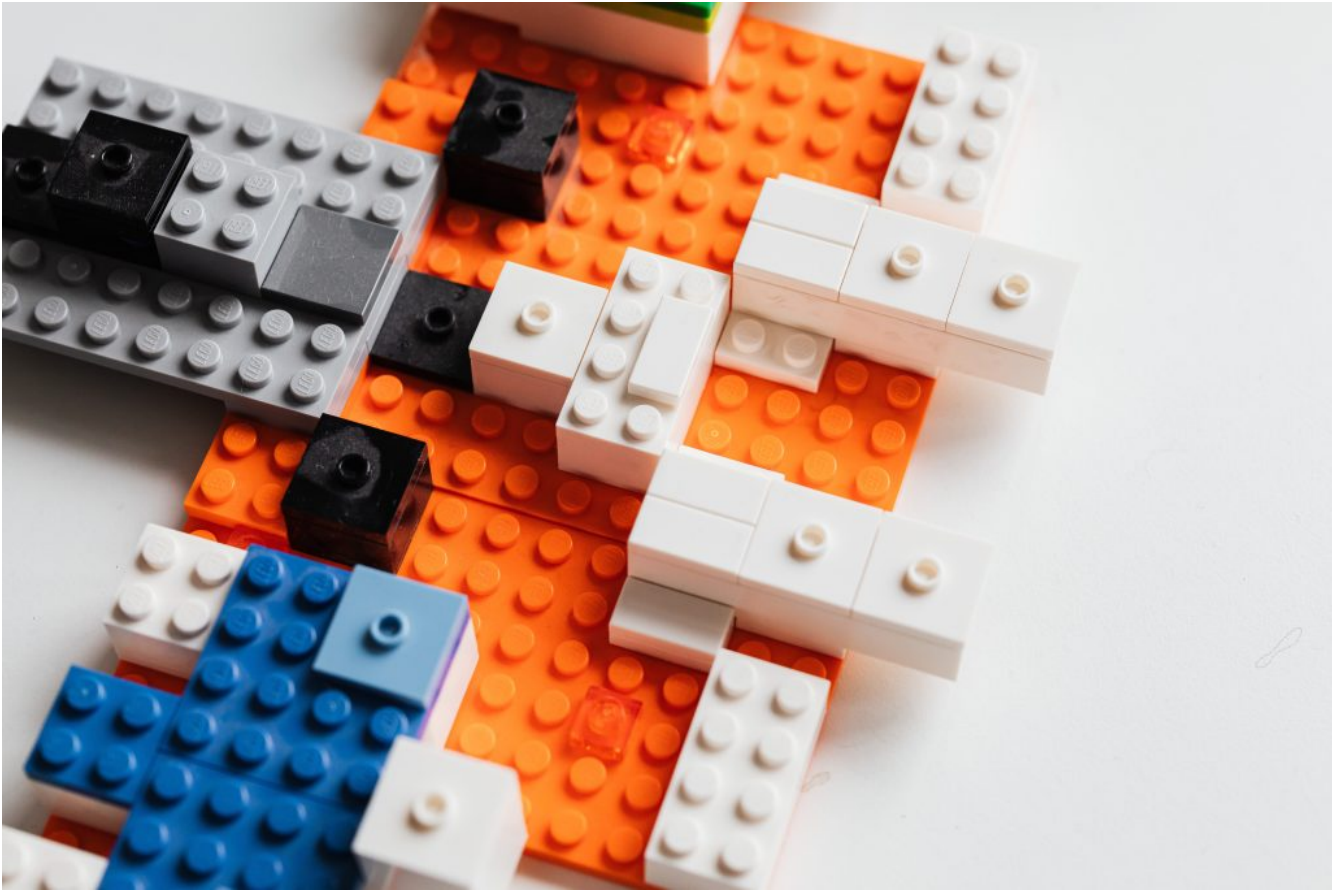
2. Answer these questions about yourself:

- What is your name?
- Where are you from originally?
- How long have you been in Portland?
- What is one of your goals? Think about your career or your life.
- Why is that goal important to you?
- How will you achieve that goal?
- What do you like to do when you are not working or studying?

3. Now use your answers to these questions to write a paragraph to introduce yourself to your instructor and your classmates. Remember to write about yourself in the third person (don't use *I, me, my*; use *he, she, they*).

3.

COMPOSITION: THE BUILDING BLOCKS



Before we begin writing essays, let's review the different pieces of composition (that is, the structure of our writing). Let's start with the three parts of a complete sentence:

- **subject** = the “doer” of the main action or state of being
- **verb** = the main action or state of being
- **complete idea** = all the information necessary to understand the message

Sentences can be simple, compound, complex, or compound-complex. The difference is how many independent clauses and dependent clauses there are. You'll study clauses in more detail later in the course. For now, remember:

- **independent clause** = *subject + verb + complete idea (like a simple sentence)*
- **dependent clause** = *subject + verb but no complete idea (it depends on the other part(s) of the sentence to make sense)*

Here are some examples of different sentence types:

- **simple sentence (one independent clause):** *Mitch likes to eat rice.*
- **compound sentence (two independent clauses):** *Mitch likes to eat rice, but he doesn't like noodles.*
- **complex sentence (one independent clause and one or more dependent clauses):** *Mitch likes to eat rice when he is home alone.*
- **compound/complex sentence (more than one independent clause and at least one dependent clause):** *Mitch likes to eat rice when he is home alone, but he doesn't like noodles.*

Try it



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=429#h5p-122>

In a paragraph or an essay, you want to have a variety of sentence types. Some types of sentences are helpful to better show the connection between ideas. Sometimes, however, you use different sentence types just for variety. It makes the text more interesting for the reader. You can think of it like changing the rhythm of music.

Things get more interesting when you start to look at how you put sentences together to make a paragraph and, later, an essay. They each have three parts, and they actually mirror each other. Take a closer look. How does an item on the left reflect an item on the right?

A complete paragraph	A complete essay
topic sentence that includes both a topic [subject] and controlling idea	introduction paragraph (with hook, background information and thesis)
supporting sentences with details to explain the topic sentence	body paragraphs (each paragraph provides a main idea [topic sentence] and supporting sentences to explain the thesis)
concluding sentence or transition	concluding paragraph (restates the thesis, summarizes the main points, and wraps up the essay with a final thought)

Try it

INSTRUCTIONS: Which parts of a paragraph and which parts of an essay do similar jobs? Match them using the exercise below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=429#h5p-68>

Remember: As you begin to write longer essays, a body paragraph might not end with a concluding sentence. Instead, you might use transition words to connect one idea to the next.

Examples

Now look at these examples. Notice how the shorter and simpler paragraph can serve as an outline for the longer and more complicated essay.

Paragraph

“Honesty is the best policy” is a familiar saying, and a president of the United States proved it. Once there was a man named George who, even as a boy, had great integrity. When he turned 6, his father gave him a hatchet, and every day George amused himself by chopping everything he saw. One day, he took his hatchet to his father’s beautiful cherry tree. Because of that, his father was very angry and asked everyone, “Do you know who killed that beautiful cherry tree?” Because George was scared, he didn’t want to answer. But George was also honest, and he told his father the truth. “Father, I cannot tell a lie. I cut the tree.” He looked at his father for a long time until finally his father’s anger melted away and he embraced his son, explaining that honesty was worth more than a thousand trees. Despite what he did, George was spared punishment because he had learned for himself that honesty is, indeed, the best choice.

Essay

“Honesty is the best policy” is a familiar saying. However, sometimes this idea is easy to forget, even for presidents. When George Washington was a boy, for example, he learned an important lesson about why it is better to tell the truth than lie.

On George’s sixth birthday, his father gave him a special gift: a tiny axe called a hatchet. This hatchet was about eight inches long, and it had a smooth wooden handle. At the end of the handle was a heavy, metal head with a dangerously sharp edge. When George swung the hatchet, the blade easily cut anything and everything. Every day he walked outside and chopped everything he saw: plants, flowers, bushes.

One day, he wanted to show how strong he was, and he wanted to chop something much larger. In his family’s garden, he saw the perfect prize: the precious young cherry tree that his father had planted one year earlier. It was big — but not too big — and the hatchet cracked the wood with only two tries. The tree fell, and George felt proud.

When George’s father returned home from working all day in the field, he was shocked by what had happened. He walked outside to his garden and noticed something quite strange. The cherry tree — his favorite tree in the whole garden — had been cut into two. It was destroyed. George’s father was very angry and asked his family, “Do you know who killed that beautiful cherry tree?” Because George was scared, he didn’t want to answer. But George was also honest, and he told his father the truth. He whispered quietly, “Father, I cannot tell a lie. I cut the tree.”

George was unsure what would happen next. He looked at his father for a long time, but his father said nothing. His father only stared back; he was thinking about what had happened and what George had said. Finally, the icy anger of George’s father melted away. The father embraced his son and explained that honesty was worth more than a thousand trees.

Even as a boy, George Washington was a man of integrity. This old story may be only a legend, but its lesson is still valuable today. Honesty is the best policy for children and for presidents.

Analysis



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=429#h5p-107>

Assignment preparation

1. Choose three topics from the list below. Share your opinion. Write one complete sentence for each topic that you choose.

- discrimination
- slavery
- privacy
- marriage
- free speech
- education
- food and shelter

2. Choose two of your sentences. Expand them into paragraphs of 3-5 sentences each. Write a topic sentence with topic and a controlling idea. Then use 2-3 supporting details to explain your topic sentence.

3. Save your work to use in the assignment that follows.

4.

ASSIGNMENT PART ONE: CONSTRUCTING AN ESSAY FROM A PARAGRAPH



What do you do?

Choose one of the paragraphs that you wrote in the previous lesson. Think about how you can use this paragraph as a guide for a full essay. Use the outline below to make notes. Add any missing information. Then use the paragraph and the outline to write an essay.

My paragraph	My essay
Topic sentence (topic + controlling idea):	Introduction paragraph:
	• Hook –
	• Background information –
	• Thesis statement (main idea = topic + claim) –
Supporting sentences:	Body paragraphs:
	• First body paragraph (topic sentence, supporting sentences, concluding or transition sentence) –
	• Second body paragraph (topic sentence, supporting sentences, concluding or transition sentence) –
	• Third body paragraph (topic sentence, supporting sentences, concluding or transition sentence) –
	• (repeat for each major point)
Concluding sentence: :	Conclusion paragraph:
	• Restate the thesis (main idea) –
	• Summarize the major points –
	• Wrap up the essay with a final thought –

How should you do it?

- Follow the schedule from your instructor. Pay close attention to the due dates.
- Type your essay on a computer using Google Docs and use the Share function to send to your instructor. You do not need to print anything.
- Use 1-inch margins on all sides.
- Use Times Roman 11 or 12 point font or similar.
- Use double-spaced lines.
- Use page numbers.
- Put your full name, class name, and date in the upper left-hand of the first page.
- Add a title, centered at the top of the page. Be creative with your titles! Get the reader's attention.
- Use the TAB key on your keyboard to indent each paragraph.
- Write as many body paragraphs as you have major points (each major point is a separate body paragraph).
- For this assignment, use only your own ideas. Do not copy from another source.
- Try new vocabulary words! Your teacher will let you know if they are not used correctly.
- Proofread carefully to make sure you are accurately using standard grammar, capitalization, punctuation, and spelling.

How will your work be graded?

You will receive two scores for this project. One score is for the first draft; it focuses on content and organization. The other score is for the second draft; it focuses on grammar and mechanics. Review the grading rubrics to understand how your teacher will evaluate your work.

5.

GRAMMAR: THE FOUR MOST COMMON ERRORS IN ESOL WRITING



What do you already know?

Read these sentences:

- *Miguel needs a pencil, he wants to write a note to his teacher.*
- *Because he wants to explain his answer.*
- *The teacher has a pencil he will give it to Miguel.*
- *They is talking in the hallway now.*





An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-69>

Subject-verb agreement

In English, a singular subject requires a singular form of the verb. A plural subject requires a plural form of the verb. This is usually only a problem when writing in the present tense. For example: *One cat lives in the gray house, but three dogs live in the brown house.*

- *cat* = singular; so you write *lives* (the singular form of the verb in the present tense)
- *dogs* = plural; so you write *live* (the plural form of the verb in the present tense)

Try it

INSTRUCTIONS: Rewrite each sentence correctly.

1. One of my many lamps are broken.
2. Many of the people in my apartment building is having a party today.
3. The bus were very cold today because the window were open.
4. I don't know that person. Who is they?
5. Can all six child bring their dogs to the park?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-73>

Sentence fragments

Fragments are pieces of something. They are not whole. This often happens when writers do not attach a dependent clause or a prepositional phrase to an independent clause. What's left is an incomplete idea, and that can confuse your reader. For example:

- *If he is tired.* = This is a fragment. Although it has a subject and a verb, the idea is not finished. It is a dependent clause. You cannot use it by itself.
- *If he is tired, he will not come to the party.* = This is complete sentence. It has a subject, a verb, and a complete idea.

Remember this: a complete sentence requires a subject, a verb, and a complete idea. Usually, sentence fragments can be corrected

by adding information to make a complete idea, or attaching the fragment to the sentence before or the sentence after — often as a dependent clause. You'll study more about dependent clauses later in this course.

Try it

INSTRUCTIONS: Rewrite each sentence correctly. Use your imagination to add any missing information.

1. Because I don't like chocolate.
2. When it rains.
3. Where they live.
4. In downtown next to the river.
5. That will help me to learn English.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-74>

Run-on sentences and comma splices

A run-on sentence is when you use two independent clauses in one sentence without conjunctions or enough punctuation. This makes it difficult for readers to know where the first idea ends and the second one begins. For example:

- *I have a dog he is small.* = run-on sentence

A comma splice is similar; it's when a writer uses only a comma to join two independent clauses. However, a comma alone is not strong enough. It needs a little help. For example:

- *I have a dog, he is small.* = comma splice

Here are three simple ways to fix them:

- *I have a dog, and he is small.* = add a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so)
- *I have a dog; he is small.* = use a semicolon (if the two ideas are closely related)
- *I have a dog. He is small.* = use a period and start a new sentence. (remember to capitalize the first word of the new sentence)

Try it

INSTRUCTIONS: Rewrite the sentences correctly.

1. The students know what to do, they will be able to complete their assignment on time.
2. He wants to run the race I think he will win it.
3. Please give me another example I need to study it more.
4. The artwork in the gallery was expensive, I didn't buy it.
5. I have a new chair in my office it is uncomfortable, can you please replace it?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-75>

Try it

INSTRUCTIONS: Correct errors in the following paragraph. There is one error in each sentence.

Human rights are moral principles or norms for certain standards of human behavior and is regularly protected in municipal and international law. Commonly understood as rights “to which a person is inherently entitled simply because she or he is a human being.” They are “inherent in all human beings” regardless of age, ethnic origin, location, language, religion, ethnicity, or any other status, they are applicable everywhere and at every time in the sense of being universal. Egalitarian in the sense of being the same for everyone. This one collection of many rights are regarded as requiring empathy and the rule of law. It imposes an obligation on persons to respect the human rights of others, it is generally considered that these rights should not be taken away except as a result of due process based on specific circumstances.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-108>

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-72>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-71>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#h5p-70>

Quiz

INSTRUCTIONS: Each sentence has one error. Rewrite the sentence correctly. Add any necessary information to express a complete idea.

1. My son don't like to eat fruits and vegetables.
2. Since the days are getting longer.
3. They is all my relatives in that picture.
4. Joan needs to go to the library she needs to print her essay for class.
5. Reading books is great it helps us learn many things.
6. Don't know what to do when my car doesn't work.
7. Where is the dogs right now?
8. That box of pens are old and should be thrown away.
9. I broke the plates that was on the table.
10. I often worry about getting sick, I don't want to miss any classes.

Optional

Use these resources to study more about the four most common errors in ESOL writing:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#oembed-2>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=465#oembed-3>

6.

QUICK FIXES: ASK AND TELL; NOT WITH ANYTHING AND NOTHING



Ask and tell

Ask

You use **ask** when there is a question in our statement.

- *My mother asked me if I ate my breakfast. (Did you eat your breakfast?)*

Tell

You use **tell** when we are making a statement.

- *My mother told me to eat my breakfast. (Eat your breakfast.)*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=470#h5p-64>

Quiz

INSTRUCTIONS: Choose *ask* or *tell* to complete each sentence. Remember to use appropriate capitalization if the word begins a sentence.

1. I want to _____ you something important about work.
2. I am going to _____ her if she will marry me.
3. Did you _____ him if you could come over?
4. I want to _____ you that I passed the test.
5. She called to _____ you that she found your wallet.
6. I was going to _____ you if I could come to see you now.
7. _____ me how old you are.
8. _____ me questions to help me study for the final exam.
9. They want to _____ you if they can borrow some money.
10. We need to _____ if you can get there by bus.

Not with nothing and anything

Not with nothing

You don't use **not** with nothing. This a "double negative", and you don't usually use double negatives in standard English.

- *There's ~~not~~ **nothing** in the newspaper today that is interesting.*

Not with anything

You use **not** with anything.

- *There's **not anything** in the newspaper today that is interesting.*

Or you use **nothing** alone.

- *There's **nothing** in the newspaper today that is interesting.*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=470#h5p-65>

Quiz

INSTRUCTIONS: Choose *nothing* or *anything* to complete the sentences below. Remember to use appropriate capitalization if the word begins a sentence.

1. I don't have _____ to do after lunch.
2. There isn't _____ in the box; it's empty.
3. It's not a big deal, but on the other hand, I wouldn't say it's _____.

4. She can't do _____ without more money.
5. He won't do _____ about the problem.
6. Wonderful! There's _____ left to do. You did all the work.
7. Wonderful! There's not _____ left to do. You did all the work.
8. There isn't _____ to drink in the refrigerator.
9. I don't think _____ is wrong with the computer; do you?
10. _____ is a secret with my daughter; she knows everything about me.

7.

PARAGRAPH PRACTICE: WHAT DOES EVERYONE DESERVE?



In this course, you will read and write about many different ideas in the United Nations' Universal Declaration of Human Rights. *Macmillan American Dictionary* defines human rights as “the rights that everyone should have in a society, including the right to express opinions about the government or to have protection from harm.” In other words, these are things everyone everywhere deserves all the time. What human rights do you think are important?

1. Write a paragraph that begins with “Everyone deserves ...” Give your idea(s) and support your idea(s) with reasons.
 2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don't say only things like “I agree” or “You're right.” Try to add something meaningful to the discussion. Then return this to your partner.
 3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.
-

Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=472#h5p-66>

8.

COMPOSITION: THE P.O.W.E.R. PROCESS



On the surface, writing may seem to be difficult, mysterious, and even unpredictable. However, if you understand basic patterns of organization and follow common steps in the writing process, you too can write things you never thought you could — even in a new language! The key is to focus on writing as a process — a recursive process. You plan. You draft. You read. You revise. You repeat.

recursive (*adjective*) doing or saying the same thing multiple times in order to produce a particular result or effect

Writing is recursive

In this course, you will focus as much on the process of writing as you will on its end product. Recursive means repeating some steps in the process. For example, you might be in the middle of your draft when you realize you need to do more brainstorming. So you return to the planning, or prewriting, stage. Even when you finish a draft, you may want to make some changes. This is common. Every writer develops their own process for getting the writing done. However, there are some basic strategies and techniques you can adapt to make your work a little easier, more fulfilling, and more effective.

Developing your personal writing process

Some of you may already know strategies and techniques to assist you in your writing. You may already be familiar with prewriting

techniques, such as freewriting, mind maps, outlining, and making lists. You may already have a regular writing practice. But the rest of you may need to discover what works through trial and error. This can take time. So, be patient. Here is what is important to understand: writing is more than typing something quickly and thinking it is finished. Please avoid the “one and done” attitude. That approach will not help you now, and it will not help you in the future.

You have the P.O.W.E.R.

No two people follow exactly the same process when writing. However, there are some common steps that are useful for any student of writing. You can remember the steps by their initials: P.O.W.E.R. And it is a method that gives you — as a writer — the power to not only write faster, but also to write so that others can better understand your meaning.

P.O.W.E.R. is not a shortcut. You still have a lot of work to do. However, this process can guide you on the way and always point you in the direction of what comes next. Now ... what do you think the initials P.O.W.E.R. mean? Let's find out!

The P.O.W.E.R. writing process

P Prewriting

Collect your information. Brainstorm. This might mean making a list, drawing a mind map, or freewriting. However, it might also mean more formal research at the library or online. (Important: If you use information from another source such as a book or website, remember to save the details about that source so that you can tell your reader where the information came from.) TIP: Sketch your essay in the form of a simple, but well-made paragraph. An essay or research paper might seem intimidating, but everyone can write a simple paragraph. This method is a great way to start, and you will practice in this class.

O Organizing

Now that you have a paragraph about your topic, you can use that paragraph as a road map to writing your essay or research paper. You might also want to try a formal outline or just re-work your mind map.

W Writing

This is where you fill in the gaps. Add as many supporting details as you can: descriptions, facts, figures, reasons, explanations, definitions, etc. Write as much as you can. Don't worry yet if it is good. Don't worry about grammar, spelling, capitalization, punctuation, or word count. The point of this step is to get everything from your mind to the paper so that you can work with it later.

The Evaluating step is when you stop and think more critically about what you write. Ask yourself these questions:

E Evaluating

- Is the topic and claim or controlling idea clearly stated?
- Did I explain everything in detail?
- Is everything related to my topic?
- Does it flow well? Is everything in a logical order or sequence?
- Does it make sense?
- Have I "cited my sources"? In other words, have I told my readers where I got my information?

The best feedback comes from your readers, so share your work with your peers (classmates) and your teacher. Visit a tutor or the Reading Writing Center in the library. Get as much feedback from them as possible — and then decide which changes are necessary and which depend on your style. However, in this step, remember to focus on content and organization.

R Revising and Editing

This last step actually has two parts: revising and editing. Revising makes big changes — and that's OK! You can add, delete, or move words, sentences, or even whole paragraphs! This is a natural part of the writing process. When you think you have finished, then it's time for editing. In this phase, you will look at the little things: grammar, spelling, capitalization, punctuation, and formatting. Follow the assignment instructions carefully to make sure that your essay looks as good as the information it contains.

Try it



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=424#h5p-76>

Practice

INSTRUCTIONS: Let's apply this process to writing a paragraph about social media.

In your opinion, is social media a good thing or a bad thing?

1. Prewrite: Draw a mind map or use another method to brainstorm.
2. Organize: Choose information from step #1 and put it in order.
3. Write: Use your notes from step #2 to write a paragraph with a topic sentence and supporting details.
4. Evaluate: Exchange with a classmate. Read each other's paragraph. Provide feedback:
 - Is the topic and claim or controlling idea clearly stated?
 - Did the writer explain everything in detail?
 - Is everything related to the topic?
 - Does it flow well? Is everything in a logical order or sequence?
 - Does it make sense?
 - Has the writer "cited" their sources? In other words, has the writer explained where they got any special information?
5. Revise and rewrite: Now write a second draft.
6. Collect all of your work and show it to your instructor.

9.

INSPIRATION: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



In this course, you will use as your guide an important historical document from the United Nations. It's called the Universal Declaration of Human Rights (UDHR). Before you look at the document itself, start by thinking about what people mean when they say *human rights*.

What are human rights?

The basic idea of human rights is that everyone, no matter who they are or where they are born, is entitled to the same basic rights and freedoms. That may sound simple enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights? Who gets to pick them? Who enforces them—and how? Benedetta Berti explores the subtleties of human rights in the video below.



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=474#oembed-1>

Try it

INSTRUCTIONS: Answer these questions to check your understanding of the video.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=474#h5p-77>

How will you use the Universal Declaration of Human Rights in this course?

You will use the Universal Declaration of Human Rights as your inspiration for all of your essays this term. Inside this document are many big ideas, from freedom of slavery to freedom of expression. As you study this document, you'll find several different topics that you will write about in different ways.

- **Definition Essay** – You find a word or idea in the UDHR that you want to learn more about. You explain its meaning in different ways.
- **Cause-and-Effect Essay** – You choose an issue from the UDHR that you want to learn more about. You describe its cause and/or effect in detail.
- **Discussion Essay** – You choose another topic from the UDHR that you want to discuss. You present the pros and cons or other considerations that are important to understand the topic.

Throughout the term, you will also write short paragraphs and complete other exercises that use information from the UDHR. It's a very rich document, and there will be many ideas for you to choose from.

What are the rights of the Universal Declaration of Human Rights?

There are 30 rights in the Universal Declaration of Human Rights. You can learn about them in three ways: simple English, the original English, and written and audio translations in many different languages.

What does the UDHR say in simple English?

1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
4. **No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
6. **You Have Rights No Matter Where You Go.** I am a person just like you!
7. **We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
8. **Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
9. **No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The Right to Privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **Right to a Nationality.** We all have the right to belong to a country.
16. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The Right to Play.** We all have the right to rest from work and to relax.
25. **Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old,

unemployed or disabled, and all people have the right to be cared for.

26. **The Right to Education.** Education is a right. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No One Can Take Away Your Human Rights.**

What does the original document say?

Although the simple English version above makes it easy for you to get started, it's also important for you to review the original Universal Declaration of Human Rights, especially after you choose a particular topic for your essay. The original text isn't much longer, but it can give you more context or other helpful details.

How can you read the UDHR in your first language?

It can be useful for you to also read or hear the UDHR in your first language. In fact, the UDHR is the most translated document in the world! It is available to read in 538 different languages. You can also listen to people read it aloud in nearly 90 different languages.

Try it

INSTRUCTIONS: After you have read some of the information above, discuss the UDHR with your classmates. Answer these questions:

1. What did you know about the UDHR before this class?
2. What was new or surprising to learn about the UDHR?
3. What interests you about the UDHR? What are you curious about?
4. Compare/contrast the different formats of the same document. How are they the same? How are they different? Why are they different?

Choose your first topic

The Universal Declaration of Human Rights (UDHR) will be the inspiration for your writing this term. To choose your first topic, follow these steps:

1. Read the simple English version (above) again carefully. Then skim the original version (follow the link above). Finally, read or listen to the the UDHR in your first language, too, so that you understand it better (follow the link above).
2. Choose a specific word, concept or idea that interests you.
3. Look up the word, concept, or idea in a dictionary (*Macmillan American Dictionary* and *Cambridge English Learner's Dictionary* are two good, free online dictionaries, but you can use any dictionary you like; however, do not use only Google Translate). Write your answers to these questions:
 - What is the word, concept, or idea?
 - What is the name of dictionary that you used?
 - What is the dictionary definition of your word, concept, or idea? (copy the exact words and put them in "quotation marks" to show that they came from an outside source of information)
 - What is the definition of your word, concept, or idea in your own words? (paraphrase the dictionary definition in your own words)
4. Send all of these things to your instructor in an email. Here is an example:

Hello, teacher,

My name is Ordelia Halsey. I am in your Level 7 Writing class. Here is the word from the Universal Declaration of Human Rights that I want to use for my definition essay:

- Word: liberty
- Name of dictionary: *Macmillan American Dictionary*
- Dictionary definition: "the freedom to think or behave in the way that you want and not be controlled by a government or by other people"
- My definition: I can do what I want without the government stopping me.

Please let me know if this is a good choice for my definition essay.

Thank you!

Ordelia Halsey

5. Check your email for a reply from your instructor. Your instructor will tell you if your choice is suitable for this assignment, or if you should choose another. Your instructor will also help to make sure you understand the word that you choose before you start writing your essay.

10.

ASSIGNMENT PART TWO: WRITING A SECOND DRAFT



Follow these instructions to prepare the second draft of your first essay:

- Review the feedback from your instructor and/or tutor carefully. If you have questions, ask for help.
- Then edit your essay. Use the same Google document. Start by making the corrections that your teacher or tutor suggests. After you make a correction, click on checkmark to hide the comment.
- Now read your essay again carefully. Think about other changes you can make to improve your writing.
 - First, focus on the **content**. What are you trying to say with your essay? Is it clear? Do you have enough supporting information to explain your ideas?
 - Then focus about **organization**. What does the reader need to know first before other things? Do you have information in a logical order? Does each new idea of your essay build on the previous idea?
 - Finally, focus on **structure**.
 - Does your introduction have an interesting hook, helpful background information, and a clear thesis statement?
 - Does the thesis statement have both a topic and a claim? And does it preview the major points of your essay?

- Does each body paragraph have a clear and strong topic sentence? Do all of the supporting details explain the idea of the topic sentence?
- Does the conclusion restate the thesis, summarize the main ideas, and wrap things up?
- Have you followed all of the formatting guidelines? Did you center a title? Did you indent each paragraph? Do you have page numbers? Is it double-spaced?
- Now, put it away for a day or so. Let it rest so that you can look at it later with fresh eyes.
- Finally, proofread carefully for small details, such as grammar, spelling, capitalization, and punctuation. Use the essay self-check and grading rubrics to review your work before you submit it to your teacher.
- *Optional: Visit a tutor or Reading Writing Center again for more feedback. Show your instructor a record of your visit in order to receive extra credit on this revised essay.*

Pay close attention to the due date your instructor gives you. That is your deadline to finish this second draft. If you used the same Google document, then you do not need to share the document with your instructor again. Your instructor can still open it.

11.

WRAP UP



When you write in English, there is a lot to remember about vocabulary, grammar, composition, and mechanics. This includes simple formatting like margins and line spacing, but also more complicated things like the organization of an essay that meets the expectations of your college instructors.

One quick way to immediately improve your writing is to focus on the four most common errors in ESOL writing:

- subject-verb agreement
- comma splices
- fragments
- run-on sentences

From there, it's important to remember that writing is a process. "Good writing comes from rewriting" is the saying, and it's true for everyone. However, editing and proofreading are not easy skills, so you will continue to practice them throughout the course. You will also continue to study vocabulary and grammar — the nuts and bolts of good writing.

Topic selection is also a very important first step in any writing project. If your topic is too large, you'll write a whole book (or,

worse, write only something very vague and superficial). If your topic is too small, then you won't have much to explore in your writing; if your topic can be explained in only one sentence, then it's probably going to be difficult to expand into a longer essay. And, finally, at least in this course, it's important for you to choose topics that interest you. Writing about ideas that are important to you makes writing and research not only more useful and meaningful, but it also makes it easier!

As the title of this course suggests, all of these things will begin to coalesce — that is, they will begin to come together and make sense as a whole.

PART II

UNIT 02: WHAT IT MEANS TO YOU - THE DEFINITION ESSAY



“What does it all mean?”

That’s a good question! So many words and concepts mean different things to different people. Sometimes there are multiple interpretations of a word in English. The meaning depends a lot on context, that is to say, how it’s used or the situation in which it’s used. A dictionary is a good place to start, but there are many more interesting and effective ways to explain a word or idea. In this unit, you will study different strategies for writing a definition, including useful grammar and composition skills that help your readers understand what you mean.

To begin, watch this short video in which Shaun Macleod introduces the idea of definition.



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=21#oembed-1>

Key academic vocabulary in this unit

- **achieve** /ə'tʃiːv/ *verb* – to succeed in what you planned to do; to reach your goal
- **analysis** /ə'næləsis/ *noun* – the process of studying or examining something in detail in order to understand it better
- **element** /'elɪmənt/ *noun* – an important basic part of something complicated; a piece of something larger
- **foundation** /faʊn'deɪʃ(ə)n/ *noun* – the most basic part of something that supports other things
- **maintain** /meɪn'teɪn/ *verb* – to keep something going or to keep it the same; to continue something
- **major** /'meɪdʒər/ *adjective* – important, primary, large
- **pursue** /pə'r'su/ *verb* – to go after something, to try to get it, to follow a course of action to obtain something
- **specific** /spə'sɪfɪk/ *adjective* – exact and detailed, not vague or general
- **strategy** /'strætədʒi/ *noun* – a thoughtful plan or method for achieving something
- **thesis** /'θɪsɪs/ *noun* – the main idea or argument about an issue

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=21#h5p-119>

12.

GRAMMAR: ADJECTIVE CLAUSES



What do you already know?

Read these sentences:

- *Adaku is looking for a book. She saw it yesterday in the library.*
- *Adaku is looking for a book that she saw yesterday in the library.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-9>

What is an adjective clause?

What is an adjective?

An **adjective** describes a noun or noun phrase.

What is a clause?

A **clause** is a group of words that contain a subject and a verb. An independent clause is a complete idea; a simple sentence is an example of an independent clause. A dependent clause, however, is not a complete idea.

What is an adjective clause?

An **adjective clause** is a dependent clause that describes a noun or noun phrase. An adjective clause comes after the noun that it modifies.

Take another look

- *My neighbor knows all of the quick and easy ways to get to the airport. He drives for both Uber and Lyft.*
- *My neighbor, who drives for both Uber and Lyft, knows all of the quick and easy ways to get to the airport.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-10>

How do you make an adjective clause?

To combine two separate sentences into a single sentence with an adjective clause, you must **change the pronoun into a relative pronoun like *that*, *who*, or *which***. Pay attention to the position: The adjective clause follows the noun it describes. Look again at the sentence:

- *My neighbor, **who** drives for both Uber and Lyft, knows all of the quick and easy ways to get to the airport.*

Here's another example:

- *The car belonged to Young-Hee.*
- *I bought the car.*

How can you combine this into one sentence using an adjective clause? (HINT: What is the same in both sentences? *Car*.)

Here are two possibilities:

- *The car that I bought belonged to Young-Hee.*

- *I bought the car that belonged to Young-Hee.*

There's no difference in meaning. However, the focus changes. The first sentence focuses the reader's attention on the car, while the second sentence focuses the reader's attention on the person buying the car.

Which relative pronoun do you use?

Below are examples of the most common relative pronouns for adjective clauses.

Pronoun	Use	Examples
who	used for humans (sometimes animals) in the subject position (replaces pronouns like <i>he/she/they</i>)	Carl is the student who lives near the ocean with his sister Paula. [Carl is a student. He lives near the ocean with his sister Paula.] Paula, who doesn't know how to swim, doesn't like the ocean. [Paula doesn't like the ocean. She doesn't know how to swim.]
whom	used for humans in the object position (object of verb or preposition) (replaces pronouns like <i>him/her/them</i>)	Somi, whom Carl knows from high school, is a swimming instructor. [Somi is a swimming instructor. Carl knows her from high school.]
which	used for things and animals in the subject or object position (replaces pronouns like <i>it/they</i>)	Swimming lessons, which Somi teaches every weekend, can help Paula. [Swimming lessons can help Paula. Somi teaches them every weekend.] (<i>object</i>) They all decide to go to the community center, which has a pool. [They all decide to go to the community center. It has a pool.] (<i>subject</i>)
that	used for humans, animals, and things, in the subject or object position	There are many things that Paula needs to learn. [There are many things to learn. Paula needs to learn them.] (<i>subject</i>) Carl wants to tell Paula that he is very proud of her. [Carl wants to tell Paula something. He is very proud of her.] (<i>object</i>)
whose	used for humans, animals and things in the subject or object position to show possession (replaces pronouns like <i>his/her/their/its</i>)	Somi, whose first language is not English, is happy to help. [Somi is happy to help. Her first language is not English.]
where	used for places (replaces a preposition <i>in, on, at</i> or an adverb like <i>here</i> or <i>there</i>)	Later, Paula wants to swim where there are big waves. [Later, Paula wants to swim somewhere. There are big waves there .]

Try it

INSTRUCTIONS: Combine the sentences using an adjective clause.

1. He was sitting in the emergency room. It was very crowded in there.
2. A nurse was nearby. He called to her.
3. The nurse took one look at the man and knew he needed a doctor. His color was not good.
4. She connected the man's finger to a machine and left him for a minute while she checked another patient. The machine checked his blood oxygen levels.
5. Just then, a doctor walked by and noticed that the man had passed out. His finger was still in the machine.
6. The doctor took the man's pulse and temperature and determined that the man likely had COVID and needed a ventilator. It could help him breathe.
7. The doctor gave the man an injection. It made him go to sleep.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-11>

Is the relative pronoun the subject or the object of the clause?

- *Example: The city that she wants to visit most is Berlin.*

The relative pronoun *that* is not the subject of the clause. There is the pronoun *she* before the verb in the clause, and *she* is the clause's subject. The relative pronoun, *that*, connects the adjective clause back to the noun it describes, which is *city*. When the subject is not the relative pronoun, you can often delete it, like this: *The city she wants to visit most is Berlin.*

- *Example: There are many drivers who passed a driving test but still do not follow all the traffic rules.*

When the subject is the relative pronoun, however, you can't delete it. In the example above *who* is the subject for the verb *passed* in the adjective clause. So this adjective clause cannot be reduced (made shorter).

What punctuation do you need to use with an adjective clause?

Generally, if the adjective clause is helping to identify the noun it describes, then you do not use commas to set it apart.

However, if the adjective clause is only helping to describe the noun but is not identifying it, then you use commas to set apart the adjective clause.

Don't use commas with clauses that are defining, restrictive, or essential

- *The woman who is wearing the brown dress teaches Spanish.*
- *This man lives in the same apartment where my brother used to live.*

In the first sentence, as well as describing the man, the adjective clause *who wears a brown dress* helps the reader identify exactly which man the writer is talking about. Similarly, in the second sentence, the clause *where my brother used to live* helps to identify in which house the man lives.

In other words, you use an adjective clause without commas when it both describes and identifies the noun. The information is **essential** to the sentence.

Use clauses that are nondefining, nonrestrictive, nonessential

- *Gabriel Reyes, who is from Mexico, wrote that book last year.*
- *The Japanese Garden, which is in Portland, includes many smaller gardens.*

In these examples, *Gabriel Reyes* and *The Japanese Garden* are very specific nouns, and the adjective clauses are **not** required to identify them. These adjective clauses merely provide additional descriptive information. They are not necessary to understand the main idea of each sentence.

Try it

INSTRUCTIONS: Read each sentence. Add commas where necessary.

1. The new coronavirus which causes the disease COVID-19 has infected millions of people globally.
2. The disease was first detected in Wuhan where 11 million residents have been living isolated in quarantine for months.
3. The disease is spread by droplets which are sprayed into the air when an infected person coughs or sneezes.
4. Infection can be transmitted if a person touches objects or surfaces that an infected person has coughed and sneezed on and then touches their mouth, nose, or face.
5. Many people who carry and spread the disease show few or no symptoms.
6. For people whose health is already impacted by heart disease, diabetes, or other underlying conditions, COVID-19 can be very deadly.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-12>

Are there rules for adjective clauses?

Rule	Do this ...	Don't do this ...
1. Always use commas to separate a non-defining/non-restrictive adjective clause from the rest of the sentence.	St. Paul, which is the capital of Minnesota, is situated on the Mississippi River. <i>Explanation: Do you see the commas? Non-defining clauses need commas.</i>	St. Paul which is the capital of Minnesota is situated on the Mississippi River. <i>Explanation: This one doesn't have the necessary commas. So it's not easy to separate the main idea from the extra information.</i>
2. Never use "that" as a relative pronoun in a non-defining/non-restrictive adjective clause.	St. Paul, which is the capital of Minnesota, is not the largest city in the state. <i>Explanation: The relative pronoun, "which", is correct.</i>	St. Paul, that is the capital of Minnesota, is not the largest city in the state. <i>Explanation: The relative pronoun "that" is always wrong in non-defining adjective clauses.</i>
3. Remember to add the relative pronoun when using a non-defining/non-restrictive adjective clause.	We spent time in both Minneapolis and St. Paul, which made it clear the differences between the Twin Cities. <i>Explanation: This one has a relative pronoun, which is good.</i>	We spent time in both Minneapolis and St. Paul, made it clear the differences between the Twin Cities. <i>Explanation: This one forgot to include the relative pronoun "which", and it is wrong because there's no subject for the verb "give".</i>

When can you use adjective clauses in your writing?

To connect ideas or to avoid short sentences

- *Weaker: The road went to the top of the mountain. It was difficult to use in the winter.*
- *Stronger: The road, which was difficult to use in the winter, went to the top of the mountain. (or) The road, which went to the top of the mountain, was difficult to use in the winter.*

To describe a person

- *Weaker: George Spelvin was an actor. He liked to perform in comedies.*
- *Stronger: George Spelvin was an actor who liked to perform in comedies.*

To make writing more concise and more academic

- *Weaker: A hashtag begins with the # symbol. It is a label. The label is used on social media sites. The label makes it easier to find posts. Those posts contain specific information or content.*
- *Stronger: A hashtag, which begins with the # symbol, is a label that is used on social media sites and which makes it easier to find posts that contain a specific information or content.*

Did you notice? There are four adjective clauses in the one sentence above! One describes *hashtag*, two describe *label*, and one describes *posts*.

What are some common errors that writers make with adjective clauses?

Here's one ...

- *Incorrect: There is an idiom in English: The family plays together stays together.*
- *Correct: There is an idiom in English: The family **that** plays together stays together.*

Remember to use a relative pronoun in the subject position.

Here's another ...

- *Incorrect: Oregon, that started as a territory, became a state in 1859.*
- *Correct: Oregon, which started as a territory, became a state in 1859.*

Use *who*, *that*, or *whom* for people and *that* or *which* for things. Do not use *that* in nonrestrictive clauses. Do not use *whom* in a subject adjective clause.

Here's one more ...

- *Incorrect: Many people who they have cats also have dogs.*
- *Correct: Many people who have cats also have dogs.*

In an adjective clause, do not include a pronoun that refers to the modified noun.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-3>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-4>

—



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-5>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#h5p-1>

Quiz

INSTRUCTIONS: Use an adjective clause to combine each pair of sentences into one sentence.

EXAMPLE:

Item: The flowers have died. We picked the flowers last week.

Answer: The flowers that we picked last week have died.

1. The policeman blew his whistle and then shouted at the criminal. He was taking control of the situation.
2. Barry is a student at the Cascade Campus of Portland Community College. That campus is in North Portland.
3. These new masks help us to stay healthy and safe. They can be used more than once.
4. Raphael lost his chemistry textbooks on the bus. They were very expensive.
5. Students do well on tests if they are prepared beforehand. Some students are anxious.
6. A research paper on environmental problems received an award. I wrote the paper.
7. My driveway is in front of my house. I park four cars there.
8. The Industrial Revolution changed the way people make things. It began in England.
9. Recently, a large airplane had a serious accident. Its engine stopped working.
10. The dress was long, black, and beautiful. Mary wore it.

Optional

Use these resources to study more about adjective clauses:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=31#oembed-2>

13.

QUICK FIXES: DON'T, DOESN'T, DON'T HAVE TO



Don't and Doesn't

Don't

You don't use:

- *he **don't***
- *she **don't***
- *it **don't***

These are subject-verb agreement errors. In the simple present tense, he/she/it require a singular verb form.

Doesn't

Instead, you use:

- *he **doesn't***
- *she **doesn't***
- *it **doesn't***

Examples:

- *The man is always late because **he doesn't** have a watch.*
- ***She doesn't** have time to work late today because she is going to a party.*
- *I am happy to see the sun today. There is a lot of heat, but **it doesn't** bother me.*

Practice



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=57#h5p-6>

Quiz

INSTRUCTIONS: Choose *don't* or *doesn't* to complete each sentence. Remember to use appropriate capitalization if the word begins a sentence.

1. They _____ always answer their cell phone.
2. Those socks _____ go well together.
3. She _____ care what other people say.
4. His grades _____ matter to him.
5. He _____ go out much on the weekends.
6. _____ the sun feel great?
7. He _____ care about his grades.

8. That sweater _____ go with those pants.
9. It _____ mean anything to him.
10. _____ you know he's moving to Switzerland?

Don't have to

You don't say *don't have to* or *doesn't have to* if you mean something is forbidden. (You use *don't have to* or *doesn't have to* when you are saying there is no obligation or requirement.)

- Doctors ~~*don't have to*~~ *drink alcohol on the job.*

Instead, you say:

- *not supposed to*
- *not allowed to*
- *must not*

Examples:

- *I'm **not supposed to** drink coffee after 3 p.m.*
- *In some cultures, women **are not allowed to** pray with men.*
- *Pets absolutely **must not** go in the hotel room. They are not allowed.*

Practice



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=57#h5p-7>

Quiz

INSTRUCTIONS: Choose *don't/doesn't have to*, *not supposed to*, *not allowed to*, or *must not* to complete the sentences. Remember to use appropriate capitalization if the word begins a sentence.

1. We are _____ smoke on campus. It is forbidden.
2. If you are tired, you _____ try to drive to Seattle tonight. It's too dangerous.
3. You _____ bring alcohol into the restaurant. It is against the law.
4. Criminals are _____ vote. That's the rule.
5. His doctor says he absolutely _____ eat fat.
6. You're _____ go in that room. The directions recommend going to the other room.
7. Your children _____ eat that if they don't like it.
8. You _____ go in there, if you don't want to.
9. You _____ drive a car without a license. Otherwise you will get ticket.
10. The dog is _____ sleep on the couch or the bed. But sometimes I let it anyway.

14.

PARAGRAPH PRACTICE: WHAT IS HAPPINESS?



In your opinion ... what is happiness? How do you define happiness?

1. Write a paragraph. Define happiness. What does it mean to you? Try to use your own words and ideas. Try to think of different ways to explain this idea. (If you quote a dictionary, use “quotation marks” around the words that you copy and include the name of dictionary in *italics*.)
 2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don’t say only things like “I agree” or “You’re right.” Try to add something meaningful to the discussion. Then return this to your partner.
 3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.
-

Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=67#h5p-8>

15.

COMPOSITION: DEFINITION STRATEGIES



What is a definition?

A definition explains what something is — or is not — by identifying unique qualities or characteristics.

For example, if you want to know the meaning of *oxygen*, you can look it up in the dictionary. Here's what you will find:

Noun: a chemical element that is a colorless and odorless gas, and that all animals depend on to breathe. Its chemical symbol is O.

But what if someone asks you *What is happiness?* Again, you go to the dictionary, and it states:

Noun: the state of being happy

OK. That doesn't help much, does it? What does *being happy* mean? Are you talking about what makes me happy or what makes people in general happy?

People define words, terms, and concepts to understand each other. In order to effectively communicate, there is a need to have

a common understanding of words. However, this isn't always easy. Definitions are often built upon people's own experiences and perceptions. Your definition of happiness may be totally different from your grandmother's idea of happiness.

Furthermore, the way you define terms can have far-reaching consequences for individuals as well as collective groups. For example, take a word like *alcoholism*. The way you define alcoholism depends on its legal, moral, and medical contexts. Lawyers may define alcoholism in terms of its legality. Parents may define alcoholism in terms of its morality (right and wrong). Doctors may define alcoholism in terms of physical symptoms.

Think also of terms that people tend to debate in the community. Think about the words *marriage* and *climate change*. How you define these words can have enormous impact on government policies and even on daily decisions. Think about conversations couples may have in which words like *commitment*, *respect*, or *love* need clarification. Defining terms within a relationship, or any other context, can at first be difficult. However, once a definition is established between two people or a group of people, it is easier to have productive discussions.

Why are definitions useful?

As a writer, you might use definitions for different strategic purposes. Here are some examples:

Purpose	Example
Convey useful information	The U.S. Congress is composed of the Senate and the House of Representatives.
Explain your perspective or ideas	"Success" isn't just a student graduating from high school.
Demonstrate that you understand the meaning	Honesty is about telling the truth.
Entertain	Modern music isn't music because it's just beats and bass.
Argue, challenge or extend a definition	The definition of a "runner" is a person who runs a 10-minute mile or better.

How can you write definitions?

To achieve those goals, writers may use one or more of these definition strategies. Look at those strategies and some examples of how they are used to define the concept, or idea, of *good students*. Notice how the verbs in the examples are often in the simple present verb tense; that is a common way to report what others are saying about something.

Strategy	Example for the idea of <i>good students</i>
Formal definition: Quote the dictionary	Many different definitions for "good" (e.g., of high quality); student: "someone who goes to university, college or school"
Synonyms: Look at similar words	No direct synonym; star student, overachiever, prized pupil
Description: Provide details	Good students focus on more than grades, participate in class, and work with their teachers.
Etymology: Explain the word's origins	Separate origins for "good" and "student" — but not together
Illustration: Give examples	Good students want to learn; arrive early; talk to teachers; do work.
Process analysis: Explore how it works	In order to become a good student, one must carefully balance family, work, and school.
Compare/Contrast: Show similarities/differences to other things	For a good student, school is like another job.
Negation: Explain what it is not	Good students are not defined only by good grades.

Try it

INSTRUCTIONS: Read this example definition paragraph. Then answer the questions.

The definition of “good students” means more than just grades. Rather, good students pursue scholarship for the joy of learning. They actively participate in class in order to immerse themselves in the subject. Good students also maintain a positive, professional relationship with instructors and peers because a supportive sense of community is important for learning. Grades are important, but good students use them as one part of a greater whole.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=72#h5p-27>

Try it

INSTRUCTIONS: Complete the research chart for the definition of “happiness”.

Strategy	Information about “happiness”
Formal definition: Quote the dictionary	
Synonyms: Look at similar words	
Description: Provide details	
Etymology: Explain the word’s origins	
Illustration: Give examples	
Process analysis: Explore how it works	
Compare/Contrast: Show similarities/differences to other things	
Negation: Explain what it is not	

Now use the best pieces of information (not all of the pieces) to write a paragraph defining “happiness”. Remember to start with a topic sentence. Then use this information to add supporting details.

How can you make a definition essay from a definition paragraph?

Now that you have a strong paragraph to define *good students*, how do you make a full essay from that paragraph? Try this: Connect parts of the paragraph with similar parts of an essay:

Paragraph	Essay
Topic sentence	Thesis statement (main idea of the essay)
Supporting details	Body paragraphs
Concluding sentence	Conclusion paragraph

Example definition essay

Look closely now at this example definition essay. Read closely and notice how it mirrors the definition paragraph. Then answer the questions that follow.

George Spelvin
ESOL 252 Level 7 Writing
January 1, 2023

More Than Just Grades

The definition of a good student may not be what you think. Many people define good students as those who receive the best grades. While it is true that good students often earn high grades, I believe that grades are just one aspect of how we define a good student. In fact, even poor students can earn high grades sometimes, so grades are not the best indicator of a student's quality. Rather, a good student pursues knowledge, actively participates in class, and maintains a positive, professional relationship with instructors and peers.

Good students have a passion for learning that drives them to fully understand class material rather than just worry about grades. Good students are actively engaged in scholarship, which means they enjoy reading and learning about their subject matter not just because readings and assignments are required. Of course, good students will complete their homework and all assignments. They may even continue to perform research and learn more on the subject after the course ends. In some cases, good students will pursue a subject that interests them but might not be one of their strongest academic areas, so they will not earn the highest grades. Pushing oneself to try new things can be difficult, but good students will challenge themselves rather than remain at their educational comfort level for the sake of a high grade. The pursuit of learning rather than concern over grades is the sign of a good student.

Class participation and behavior are another aspect of the definition of a good student. Simply attending class is not enough; good students arrive punctually because they understand that tardiness disrupts the class and disrespects the professors. They might occasionally arrive a few minutes early to ask the professor questions about class materials or mentally prepare for the day's work. Good students always pay attention during class discussions and take notes; they are not checking their cell phones or daydreaming. Excellent class participation requires a balance between speaking and listening, so good students will share their views when appropriate but also respect their classmates' views when they differ from their own. It is easy to mistake quantity of class discussion comments with quality, but good students know the difference and do not try to dominate the conversation.

Finally, good students maintain a positive and professional relationship with their professors. They respect their instructor's authority in the classroom as well as the instructor's privacy outside of the classroom. Prying into a professor's personal life is inappropriate, but attending office hours to discuss course material is an appropriate, effective way for students to demonstrate their dedication and interest in learning. Good students go to their professor's office during posted office hours or make an appointment if necessary. While instructors can be very busy, they are usually happy to offer guidance to students during office hours; after all, availability outside the classroom is a part of their job. Maintaining positive, professional relationships with professors is especially important for those students who hope to attend graduate school and will need letters of recommendation in the future.

Although good grades often accompany good students, grades are not the only way to indicate what it means to be a good student. The definition of a good student means demonstrating such qualities as engaging with course material, participating in class, and creating a professional relationship with professors. While every professor will

have different criteria for earning an A in their course, most would agree on these characteristics for defining good students.

Analysis

INSTRUCTIONS: Use the example definition essay above to answer the questions that follow.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=72#h5p-28>

Quiz

INSTRUCTIONS: Use the information above to answer the questions that follow.

1. A definition explains what something is — or is not — by _____.
 - a. translating the word into your first language
 - b. explaining the reasons and results of a particular action
 - c. discussing the pros and cons of an issue
 - d. identifying unique qualities or characteristics
2. A thesis statement is the main idea of the whole essay. It contains the topic and the author's claim about the topic. In a definition essay, the thesis statement is what the author wants the reader to know (claim) about a specific word or idea (topic). True or False?
3. We usually use the _____ verb tense when writing a formal, academic essay, such as a definition essay.
 - a. simple past
 - b. simple future

- c. present progressive (sometimes called present continuous)
- d. simple present

4. Imagine an essay about *human rights*. Match the definition strategy with its example.

A. ____ The United Nations has identified 30 universal human rights, such as the freedom from torture, the freedom of expression, and the freedom from slavery.	1. formal definition
B. ____ universal freedoms	2. synonym
C. ____ According to the <i>Cambridge Learner's Dictionary</i> , human rights are “the basic rights that every person should have, such as justice and the freedom to say what you think.”	3. description
D. ____ Human rights are ideas about the liberties and conditions that all human beings deserve, regardless of their culture, country, religion, etc.	4. etymology
E. ____ The origin of the word “right” — meaning something that is morally correct, not the opposite of left — comes from Old English “riht” with the ideas of justice and fairness.	5. illustration
F. ____ Unlike the Bill of Rights in the U.S. Constitution, human rights extend beyond our country's borders.	6. process
G. ____ There have been many developments in the concept of human rights throughout history, as far back as ancient Greeks and as modern as today's news. First ...	7. compare/contrast
H. ____ Human rights are not something that is granted or earned; they are not something that can be bought or sold.	8. negation

5. Match the purpose and its example.

A. ____ The idea of human rights is that every person around the world deserves the same basic conditions for existence.	1. convey useful information
B. ____ According to <i>Macmillan Dictionary</i> , human rights are “the rights that everyone should have in a society, including the right to express opinions about the government or to have protection from harm.”	2. explain our perspective or ideas
C. ____ Laura had a dream to be a doctor, but discrimination against women didn't allow her to go to school. This is the dramatic story of how she found success against all odds.	3. demonstrate that we understand the meaning
D. ____ Human rights is not just about freedom; it's about respect.	4. entertain
E. ____ In my opinion, human rights should be more than just an idea; they should be the law.	5. argue, challenge, or extend a definition

16.

ASSIGNMENT PART ONE: WRITE A DEFINITION ESSAY



What do you do?

For this assignment, imagine that you are ready to leave Community College and continue your studies at Urban University. You have completed the application and taken the placement tests. The admissions office recognizes that you are a bright student. However, they are also looking for a student who understands social justice. Therefore, they ask you to write an essay to define a significant word or idea from the Universal Declaration of Human Rights.

Here are the steps in the process:

1. Use the **word or concept** from the Universal Declaration of Human Rights that you proposed to your instructor.
2. Complete the **definition research chart** below. Find out as much as you can about your word or idea.

3. Use that information to first write a **definition paragraph**. Start a new Google Doc. Write only a paragraph now; you will write the full essay later. Be sure that your paragraph has a strong topic sentence (topic + controlling idea). Add 3-6 supporting sentences that explain the topic sentence using the information from your definition research chart (choose 2-3 strategies; write 1-2 sentences for each strategy). End the paragraph with a concluding sentence. Proofread your work and fix grammatical and mechanical errors. Share this paragraph (and your definition chart) with your teacher for feedback.
4. After you receive feedback from your teacher about your definition paragraph, then expand that definition paragraph into **the first draft of your definition essay**. Use the essay self-check and grading rubrics to review your work before you submit it to your teacher.

How should you do it?

- Follow the schedule from your instructor. Pay close attention to the due dates for each part.
- Type your essay on a computer using Google Docs and use the Share function to send to your instructor. You do not need to print anything.
- Use 1-inch margins on all sides.
- Use Times Roman 11 or 12 point font or similar.
- Use double-spaced lines.
- Use page numbers.
- Put your full name, class name, and date in the upper left-hand of the first page.
- Add a title, centered at the top of the page. Be creative with your titles! Get the reader's attention.
- Use the TAB key on your keyboard to indent each paragraph.
- Write as many body paragraphs as you have major points (each major point is a separate body paragraph).
- Do not copy directly from another source without proper citation. That is plagiarism and may result in 0 points for this assignment. If you use ideas or information from another source, you must paraphrase (use your own words) or quote (use exact words inside "quotation marks"). Either way, you must say where you found the information. For this assignment, a simple phrase like "According to [author name] in [title of article or book or website], [rewrite the idea in your own words]..... Example: According to Tim Krause in *The Book about Everything*, plagiarism is the same as cheating and doesn't help students to learn.
- Include at least one adjective clause in your essay. Underline it.
- Try new vocabulary words! Your teacher will let you know if they are not used correctly.
- Proofread carefully to make sure you are accurately using standard grammar, capitalization, punctuation, and spelling.

How will your work be graded?

You will receive two scores for this project. One score is for the first draft; it focuses on content and organization. The other score is for the second draft; it focuses on grammar and mechanics. Review the grading rubrics to understand how your teacher will evaluate your work.

17.

GRAMMAR: NOUN CLAUSES



What do you already know?

Read these sentences:

- *Ramy said something important. He said, “I love swimming. It’s better exercise than any other sport.”*
- *Ramy said that swimming is the best exercise.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-14>

What is a noun clause?

What is a noun?

A **noun** is a person, place, thing, or idea.

What is a clause?

A **clause** is a group of words that contain a subject and a verb. An independent clause is a complete idea; a simple sentence is an example of an independent clause. A dependent clause, however, is not a complete idea.

What is a noun clause?

A **noun clause** is a dependent clause that works as a noun. A noun clause can be the subject, object, or complement. Noun clauses are very useful for adding details and reporting information from other sources.

Take another look

- ***What the teacher said** helped me a great deal.*
- *The teacher told me **which class I should take**.*
- *The wonderful thing about English teachers is **that they are so helpful**.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-15>

How do you make a noun clause?

Noun clauses are groups of words that work together to do the job of a noun.

Noun clauses are dependent clauses. This means they have a subject and a verb, but they do not express a complete idea by themselves.

A noun clause usually begins with a relative pronoun like *that*, *which*, *who*, *whoever*, *whomever*, *whose*, *what*, or *whatsoever*. It can also begin with the subordinating conjunctions *how*, *when*, *where*, *whether*, and *why*.

Three common types of noun clauses

That

SV + *that* + SV

- *Horace called to say **that he will be late**.*

WH- words

SV + *wh* + SV or SV + *wh* + V

- Horace explained what we should do to start the meeting.
- He explained what works well for this presentation.

If/Whether

SV + *if/whether* + SV

- Horace wanted to know if we understood what to do.
- We wanted to know whether we should start late or cancel the meeting.

Try it

INSTRUCTIONS: Combine the sentences using a noun clause.

1. Many tourists decide something. Visiting other parts of Oregon can be an affordable vacation.
2. Carla needs to decide. She might go to the Oregon Coast or she might go to Crater Lake.
3. She also needs to determine something else. Someone needs to take care of her cat.
4. There is a reason. The cat needs special food and medicine.
5. Who will take care of her cat? It is a big decision for Carla.
6. Carla will talk to her sister. She will ask her, "What is best?"
7. It depends on something. What do you like? Sand or snow? That's what Carla's sister said.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-16>

How do you use noun clauses in reported speech?

“Reported speech” means sharing what other people said or wrote. We do this a lot in school, but it’s also important in life outside of school. There are two kinds of reported speech: direct and indirect.

- **Direct speech** uses “quotations”. That means we report the exact words of the other person inside “quotation marks”.
- **Indirect speech** uses paraphrasing. That means we report the idea of the other person but in our own words — and we usually use a noun clause to do this.

When we use information from other sources in our writing (such as a dictionary, a website, or a book), we need to tell our readers where that information came from, even when we paraphrase using our own words. Here's an example:

- **Direct speech:** *Mahatma Ghandi said, "Be the change that you want to see in the world."*
- **Indirect speech:** *Mahatma Ghandi said that we are responsible for changing our world.*

Try it

INSTRUCTIONS: Use a noun clause to rewrite each quotation as indirect speech. (There is more than one way to do this.)

1. "To deny people their human rights is to challenge their very humanity," said Nelson Mandela.
2. Martin Luther King, Jr., remarked, "A right delayed is a right denied."
3. "We cannot all succeed when half of us are held back," Malala Yousafzai explained.
4. "Women's rights are human rights," declared Hillary Clinton, "and human rights are women's rights."



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-17>

What are some common errors that writers make with noun clauses?

Here's one ...

- *Incorrect: I often wonder how can I do more to help others.*
- *Correct: I often wonder how **I can** do more to help others.*

Use statement word order in noun clauses.

Here's another ...

- *Incorrect: The government did not report that the students did during the protest.*
- *Correct: The government did not report **what** the students did during the protest.*
- *Incorrect: The students claimed what they were not allowed to protest outside of the school.*
- *Correct: The students claimed **that** they were not allowed to protest outside of the school.*

Use *that* to introduce a noun clause that is a statement. Use *what* to introduce a noun clause that comes from a question.

Here's one more ...

- *Incorrect: What people say about human rights are an important indication of their character.*
- *Correct: What people say about human rights **is** an important indication of their character.*

When a noun clause is a subject, it always takes a singular verb.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-19>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-20>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-21>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#h5p-18>

Quiz

INSTRUCTIONS: Use a noun clause to combine the two sentences into one sentence.

EXAMPLE:

She told me something. She is going to New York next month.

She told me that she is going to New York next month.

1. You hurt him. That is the problem.
2. The bus will arrive at a new time. Do you know the time?
3. He will succeed. It is certain.
4. She is mad. That makes her more dangerous.
5. He might be lying. I don't know.
6. The keys was lost. It was the result of their carelessness.
7. Where have you put my phone? Tell me please.
8. We have been deceived. That is the truth.
9. They distrust their own family. It is difficult to understand the reason.
10. She is an important speaker. This fact cannot be denied.

Optional

Uses these resources to study more about noun clauses:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=137#oembed-2>

18.

QUICK FIXES: EITHER/NEITHER, EVERY TIME/ALL THE TIME



Either and Neither

Either

You use *either* to mean one or the other.

- I'll buy **either** chocolate or strawberry ice cream, but not both.

Neither

You use *neither* to mean not either one.

- ***Neither*** flavor sounds good to me. I want vanilla ice cream.

However, if there is already a negative auxiliary verb, then you still use *either*.

- I don't want chocolate. I don't want strawberry. I don't want ***either*** flavor.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=139#h5p-22>

Quiz

INSTRUCTIONS: Choose *either* or *neither* to complete each sentence. Remember to use appropriate capitalization if the word begins a sentence.

1. She said she didn't want to go, and I said, "Me _____."
2. Please get me _____ a pencil or a pen.
3. Both answers are wrong. _____ is correct.
4. He's not going to the movies, and _____ is she.
5. The video isn't on _____ YouTube or TikTok.
6. Kathy will go to _____ Seattle or Los Angeles for her vacation.
7. _____ of us has the new book.
8. Burke is looking for his shoes, but he can't find _____ one.
9. You have a choice of movies: _____ a comedy or a drama.
10. If you're not going, then I'm not going _____.

Every time and All the time

Every time

You use *every time* to emphasize the individual parts.

- *Sheila goes to the comic book store **every time** she has extra cash.*

All the time

You use *all the time* to emphasize the whole.

- *Sheila goes to the comic book store **all the time**.*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=139#h5p-23>

Quiz

INSTRUCTIONS: Choose *every time* or *all the time* to complete the sentences below. Remember to use appropriate capitalization if the word begins a sentence.

1. _____ we go out to eat, I pay the bill.
2. _____ I come home from work, my cat is waiting for me on the couch.
3. You order pizza for dinner _____ I visit.
4. She drinks iced coffee _____.
5. _____ I click on a YouTube video, there is always an advertisement.
6. He locks the door _____ he goes outside.
7. My dog is always barking. It barks _____.

8. She gets sick _____ she drinks milk.
9. I don't complain _____ the food server makes a mistake.
10. The weather in San Diego is very nice _____.

19.

PARAGRAPH PRACTICE: WHAT DO OTHERS SAY ABOUT HUMAN RIGHTS?



1. Read the quotes below. Choose one. Write a paragraph. Use a noun clause to paraphrase the quotation. Then share your opinions. What does it mean? Why is it important?
2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don't say only things like "I agree" or "You're right." Try to add something meaningful to the discussion. Then return this to your partner.
3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.

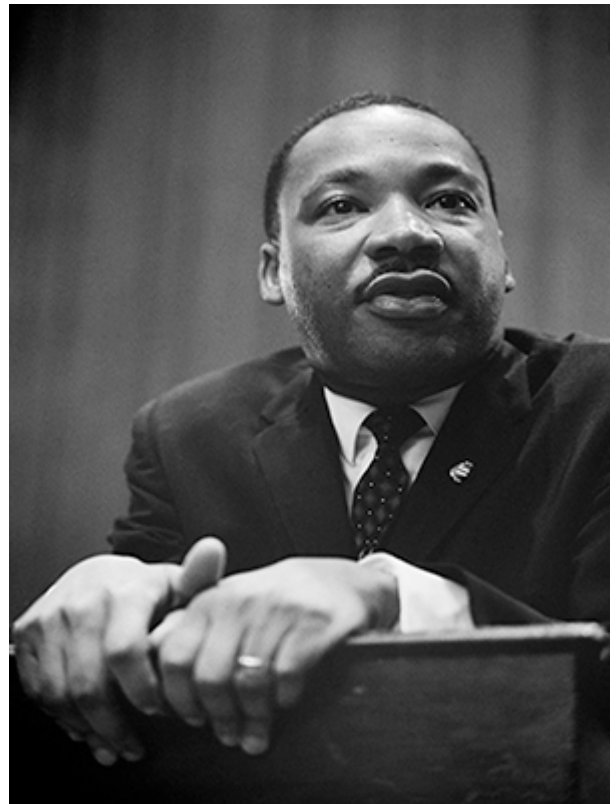
“To deny people their human rights is to challenge their very humanity.”

NELSON MANDELA



“A right delayed is a right denied.”

MARTIN LUTHER KING, JR.



“We cannot all succeed when half of us are held back.”

MALALA YOUSAFZAI



“Human rights are women’s rights, and women’s rights are human rights.”

HILLARY CLINTON



“Be the change you want to see in the world.”

MAHATMA GANDHI



“In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy and peace.”

WANGARI MAATHAI



Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=141#h5p-24>

COMPOSITION: STRONGER INTRODUCTIONS



What are the three parts of an introduction paragraph in an essay?

1. **Hook** – a sentence that tries to catch the attention of the reader
2. **Background information** – the information a reader needs to know to begin reading your essay; often this is context for your thesis statement
3. **Thesis statement** – the main idea of your essay; it includes a **topic** (the general subject) and a **claim** (what you want to say about your subject)

That is the order the items appear in an introduction. However, that's not the best order to write them. Your thesis statement is the main idea or central theme of your whole essay. It's what you want to tell your readers. So it's best to start there. Then think about the background information. What do your readers need to know in order to understand the claim you are making in your thesis statement? Finally, create the hook that will catch your reader's attention and get them interested in learning more about your topic.

Thesis statement

Your thesis statement is your main idea, and it's the most important part of the whole essay. It needs to be clear, complete, and compelling (interesting). It usually comes at the end of the introduction paragraph.

A thesis statement has two parts:

- A **topic** (our general subject)
- A **claim** (what you want to say about your general subject)

Remember: It's not enough to state only the topic. For example, imagine a thesis statement that says *This essay will discuss resilience*. That's not very clear. What about resilience? Is it a good thing? Is it a bad thing? Is it difficult? Is it easy? Are you writing about the history of resilience? Or are you writing about the impact of resilience on your emotional health? A simple statement like that could lead to many different essays; it doesn't help the reader focus on your message.

You need to make a clear claim about your topic. What do you want to say about resilience? For example: *Resilience requires several elements to be effective*.

That's better. It's more focused. But the reader is sure to ask next: "OK, but what are those elements?" That's why it's useful to preview the major points of the essay. Think of it as a table of contents for your essay. For example: *Three essential elements build a solid foundation for resilience: self-belief, improvisation, and optimism*.

Read the example introduction once more and notice the thesis statement with topic, claim, and a preview of the major points of the essay:

- *Mothers usually tell their children this sentence, "Your attitude of life will determine whether you are more mature or never mature, even if you get older." Indeed, the path to success is never smooth or flat. It is not full of roses or bright sunshine, but always full of thorns and challenges that require us to overcome can reach the final destination. Therefore, in human life, there is always a need for resilience to achieve our dreams. More specifically, **three essential elements build a solid foundation for resilience: self-belief, improvisation, and optimism**.*

A strong thesis statement will:

- Be specific, not vague or general.
- Suggest how the essay will be organized and preview the essay by introducing the major points.
- Challenge readers with a point of view that can be debated and can be supported with evidence.
- Use an authoritative voice without "announcing" what you are doing.

Compare and contrast these examples:

Weaker	Stronger
In this essay, I will discuss resilience.	There are several ways to build resilience.
In this essay, I will discuss effective ways to build resilience.	Resilience comes from self-belief, improvisation, and optimism.
In this essay, I will discuss why I think we need to believe in ourselves; I will explain how improvisation works; and there will be a section on optimism, too.	Three essential elements build a solid foundation for resilience: self-belief, improvisation, and optimism.

Try it



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=143#h5p-26>

Background information

Before you can make your important thesis statement, however, you need to include enough information to help your readers understand your claim. The background information in your essay should help your reader to understand enough of the *how*, *who*, *what*, *where*, *when*, and *why* to think about your thesis statement. The background information should also connect your hook and your thesis statement. All three pieces need to work together.

Read the example introduction again and notice the background information:

- *Mothers usually tell their children this sentence, “Your attitude of life will determine whether you are more mature or never mature, even if you get older.” **Indeed, the path to success is never smooth or flat. It is not full of roses or bright sunshine, but always full of thorns and challenges that require us to overcome can reach the final destination. Therefore, in human life, there is always a need for resilience to achieve our dreams.** More specifically, three essential elements build a solid foundation for resilience: self-belief, improvisation, and optimism.*

Notice how the author leads the reader from a familiar saying to the thesis with a claim about the topic: attitude > life > challenges > three parts of resilience

Try it



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=143#h5p-109>

The hook

In many high schools around the world, students are often taught that starting an essay with a question is a good technique for catch-

ing their reader’s attention. It is, but it is used much too often. In U.S. colleges, instructors expect you to show more individuality and creativity in how you write their hooks. In fact, there are many techniques for writing a good hook. Here are just a few examples:

Technique	Example: Resilience
Give a definition of a word	Resilience is a person’s ability to bounce back after a problem and try again.
Cite a quote from a famous person	“A good half of the art of living is resilience,” remarked the Swiss philosopher Alain de Botton.
Use an old saying, proverb, or idiom	Mothers usually tell their children this sentence, “Your attitude of life will determine whether you are more mature or never mature, even if you get older.”
Describe a setting (time and place)	In the last minute of the last game of the season, the score was tied — but we did not give up.
Give a surprising fact or contrasting information	One may think of resilience as a way to move forward, but the etymology of the word is actually Latin for “leaping back.”
Use a statistic (a number or percent)	In 1879, Thomas Edison finally invented the light bulb after experimenting with at least 3,000 theories.
Say something clever or funny	When a person fails at something, remember this: there is nowhere to go but up.

Read this example introduction from a student essay and notice its hook:

- ***Mothers usually tell their children this sentence, “Your attitude of life will determine whether you are more mature or never mature, even if you get older.”*** Indeed, the path to success is never smooth or flat. It is not full of roses or bright sunshine, but always full of thorns and challenges that require us to overcome can reach the final destination. Therefore, in human life, there is always a need for resilience to achieve our dreams. More specifically, three essential elements build a solid foundation for resilience: self-belief, improvisation, and optimism.

Try it



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=143#h5p-110>

Analysis

INSTRUCTIONS: Can you identify the different parts of a strong introduction in this example paragraph from a student essay?

Mothers usually tell their children this sentence, “Your attitude of life will determine whether you are more mature or never mature, even if you get older.” Indeed, the path to success is never smooth or flat. It is not full of roses or bright sunshine, but always full of thorns and challenges that require us to overcome before we can reach the final destination. Therefore, in human life, there is always a need for resilience to achieve our dreams. More specifically, three essential elements build a solid foundation for resilience: self-belief, improvisation, and optimism.



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=143#h5p-25>

Practice

INSTRUCTIONS: Write a thesis statement for each of the following topics. Remember to make each statement specific, precise, demonstrable, forceful and confident. Then choose one of the topics and create a list of supporting points that could be developed into one or more paragraphs each.

- Texting while driving
- Racism
- Abortion
- The legal drinking age in the United States
- Steroid use among professional athletes

Practice

INSTRUCTIONS: Think back to the research we did about how to define “happiness”. Use the topic sentence from that paragraph to write a thesis statement for an essay about “happiness”. Add a hook and background information to make a complete introduction.

Quiz

1. What are the three parts of an introduction paragraph? (choose three)

- a. hook
- b. topic sentence
- c. footnote
- d. conclusion sentence
- e. background information
- f. thesis statement
- g. citation

2. What is the purpose of the hook?

- a. to wrap up the essay and make it feel complete and finished
- b. to tell the reader where you got the information
- c. to get the reader's attention and make them want to keep reading
- d. to give the reader the main idea, including topic and claim

3. What are some examples of hooks? (choose three)

- a. topic sentence
- b. transition / signal words
- c. surprising fact or statistic
- d. conclusion
- e. quotation
- f. definition

4. What is a thesis statement?

- a. the main idea of the introduction
- b. the main idea of the body paragraph
- c. the conclusion statement
- d. the main idea of the whole essay

5. What are the two parts of a thesis statement? (choose two)

- a. claim (what the author wants to say about the general subject)
- b. definition (the meaning of the subject)
- c. conclusion (the consequences of the subject)

d. topic (the general subject)

6. Read the sentence:

The average American adult now spends around three hours on their smartphone every single day while the average teen reports spending seven hours a day.

What kind of hook does it use?

- a. quote
- b. scene
- c. definition
- d. surprising fact

7. Read the sentence:

Nomophobia, or no-mobile-phone phobia, is quickly becoming the term used to describe the fear and anxiety that people feel when they don't have their cell phones near them at all times.

What kind of hook does it use?

- a. definition
- b. scene
- c. surprising fact
- d. quote

8. Read the sentence:

Putting his school bag down and stretching out on the couch, Jordan held his phone above his face and scrolled through his "feed" for hours after school. When asked about his school work, Jordan says "... sometimes I just can't focus. I hear that notification when a friend likes my post and my homework just isn't as important as getting on social media to see who it is."

What kind of hook does it use?

- a. surprising fact
- b. quote
- c. scene
- d. definition

9. What makes a stronger thesis statement? (choose 3)

- a. write like a announcer
- b. write like an expert
- c. do not write about the major points yet
- d. preview the major points (subtopics)
- e. be specific
- f. be general

10. Where does a thesis statement *usually* appear in an academic essay?

- a. the first sentence of the introduction paragraph

- b. the first sentence of the first body paragraph
- c. the last sentence of the introduction paragraph
- d. the last sentence of the conclusion

21.

ASSIGNMENT PART TWO: REVIEW AND REVISE YOUR DEFINITION ESSAY



Follow these instructions to prepare the second draft of your essay:

- Review the feedback from your instructor and/or tutor carefully. If you have questions, ask for help.
- Then edit your essay. Use the same Google document. Start by making the corrections that your teacher or tutor suggests. After you make a correction, click on checkmark to hide the comment.
- Now read your essay again carefully. Think about other changes you can make to improve your writing.
 - First, focus on the **content**. What are you trying to say with your essay? Is it clear? Do you have enough supporting information to explain your ideas?
 - Then focus about **organization**. What does the reader need to know first before other things? Do you have information in a logical order? Does each new idea of your essay build on the previous idea?
 - Finally, focus on **structure**.
 - Does your introduction have an interesting hook, helpful background information, and a clear thesis statement?
 - Does the thesis statement have both a topic and a claim? And does it preview the major points of your essay?

- Does each body paragraph have a clear and strong topic sentence? Do all of the supporting details explain the idea of the topic sentence?
- Does the conclusion restate the thesis, summarize the main ideas, and wrap things up?
- Have you followed all of the formatting guidelines? Did you center a title? Did you indent each paragraph? Do you have page numbers? Is it double-spaced?
- Now, put it away for a day or so. Let it rest so that you can look at it later with fresh eyes.
- Finally, proofread carefully for small details, such as grammar, spelling, capitalization, and punctuation. Use the essay self-check and grading rubrics to review your work before you submit it to your teacher.
- *Optional: Visit a tutor or Reading Writing Center again for more feedback. Show your instructor a record of your visit in order to receive extra credit on this revised essay.*

Pay close attention to the due date your instructor gives you. That is your deadline to finish this second draft. If you used the same Google document, then you do not need to share the document with your instructor again. Your instructor can still open it.

22.

WRAP UP



When you write a definition essay, you use a variety of techniques to extend the definition of the term, concept, or idea that you want to explain. These include:

- formal definition from a source such as a dictionary
- synonyms, or words that are similar
- descriptions with details
- etymology that explains the origins of the word
- illustrations and examples
- process analysis that explains how something works
- comparisons and contrasts that show similarities and differences
- negation, which shows what something is not

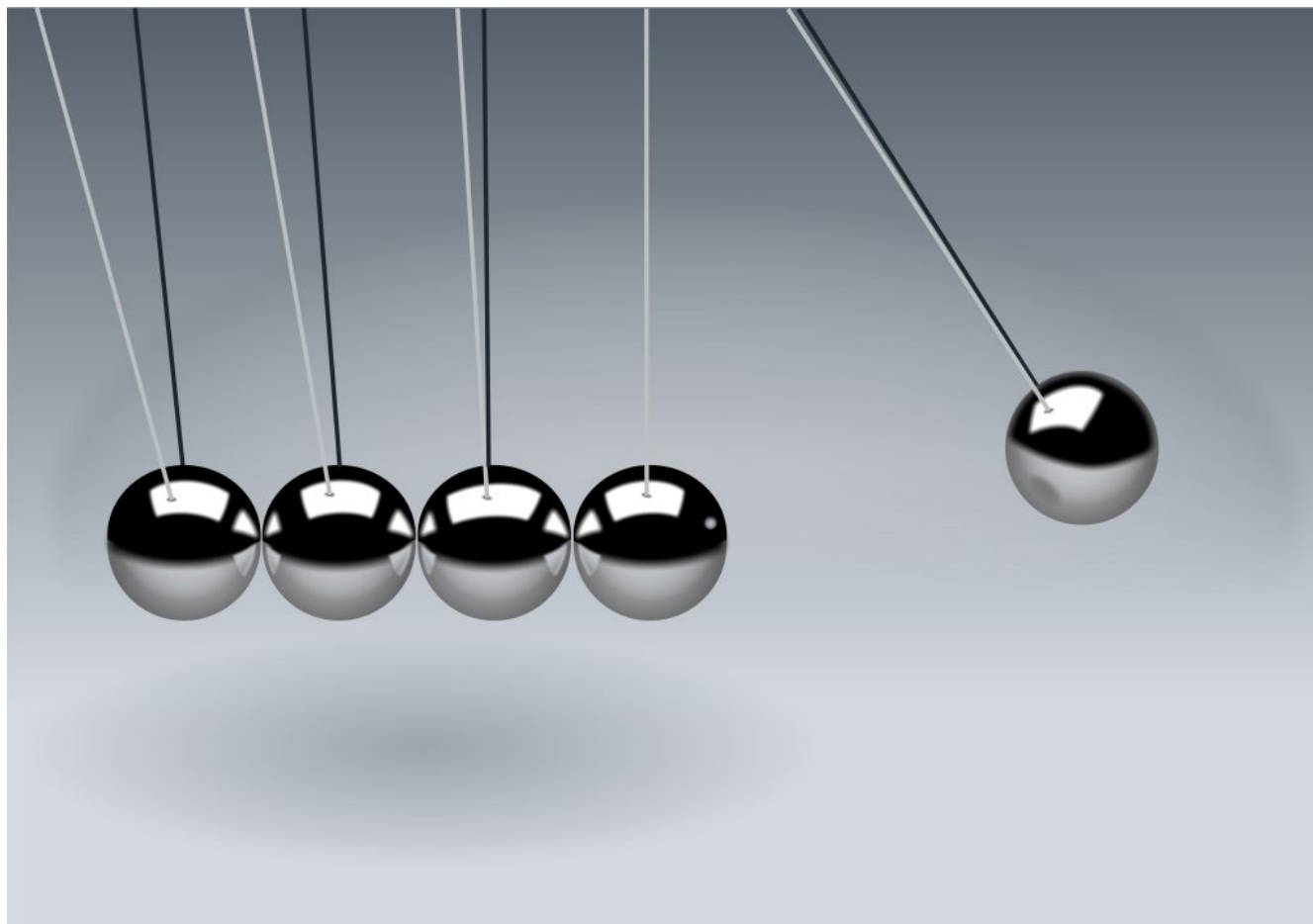
You can also use more complex vocabulary and grammar, such as adjective clauses and noun clauses, to make your writing more concise, precise, and academic.

Composition strategies, such as strong introductions with clear thesis statements, help your readers understand our ideas.

Finally, it's important to remember that writing is not a "one and done" activity. Rather, writing is a process that requires you to research, write, review, and revise — sometimes many times — before you have a final product that is interesting and useful to your readers.

PART III

UNIT 03: REASONS AND RESULTS - THE CAUSE-AND-EFFECT ESSAY



“Why did that happen?” “What were the effects?”

These are common questions about many events, actions, conditions in the world. That’s what this unit is all about: reason and result. Or, as writing instructors say, cause and effect. It’s a very useful — and very common — writing strategy both in school and out of school. In this unit, you will study use the same topic from the Universal Declaration of Human Rights, but you’ll take a look at the issue from a new angle. To do this, you’ll learn more about common cause-and-effect essay structures as well as the grammar and vocabulary to support them.



— One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=284#oembed-1>

Key academic vocabulary in this unit

- **clause** /kloʊz/ *noun* – a group of words with a subject and a verb
- **create** /kri'eɪt/ *verb* – to make something new
- **discrimination** /diˌskrɪmɪ'neɪʃ(ə)n/ *noun* – unfair treatment of someone
- **format** /'fɔːr,mæt/ *noun* – the arrangement, organization, or structure of something
- **involve** /ɪn'vɒlv/ *verb* – to include something or someone as a part of an activity, event, or situation
- **isolate** /'aɪsəˌleɪt/ *verb* – to keep someone or something away
- **potential** /pə'tenʃ(ə)l/ *noun and adjective* – possible in the future
- **predict** /prɪ'dɪkt/ *verb* – to say what will happen in the future
- **significant** /sɪɡ'nɪfɪkənt/ *adjective* – large, noticeable, important, or meaningful
- **summary** /'sʌməri/ *noun* – a short description that gives only the most important information without all the details

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=284#h5p-118>

23.

GRAMMAR: ADVERB CLAUSES



What do you already know?

Read these sentences:

- *The United Nations has translated the UDHR. The document is available in more than 530 languages. The document is for all people. The document is for all places.*
- *Because the UDHR is for all people in all places, the United Nations has translated the document into more than 530 languages.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-29>

What is an adverb clause?

An **adverb** describes a verb or sometimes an adjective.

A **clause** is a group of words that contain a subject and verb. There are two kinds of clauses: An **independent** clause is a complete idea. A **dependent** clause is not a complete idea.

An **adverb clause** is a dependent clause that describes a verb or sometimes an adjective. Interestingly, an adverb clause can come in many different places in a sentence.

Take another look

- *I read the article about refugees in the newspaper **yesterday**.*
- *I read the article about refugees in the newspaper **Sunday**.*
- *I read the article about refugees **before** classes started.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-30>

How do you make an adverb clause?

Adverb clauses are groups of words that work together to do the job of an adverb.

Adverb clauses are dependent clauses. This means they have a subject and a verb, but they do not express a complete idea by themselves.

Adverb clauses begin with a subordinating conjunction. Examples of subordinating conjunctions are: *after, before, until, while, because, since, as, so that, in order that, if, unless, whether, though, although, even though, where*.

What are the different kinds of adverb clauses?

This type of adverb clause	... answers this kind of question	... like this ...	... using one of these relative pronouns ...
Place	Where?	Wherever there is war, human rights are in jeopardy.	wherever, where, anywhere
Time	When?	The UDHR was created after two world wars had happened.	after, until, before, by the time, since, when, while, as long as, as soon as
Cause	Why? What caused this?	Human rights must be protected because everyone deserves dignity.	because, since, as
Purpose	What for? What was the reason for doing this?	She took a geography course so that she could learn more about other countries.	so that, in order that
Concession	Why is this unexpected? (gives contrasting statements)	Although some cultures do not believe in marriage equality, many countries in the world have made same-sex marriage legal.	although, while, even though, even if,
Condition	Under what conditions?	If all countries adopted the UDHR, then there would be more peace in the world.	if, unless
Manner	How?	We are thinking about concepts as we never have before.	like, as

Try it

INSTRUCTIONS: Combine the sentences using an adverb clause.

1. I was studying in the library from 8:00-8:30pm. At the same time, you were working at the restaurant.
2. I don't like to drive at night. I have trouble seeing well in the dark.
3. My cat likes to sit there. It is warm.
4. There are consequences for cheating. You will not pass the exam.
5. It was late, so we read quickly. We read fast, but we couldn't read faster.
6. I want to learn to drive a car. I want to drive to school myself.
7. My cat is small and thin. She eats a lot.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-31>

What are the punctuation rules for adverb clauses?

If the adverb clause comes at the beginning, then use a comma to separate it from the rest of the sentence.

Do not use a comma if the adverb clause comes at the end of the sentence.

(Did you notice that the two sentences above are both the rules *and* examples of the rules? Look again.)

Try it

INSTRUCTIONS: Add commas where necessary.

1. Where there is smoke there is fire.
2. I'll believe it when I see it.
3. Since it was a holiday the office was closed.
4. I am studying English so that I can get a different job.
5. Although my cat eats a lot of food she isn't very large.
6. I can get extra credit if I take my essay to a tutor.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-32>

What are reduced adverb clauses?

Sometimes you can reduce adverb clauses. That means you can make them shorter. This is common when the subject in the dependent adverb clause is the same as the subject in the independent clause, and when certain subordinating conjunctions are used.

Read these sentences:

- *When **people** are stressed, **they** exhibit symptoms such as high blood pressure and an accelerated heart rate.*
- *When stressed, people exhibit symptoms such as high blood pressure and an accelerated heart rate.*

In the first sentence, notice how the subject of both the independent clause (*they*) and the subject of the dependent clause (*people*) are the same. *They* is a pronoun that refers to *people*. Because of this, you can reduce the adverb clause. The second sentence shows the reduced adverb clause: *When stressed, ...*

How do you reduce adverb clauses?

Not all adverb clauses can be reduced. Only adverb clauses of time, cause, and concession can be reduced.

1. To reduce an adverb clause with the verb *to be*, delete the subject and the *to be* verb.

- *When ~~people are~~ stressed, they exhibit symptoms such as high blood pressure and an accelerated heart rate.*
- *When stressed, people exhibit symptoms such as high blood pressure and an accelerated heart rate.*

2. To reduce an adverb clause of time or concession with a verb other than *to be*, omit the subject and change the verb to *-ing* form (or keep the noun or adjective).

- While ~~people sleep~~, they dream four to six times each night.
- While sleeping, people dream four to six times each night.
- Although ~~he was~~ old, he thought he still looked handsome.
- Although old, he thought he still looked handsome.

3. To reduce an adverb clause of reason, omit *since* or *because* and the subject, and change the verb to the *-ing* form.

- ~~Because the students had~~ read the lab manual, they were able to reproduce their professor's results.
- Having read the lab manual, the students were able to reproduce their professor's results.

Try it

INSTRUCTIONS: Reduce the adverb clause. One sentence cannot be reduced.

1. While she was walking, she saw the most beautiful house.
2. Although he was awake, he didn't hear the doorbell.
3. My cat meows a lot when it is hungry.
4. Because she is tired, Mel won't want to talk with me on the phone
5. Since Eugene was late, I ate dinner without him.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-111>

What are some common errors writers make with adverb clauses?

Here's one ...

- *Incorrect: I often get sleepy although I work very hard.*
- *Correct: I often get sleepy when I work very hard.*

Choose the subordinating conjunction that means what you want to say.

Here's another ...

- *Incorrect: I didn't know that person, I said hello anyway.*
- *Correct: Although I didn't know that person, I said hello anyway.*

Without a conjunction, we have a comma splice.

Here's another ...

- *Incorrect: Because I was sick with COVID I decided to stay home. I didn't go to school, because I didn't want anyone else to get sick too.*
- *Correct: Because I was sick with COVID, I decided to stay home. I didn't go to school because I didn't want anyone else to get sick too.*

Use a comma after an adverb clause that comes at the beginning of a sentence. Don't use a comma before an adverb clause that comes at the end of a sentence.

Here's one more ...

- *Incorrect: Before coming home from vacation, their dog ran away.*
- *Correct: Before the neighbors came come from vacation, their dog ran away*

Remember that we can reduce an adverb clause only if the subjects of both the adjective clause and the main clause are the same.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-33>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-34>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-35>



 An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#h5p-36>

Quiz

INSTRUCTIONS: Read each pair of sentences. Then use the subordinating conjunction to join the two sentences into one complete sentence. You may change the order of information, but remember to delete any repeated or unnecessary words when the sentences are combined. Check also for appropriate capitalization and punctuation.

1. We all have the right to work together in peace. We defend our rights. (in order that)
2. We can all ask for the law to help us. We are not treated fairly. (when)
3. Copyright is a special law that protects one's own artistic creations and writings. Others cannot make copies without permission. (because)
4. People say we did a bad thing. We have the right to show it is not true. (when)
5. They are "rights." They are things you are allowed to be, to do or to have. (because)
6. There must be proper order. We can all enjoy rights and freedoms in our own country and all over the world. (so that)
7. Nobody should be blamed for doing something. It is proven. (until)
8. We are frightened of being badly treated in our own country. We all have the right to run away to another country to be safe. (if)
9. Some dictionaries define the word right as "a privilege." Human rights are something more basic. (while)
10. These rights have meaning there. They have little meaning anywhere. (unless)

Optional

Watch this video for more information about adverb clauses:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=288#oembed-1>

24.

QUICK FIXES: FOR AND BECAUSE, FOR AND SO



For and Because

For

You use *for* to show a purpose or intention. You don't use *for* when you mean *because*.

- *I am going to the library **for** a new book.*

Because

You use *because* to show a reason or result.

- *I am going to the library **because** I need need to do some research.*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=312#h5p-37>

Quiz

INSTRUCTIONS: Choose *for* or *because* to complete each sentence. Remember to use appropriate capitalization if the word begins a sentence.

1. The papers will stay together _____ they are stapled.
2. I'm staying _____ I'm too tired to drive.
3. I don't know what I'm doing, so I will ask you _____ help.
4. Pencils are good _____ you can erase mistakes.
5. The computer has a lock _____ security.
6. We will eat indoors _____ it's so hot.
7. I want to go home now _____ I am finished.
8. I'm going to the store _____ a newspaper.
9. Take the umbrella _____ it's raining.
10. I dance _____ I like to.

For and So

For

You don't use *for* when you want to express purpose or reason.

- *Incorrect: He does extra work on the job **for** his boss will notice him.*
- *Correct: He does extra work on the job **so** that his boss will notice him.*

So

You use *so* if you want to show *why* when you want to show purpose or reason.

- *Incorrect: He does extra work on the job **for** his boss will notice him.*
- *Correct: He does extra work on the job **so** that his boss will notice him.*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=312#h5p-38>

Quiz

INSTRUCTIONS: Choose *for* or *so* to complete each sentence below. Remember to use appropriate capitalization if the word begins a sentence.

1. I went to this community college _____ a good education.
2. I went to the party _____ that I could talk with them in person.
3. Take some money with you _____ that you can buy groceries on your way home from work.
4. I will buy new clothes _____ my graduation.
5. He likes to eat fruits and vegetables _____ that he will be healthy.
6. We got a Netflix account _____ all of the good movies.
7. I am saving my extra money _____ a new computer.
8. He is going home now _____ he can make dinner for his wife and family.
9. He works out _____ he can be strong.
10. He registers early _____ that he can get good classes.

25.

PARAGRAPH PRACTICE: WHAT IS THE CAUSE? WHAT IS THE EFFECT?



Choose a new topic from the Universal Declaration of Human Rights. Think about its causes or effects.

1. Write a short, clear cause-and-effect paragraph that simply identifies the topic or situation and lists its causes or effects (not both). Here is an example:

People often move to another country to find a better life. For them, it is a choice and an opportunity. For others, however, the move is a necessity. They need protection, so they seek asylum, which is one of the basic guarantees included in the Universal Declaration of Human Rights. According to the U.S. Citizenship and Immigration Services, the primary reasons that people request asylum in the United States are fear of persecution due to race, religion, nationality, membership in a particular social group, and political opinion. Understanding the reasons for asylum can help others to create a safer space that respects the rights of all people.

2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don't say only things like "I agree" or "You're right." Try to add something meaningful to the discussion. Then return this to your partner.

3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.

Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=317#h5p-39>

COMPOSITION: CAUSE-AND-EFFECT STRATEGIES



What does “cause and effect” mean?

An analysis of cause and effect explains the relationships between two situations and describes the reasons for the results or the consequences of certain actions.

It is often considered human nature to ask, “why?” and “how?” We want to know how our child got sick so we can better prevent it from happening in the future. We want to know why our co-worker received a pay raise because we want one as well. We want to know how much money we will save over the long term if we buy a hybrid car.

When we ask ourselves questions like these, we are looking to find possible causes or identify potential effects. A cause is something that produces an event or condition. An effect is what results from an event or condition. A cause is the ignition of a phenomenon, whereas an effect is the resulting explosion.

“Cause and effect are two sides of one fact.” –Ralph Waldo Emerson

Why do you write cause-and-effect essays?

The purpose of the cause-and-effect essay is to determine how various phenomena relate in terms of reasons and results. Sometimes the connection between cause and effect is clear, but often determining the exact relationship between the two is very difficult. For example, the following effects of a cold may be easily identifiable: a sore throat, a runny nose, and a cough. But determining the cause of the sickness can be far more difficult. A number of causes are possible, and to make things more complicated, it could be a combination! That is, more than one cause may be responsible for any given effect. Therefore, cause-and-effect discussions are often complicated and can lead to debate. Here are some different types of purpose and examples of more specific questions for an essay to answer:

You might wonder ...	More specifically ...
Why do people do that?	Why are there mass shootings in schools?
Why does this happen?	Why do people have nightmares?
Why is this a trend?	Why has the TV Show “Survivor” been so popular for so many years?
What are the effects?	What happens when children watch movies with lots of violence?

Try it

INSTRUCTIONS: Look at these examples: and identify the cause and the effect in each statement:

1. The growing childhood obesity epidemic is a result of technology.
2. Much of the wildlife is dying because of the oil spill.
3. The town continued programs that it could no longer afford, so it went bankrupt.
4. More young people became politically active as use of the internet spread throughout society.
5. While many experts believed the rise in violence was due to the poor economy, it was really due to the summer-long heat wave.

Look again at the examples above. What might be the question(s) that essay will answer?



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=323#h5p-123>

How do you organize a cause-and-effect essay?

All essays have the same basic format:

Introduction

- hook to get reader's attention
- background information
- thesis statement (topic + claim)

Body

- each paragraph with topic sentence and supporting details

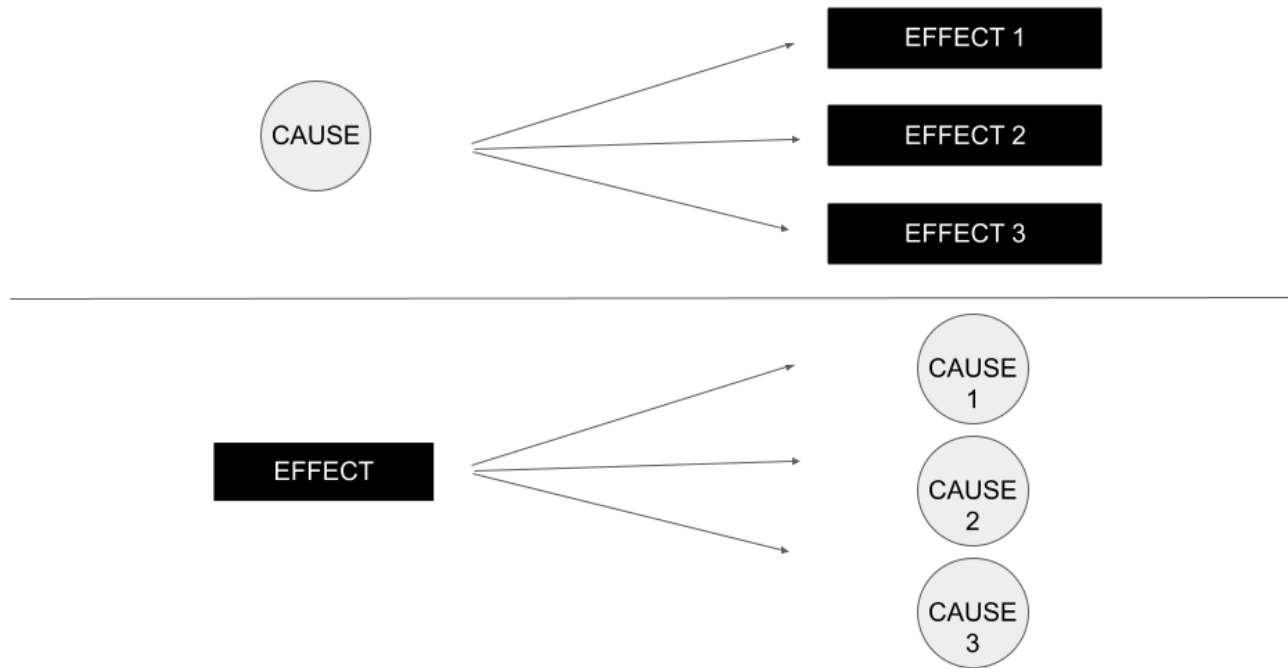
Conclusion

- restate the thesis
- summarize the main points
- wrap it up (suggestion, prediction, opinion, comment, etc.)

However, a cause-and-effect essay may organize the body paragraphs in different ways:

Block format

- Identify a cause and examine its effects
- Identify an effect and examine its causes



Chain format

Follow a chain of causes and effects (a causes b, b causes c, c causes d, etc.)



Try it

INSTRUCTIONS: Imagine a cause-and-effect essay about the topic of "no sleep." What are its causes? What are its effects? Use each diagram below to brainstorm ideas for this essay and how it could be organized. Then move the slider from right to left to reveal one possible answer. NOTE: There are more than one correct answer.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=323#h5p-43>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=323#h5p-42>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=323#h5p-44>

How can you connect our ideas in a cause-and-effect essay?

The words you use to connect ideas help the reader understand the relationship. They indicate which idea is a cause and which idea is an effect. Here are some examples:

Cause

- The first cause of (Y) is (X)
- The next reason is (X)
- Because of (X), (Y)
- As a result of (X), (Y)
- As a consequence of (X), (Y)
- because/since/as (X)
- to result from (X)
- (X) results in (Y)
- to be the result of (X)
- (Y) is due to (X)
- Owing to (X), (Y)
- (Y) is because of (X)
- (Y) is the effect of (X)
- (Y) is the consequence of (X)

Effect

- The first effect of (X) is (Y)
- Another result of (X) is (Y)
- As a result, (Y)
- As a consequence, (Y)
- Consequently (Y)
- Therefore, (Y)
- Thus (Y)
- Hence (Y)
- (X) results in (Y)
- (X) causes (Y)
- (X) has an effect on (Y)
- (X) affects (Y)
- (X) is one of the causes of (Y)
- (X) is the reason for (Y)

Examples

Worsening pollution levels in cities are **due to** the increased use of cars.

Because of the increased use of cars, pollution levels in cities are worsening.

As a result of the increased use of cars, pollution levels in cities are worsening.

The effect of the increased use of cars is a worsening of pollution levels in cities

Examples

Cars are used increasingly for urban transport. **As a consequence**, pollution levels in cities are worsening.

Increased use of cars for urban transport adversely **affects** pollution levels in cities.

Increased use of cars for urban transport is **one of the causes of** worsening pollution levels in cities.

Caution

There is a famous idiom in research: *Correlation does not imply causation*. It's important to remember that just because an event occurs before an effect does not mean that they are related. You may be mistaking chronological order for causality, which can lead you to some faulty logic. For example, people often complain that as soon as they finish washing their car, it starts to rain. Obviously, washing a car does not cause rain. Writers need to be sure that the causes and effects they describe are logically connected.

Try it

INSTRUCTIONS: Use the cause-and-effect paragraph below to answer the questions that follow.

Video game addiction is a problem that can have many negative effects. When someone is addicted to a video game, they cannot control themselves. As a result, they play for hours at a time and cannot stop. Consequently, they never leave the house. They might miss work and lose their jobs. A person addicted to video games might even lose their

friends because sometimes they don't even shower! Video games can be fun, but addiction is not because its effects are serious.

1. What is the general subject?
2. What is being described — causes, effects, or both?
3. What vocabulary suggests cause-and-effect?
4. How is the information organized — block or chain?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/coalescence/?p=323#h5p-46>

Example cause-and-effect essay

Look closely now at this example cause-and-effect essay. Read closely and notice how it mirrors the cause-and-effect paragraph above. Then answer the questions that follow.

George Spelvin
ESOL 252 Level 7 Writing
January 15, 2023

A No-Win Situation

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

An addiction can be described in several ways, but generally speaking, addictions involve unhealthy attractions to substances or activities that ultimately disrupt the ability of a person to keep up with regular daily responsibilities. Video game addiction typically involves playing games uncontrollably for many hours at a time—some people will play only four hours at a time while others cannot stop for over 24 hours. Regardless of the severity of the addiction, many of the same effects will be experienced by all.

One common effect of video game addiction is isolation and withdrawal from social experiences. Video game players often hide in their homes or in Internet cafés for days at a time—only reemerging for the most pressing tasks and necessities. The effect of this isolation can lead to a breakdown of communication skills and often a loss in socialization. While it is true that many games, especially massive multiplayer online games, involve a very real form of e-based communication and coordination with others, and these virtual interactions often result in real communities that can be healthy for the players, these communities and forms of communication rarely translate to the types of

valuable social interaction that humans need to maintain typical social functioning. As a result, the social networking in these online games often gives the users the impression that they are interacting socially, while their true social lives and personal relations may suffer.

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

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

The causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe. Playing video games can and should be a fun activity for all to enjoy. But just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities.

Analysis

INSTRUCTIONS: Use the example cause-and-effect essay above to answer the questions below.

1. What is the general subject of the essay? Does the essay discuss causes, effects or both?
2. What is the context of this essay? Who is the audience? What is its purpose?
3. Describe the hook. How does it work? Is it effective?
4. What is the thesis? How does the author restate the thesis in the conclusion paragraph?
5. What is the topic of each body paragraph? Does it describe a cause, an effect, or both?
6. How is the essay organized? Block or chain? How do you know?
7. Look again at the essay. Do you see any dependent clauses? Identify one adjective clause, one noun clause, and one adverb clause.



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=323#h5p-45>

Quiz

INSTRUCTIONS: Use the information above to answer the questions below.

1. The purpose of the cause-and-effect essay is to determine how various ideas relate in terms of reasons and results. True or false?
2. A cause-and-effect essay follows the same basic outline as other essays: introduction, body, conclusion. True or false?
3. A cause is something that produces an event or condition. An effect is what results from an event or condition. True or false?
4. In theory, a cause-and-effect essay can have one or more causes; one or more effects, or a mixture of both. True or false?
5. Match each word with its synonym:

effects	reasons
causes	results

6. Match the example cause-and-effect question with its purpose:

What happens when the U.S. takes away the visas of international students?	Why do people do that?
Why do some people leave everything behind for a new country?	Why does this happen?
Why do men and women have different rights in some parts of the world?	Why is this a trend?
Why are the number of protests against racism and police brutality continuing to grow?	What are the effects?

7. Which of the following words indicate **effect**? (choose 3):

- As a result, ...
- The next reason is ...
- Therefore, ...
- Consequently, ...
- The first cause of ... is
- Owing to

8. Choose all the words or phrases that indicate **cause** (choose 3):

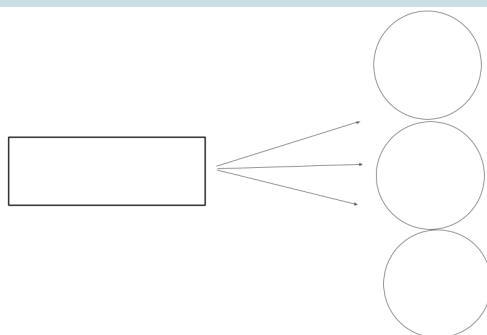
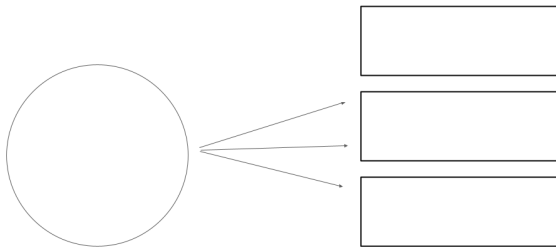
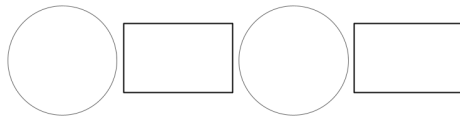
- Thus,
- Therefore, ...
- The first cause is ...
- ... to result from
- Hence,

- The next reason is ...

9. What are the two formats for a cause-and-effect essay? (choose 2):

- block
- introduction
- chain
- definition
- outline
- compare/contrast

10. Label each diagram. What is the organizational structure — block or chain? What parts are causes? What parts are effects?



27.

ASSIGNMENT PART ONE: WRITE A CAUSE-AND-EFFECT ESSAY



What do you do?

For this assignment, imagine that you work for the educational office of the United Nations. You will be hosting adult students from your college. Your supervisor asks you to prepare a report about an important issue in the UDHR. You get to choose the issue from the UDHR. What do you think college students should know about this issue? You may choose to write about its effects so that students understand the scope of the problem. Or you may choose to write about its causes so that students understand what can (or cannot) be done to change the situation. Or you may also choose to write about how its causes and effects are a chain reaction and cannot be separated.

Here are the steps in the process:

- After you receive feedback from your teacher about your cause-and-effect paragraph, then expand that cause-and-effect paragraph into a cause-and-effect essay. Choose the best organizational strategy (block or chain), and add enough detail and description to explain each cause or effect sufficiently. Write *at least* five paragraphs. Use the essay self-check and grading rubrics to review your work before you submit it to your teacher.
- After you receive feedback from your teacher about the first draft of your cause-and-effect essay, then edit your work according to your teacher's instructions. Use this feedback to prepare the second draft of your cause-and-effect essay. Again, use the essay self-check and grading rubrics to review your work before you submit it to your teacher.

How should you do it?

Note the new tasks in **bold**.

- Follow the schedule from your instructor. Pay close attention to the due dates for each part.
- Type your essay on a computer using Google Docs and use the Share function to send to your instructor. You do not need to print anything.
- Use 1-inch margins on all sides.
- Use Times Roman 11 or 12 point font or similar.
- Use double-spaced lines.
- Use page numbers.
- Put your full name, class name, and date in the upper left-hand of the first page.
- Add a title, centered at the top of the page. Be creative with your titles! Get the reader's attention.
- Use the TAB key on your keyboard to indent each paragraph.
- Write as many body paragraphs as you have major points (each major point is a separate body paragraph).
- **Include some information from at least one outside source, such as a website, book, magazine, newspaper, etc.** Do not copy directly from another source without proper citation. That is plagiarism and may result in 0 points for this assignment. If you use ideas or information from another source, you must paraphrase (use your own words) or quote (use exact words inside "quotation marks"). Either way, you must say where you found the information. For this assignment, a simple phrase like "According to [author name] in [title of article or book or website], [rewrite the idea in your own words]..... Example: According to Tim Krause in *The Book about Everything*, plagiarism is the same as cheating and doesn't help students to learn.
- **Include at least one adjective clause, one noun clause, and one adverb clause in your essay. Underline them.**
- Try new vocabulary words! Your teacher will let you know if they are not used correctly.
- **Write in a more formal academic tone by writing in the third person (do not use *I, me, my, we, our, ours, you, your, yours*); do not use contractions like *don't* and *can't*. Avoid vague vocabulary, such as *bad, good, a lot, big, etc.*; use more precise words.**
- Proofread carefully to make sure you are accurately using standard grammar, capitalization, punctuation, and spelling.

How will your work be graded?

You will receive two scores for this project. One score is for the first draft; it focuses on content and organization. The other score is for the second draft; it focuses on grammar and mechanics. Review the grading rubrics to understand how your teacher will evaluate your work.

GRAMMAR: PASSIVE VOICE VERBS



What do you already know?

Read these sentences:

- *The college distributed new masks to students.*
- *New masks were distributed to students.*
- *New masks were distributed to students by the college.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-49>

What is active voice and passive voice?

What is a sentence in the active voice?

A sentence in the **active voice** has a subject that does the action of the verb.

What is a sentence in the passive voice?

A sentence in the **passive voice** has a subject that receives the action of the verb. An optional “agent” does the action of the verb.

Take another look

- *The college distributed new masks to students.*
- *New masks were distributed to students.*
- *New masks were distributed to students by the college.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-50>

How do you make a passive voice sentence?

To make a passive voice sentence, you use a form of *to be* + past participle.

Try it

- *The United Nations approved the Universal Declaration of Human Rights in 1948.*
 - *The Universal Declaration of Human Rights was approved by the United Nations in 1948.*
1. Which sentence uses the passive voice — first or second?
 2. Where is the *to be* verb? Where is the past participle?
 3. What is the subject of each sentence? Which one is receiving the action?
 4. What is the agent? How do you know?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-51>

Are there any special rules to remember?

Transitive and intransitive verbs

First, do not use passive voice with intransitive verbs. Transitive verbs can have a direct object. Intransitive verbs cannot have a direct object.

Transitive verbs

- *Examples: catch, write, say, drive*
 - *I drove the red car.*
 - *The red car was driven by me.*

Intransitive verbs

- *Examples: die, arrive, go, fall*
 - *I arrived at the party.*
 - ~~*The party was arrived by me.*~~

Progressive/continuous forms

Second, the passive voice is very rare in progressive/continuous forms.

- *He is playing soccer now.*
Soccer is being played by him now.
(sounds strange and is very rarely used)
- *She will be reading a book.*
~~*A book will be reading by her.*~~

Agents

Sometimes you include the agent (the “doer” of the action) somewhere after the verb and usually near the end of the sentence. However, the agent is optional; it is not required.

- *The coffee was made before I arrived.*
- *The coffee was made **by Sam** before I arrived.*

Try it

INSTRUCTIONS: Change each sentence from active voice to passive voice.

1. Kari taught this writing class last term.
2. Many scientists will study the coronavirus this year.
3. The cat chases the mouse every morning.
4. No country should permit torture.
5. ??? have published many reports on this topic.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-52>

When do you use the passive voice in your writing?

To guide the reader's attention

Readers pay more attention to the subject of a sentence. You can guide the reader's attention by placing something important at the beginning of the sentence.

- *Barack Obama was elected president for the second time in 2012.* (more attention on Barack Obama than on the voters)
- *"The Mona Lisa" was painted by Leonardo da Vinci in the early 16th century.* (more attention on the painting than the artist)

To avoid repetition and unnecessary information

- *Each of the used cars was driven less than 5,000 miles per year.* (you don't know who did the driving, or it is not important)

To avoid blaming someone

This can be a polite way to say something happened without naming who did it; you simply do not include an agent.

- *You have been asked many times to clean your room!*
- *It's been mentioned that you leave work early every day.*

To sound more objective

- *The conclusions of the research have not been proved beyond any doubt.*
- *Results of the research for a vaccine were presented by the CDC in Washington yesterday.*

To write more formally in the third person

- *I believe that we should adopt the Universal Declaration of Human Rights as law.*

- *The Universal Declaration of Human Rights should be adopted as law.*

What are some common errors writers make when using the passive voice?

Here's one ...

- *Incorrect: The garden has been water every day this week.*
- *Correct: The garden has been watered every day this week.*

We must use the past participle after the *to be* verb.

Here's another ...

- *Incorrect: The computer repaired by the technician for free.*
- *Correct: The computer was repaired by the technician for free.*

We must use a form of *to be* with the past participle in passive voice.

Here's one more ...

- *Incorrect: My students are listened closely.*
- *Correct: My students listen closely.*

We must use the passive voice only with transitive verbs.

Try it

INSTRUCTIONS: Rewrite each sentence using the passive voice. (NOTE: One sentence cannot be written in passive voice.)

1. The police arrested several demonstrators at the protest downtown last night.
2. Mark Zuckerberg invented Facebook in 2004.
3. Martin Luther King, Jr., died in 1968.
4. Shani wrote a poem about Oregon when she was still in high school.
5. ??? broke our car window last night.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-53>

Practice



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-48>



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-54>



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-56>



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-55>



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#h5p-47>

Quiz

INSTRUCTIONS: Use the information above to answer the questions below.

1. Rewrite the following sentence using passive voice: *Anh sang the first song at the party.*

2. Read the sentence: *A garden was planted by the river by my grandparents in 1929.* Which part of the sentence is the agent?

- a. A garden
- b. was planted
- c. by the river
- d. by my grandparents
- e. in 1929

3. Rewrite the following sentence using passive voice: *John collects the money.*

4. Generally speaking, perfect continuous tenses are not used in the passive voice. True or false?

5. The agent is optional in passive sentences. True or false?

6. Rewrite the following sentence using passive voice: *The actors will entertain the audience.*

7. Rewrite the following sentence using passive voice: *??? has painted the house three times.*

8. How do you form the passive voice?

- a. *to be* verb + past participle
- b. *to have* verb + *to be* verb + present progressive
- c. *to be* verb + infinitive
- d. *to be* verb + present participle

9. Rewrite the following sentence using active voice: *The book was written by Ordelia Halsey to explain the U.S. economy in 1929.*

10. Read this sentence: *The research report about the coronavirus pandemic was published by the American scientists in late 2022.* What is the main subject of the sentence?

- a. research report
- b. coronavirus pandemic
- c. American scientists
- d. late 2022

Optional

Use these resources to study more about the passive voice:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#oembed-2>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=364#oembed-3>

29.

QUICK FIXES: MAKE AND GIVE A PARTY; MARRIED TO AND WITH



Make and Give a Party

You don't use **make** a party.

Instead, if you are the host, you say:

- **give** a party
- **throw** a party
- **have** a party

However, you can **make something** for a party. For example:

- **make** decorations
- **make** a cake
- **make** a playlist (a collection of songs)

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=387#h5p-57>

Quiz

INSTRUCTIONS: Choose *give*, *throw*, *have*, or *make* to complete the sentences below. Remember to use appropriate capitalization if the word begins a sentence.

1. My brother will _____ the playlist of songs for the party.
2. May I _____ the food for the party? I am a good cook.
3. It's our anniversary! Let's _____ a party!
4. They _____ a big party every spring in their backyard.
5. How many parties do you _____ a year?
6. Come in! The party is just beginning. Please _____ yourself at home.
7. He wants to _____ a pie for the party. He thinks one pie will be enough.
8. The parties that I _____ are always fun. Everyone says so.
9. She wants to _____ herself a birthday party.
10. The company wants to _____ a party to celebrate a good year of business.

Married With and To

You don't say *married with your husband, wife, or spouse*.

Instead, you say *married to a husband, wife, or spouse*.

Examples:

- *Incorrect: Mabel is getting married **with** Thuan. (This means Thuan will also be at the wedding, but Mabel is marrying someone else, but it is not common to say it this way.)*
- *Correct: Kim is getting married **to** Thuan. (Kim and Thuan will be a couple.)*
- *Correct: He is getting married **to** his classmate. (He and his classmate will be a couple.)*

You can use *with* this way:

- *Terry is going to Tualatin **with** her classmate. (They are traveling together.)*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=387#h5p-58>

Quiz

INSTRUCTIONS: Complete each sentence below using *with* or *to*. Remember to use appropriate capitalization if the word begins a sentence.

1. I want to get married _____ with all my friends and family — and pets!
2. Why does she want to get married _____ him?
3. Imani is getting married _____ Baako next week.
4. Hollywood celebrities often get married _____ lots of cameras around.
5. She got married _____ her wife last year.
6. Do you want to be married _____ me forever?
7. He wants to get married _____ to his bride in the fall when the leaves are colorful.
8. Some couples get married _____ no ceremony or guests.
9. My parents were married _____ other people before they met at a soccer game.
10. Nobody wants to get married _____ the wrong person!

PARAGRAPH PRACTICE: WHAT MIGHT HAPPEN?



One effective way to wrap up an essay is to offer a prediction. The *Macmillan American Dictionary* explains that a prediction is “a statement about what you think will happen in the future.” It can be your opinion, but it’s not just a wild guess. Here, you make a prediction based on the evidence in your essay. In other words, you use the information in your essay to come to a logical conclusion about what might happen next. Try it!

1. Write a paragraph. Start with the conclusion paragraph of your essay. Then end your conclusion with a prediction about what might happen in the future.
 2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don’t say only things like “I agree” or “You’re right.” Try to add something meaningful to the discussion. Then return this to your partner.
 3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.
-

Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=391#h5p-59>

31.

COMPOSITION: STRONGER CONCLUSIONS



What are the three parts of a conclusion paragraph in an essay?

1. **Restate the thesis** – Remind the readers of your main idea, but say it in a different way. In other words, paraphrase your thesis statement from the introduction of the essay.
2. **Summarize the main points** – Show the reader once more how the main points of your essay support your thesis statement. This helps your reader “connect the dots” and come to the same conclusion as you about your topic.
3. **Wrap it up** – Give a final thought to bring your essay to a satisfying end. As you know, one strategy is to use the evidence of your essay to make a prediction about your topic. Other strategies include giving an opinion, making a suggestion, giving a quotation, or issuing a call to action (asking your readers to do something about the topic).

In other words, your conclusion paragraph not only shows how you have proved your thesis, but it also completes your essay and makes it feel finished.

- **Level 6:** *Discrimination is bad because everybody has a right to be themselves. Everybody should be equal. One newspaper article*

says that more than 20% of adults in the United States experienced discrimination at least once while receiving health care.

- **Level 7:** *Racial discrimination in healthcare leads to many negative effects. Sometimes people of color are charged more for the same medical services. Sometimes people of color receive different or inferior treatment. Sometimes people of color are rejected and do not receive care at all. When the government allows healthcare companies to discriminate against people based on the color of their skin, then the government is disrespecting its own citizens and denying them their basic human rights. As expressed in the Universal Declaration of Human Rights, all people deserve equal health care.*

In the Level 6 version, you can see the author tries to restate the thesis, but it isn't very clear. Furthermore, we cannot see how the essay proved the idea. The author gives an opinion, but then the author ends with a statistic. This kind of new information is better as a supporting detail in the body of the essay. Otherwise, it doesn't "feel" like the end yet.

In the Level 7 version, you can see all three parts of a strong conclusion paragraph:

- **Restate the thesis:** *Racial discrimination in healthcare leads to many negative effects.*
- **Summarize the main points:** *Sometimes people of color are charged more for the same medical services. Sometimes people of color receive different or inferior treatment. Sometimes people of color are rejected and do not receive care at all.*
- **Wrap it up:** *When the government allows healthcare companies to discriminate against people based on the color of their skin, then the government is disrespecting its own citizens and denying them their basic human rights. As expressed in the Universal Declaration of Human Rights, all people deserve equal health care.*

Try it

INSTRUCTIONS: Put these sentences in the best order for a conclusion paragraph.

I will also need to prepare my resume and search for jobs.

My goal may not be an easy one to achieve, but things that are worth doing are often not easy.

Finishing school will take me a long way to meeting this goal.

Getting a job is a goal that I would like to accomplish in the next few years.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=401#h5p-60>

How do you restate your thesis?

You use a writing strategy called paraphrasing. That just means saying the same idea using different words. You already do this when you use indirect quotations, or reported speech. Think more about how to paraphrase. Here are some things you can do:

- Change vocabulary by using synonyms or antonyms
- Change grammar by using a different verb tense or form

- Change word order by moving clauses or phrases to different positions

Example

- **Thesis in introduction:** *People often request asylum because they have to, not because they want to.*
- **Restatement in conclusion:** *Many external factors force people to request asylum, even when they would prefer to stay in their home country.*

Try it

INSTRUCTIONS: Rewrite these thesis statements.

1. With all the different options to consider, potential students should learn about the different types of colleges so they can find a school that best fits their personality, budget, and educational goals.
2. Comparing and contrasting the two cities based on their history, their culture, and their residents show how different and similar Washington and London are.
3. Like education, health care should be considered a fundamental right of all US citizens, not simply a privilege for the upper and middle classes.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=401#h5p-112>

How do you summarize the main points?

One way to do this is to review your introduction. How did you preview the main points of the essay? Use the same paraphrasing strategies to review the main points of your essay.

Example

- **Preview of main points in the introduction:** *The primary reasons that people request asylum in the United States are fear of persecution due to race, religion, nationality, membership in a particular social group, and political opinion.*
- **Review of main points in the conclusion:** *For people coming to the United States, the most common reasons are oppression due to race, religion, nationality, membership in a particular social group, or political opinion.*

Notice how some words are very specific and cannot be changed when paraphrasing (e.g., United States, race, religion, nationality).

Another strategy is to paraphrase the topic sentences of each body paragraph. For example, look at these topic sentences:

- **Body paragraph 1:** *One reason for asylum is racial discrimination.*

- **Body paragraph 2:** *The second major reason for people to come to the United States is because of the lack of religious freedom.*
- **Body paragraph 3:** *Third, some people face problems based on their national identification.*
- **Body paragraph 4:** *Finally, even belonging to a social group or sharing a particular political philosophy can put a person's safety into jeopardy.*
- **Review of main points in the conclusion:** *For people coming to the United States, the most common reasons are oppression due to race, religion, nationality, membership in a particular social group, or political opinion.*

Try it

INSTRUCTIONS: Use these topic sentences to summarize the main points for the conclusion of an essay about the effects of the internet on our lives.

- **Body paragraph 1:** The internet has led to immense changes in the economy.
- **Body paragraph 2:** However, It is not just in business that the internet has affected us so profoundly; communication has been revolutionized.
- **Body paragraph 3:** Finally, social media has transformed our social lives.

Add your summary of main points to this conclusion:

In conclusion, the internet has begun to control our lives in many ways. ... In the future, if the internet continues evolving at such speed, it may be only a matter of time before we lose control completely; instead of a computer following our instructions, we will be following a computer's instructions.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=401#h5p-113>

How do you wrap it up?

In the end, add a final thought. It could be a suggestion, opinion, or prediction. It could be a quote or a call to action. One strong strategy is to think about the implications (consequences) of the topic: *When this happens, then ...* or *If this does not happen, then ...*

Example

- **Final thought:** *People who understand these reasons for asylum can help others create a safer space that respects the rights of all people.*

Try it

INSTRUCTIONS: Read this conclusion to an essay about urban over-crowding; add one more sentence to wrap things up.

In conclusion, the reasons for the over-crowding of major metropolitan areas are complicated. They include both financial and social considerations, in addition to health and human services. That is to say, people will always move to the areas which provide opportunity and freedom. ...



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=401#h5p-114>

What are some common errors writers make when writing conclusion paragraphs?

Here's one ...

Many external factors force people to request asylum, even when they would prefer to stay in their home country. For people coming to the United States, the most common reasons are oppression due to race, religion, nationality, membership in a particular social group, or political opinion. According to Pew Research Center, the most refugees to the U.S. in 2016 came from the Democratic Republic of Congo, Syria, Burma (Myanmar) and Iraq. People who understand these reasons for asylum can help others create a safer space that respects the rights of all people.

Don't introduce new information in the conclusion. Those kinds of details belong in the body of the essay.

Analysis

INSTRUCTIONS: Can you identify the different parts of a strong conclusion in this example paragraph from a student essay?

In conclusion, thanks to education, many people are able to benefit such as finding a good job and earning a great deal of money. However, education in remote areas of the world is challenging because of the lack of schools and the school fees. Nowadays, there are many plans to build schools for children who live in remote

areas. Hopefully, in the future, all parents and their children can overcome the challenge and make an effort to go to school.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=401#h5p-61>

Practice

INSTRUCTIONS: Think back to the research we did about how to define “happiness”. Use the concluding sentence from that paragraph to write a conclusion for an essay about “happiness”. Be sure to restate the thesis statement, summarize the main points, and offer a final thought to wrap things up.

Quiz

INSTRUCTIONS: Use the information above to answer the questions below.

1. Conclusion paragraphs are the same as introduction paragraphs because they start with a general statement and end with something more specific. True or false?
2. A conclusion paragraph shows how you have proved your thesis. True or false?
3. Read this conclusion paragraph:

Cell phones and teenagers have a clearly problematic relationship. In fact, 87% of the population now use cell phones regularly. This technology often leads young adults to struggle with academics, self-worth, and fatigue. However, it might be more important to focus on the apps, such as social media platforms, than the technology itself.

Remember that a good conclusion paragraph does not introduce new information or details. Which sentence does not belong in this conclusion?

- A. Cell phones and teenagers have a clearly problematic relationship.
 - B. In fact, 87% of the population now use cell phones regularly.
 - C. This technology often leads young adults to struggle with academics, self-worth, and fatigue.
 - D. However, it might be more important to focus on the apps, such as social media platforms, than the technology itself.
4. Put the following four sentences in the correct order to form a strong conclusion paragraph:
- A. For example, women still earn less money for the same work, and that slows the growth of the national economy.
 - B. Women are also less likely to be in charge at work, and this lack of diversity can lead to inequitable decision-making for the company and the community.
 - C. The solution to this problem is clear: if businesses create a more level playing field, the opportunities for women will increase and the workforce will be more inviting for all.
 - D. Even though women are the majority of workers in the office, there are still huge challenges for them at work.
5. What are the three basic parts of every conclusion paragraph? (choose three)
- A. give a final thought to wrap things up
 - B. summarize the main points of the body paragraphs
 - C. restate the thesis statement (main idea) of the essay
 - D. avoid contractions, and use formal academic vocabulary throughout the essay
 - E. add new supporting details, such as statistics, facts, definitions, reasons, etc.
 - F. cite the source of your information, including the author's name and title of the publication
 - G. write a hook that gets the reader's attention
6. In your conclusion paragraph, you should start by paraphrasing your thesis statement. What are some ways to paraphrase your thesis statement? (choose all that apply)
- A. change the articles from definite "the" to indefinite "a/an"
 - B. change the order of the words in a sentence, such as moving clauses to different parts of the sentence
 - C. keep the original statement and then add another sentence that says the same thing in a new way
 - D. change the main idea
 - E. prove the thesis statement wrong
 - F. use synonyms and antonyms
 - G. change the grammar, such as verb tense
 - H. change the grammar, such as active verbs to passive verbs
7. Summarizing the main points helps the reader "connect the dots" and understand your thesis. True or false?
8. Writers often talk about implications in the conclusion paragraph. What is a synonym for implications?
- A. supporting details
 - B. thesis statements

C. predictions

D. consequences

9. When you paraphrase, some words are specific and cannot be changed. True or false?

10. A conclusion paragraph has three parts. What are they called? Which comes first? Which comes second? Which comes last?

32.

ASSIGNMENT PART TWO: REVIEW AND REVISE YOUR CAUSE-AND-EFFECT ESSAY



Follow these instructions to prepare the second draft of your essay:

- Review the feedback from your instructor and/or tutor carefully. If you have questions, ask for help.
- Then edit your essay. Use the same Google document. Start by making the corrections that your teacher or tutor suggests. After you make a correction, click on checkmark to hide the comment.
- Now read your essay again carefully. Think about other changes you can make to improve your writing.
 - First, focus on the **content**. What are you trying to say with your essay? Is it clear? Do you have enough supporting information to explain your ideas?
 - Then focus about **organization**. What does the reader need to know first before other things? Do you have information in a logical order? Does each new idea of your essay build on the previous idea?
 - Finally, focus on **structure**.
 - Does your introduction have an interesting hook, helpful background information, and a clear thesis statement?
 - Does the thesis statement have both a topic and a claim? And does it preview the major points of your essay?

- Does each body paragraph have a clear and strong topic sentence? Do all of the supporting details explain the idea of the topic sentence?
- Does the conclusion restate the thesis, summarize the main ideas, and wrap things up?
- Have you followed all of the formatting guidelines? Did you center a title? Did you indent each paragraph? Do you have page numbers? Is it double-spaced?
- Now, put it away for a day or so. Let it rest so that you can look at it later with fresh eyes.
- Finally, proofread carefully for small details, such as grammar, spelling, capitalization, and punctuation. Use the essay self-check and grading rubrics to review your work before you submit it to your teacher.
- *Optional: Visit a tutor or Reading Writing Center again for more feedback. Show your instructor a record of your visit in order to receive extra credit on this revised essay.*

Pay close attention to the due date your instructor gives you. That is your deadline to finish this second draft. If you used the same Google document, then you do not need to share the document with your instructor again. Your instructor can still open it.

WRAP UP



When you write a cause-and-effect essay, you can use a variety of organizational structures to help the reader understand your information. They include:

- block format (to group causes and/or effects together)
- chain format (to show how the effect of one action can be the cause of the next action, and so on)

You can also use more complex vocabulary and grammar, such as adverb clauses and the passive voice, to make your writing more concise, precise, and academic.

Composition strategies, such as strong conclusions with predictions or implications, help your readers recognize the consequences of the ideas you share.

Finally, as you already know, writing is a process that requires many steps and revisions. Remember: “Good writing is rewriting.”

PART IV

UNIT 04: SEEING BOTH SIDES - THE DISCUSSION ESSAY



“There are two sides to every story.”

That’s another familiar idiom in English, and it’s an easy way to describe your work in this unit. A discussion essay examines equally the pros and cons of a particular issue before giving an opinion. This assures the reader that you have considered both sides of an argument. It also allows your reader to consider your opinion but, in the end, make their own decision based on the evidence that you presented. A discussion essay resembles a argument, or persuasive, essay in many ways except that it is less biased. It tries to offer a more balanced representation of both sides and then, based on the evidence, formulate an opinion or come to a conclusion.

With so much biased opinion in news and on social media, this style of writing is important in order to promote healthy and constructive debate around questionable issues. However, it does not serve a topic well if the conclusion of that topic is obvious. For example, slavery is not a topic for debate. Free college education, however, is something that some people may argue about. The UDHR states that education is a right and it should be free for elementary and secondary education, but it is silent on post-secondary education (colleges and universities). Should that be free too? An examination of the pros and cons can help a reader come to a decision.

In order to provide the best evidence for both sides of an issue, you may need to start to include information from outside sources. This unit will introduce the basic guidelines for using outside information responsibly. To get started, first watch this video for a general view of writing a discussion essay.



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=417#oembed-1>

Key academic vocabulary in this unit

- **academic** /ˌækəˈdemɪk/ *adjective* – relating to college or university
- **appropriate** /əˈprəʊpriət/ *adjective* – suitable, a good choice
- **benefit** /ˈbenəfɪt/ *noun* – an advantage or something extra or useful
- **challenge** /ˈtʃælɪndʒ/ *noun* – something difficult to do that requires skill or knowledge
- **cite** /saɪt/ *verb* – to say where you found information; to name a source
- **evidence** /ˈeɪdəns/ *noun* – proof
- **issue** /ˈɪʃu/ *adjective* – a topic that people discuss or argue
- **objective** /əbˈdʒektɪv/ *noun* – a goal
- **option** /ˈɒpʃ(ə)n/ *noun* – a choice
- **statistic** /stəˈtɪstɪk/ *noun* – information in number form

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=417#h5p-117>

GRAMMAR: MODAL VERBS



What do you already know?

Read these sentences:

- *She swims every day.*
- *She can swim every day*
- *She should swim every day*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-82>

What is a modal verb?

What is a verb?

An **verb** expresses the action or state of the subject.

What does modal mean?

Modal refers to modality, or a way of doing, being, or experiencing something.

What is a modal verb?

Therefore, a **modal verb** is a type of verb that contextually indicates a modality. That means it gives extra information depending upon the situation. It helps us to express our attitudes, obligations, and intentions. We can talk about likelihood and ability. We can give ask for permission and give advice.

Take another look

- *Jorgen may use my car this weekend.*
- *Jorgen must use my car this weekend.*
- *Jorgen will use my car this weekend*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-83>

How do you make a modal verb?

Modal verbs almost always accompany the base (infinitive) form of another verb using this simple formula: modal + (not) + verb. For example:

- *She **could sing** very loudly.*
- *She **could not sing** very loudly.*

What different meanings can you express with modal verbs?

Here are some common modal verbs with their meanings and examples:

Meaning	Modal verbs	Examples
permission	may, can	May I go with you? Yes, you may. Can I sit here? No, you can't.
request	could, will, would	Could I have another cup of coffee, please? Will you close the door, please? Would you loan me five dollars?
certainty, probability, and possibility	will, should, may, might, could	Benny will wash the dishes after dinner. (100% certain) Benny should wash the dishes after dinner. (90% expectation) Benny may/might wash the dishes after dinner. (50%/50%) Benny could wash the dishes after dinner. (maybe 25% likely)
ability	can, is able to	Norma can sing very well. Norma is able to type really fast.
necessity or obligation	must, have to	Cars must stop at stop signs. We have to change our passwords every six months.
advice and suggestions	should, ought to, had better, could, might want to	You should practice English more. He ought to share his sandwich with you. The weather is dry, so she had better water the garden. He didn't try very hard. He could do better. They might want to read the instructions before trying to do the homework.
prediction, intention, and expectation	will, is going to, is supposed to, should, ought to, must	Tomorrow, I will feel better. It is going to snow tomorrow. The test is supposed to be easy. Marjorie should be home after 3pm. They ought to be finished with work by now. This old computer must not be worth much money today.

Try it

INSTRUCTIONS: Choose one of these modal verbs to complete each sentence: *must, could, is supposed to, may, can, should, have to*:

1. You _____ use my car tonight. (permission)
2. _____ you open the door? (request)
3. It's snowing, so it _____ be very cold outside. (probability)
4. She _____ speak six languages. (ability)
5. I need a new prescription; I _____ see a doctor right away. (necessity)
6. Students _____ do their homework every day. (advice)
7. The weather forecast says it _____ rain tonight. (prediction)



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-84>

What makes modal verbs special?

First, modal verbs add meaning to another verb. You don't usually use a modal verb by itself unless the main verb is implied or understood.

- **Will** *Leo come to the party?*
- *Yes, he **will**. (the "come" is implied or understood)*

Second, modal verbs do not change form for first, second, or third person.

- *Leo says that he **might** come to the party.*
- *Leo and Lucas say that they **might** come to the party.*

In the first sentence, Leo says he might ... "Leo" requires a verb in the third person singular; in the present tense this means you add -s to the end. However, you don't do this with modal verbs. Instead, you say "he might" (not ~~he mights~~).

Third, when you make a question, you start with the modal, just as we do with do/does, am/is/are, has/have.

- **Can** *Leo and Lucas **bring** ice with them?*

Finally, modal verbs are followed by the infinitive, or base form, of the other verb without the "to".

- *Leo and Lucas **may** ~~to~~ **arrive** late, but they said that they **would** ~~to~~ **be** happy to bring the ice.*

What are some common ways you use modal verbs?

To be polite

Compare these examples:

- *Open the door.*
- **Can** *you open the door?*
- **Could** *you open the door?*
- **Could** *you open the door, please?*
- **Would** *you mind opening the door, please?*
- *Teacher, the quiz doesn't work! It's broken! Fix it!*
- *Teacher, the quiz **might** not be working correctly. It **may** be broken. **Could** you take a look at it, please? I **would** appreciate it very much. Thank you!*

To hedge

According to *Macmillan American Dictionary*, hedging is "the use of words and phrases that make what you are saying less certain or definite." Why would you want to do this? Sometimes you will want to present information but leave room for it to change if you learn more details later. You want to say something, but you want to allow room for error. Hedging softens your claims. Keith Folse, a famous grammar teacher, explains it like this:

Reason	Example
to make a statement less probably, certain, or assertive (<i>can could may might</i>)	I might go to the party, but I don't know for sure yet.
to make a statement about the past sound less probably, certain or assertive (<i>could may might+have+past participle</i>)	You could have gotten a higher grade if you had studied.
to soften assertions or opinions that a reader might challenge (<i>would</i>)	If this problem had continued, it would have major consequences.
to hedge conclusions or predictions (to leave room for doubt or future clarifications) (<i>should</i>)	If a vaccine is made by 2021, then students should return to classrooms soon after.
to modify a statement (<i>is supposed to</i>)	My child is supposed to mow the lawn this afternoon.

Try it



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-124>

What are some common errors writers make when using modal verbs?

Here's one ...

- *The newspaper should **to** correct its errors in the story about the elephant.*

You don't use "to" as part of the infinitive/base form. You use this formula: conditional + (not) + infinitive/base form without the "to".

Here's another ...

- *COVID ~~was~~ **might have been** responsible for more deaths than heart disease last year.*

You should hedge (use modals) when you want to be clear that we are not 100% sure, or if you wish to leave room for doubt or correction.

Here's one more ...

Modal verbs are a great way to write in the third person. By removing the *I*, *we*, and *you* points of view (first person and second person), it gives your writing a more formal, academic, and objective tone. Here's an example:

- *I think Portland has more immigrants than Cleveland, but I don't know for sure.*
- *Portland may have more immigrants than Cleveland.*

You can state information as a concise fact, but you can use a modal verb to show that you don't know for sure.

Try it

INSTRUCTIONS: Choose a modal verb to complete each sentence. Note: Most sentences will have more than one right answer.

1. _____ I use your cell phone, please? I need to call my employer to say I will be late.
2. You _____ write an essay of at least 5 paragraphs in order to explain your idea fully.
3. You _____ write more than 300 words for that scholarship application. The computer won't let you type that many words.
4. John _____ speak so quickly. It's difficult to understand him.
5. She _____ play the piano well because she has had many years of lessons.
6. Please excuse me, but I _____ go now. I am tired.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-85>

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-87>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-88>





An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#h5p-86>

Quiz

INSTRUCTIONS: Use the information above to choose the best answer for each question below.

1. Rewrite the following sentence as a question. Remember to use correct capitalization and punctuation.

- Jori's mother can cook well.

2. Put the modals in order according to strength. 1=weakest; 5=strongest

- will
- could
- may
- should

3. Plagiarism is not allowed in U.S. colleges. You ____ not do it.

- A. would
- B. must
- C. might
- D. could

4. Which modal verb expresses advice?

- A. should
- B. may
- C. would
- D. must

5. Which of the following sentences uses a modal verb form incorrectly?

- A We returned home late last night after driving for many hours.
- B. There are so many clouds in the sky that I think it might rain soon.
- C. You must to stop your dog barking. It is too loud.
- D. Your coffee must be cold by now; let me give you a fresh cup.

6. Rewrite the question below as a statement. Remember to use correct capitalization and punctuation.

- Will the bus arrive at 5:35?

7. Modals are often used in academic writing to “hedge” their claims. What does “hedge” mean?

- A. to protect oneself from risks, especially financial ones
- B. to provide a border or boundary, like a hedge in a garden
- C. to buy and sell shares in such a way that the risk of losing money is low
- D. to soften a claim, to show tentativeness, to allow room to be proved wrong

8. Which of the words below is NOT a modal verb?

- A. should
- B. might
- C. can
- D. was

9. What is the formula for using modal verbs?

- A. modal + (not) + infinitive/base form (no “to”)
- B. modal + (not) + to + infinitive/base form
- C. verb + (not) + modal + participle
- D. to + infinitive/base form + (not) + modal

10. A modal verb can convey more information about the main verb.

- A. True
- B. False

Optional

Use these resources to study more about modal verbs:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=569#oembed-2>

35.

QUICK FIXES: THEIR, THERE, THEY'RE; THEM AND THOSE



Their, there, and they're

First, it's important to remember that all three words sound the same. Spelling and context are what help you understand which word is meant.

Their

You use *their* when something belongs to something or someone. It's a possessive pronoun.

- *Ben and Stella wanted to show me **their** new dog.*

There

You use **there** to show where something is. It's an adverb of place.

- *Ben and Stella let their dog run over **there** in the new park.*

They're

You use **they're** when we mean "they are". It's a contraction of the two words.

- ***They're** letting their dog run without a leash.*

Practice



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=574#h5p-79>

Quiz

INSTRUCTIONS: Choose *their*, *there* or *they're* to complete the sentences below. Remember to use appropriate capitalization and punctuation.

1. _____ responsible for their actions.
2. _____ she goes, running as usual.
3. _____ mother is waiting for them in the car.
4. _____ OK.
5. I like my friends. _____ so cool.
6. _____ is no place like home.
7. He thinks _____ food is delicious.

8. I went to _____ house yesterday.
9. It's over _____ .
10. _____ house is over _____, but _____ not home right now.

Them and those

Them

In standard English, you don't use **them** if a person, place, or thing follows the word.

- *Please pass me some of ~~them~~ those vegetables.*

Some people do use this construction in very informal, non-standard English, but it is not common in academic writing.

Those

You use **those** instead of them if a person, place, or thing follows the word.

- *Please pass me some of **those** vegetables.*

Or, use **them** alone.

- *Please pass me some of **them**.*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=574#h5p-78>

Quiz

INSTRUCTIONS: Choose *them* or *those* to complete each sentence below. Remember to use appropriate capitalization and punctuation.

1. Ask _____ what to do.
2. What are _____ workers doing on the bridge?
3. Ask _____ people what to do.
4. Do you have more of _____ cupcakes?
5. _____ kids are very smart.
6. I like _____ shoes more than I like these shoes.
7. I don't know about _____.
8. Hang up _____ coats!
9. Let's go ask _____.
10. _____ are very nice sunglasses!

36.

PARAGRAPH PRACTICE: WHAT'S MISSING FROM THE UDHR?



Think back to the UDHR. It was written in 1948. Much has changed since then, from technology to cultural norms. How could you edit the UDHR for our times?

Write a short paragraph that answers the following three questions:

- What is missing from the list of human rights? What should we add to the list? ... OR ... What should be changed about the list?
- Why would some people disagree with you? Why would they think your idea should NOT be a human right?
- Why would some people agree with you? Why do they think it should be a human right?

Here's an example:

One thing that is missing is the right to “erasure” — in other words, the right to remove oneself from the internet and social media. Some people might think that some information — such as criminal records — should be public information forever. Others might say their freedom of speech allows them to publish information, including information about other people. The internet and social media are sometimes dangerous places. Criminals sometimes steal another user’s identity. Furthermore, some people are private and do not like to share their personal information with strangers.

1. Write your paragraph following the example above.
2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don’t say only things like “I agree” or “You’re right.” Try to add something meaningful to the discussion. Then return this to your partner.
3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.

Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=595#h5p-89>

COMPOSITION: DISCUSSION STRATEGIES



What is a discussion essay?

A discussion essay presents and discusses issues surrounding a particular topic. The topic is usually one that is debatable and open to argument. Security for students on campus is probably not an appropriate topic because probably everyone would agree that students should feel safe on campus. The use of guns on campus, however, could be an appropriate topic because some people might think guns make the campus safer while others argue that guns make the campus more dangerous.

Regardless of your personal opinion, a good discussion essay must begin with a thorough discussion of both sides of the topic. It should provide a well-rounded understanding of the issue before the writer presents their personal opinions and conclusions. The discussion essay's quality relies primarily on your ability to provide your readers with solid research and evidence. The conclusion to your discussion essay may propose "next steps" rather than a direct solution or decision. Alternatively, the conclusion can include your opinion, but it should be based upon the information presented in the body of the essay.

When writing a discussion essay, it is important that facts and opinions are clearly separated. Often the writer will examine what other people have already said on the same subject. The author will include this information using paraphrasing and summarizing skills, as well as correct citations. A balanced view is essential. The writer's opinion usually comes only after both sides are considered.

This makes discussion essays different from persuasion or argument essays in which a writer asserts their opinion in their thesis and then provides evidence to support their position. Therefore, the writer's position is more of an observation than persuasion.

SAME, BUT DIFFERENT

Argument essay = states the writer's opinion at the beginning (thesis) and then tries to prove it with evidence, but sometimes the evidence is from only one side

Discussion essay = explores the opinions of others on both sides of an issue and then states the writer's opinion at the end as a logical result of the information

Why do you write discussion essays?

A discussion essay is a helpful way to present an issue for discussion or debate. It is not as formal and objective as a research paper, and it is not as informal and subjective as a persuasive or argumentative essay. It's somewhere in between. Here are some examples of when a discussion essay is a useful writing strategy:

Purpose	Example
To decide how to vote on a ballot measure issue	Examine the arguments for and against capital punishment.
To design a curriculum and class schedule for a school	Schools should teach children not only academic subjects but also important life skills. Discuss.
To determine if a school should invest in new computers for classrooms	What are the advantages and disadvantages of technology in the classroom?
To make a choice between a foreign university and a local university	An increasing number of students are going to college in another country. What are the rewards and challenges of such a situation?

How do you organize a discussion paragraph or essay?

In many ways, a discussion paragraph essay resembles a compare/contrast essay. You group the details of each side of the argument: rewards and challenges, advantages and disadvantages, choice A and choice B. In other words, introduce the issue; present one side of the issue; present the other side of the issue; conclude with your opinion or some other observation or comment.

You can begin your work by first making some notes. Graphic organizers can help. For example, you might use a Venn diagram (two overlapping circles). Or you can use a simple table like the one in the following example.

Topic: An increasing number of students are going to college in another country. What are the rewards and challenges of such a situation?

Rewards	Challenges
language immersion: Students who use a foreign language all the time — at school and outside of school — learn the language faster	expensive: Tuition for foreign students is usually higher than for domestic students
cultural immersion: Students who have experience adapting to a foreign culture make good candidates for desirable jobs with multinational corporations	
My opinion	

If you have the money, it's definitely worthwhile.

But which side comes first?

Which position comes first? You have some choices here. Consider these options and decide which works best for your particular essay:

- Often, the position you do not agree with comes first and the position you agree with comes second. That's because it flows better into your opinion and conclusion.
- Another common option is to put the “for” position first and then the “against” position second. This “feels” objective in the same way that alphabetical order “feels” objective (because it is arbitrary).
- If your sides are not very balanced, you can start with the weaker position and end with the stronger position.

Example discussion paragraph

Have you ever thought about studying in another country? As the world becomes more and more connected, an increasing number of college students study abroad for a semester or academic year. Some might even complete a degree in another country. However, there are several important things to consider when thinking about studying abroad. First of all, it's fun, and many language students say the immersion experience helps them to acquire communication skills faster. They also develop an appreciation and understanding of another culture which gives them an advantage when looking for jobs after graduation, especially international jobs. While these are significant benefits, an overseas education — even for one term — isn't cheap. As a foreigner, tuition can be prohibitive. Furthermore, overseas students often have living expenses that they wouldn't have if they stayed at home with their parents. So there are many things to consider. However, for those who can afford the expense, the experience can be worthwhile.

Analysis

INSTRUCTIONS: Use the example discussion paragraph above to answer the questions below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=602#h5p-91>

Example discussion essay

Look closely now at this example discussion essay. Read closely and notice how it mirrors the discussion paragraph above. Then answer the questions that follow.

George Spelvin
 ESOL 252 Level 7 Writing
 February 15, 2023

Finding the Best Place to Study

“There’s no place like home” goes the familiar mantra from the famous book and movie *The Wizard of Oz*. It celebrates the virtues of the familiar while at the same time making a case for exploring the unknown. The same could be said for choices in education. Most people spend around fifteen years of their life in education, from primary school to university study. In the past, students only had the opportunity to study in their own country. Nowadays, however, it is increasingly easy to study overseas, especially the university level. While there are some undoubted benefits of this trend, such as the language environment and improved employment prospects, there is also a significant disadvantage, namely the high cost.

The first and most important advantage of overseas study is the language learning environment. Students studying overseas will not only have to cope with the local language for their study, but they will also have to use it outside the classroom for their everyday life. These factors should make it relatively easy for such students to advance their language abilities.

Another important benefit is employability. Increasing globalization means that there are more multinational companies setting up offices in all major countries. These companies will need employees who have a variety of skills, including the fluency in more than one language and familiarity with a foreign culture. Students who have studied abroad should find it much easier to obtain a job in this kind of company.

There are, however, some disadvantages to overseas study which must be considered, the most notable of which is the expense. In addition to the cost of travel, which in itself is not inconsiderable, overseas students are required to

pay tuition fees which are usually much higher than those of local students. Added to this is the cost of living, which is often much higher than in the students' own country. Although scholarships may be available for overseas students, there are usually very few of these, most of which will only cover a fraction of the cost. Overseas study therefore constitutes a considerable expense.

In summary, studying abroad has some clear advantages — an immersion in foreign language and culture that leads to increased chances of employment — in addition to the main drawback of heavy financial burden. International students in London, for example, pay more than \$14,000 a year for tuition alone. This experience can be worthwhile for those students whose families can readily afford the expense. Students without such strong financial support, however, should consider carefully whether the high cost outweighs the benefits to be gained. For them, there truly may be no place like home.

Analysis

INSTRUCTIONS: Use the example discussion essay above to answer the questions below.

1. What is the issue that is discussed in this essay?
2. Read the introduction again. Which sentence is not needed and could be omitted?
3. Read the conclusion again. What could the writer do to improve this paragraph?
4. Look at the text again. Does the author use any modal verbs? Identify them and their purpose.
5. Here are four pieces of information from outside sources. Where would be the best place to add them? Paragraph 1, 2, 3, 4, or 5?
 - A. 2018 survey from Big Business Company says 95% of corporate executives prefer to hire foreign exchange students for overseas jobs.
 - B. As linguist Dan Samuels says, “It’s no surprise that the person who uses a language learns it faster than a person who only studies it in a classroom.”
 - C. “There’s no doubt the study abroad experience builds character and responsibility,” says Ishanee DeVas, author of *A Student of Life*. “But it takes a long time — maybe a year or more — and that makes it too expensive for most people unless they move there.”



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=602#h5p-92>

Quiz

INSTRUCTIONS: Use the information above to answer the questions below.

1. A discussion essay needs an introduction, body, and conclusion, just like other essays. True or false?
2. Which of the following research questions is suitable for a discussion essay?
 - A. Why are protesters demonstrating in downtown Portland?
 - B. What does the word “queer” mean today?
 - C. How are community colleges and 4-year universities different?
 - D. What are the advantages and disadvantages of buying organic food?
3. In our discussion essay, we should ... (choose all that apply)
 - A. Choose a topic that is debatable
 - B. Separate your opinion from the discussion; present only information about each side in the body
 - C. Support the information with evidence or proof from outside sources of information
 - D. Present both sides of the argument equally (even if you disagree with one of the sides)
 - E. Use formal tone (academic vocabulary; no contractions; write in third person)
4. A discussion essay chooses one side of a two-sided argument. It explores only the pros or the cons — not both — in order to give a clear opinion and persuade the reader. True or false?
5. What is the best way to organize the body of a discussion essay?
 - A. Group the details of each side of the argument or debate; start with the weaker one and end with the stronger one, which is usually the one that you agree with.
 - B. Start with your opinion and then explain what others think.
 - C. Write whatever comes to mind; it's more organic and natural when it sounds like you are talking informally with a friend.
 - D. Focus on only one side of the argument in an essay; if you want to write both sides of the argument, then write two different essays.
6. A discussion essay always presents the disadvantages, or cons, first. True or false?
7. A discussion essay must always be exactly four paragraphs. True or false?
8. Which of the following would NOT be a purpose for a discussion paragraph or essay?
 - A. The pros and cons of the COVID vaccine
 - B. The most effective methods for solving the problem of homelessness
 - C. College education should be free
 - D. How to change a flat tire on your bike or car
9. The discussion essay's quality relies primarily on our ability to provide our readers with _____.

- A. solid research and evidence
- B. subjective opinions without proof
- C. fake data and statistics
- D. a good story with a funny plot

10. “Three reasons why you should get an electric car” is not the best choice for a discussion essay. Why not? Explain.

38.

ASSIGNMENT PART ONE: WRITE A DISCUSSION ESSAY



What do you do?

For this assignment, imagine that you are writing an essay for a popular magazine. Readers of this magazine like to learn more about contemporary social issues. They want to hear all sides of a story so that they can make an informed decision. The magazine has many stories about the UDHR. Your editor, however, thinks it is old and needs to be updated. Your editor asks you to think about this: What human right would you add to the UDHR? Or what existing human right needs to be changed? Start with the paragraph that you already wrote. Expand that paragraph into a complete essay. At least one body paragraph should describe why some people would be against this idea. At least one body paragraph should describe why some people would support this idea. Optional: You may add your opinion in a final body paragraph or in the conclusion; however, your opinion is not required.

How should we you do it?

Note the new tasks in **bold**.

- Follow the schedule from your instructor. Pay close attention to the due dates for each part.
- Type your essay on a computer using Google Docs and use the Share function to send to your instructor. You do not need to print anything.
- Use 1-inch margins on all sides.
- Use Times Roman 11 or 12 point font or similar.
- Use double-spaced lines.
- Use page numbers.
- Put your full name, class name, and date in the upper left-hand of the first page.
- Add a title, centered at the top of the page. Be creative with your titles! Get the reader's attention.
- Use the TAB key on your keyboard to indent each paragraph.
- Write as many body paragraphs as you have major points (each major point is a separate body paragraph).
- Include some information from **at least two outside sources**, such as a website, book, magazine, newspaper, etc. Do not copy directly from another source without proper citation. That is plagiarism and may result in 0 points for this assignment. If you use ideas or information from another source, you must paraphrase (use your own words) or quote (use exact words inside "quotation marks"). Either way, you must say where you found the information. For this assignment, a simple phrase like "According to [author name] in [title of article or book or website], [rewrite the idea in your own words]..... Example: According to Tim Krause in *The Book about Everything*, plagiarism is the same as cheating and doesn't help students to learn.
- **Include at least one modal verb and one passive voice verb in your essay. Underline them.**
- Try new vocabulary words! Your teacher will let you know if they are not used correctly.
- Write in a more formal academic tone by writing in the third person (do not use *I, me, my, we, our, ours, you, your, yours*); do not use contractions like *don't* and *can't*. Avoid vague vocabulary, such as *bad, good, a lot, big*, etc.; use more precise words.
- Proofread carefully to make sure you are accurately using standard grammar, capitalization, punctuation, and spelling.

How will your work be graded?

You will receive two scores for this project. One score is for the first draft; it focuses on content and organization. The other score is for the second draft; it focuses on grammar and mechanics. Review the grading rubrics to understand how your teacher will evaluate your work.

GRAMMAR: GERUNDS AND INFINITIVES



What do you already know?

Read these sentences:

- *Playing soccer every day provides Naomi with good exercise.*
- *Naomi wants to play soccer every day for the exercise.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-93>

What are gerunds and infinitives?

Gerunds and infinitives are different verb forms. Both act as nouns. They help us to talk about the ideas of actions, such as the idea of *running*, *talking*, and *breathing* or *to run*, *to talk*, and *to breathe*. As a noun, gerunds and infinitives can work as a subject, an object of the verb, or the object of a preposition.

What is a gerund?

A **gerund** is a verb in the *-ing* (present participle) form that acts as a noun.

What is an infinitive?

An **infinitive** is the base form of a verb with the preceding *to*. It can also act as a noun. We usually use infinitives after certain verbs and in the construction *it + be + adjective*.

Take another look

- *To simply read your homework is not enough; you must also practice what you read.*
- *Simply reading your homework is not enough; you must also practice what you read.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-94>

Try it

INSTRUCTIONS: Rewrite each sentence to correct its error with a gerund or an infinitive.

1. Study English requires good reading and writing skills.
2. People with anxiety often do not want to leaving their home during the coronavirus.
3. It is possible to working from home during the pandemic.
4. To understanding how to learn new vocabulary helps both readers and writers.
5. I stopped to eat chocolate because it had too many calories and it was making me sick.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-99>

What are the special rules for using gerunds and infinitives?

Some verbs can be followed only by gerunds. Some verbs can be followed only by infinitives. Some verbs can be followed by either a gerund or an infinitive. Here are some examples:

Verbs that can be followed only by gerunds	Verbs that can be followed only by infinitives	Verbs that can be followed by either gerunds or infinitives
 An interactive H5P element has been excluded from this version of the text. You can view it online here: https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-96	 An interactive H5P element has been excluded from this version of the text. You can view it online here: https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-95	 An interactive H5P element has been excluded from this version of the text. You can view it online here: https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-97
		 An interactive H5P element has been excluded from this version of the text. You can view it online here: https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-98

Infinitives are not often used as subjects. Gerunds are more common. When you use an infinitive as a subject, it sounds formal and extremely old-fashioned.

- **Choosing** a college major is not easy.
- **To choose** a college major is not easy.

Both are correct, but the first is much more common.

Try it

INSTRUCTIONS: Fill in the blank with the correct form of the word in parentheses.

1. _____ (burn) garbage has harmful effects on the environment, especially the air.
2. One reason many immigrants decide _____ (become) citizens is to have the right to vote.

3. It is often very difficult _____ (*determine*) whether information on social media is accurate.
4. Scientists were interested in _____ (*learn*) more about the monkeypox virus.
5. I forgot _____ (*take*) the garbage out. Do you remember? Did I do it or not?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-100>

What are some common errors that writers make with gerunds and infinitives?

Here's one ...

- *Incorrect: Playing games are a good way to make new friends.*
- *Correct: Playing games is a good way to make new friends.*

When they are used as a subject, gerunds and infinitives always take a singular verb.

Here's another ...

- *Incorrect: Many people think about walk for exercise. They worry about to gain weight. By walk, they will stay healthy.*
- *Correct: Many people think about walking for exercise. They worry about gaining weight. By walking, they will stay healthy.*

Use a gerund after a preposition.

Here's one more ...

- *Incorrect: Many people who they have cats also have dogs.*
- *Correct: Many people who have cats also have dogs.*

Remember that some verbs are followed only by gerunds, some verbs are followed only by infinitives and some verbs can be followed by either. However, there are some special exceptions, such as *forgot*, *go on*, *quit*, *regret*, *remember*, *stop*, and *try*.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-104>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-101>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-102>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#h5p-103>

Quiz

INSTRUCTIONS: Use the information above to answer the questions below.

1. All people want _____ a better life.
 - A. having
 - B. to have
 - C. to having
 - D. have

2. The internet problem caused us _____ class last night.
- A. canceling
 - B. cancelation
 - C. to cancel
 - D. to canceling
3. I didn't remember _____ my homework, and so I did it twice!
- A. do
 - B. done
 - C. to do
 - D. doing
4. He asked _____ with the manager because there was a problem with his order.
- A. speak
 - B. to speaking
 - C. to speak
 - D. speaking
5. You can improve your health just by _____ several miles very day.
- A. walk
 - B. walking
 - C. walked
 - D. to walk
6. I didn't remember _____ my homework, and now I will get 0 points because I have nothing to give to the teacher.
- A. do
 - B. to do
 - C. doing
 - D. done
7. Which is correct grammar?
- A. Is easy to use the computer.
 - B. It is easy to use the computer.
 - C. Is easy use the computer.
 - D. It's easy use the computer.
8. Which is the infinitive form?
- A. declaring
 - B. declaration

- C. declared
- D. to declare

9. Working 14 hours every day _____ too much.

- A. were
- B. are
- C. is
- D. to be

10. Which is gerund form?

- A. signing
- B. sign
- C. signed
- D. to sign

Optional

Use these resources to study more about gerunds and infinitives:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=623#oembed-2>

40.

QUICK FIXES: TO AND TOO; TOO AND VERY



To and Too

First, it's important to remember that both words sound the same (as well as *two*). Spelling and context are what help you to understand which word is used.

Too

Too is often used as an adverb meaning *also*. However, you can use **too** when something is more than necessary. It's an adverb that usually describes an adjective.

- *It's **too** cold in here, and the soup is **too** hot to eat.*

Practice



An interactive HSP element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=579#h5p-80>

Quiz

INSTRUCTIONS: Choose *to* or *too* to complete the sentences below. Remember to use appropriate capitalization and punctuation.

1. You are too young _____ go there by yourself.
2. The bus goes _____ the beach.
3. It's _____ late to go to the store.
4. This test is too long _____ finish in an hour.
5. I'm too smart _____ get this answer wrong.
6. The bus trip is _____ long. I will take a plane instead.
7. As the saying goes, "_____ many cooks spoil the soup."
8. It's _____ hot in here today. Let's turn on the air conditioning.
9. I'm _____ short. I can't reach the shelf.
10. My stomach is _____ full _____ eat another bite.

Too and Very

Too

You can also use **too** if you mean something is more than it should be. It's an adverb that usually describes an adjective.

- Example of what we do not say: *The hotel is great because it is **too** close to the airport.*
- *It is noisy because we live **too** close to the airport.*

Very

You use **very** to emphasize something.

- *The hotel is great because it is very close to the airport.*

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=579#h5p-81>

Quiz

INSTRUCTIONS: Choose *too* or *very* to complete each sentence below. Remember to use appropriate capitalization and punctuation.

1. He looks at her with warm and caring eyes. I think he likes her _____ much.
2. He is _____ good to me. I appreciate him.
3. Please stop. You are talking _____ much.
4. She is _____ smart. She always gets good grades.
5. The presenters spoke _____ fast. Nobody understood what they were saying.
6. They are not very nice to me. I don't like that _____ much.
7. The book was _____ complicated. I couldn't understand it.
8. He adores her, but I think he likes her way _____ much.
9. It's _____ cool in the house. I need it to be warmer.
10. It's _____ cool in the house. It feels better than the heat and humidity outside.

41.

PARAGRAPH PRACTICE: WHY ISN'T THE UDHR OFFICIAL LAW AROUND THE WORLD YET?



The UDHR was published by the United Nations in 1948. However, many countries do not accept it as official law. Think about this. Why hasn't this happened yet? What are the reasons for making it a law? What are the reasons for not making it a law? Write a short paragraph now.

1. Write your paragraph following the instructions above.
2. Exchange your work with another student. Read what they wrote. Reply to them in another paragraph. Don't say only things like "I agree" or "You're right." Try to add something meaningful to the discussion. Then return this to your partner.
3. Finally, read what your classmate wrote in reply to your paragraph. Then write a few sentences to share your reaction. Give this to your teacher; they will offer feedback on your writing.

Practice

Here are some sentences with common errors. Follow the instructions to practice editing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=598#h5p-90>

42.

COMPOSITION: STRONGER BODY PARAGRAPHS



What are the parts of a strong body paragraph in an essay?

Let's review. A strong body paragraph will have two important parts:

1. A clear **topic sentence** with both topic and controlling idea (this is like a mini-thesis, but only for that paragraph)
2. Several **supporting sentences** that provide specific supporting details to explain the topic sentence

Some instructors also suggest a concluding sentence, but not every body paragraph needs this so long as you provide a smooth transition from one idea to the next. We can do this by using signal words to guide our reader, such as *first*, *next*, *then*, *on the other hand*, *nevertheless*, *furthermore*, etc. The idea is to connect the ideas in order to make the information flow smoothly from one idea to the next.

Topic sentences

Topic sentences are like mini thesis statements for just that paragraph. They introduce the topic and the controlling idea (which is like a claim). Together, these things make a major point that helps to explain the essay’s thesis statement. The topic sentence is often the first sentence of the paragraph, especially in academic writing, but it can go in many places.

Contrast these examples of a topic sentence:

Sugar leads to ill-health	Sugar is often used as a substitute for fat in many foods.	High levels of sugar alter blood viscosity, rendering it thicker, which can lead to hypertension.
Too simple, vague, and general. Many books, not one paragraph, could be written about this.	Much better, but we lost the idea of “ill-health.” With this topic sentence, the paragraph might offer a positive or negative opinion. Therefore, it’s still a little unclear.	Here, the sentence supports the main topic of sugar leading to ill-health, and focuses on one particular reason why sugar is not good for health.

Try it



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=625#h5p-121>

Try it

INSTRUCTIONS: Write a topic sentence for each paragraph.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=625#h5p-115>



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=625#h5p-116>

Supporting sentences

Supporting sentences explain the topic sentence. They provide information to help your reader understand — and believe — the point you are trying to make. Supporting sentences usually provide several **specific supporting details**, such as:

- examples
- descriptions
- definitions
- quotations
- facts
- numbers (dates, figures, statistics)
- names of people or places
- reasons or results
- explanations
- evidence from research
- steps in a process
- events in history or a timeline

According to **Cambridge English Learner's Dictionary**, *specific* is an adjective that is “used to refer to a particular thing and not something general.”

Contrast these two examples:

- *Can we meet sometime? Maybe next week or next month? My schedule is wide open.*
- *Could we arrange a specific time to meet tomorrow? How about 10:00AM? Are you free at that particular time?*

Specific also means “exact or containing details.” The first example above is general and vague. The second example above one is specific — and more useful!

Now imagine this conversation:

A: The printer has a problem!

B: What's wrong with it?

A: It's not working!

B: You have to be more specific if you want me to fix it.

A: A paper jam started a fire that melted the plastic!

B: Ah! OK. Now I understand. I know what to do.

Look at this paragraph. What kinds of specific supporting details would be useful to add here?

- *It was a beautiful day. The sky had interesting clouds. The wind blew through the trees. I saw birds flying around, too.*
- *It was a beautiful day. White clouds floated above the mountains, and the air was pure and cold. The trees outside my office swayed in the wind, and a flock of crows rode the breeze up past my window, over our small building and down past the windows on the other side.*

Wait! Did you notice that this was written in the first person? Often, formal academic writing is written in the third person in order to sound more neutral. How can you edit it to be in the third person?

*It was a beautiful day. White clouds floated above the mountains, and the air was pure and cold. The trees outside **my the** office swayed in the wind, and a flock of crows rode the breeze up past **my the** window, over **our the** small building and down past the windows on the other side.*

Try it

INSTRUCTIONS: Look at this paragraph. What kinds of specific supporting details would be useful to add here?

The pandemic caused big financial problems. It caused ABC Bank and XYZ Bank to close. This caused more problems in the stock market, and a lot of people lost a lot of money.



An interactive HSP element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/coalescence/?p=625#h5p-105>

Now look at this example paragraph:

The Universal Declaration of Human Rights (UDHR) is an old document. Many years have passed, and a lot has changed. People use the internet a lot now, and they use social media, too. People share a lot of personal information on Facebook, sometimes too much. They need privacy. People want to be able to disappear from social media. Some want to leave Facebook, but now the business controls their information. The UDHR should add a new article that guarantees that a person can remove their personal information from social media, and companies must agree to do this.

What kinds of specific supporting details would be useful to add here?

*The Universal Declaration of Human Rights (UDHR) is an old document. ← **How old? How many years?** → Many years have passed, and a lot has changed. People use the internet a lot now, ← **How much? Give a statistic to show how widespread its use is.** and they use social media, too. ← **define** People share a lot of personal information on Facebook, sometimes too much. ← **An example would be useful here; how much is a lot? how much is too much? what are people sharing?** They need privacy. People want to be able to disappear from social media. ← **Why? Explain** Some want to leave Facebook, but now the business controls their information. ← **Why? how?** The UDHR should add a new article that guarantees that a person can remove their personal information from social media, and companies must agree to do this. ← **Why? What happens if they do? What happens if they don't?***

Now look at how you might rewrite this paragraph with more specific supporting details:

One fundamental freedom is missing from the famous Universal Declaration of Human Rights (UDHR): the right to disappear. The UDHR was adopted by the United Nations in 1948. Its authors never imagined technology such as the internet or social media sites that share personal information around the globe. Facebook, for example, is the largest with 2.6 billion users worldwide, according to Statista. While usually free for the user, social media still comes with a price tag. The site collects demographic data about the user and what the user does. While Facebook's privacy policy says the user owns their data, research by The New York Times newspaper shows how it can be nearly impossible to remove all traces because the site is so large and has many backup systems. That makes it difficult for people to protect their privacy. This led to a special ruling in 2014. "Also known as 'the right to erasure,' the General Data Protection Regulation (GDPR) gives individuals the right to ask organizations to delete their

personal data,” says GDPR.edu. “But organizations don’t always have to do it.” Therefore, it is necessary to add this right to the UDHR.

Notice that the writer added *many* specific supporting details. These details work together to help the reader understand the idea better. They provide the proof, or evidence, that the reader needs to understand the point and to agree with the position. The details make the paragraph more useful — and more interesting!

But where did the writer get these specific supporting details? Take a look:

One fundamental freedom is missing from the famous Universal Declaration of Human Rights (UDHR): the right to disappear. The UDHR was adopted by the **United Nations** in **1948**. Its authors never imagined technology such as the internet or social media sites **that share personal information** like **Facebook**, for example, is the largest with **over 2 billion users worldwide, according to Statista**. While the user, social media still comes with a price tag. The site collects **demographic data** about the user and **tracks their movements**. While **Facebook’s privacy policy says the user owns their data**, research by *The New York Times* shows that **it is nearly impossible to remove all traces because the site is so large and has many backup systems**. That makes it difficult for people to protect their privacy. This led to **a special ruling in 2014**. “Also known as **the right to be forgotten**,” the ruling gave users the **right to ask organizations to delete their personal data**,” says GDPR.edu. “But **organizations don’t always have to do it**.” Therefore, it is necessary to add this right to the UDHR.

From the UDHR

Common knowledge

Google search: What is the largest social media site?

Google search: Who owns Facebook data?

PCC Library: Erasure; removing social media data

Google: erasure; right to disappear; right to erasure; internet privacy

While you are here, take note of the different grammatical features in this paragraph:

- **Passive voice**
- **Adjective clause**
- **Source citations**
- **Adverb clauses**
- **Noun clauses**
- **Gerunds/infinitives**
- **Modal verbs**

One fundamental freedom is missing from the famous Universal Declaration of Human Rights (UDHR): the right to disappear. The UDHR **was adopted** by the United Nations in 1948. Its authors never imagined technology such as the internet or social media sites **that share personal information around the globe**. Facebook, for example, is the largest with 2.6 billion users worldwide, **according to Statista**. **While usually free for the user**, social media still comes with a price tag. The site collects demographic data about the user and **what the user does**. **While Facebook's privacy policy says the user owns their data**, research **by The New York Times** newspaper shows **how it can be nearly impossible to remove all traces because the site is so large and has many backup systems**. That makes it difficult for people **to protect** their privacy. This led to a special **ruling** in 2014. "Also known as 'the right to erasure,' the General Data Protection Regulation (GDPR) gives individuals the right to ask organizations **to delete** their personal data," **says GDPR.edu**. "But organizations don't always **have to do it**." Therefore, it is necessary **to add** this right to the UDHR.

As you do more formal, academic writing, you will see the shift from subjective writing about yourself to objective writing about other things or people. You can still share ideas and opinions, but now you support — prove — them with evidence from others. Adding these details is not easy, and it takes time. Good writing requires clear grammar and appropriate vocabulary in order to express your ideas. However, you need to start with good ideas — and you need to explain them well. That's why specific supporting details are so important!

How can you use information from an outside source?

There are many formal rules about using information from outside sources. The one basic rule for this course is that you must always acknowledge our source(s) of information. In other words, if you are using someone else's ideas — either in paragraph or quotation — then you must tell your readers where the information came from. This avoids plagiarism, and it gives credit where credit is due. For example, if you use a statistic from a website about the number of internet users in Oregon, that's fine. But you didn't count them yourself. So you need to tell the reader who did. That person or organization deserves the credit — and the responsibility for the accuracy of that number. If your readers have a question, they can go directly to the source and check for themselves.

Plagiarism, on the other hand, is using someone else's words or ideas without giving them credit. In some cultures around the world, this may not be a big deal. However, it is unacceptable in U.S. colleges. It is considered the same as stealing. (Of course, some things are "common knowledge" such as *the U.S. is in North America*, and you don't have to cite a source of information for that.) If you plagiarize, then you will probably get a 0 on the assignment — and you will still have to rewrite it! Now you have twice as much work to do, and nobody wants that! Plus, if you plagiarize repeatedly, your instructor will need to report you to the Dean and you may fail the course. In some schools, students who plagiarize repeatedly are even asked to leave the school — it's that serious!

Fortunately, you can avoid plagiarism by:

- using your own ideas
- using common knowledge (these are things most everyone knows, such as *Oregon is one of the United States*, but use this care-

fully since common knowledge is not usually very useful other than to provide context or background for something more specific information)

- using data (such as facts and statistics) — and citing the source (telling your reader where you got the information)
- paraphrasing the ideas of others (expressing the idea in your own words) — and citing the source (telling your reader where you got the information)
- quoting the words of others (repeating the exact words of the author inside “quotation marks”) — and citing the source (telling your reader where you got the information)

In more advanced courses, you will study formal citation methods that follow many difficult rules. In this course, our goal is to just get into the habit of telling our readers where our information comes from. Here are three simple ways to cite a source of information:

- *According to the U.S. Census Bureau, the population of Portland, Oregon in 2020 was 650,380.*
- *The population of Portland, Oregon in 2020 was 650,380, according to the U.S. Census Bureau.*
- *The population of Portland, Oregon in 2020 was 650,380 (U.S. Census Bureau).*

Remember: you can paraphrase another person’s ideas (use their idea but your words) or quote (use their idea in their exact words). Either way, you need to acknowledge the source. For example:

- *If the rights of one person are taken away, then everyone suffers, said John F. Kennedy.*
- *As John F. Kennedy once said, “the rights of every man are diminished when the rights of one man are threatened.”*

Analysis

INSTRUCTIONS: Read the supporting sentences below. Write an appropriate topic sentence. Then use the internet to add more specific supporting details from outside sources. Remember to cite your source(s).

First, riding a bicycle is good for one’s health. Sitting in a car is not. Second, riding a bicycle can save a lot of money. Cars can be quite expensive. Third, riding a bicycle is good for the environment. If more people use bicycles instead of autos or even public transportation, then everything would be a lot better.

Practice



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/coalescence/?p=625#h5p-62>

Quiz

INSTRUCTIONS: Use the information above to answer the questions below.

1. Which of the following are examples of supporting details? (check all that apply)

- A. statistics
- B. thesis
- C. title
- D. examples
- E. dates

2. Imagine a paragraph about this topic: *Many people in Portland have started to make their own beer.* What kinds of supporting details would be useful in this paragraph? (choose all that apply)

- A. Do these people have children or grandchildren?
- B. Who are the kinds of people who do this?
- C. How many people?
- D. What other kinds of alcohol do these people enjoy?
- E. How is it legal?
- F. What are the different types of beer?
- G. Why do they want to make their own beer?
- H. When did this trend start?

3. What are some good sources of supporting details for your essays? (choose all that apply)

- A. Wikipedia

- B. a stranger on the street who says he is an expert
 - C. newspaper or magazine with a good reputation
 - D. an illegal website that publishes gossip, rumors, and guesses
 - E. a university website that has research with evidence
 - F. a library encyclopedia of science vocabulary
4. Which option below is an example of a SPECIFIC supporting detail?
- A. PCC was founded in 1967.
 - B. Today, the UDHR is outdated.
 - C. Portland is a city.
 - D. Portland Community College is very big.
5. Specific supporting details help to explain the main points of your essay. They help the reader to understand your claim. True or false?
6. What are the two parts of a topic sentence?
7. Not every body paragraph needs its own concluding sentence so long as you provide a smooth transition from one idea to the next. True or false?
8. How many specific supporting details does a strong body paragraph require?
- A. Three, because all parts of an essay have three pieces.
 - B. Five, because we are writing a five-paragraph essay.
 - C. Seven, because it is more complete; people can remember no more than seven details.
 - D. It depends on the topic. There should be enough specific supporting details to explain the topic sentence.
9. You do not have to name our source of information if you are not using a “quotation”. True or false?
10. Which of the following sentences does not reflect good use of an outside source of information?
- A. According to the book *Homes and Apartments*, 90% of people in apartments wish they had a dishwasher.
 - B. The fact is that 90% of people who live in an apartment want a dishwasher.
 - C. Most people in apartments — 90% — prefer to have a dishwasher (*Homes and Apartments*).
 - D. 90% of people in apartments say they would like a dishwasher in their kitchen, according to *Homes and Apartments*, a book by five real estate experts.

Optional

Here are some additional resources to learn more about writing stronger paragraphs and avoiding plagiarism:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=625#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/coalescence/?p=625#oembed-2>

ASSIGNMENT PART TWO: REVIEW AND REVISE YOUR DISCUSSION ESSAY



Follow these instructions to prepare the second draft of your essay:

- Review the feedback from your instructor and/or tutor carefully. If you have questions, ask for help.
- Then edit your essay. Use the same Google document. Start by making the corrections that your teacher or tutor suggests. After you make a correction, click on checkmark to hide the comment.
- Now read your essay again carefully. Think about other changes you can make to improve your writing.
 - First, focus on the **content**. What are you trying to say with your essay? Is it clear? Do you have enough supporting information to explain your ideas?
 - Then focus about **organization**. What does the reader need to know first before other things? Do you have information in a logical order? Does each new idea of your essay build on the previous idea?
 - Finally, focus on **structure**.
 - Does your introduction have an interesting hook, helpful background information, and a clear thesis statement?
 - Does the thesis statement have both a topic and a claim? And does it preview the major points of your essay?

- Does each body paragraph have a clear and strong topic sentence? Do all of the supporting details explain the idea of the topic sentence?
 - Does the conclusion restate the thesis, summarize the main ideas, and wrap things up?
 - Have you followed all of the formatting guidelines? Did you center a title? Did you indent each paragraph? Do you have page numbers? Is it double-spaced?
- Now, put it away for a day or so. Let it rest so that you can look at it later with fresh eyes.
 - Finally, proofread carefully for small details, such as grammar, spelling, capitalization, and punctuation. Use the essay self-check and grading rubrics to review your work before you submit it to your teacher.
 - *Optional: Visit a tutor or Reading Writing Center again for more feedback. Show your instructor a record of your visit in order to receive extra credit on this revised essay.*

Pay close attention to the due date your instructor gives you. That is your deadline to finish this second draft. If you used the same Google document, then you do not need to share the document with your instructor again. Your instructor can still open it.

44.

WRAP UP



When you write a discussion essay, you can use a predictable pattern: first one side of an issue, then the other side of the issue. If you include our opinion, it comes at the end and is based only on the evidence in the essay. It is more for observation than persuasion.

You can also use more complex vocabulary and grammar — such as modal verbs for hedging as well as gerunds and infinitives for identifying big ideas — to make your writing more concise, precise, and academic.

Composition strategies, such as using and citing information from outside sources, help your readers to understand issues and can serve to strengthen your writing with interesting and useful details.

By now, you are probably feeling very comfortable writing in the style of a traditional academic essay. That's great! It's a good foundation on which to build more organic writing in future courses. As they say, *you have to know the rules before you can break the rules*. And now you do!

CONCLUSION



According to the *Encyclopedia Britannica*, Eleanor Roosevelt, the wife of President Franklin D. Roosevelt, was a diplomat to the United Nations and an important humanitarian. “She was, in her time, one of the world’s most widely admired and powerful women.” She once said, “Where, after all, do human rights begin? In small places close to home—so close and so small that they cannot be seen on any map of the world.”

Reflection

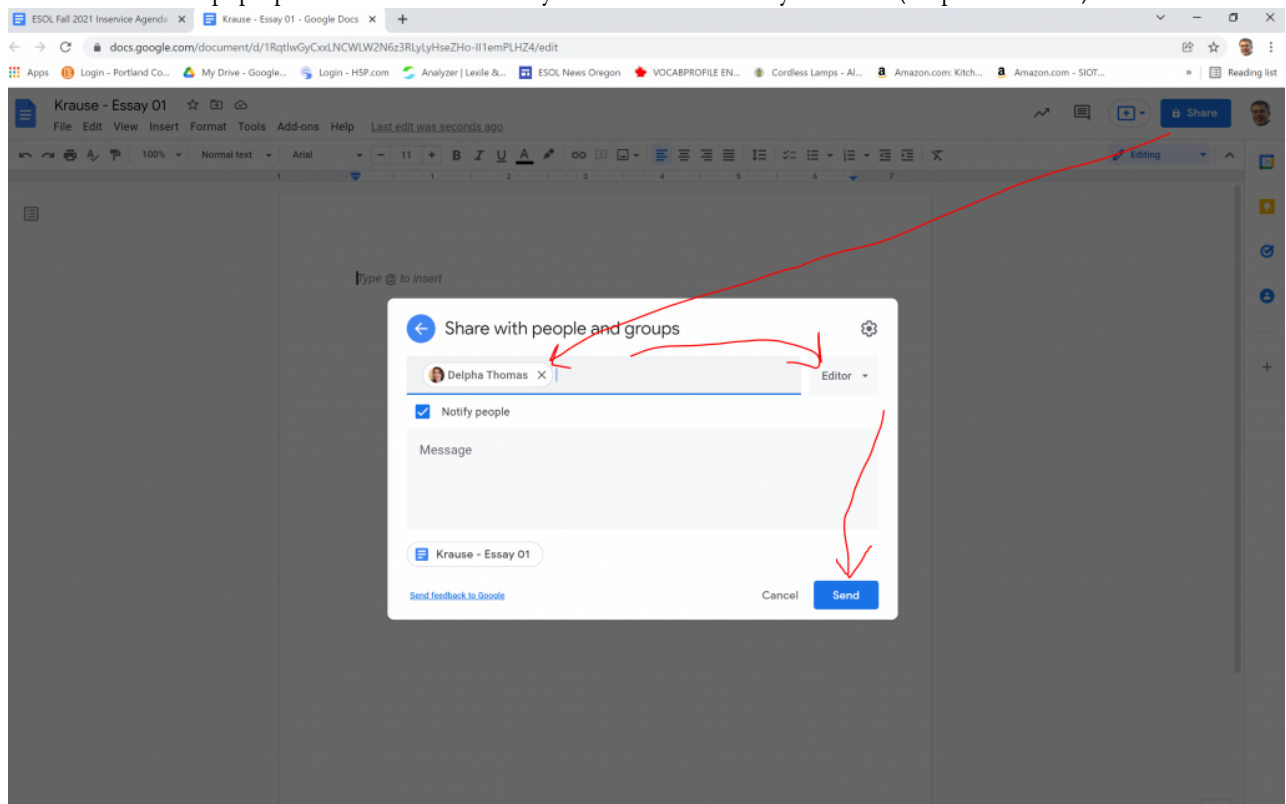
Write a paragraph. Think back about your experience reading and writing about the UDHR. How did you feel at the beginning of the course? How do you feel now? What has changed for you personally? What does this mean to you?

APPENDICES

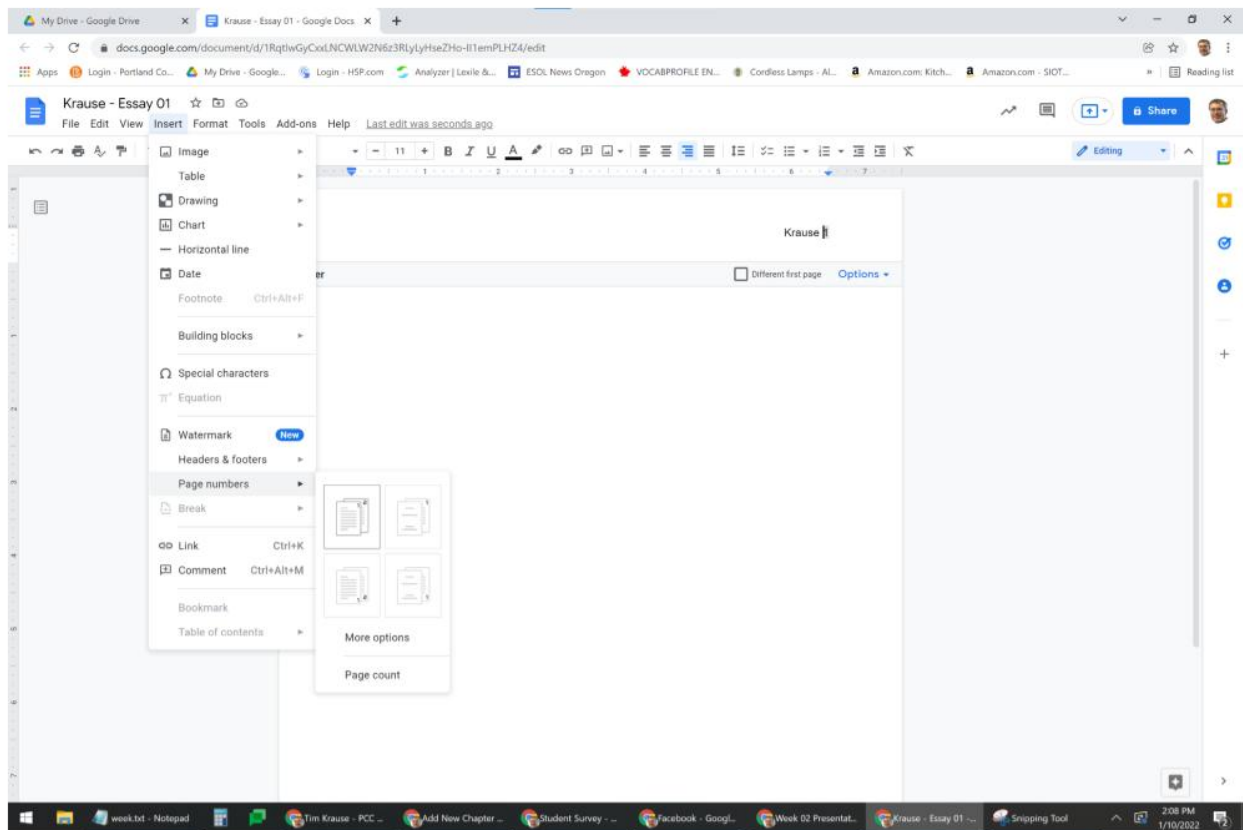
APPENDIX A. HOW TO SET UP A GOOGLE DOC

If your writing instructor asks you to submit your work using Google Docs, here are a few easy steps to set up your file before you begin writing an essay:

1. Open a new, blank Google Doc. *Tip: Sometimes it's easiest to enter from your college Gmail account by clicking on the Google Apps icon (the nine little squares in a grid) and then Docs.*
2. Give the document a name by clicking in the box in the upper-left hand corner. *Tip: Be specific so that it is easy to find later (for example: Krause – Essay 01).*
3. Click the **Share** button in the upper right-hand corner to share the document with your instructor; type your instructor's email address in the pop-up window. Make sure that your instructor's role says "Editor" (see picture below). Then click **Send**.



4. From the menu bar near the top, click **Format > Line and Paragraph Spacing > Double** to use double-spaced lines.
5. From the menu bar near the top, click **Insert > Page Numbers >** then the first picture to put page numbers in the upper right of the header of each page. Click the space before the page number and type your last name and then a space (see the example in the image below). The click anywhere below the header to return to the body of the document.



6. In the upper left-hand corner of the document itself, type:

Your Name
Level 8 Writing
January 13, 2023

7. On the next line, type the title of your essay. Use the **Center Align** button in the toolbar to place the text in the center of the page.
8. Press **Enter** and click the **Left Align** button to start the first paragraph at the left margin. Press the computer's **Tab** key to indent the first line of the paragraph.

APPENDIX B. GRADING RUBRICS

ESSAY – FIRST DRAFT

This grading rubric is for the first draft of an essay. It focuses more on content and organization, and it focuses less on grammar and mechanics.

Criteria	On target = 1 point	Getting there = 0.5 point	Not yet = 0 point
Introduction	The introduction has all of the necessary parts, such as an interesting hook, helpful background information, a clear thesis statement, and a preview of the content of the essay.	The introduction has some, but not all of the parts ... or the parts are present but some are strong and some are weak.	Several or all parts are missing or inadequate, and this makes the introduction difficult to understand.
Thesis Statement	The thesis statement is clearly articulated with both a topic and a claim.	The thesis statement has only one part. Or, if it has both parts, one or both parts are weak or unclear.	There is no clearly articulated thesis statement, and this makes the essay difficult to understand as a whole.
Topic Sentences	Each body paragraph has a clearly articulated topic sentence that expresses the topic and controlling idea.	Some body paragraphs have clear topic sentences; others do not.	The body paragraphs have no topic sentences, and this interferes with comprehension of the essay's thesis.
Supporting Details	Each body paragraph uses specific supporting details to explain the topic sentence. The information is not vague or superficial.	Some paragraphs do not fully develop the topic sentence. Some information is vague or superficial.	Supporting details do not develop the topic sentence, and this interferes with comprehension of the major points.
Conclusion	The conclusion paragraph restates the thesis, suggests implications, and provides closure to the essay.	The conclusion has some, but not all of the parts ... or the parts are present but some are strong and some are weak.	Several or all parts are missing or inadequate, and this makes the conclusion difficult to understand.
Vocabulary	The author consistently and accurately uses vocabulary that is appropriate to the topic, including academic vocabulary words and transition words.	Some vocabulary words are not used inaccurately or inconsistently, but the reader can still follow along.	The author uses inaccurate or imprecise vocabulary, and this makes the essay difficult to understand.
Organization	There is a clear introduction, body, and conclusion. The information flows in a logical sequence.	There is some evidence of structure, but something may be missing or information may not flow in a logical sequence.	There is no clear structure to the essay, or the essay is missing a necessary part, and this makes the essay difficult to understand.
Style	The author writes with clarity, unity, and concision. It's easy to understand the information; it all supports a single thesis; and the essay includes only what is necessary to explain the thesis.	The essay is weak in one of the three areas of clarity, unity, or concision, but the reader can still follow along.	The essay is weak in two or more areas of clarity, unity, or concision, and this makes the essay difficult to understand.
Mechanics	The author uses standard academic conventions, including capitalization, punctuation, spelling, page formatting, and acknowledgment of outside sources.	There are noticeable errors in mechanics, but they do not interfere with comprehension.	There are many errors in mechanics that interfere with comprehension, and this makes the essay difficult to understand.
Grammar	The author uses standard academic grammar with few or no errors.	There are noticeable errors in grammar, but they do not interfere with comprehension.	There are many errors in grammar, and this makes the essay difficult to understand as a whole.

Total points per draft essay: 10

ESSAY – SECOND DRAFT

This grading rubric is for the second draft of an essay. It focuses more on grammar and mechanics, and it focuses less on content and organization.

Criteria	On target = 1 point	Getting there = 0.5 point	Not yet = 0 point
Grammar – Comma Splices	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Run-on Sentences	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Fragments	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Subject-Verb Agreement	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Other	There are few errors, and nothing interferes with comprehension.	There are noticeable grammar errors, but they do not interfere with comprehension.	There are noticeable grammar errors, and they interfere with comprehension.
Vocabulary	The author consistently and accurately uses vocabulary that is appropriate to the topic, including academic vocabulary words and transition words.	Some vocabulary words are not used inaccurately or inconsistently, but the reader can still follow along.	The author uses inaccurate or imprecise vocabulary, and this makes the essay difficult to understand.
Organization	There is a clear introduction, body, and conclusion. The information flows in a logical sequence.	There is some evidence of structure, but something may be missing or information may not flow in a logical sequence.	There is no clear structure to the essay, or the essay is missing a necessary part, and this makes the essay difficult to understand.
Style	The author writes with clarity, unity, and concision. It's easy to understand the information; it all supports a single thesis; and the essay includes only what is necessary to explain the thesis.	The essay is weak in one of the three areas of clarity, unity, or concision, but the reader can still follow along.	The essay is weak in two or more areas of clarity, unity, or concision, and this makes the essay difficult to understand.
Mechanics	The author uses standard academic conventions, including capitalization, punctuation, spelling, page formatting, and acknowledgment of outside sources.	There are noticeable errors in mechanics, but they do not interfere with comprehension.	There are many errors in mechanics that interfere with comprehension, and this makes the essay difficult to understand.
Content	The content of the essay is meaningful and detailed, not vague or superficial. Feedback from the first draft has been addressed.	The content of the essay is interesting and feedback from the draft has been addressed. However, some areas remain weak.	Most or all of the content remains vague or superficial and/or feedback from the first draft was not addressed.

Total points per revised essay: 10

APPENDIX C. STUDENT SELF-CHECK

Before you turn in your essay ... Did you do all of these things? Review this checklist before submitting your definition essay to your teacher.

- ☐ My essay is formatted according to the instructions (name, class, date, page numbers, margins, line spacing, indented paragraphs, etc.).
- ☐ I checked the punctuation, capitalization, and spelling.
- ☐ My essay has a title. It is centered on the page. Each word is capitalized except for articles, conjunctions, and prepositions (unless they are the first word; the first word of a title is always capitalized).
- ☐ My essay has an introduction, multiple body paragraphs, and a conclusion paragraph.
- ☐ My introduction paragraph has all the necessary parts, such as an interesting hook, connecting information for context, a clear thesis statement, and a preview of the content of the essay.
- ☐ My thesis statement has both a topic and a claim.
- ☐ Each of my body paragraphs includes a clear topic sentence (topic + controlling idea) that helps to explain the thesis of the essay.
- ☐ Each of my body paragraphs includes specific supporting details that explain the topic sentence.
- ☐ My conclusion paragraph restates the thesis, summarizes the main points, and wraps up the essay with a final thought.
- ☐ The information in my essays flows in a logical way.
- ☐ I used transition words and signal words to help guide the reader.
- ☐ I looked for and corrected common errors of subject-verb agreement, comma splices, fragments, and run-on sentences.
- ☐ The content of my essay is interesting to an adult reader; it is not vague or superficial.
- ☐ All of the writing is my own original work; I did not copy from other sources without citation. If I used an idea from someone else, I paraphrased or quoted the idea and I acknowledged the source in my writing so that the reader knows where the information came from. I put the titles of articles in “quotation marks” and the names of publications in *italics*.
- ☐ I reviewed my vocabulary and tried to use new words. I typed new words that I am trying in **bold**.
- ☐ I included the special grammar mentioned in the assignment, and I underlined it.
- ☐ I edited my essay for clarity (Is it clear?), unity (Is it all on one topic?), and concision (Are you saying as much as you need to say, but only what you need to say — not too much and not too little?).
- ☐ I asked my teacher or a college tutor if I had questions.

APPENDIX D. SAMPLE STUDENT ESSAYS

Sample definition essay

Ngoc Phan
Level 7 Writing
July 14, 2020

Taking Control of Your Life

When most people hear the word education, they simply think about it as a process of teaching and learning in a school or college. However, it is a process of continuous learning which can be achieved anywhere, any time, and at any age. During the history of human development, education has played an important role in society as well as in an individual's life. In fact, education is one of the keys that empowers people to take control of their lives by directly affecting an individual's financial position and lifestyle, social position, and personal skills.

At first glance, the level of education is the strongest predictor of an individual's income, which is also the main component that ensures people a better life. It is obvious that one who is well-educated tends to get a better-earning opportunity, so they can easily afford a healthier lifestyle. Furthermore, people with higher education and varied experiences usually form healthier behavior and make proper financial decision to extend their life expectancy. For instance, well-off people are willing to pay more for healthier foods, are able to afford the cost of a gym membership, or are capable of access to medical care. According to the Center on Society and Health at Virginia Commonwealth University, compared to low-income people, higher educated people are less likely to have heart disease or serious illness, as well as financial trouble. Higher education guarantees a strong financial position, which later leads to a better life and future.

Additionally, it should be noted that education is the main factor that affects the social status of individuals. In other words, education is a tool that shapes one's social identity. Regardless of socioeconomic background, education gives people an equal opportunity to be in the same social position later on. For example, Oprah Winfrey, who is now one of the richest and most influential women in the United States, had a poor and difficult childhood. By focusing on studying and actively participating in her field, step by step, she finally attained her dream. She is now an American television personality, actress, and entrepreneur. She said, "Education is the key to unlocking the world, a passport to freedom." Indeed, education helps people widen their wisdom, acquire knowledge, and raise their self-esteem. With social status, people can significantly enhance the quality of life, as well as the opportunities and privilege within society. Knowledge or education empowers people not only in social position but civilization as a whole.

Along with the effect on the financial position and social position, the development of personal skills is one of the most important outcomes of education. The education system helps people to expand their critical thinking to understand what is right and wrong in their concept, as well as to care about the core ethical value such as justice, respect, responsibility, and citizenship toward self and others. For instance, educated people learn how to present themselves without offending others. They understand that one's opinion is different from others so that they respect other's ideas. However, along with skill and degree, manners should be considered as an essential part as

well. Educated people are supposed to choose a proper manner that fits modern society. All together, manners and personal skills support individuals to grow to their full potential.

Without a doubt, the benefits coming from education are innumerable. Education can broaden one's boundary, strengthen one's weakness, and enrich one's knowledge. By affecting an individual's financial position and lifestyle, social position, and personality, education empowers people to take control of their lives. Education is not the only way or the easiest way that can lead people to a better future. In contrast, it is a long but sustainable way to reach to the final destination as well as to attain one's dream. As Oprah Winfrey once said, "Where there is no struggle, there is no strength."

Sample cause-and-effect essay

Ngoc Phan
Level 7 Writing
July 26, 2020

Underage Brides

A marriage between two people where one or both are younger than 18 years of age is defined as an early marriage or child marriage. According to the research by PBS, even though this definition includes both girls and boys, girls are more likely to experience child marriage. Reported by the United Nations, each day, 37,000 girls under the age of 18 become brides. Without the girls' knowledge or acquiescence, they are often compelled to an arranged marriage with someone older than them. In other words, despite getting married, child brides do not even know what marriage looks like. This, however, is a violation of the Universal Declaration of Human Rights which states that marriage should be entered into only with free and full consent. It should be noticed that early marriage has caused numerous impacts on girls' lives. Low access to education, higher risk of domestic violence and sexual abuse, and physical health devastation are some harmful consequences of early marriage on child brides.

Firstly, the effect of early marriage on girls is the limited access to education. According to UNICEF, child brides are more likely to drop out of school, and some younger brides, who are 14 and under, cannot finish primary school. The first reason for the low access to education is the disapproval of their husbands. Since husbands pay a great dowry to marry young girls, child brides are immediately put into the role of mothers and wives. Rather than playing and studying like what girls at their age should do, child brides are expected to become women who take responsibility for significant domesticities. Moreover, when girls get pregnant or have children, they have no time to keep up with their study so they have to leave school. Briefly, due to the lack of support and hardship of having children, it is almost impossible for girls to finish their basic education. Consequently, leaving school prevents girls from widening their wisdom, acquiring knowledge, and developing their authority, confidence, social skills, and network. In other words, without education, young brides cannot build up their personality, play an active role in public, improve their earning opportunities, and make their decisions about when and whom to marry. Moreover, according to the Equality Now, the limited access to education traps child brides in a cycle of poverty, illiteracy, and exploitation. While education is a tool to empower individuals to take control of their lives, girls who are married early are taken away the chance to grow to their full potential.

Secondly, child marriage increases the already risk of domestic violence and sexual abuse that child brides experience throughout their lives. At first glance, by putting young girls in a marriage without their consent, child marriage itself is a form of violence. Having limited access to education as mentioned above, child brides absorb a nonprofit belief that it is nothing wrong for husbands to beat them. According to studies of UNICEF, “Women who marry early are more likely to be beaten or threatened, and more likely to believe that husbands might sometimes be justified in beating his wife.” In such kind of marriage, husbands have a higher position and stronger finance in families so child brides may have less decision-making ability in their bodies about when they can say no to sex and how they can use contraception to protect themselves. Reported by ICWR, girls who are married before the age of 18 are three times reported to have sex with their husbands in the last 6 months without their consent. Furthermore, they describe their first sexual experience as forced. As a consequence, young brides are more likely to suffer from severe mental illness such as depression, anxiety, posttraumatic stress disorder, self-harm, and suicide attempts. As marriage should be a safe place that is held with respect, love, and caring; child brides, who deal with either domestic violence or sexual abuse, find their early marriage the opposite.

Along with mental illness, early marriage results in devastating young brides’ physical health. Having a poor family background and low level of education, child brides aren’t taught to have safe sex. Additionally, having financial dependence on their husbands, girls are also forced to get into sexual activities against their will. Therefore, soon after getting married, young brides who are more likely to have children while still physically immature tend to face serious health problems. According to UNICEF, “girls ages 10–14 are five times more likely to die from pregnancy or childbirth than women aged 20–24. Girls aged 15–19 are twice as likely to die.” Indeed, child brides’ lives are threatened in pregnancy by dealing with complications such as heavy bleeding, anemia, and infections. Especially when giving birth at the age of 18 and under, child brides are at risk of having obstetric fistula, which is the reason for obstructed labor. Obstructed labor is when a mother’s pelvis is too small to push an infant’s head out of her body. As a result, girls experiencing obstetric fistula not only face life-threatening issues but also receive the neglect of their husbands and the segregation of society. According to the NCBI, compared to unmarried girls, young brides tend to get infected with STDs, generally HIV and HPV. This happens due to the lack of sex education where they might not be aware of HIV risk factors, contraception, and treatment. It is obvious that child marriage not only affects girls’ mental health but deeply impacts girls’ physical health in adverse ways.

Without a doubt, early marriage strongly affects girls in many different ways. Low access to education, higher risk of domestic violence and sexual abuse, and physical health devastation are some ways how child marriage deprives girls of their crucial rights to education, safety, and health. “Child marriage not only puts a stop to girls’ hopes and dreams. It also hampers efforts to end poverty and achieve economic growth and equity,” says World Bank economist Quentin. Indeed, child marriage not only causes serious impacts on girls’ lives but society as a whole. It is a global issue, and should not be practiced anywhere. By ending child marriage, girls would live free from domestic violence and sexual abuse, as well as to be entitled to an education, which is the most important key to empower them to take control of their lives and ensure a better future.

Sample Discussion Essay

Ngoc Phan
Level 7 Writing
August 8, 2020

Is Abortion Freedom or Desperation?

According to WHO, globally, “of the estimated 211 million pregnancies that occur each year, about 46 million ends in induced abortion.” Generally, abortion is known as the removal of a fetus or embryo from the uterus. Due to the differences in beliefs, cultures, religions, and personal morals, when it comes to abortion, people can have various points of view about this problem. Indeed, abortion has been one of the most controversial and ethical issues for decades. However, no matter what, it always depends on women whether they want to choose abortion or not. Therefore, the right of women to access safe and legal abortion is crucial and should be added to The Universal Declaration of Human Rights and practiced across the world. While abortion is an act of killing an innocent baby and adversely affects women’s physical health as well as their mental health, there should be benefits that come along. It is to protect women’s health and lives by ensuring them to access to safe abortion and empowering women to take control of their bodies so that their children are guaranteed to have better living conditions later on.

Although legal abortion is essential to protect women’s human rights, people cannot deny its negative impacts. According to the Pro-abortion Guttmacher Institute, worldwide, over 40 million unborn babies are killed by abortion each year. At first glance, some might say fetuses are not considered human beings so there is nothing wrong with abortion. However, under the federal Unborn Victims of Violence Act, unborn children are recognized as human beings and should be protected from harmful acts. Hence, abortion is an act of killing by taking away the life of the unborn child. Moreover, in several cases, abortion results in devastating the mother’s physical health. According to Healthline, since abortion is obtained legally, most women have no complications outside of prevalent effects such as bleeding, cramping, vomiting, and feeling pain. However, as the gestational period increases, women are more likely to deal with potential complications from second-trimester surgical abortion, which can include infection, excessive bleeding, and damage to parts of the reproductive system, reported by Better Health. Furthermore, if the women continue to have another abortion, it can lead to the injury of the cervix and may cause premature birth or miscarriage in later pregnancies. Along with women’s physical health, abortion is associated with women’s mental health and emotional well beings. Reported by the 2011 study and published in the British Journal of Psychiatry, having an abortion rapidly changed women’s mental health. Women who had an abortion were 81 percent more likely to deal with a mental health issue and were on the verge of developing an anxiety disorder, experiencing depression, abusing alcohol, and committing suicide. In addition, even if abortion is legal across the world, stigmas about abortion still exist within the communities which strongly affect women’s emotions. As a consequence, after abortion, women may experience various emotions such as grief, regret, sadness, or guilt which lately impact their lives. In short, an act of killing a baby as well as the severe effects on women’s physical and mental health are some abortion’s drawback.

On the other hand, there are so many advantages when abortion is legal worldwide. First of all, accessing to legal abortion is a key factor in protecting women’s comprehensive health. Compared to illegal abortion, legal abortion reduces the risk of death and suffering for women. According to WHO, by allowing women to access to safe abortion procedures where performed by trained providers and follows WHO guidelines, women can avoid fatal consequences such as infection, sepsis, and genital trauma. Besides, legalizing abortion helps to decrease the rate of unsafe abortions, which most of the time lead to death and injury. “23,000 women die of unsafe abortion each year

and tens of thousands more experience significant health complications," reported by WHO. As a result, understanding the vital role of safe abortion in protecting women's lives and health, over the last 25 years, more than 50 countries allow the right to access to safe and legal abortion, according to Amnesty International. Secondly, being able to access legal abortion allows women to take control of their bodies whether when and with whom to start a family. In other words, with abortion, women can choose when to have a child or how many child they should have. Indeed, having a child is an important decision regardless of women who have no children or who already have. It is a long-term plan and requires women to prepare for both physical and mental aspects. An expected child is often born in "ideal" conditions and is entitled to bring up in love and financial security. In contrast, in the latest research posted in The Journal of Pediatrics, children whose mothers were denied by abortion are more likely to live under poverty as well as the lack of motherhood. Therefore, abortion is the only solution to decrease unintended birth as well as guarantee better outcomes for their child later. Briefly, protecting women's health and lives and allowing women to make choices about their bodies in order to ensure the future of their children are some benefits that come from abortion.

In conclusion, since the debate over whether access to safe and legal abortion should be added into UDHR is open-ended, understanding its advantages and disadvantages can help people to acknowledge this context before taking any decisions. Along with the negative sides of legal abortion, which is the killing of an unborn child and the adverse effects on both women's physical and mental health, legal abortion also comes with several benefits, such as protecting women's health and lives and empowering women to take control of their life to guarantee the welfare of their children. Hilary Clinton says, "You cannot have maternal health without reproductive health. And reproductive health includes contraception and family planning and access to legal, safe abortion." Regardless of time, this statement is always accurate. While access to legal abortion is considered essential to women's health, finding a way to solve abortion seems to be more significant. Finding the best solution to solve abortion should be the first and foremost goal. As a result, providing people with sex education as well as contraception and birth control is a good way to start to decrease abortion.

APPENDIX E. INDIVIDUAL CONFERENCE PREPARATION

Individual conferences between student and instructor are important. They help you learn how to apply the big ideas to your writing. They give you the time to ask questions about things that confuse you, or to find out more about things that are important to you.

To make your conference as productive and useful as possible, prepare these items before you meet with your instructor:

1. Review your writing from this term so far. What is a significant accomplishment? What are you proud of?
2. What are you working on right now? Where are you in the process, and what are your next steps?
3. Write at least one question about composition.
4. Write at least one question about grammar.
5. Write at least one question about vocabulary.
6. Write at least one question about studying at your school (this question can be about this course or another course, or anything else about student life).

APPENDIX F: PRACTICE EXAM

Part A

Identify each type of essay:

1. to explain both sides of a debate so that the reader can make their own opinion
2. to define a word in many different ways in order to better understand it
3. to show two things: the reasons something happened and/or the results or consequences of it happening

What are the two important parts of body paragraph?

What are three examples of specific supporting details?

What are the two different ways to organize a cause-and-effect essay?

To paraphrase means to explain something in your own words. True or false?

When should you use “quotation marks”?

1. when you use the exact words of your source
2. when you use your own words (paraphrase)
3. when you use common knowledge (something everyone knows)
4. when you use one word from another source

If you use information from another source, you should always tell your reader the name of that source. True or false?

Combine these sentences into one sentence using at least one adverb clause.

Computer engineering is important.

It is important in modern society.

One reason for its importance is that it develops new technology.

This technology can improve our lives.

Combine these sentences into one sentence using at least one adjective clause.

Changes happen to the environment.

Pollution causes these changes.

Scientists work to understand these changes.

Combine these sentences into one sentence using at least one noun clause.

The doctor believes something.

Masks are important.

Everyone should to help.

Wearing a mask will help.

Can you rewrite each sentence below in passive voice? If yes, then rewrite it. If not, then write NO.

The United Nations published the UDHR in 1948.

Many people have died from torture while in prison.

Truong and Billy finished the puzzle last night.

Can you rewrite the sentence below in active voice? If yes, then rewrite it. If not, then write NO.

No changes have been made to the UDHR by the United Nations since it was written.

My brother was notified by the lottery office that he won a million dollars.

The lawn was mowed by my daughter last weekend.

When you use a gerund or infinitive as a subject, it always requires a singular verb. True or false?

Which of the following sentences uses a modal verb correctly?

1. A student not may copy from other sources without attribution.
2. She could please open the door for me?
3. You are all wet; it must to be raining outside today.
4. Laura has to work late tonight even though she doesn't want to.

Which sentence below is written in a formal, academic tone?

1. The sky wasn't very cloudy that day.
2. I believe all people should have freedom.
3. A lot of people have good stuff to say about the kids in some places.
4. This evidence makes it clear that countries should not allow this to happen again.

The sentence below has three errors: comma splice, fragment, and subject-verb agreement. Rewrite the text and correct all three errors.

One of the stars in the movies are very popular, he is my favorite actor. Because he is from my country.

Below are the parts of every basic essay. Put them in the proper order. 1=first; 9=last

body paragraph – topic sentence

background or connecting information

summary of main points

wrap-up or final thought

title

thesis statement

hook

restatement of thesis

body paragraph – supporting details

We studied many different ways to define a word or idea in a definition essay. Name three.

What are the two parts of a thesis statement?

The sentence below has four errors: comma splice, fragment, word form and subject-verb agreement. Rewrite the text and correct all four errors.

When I study at home. The connection to my internet and cell phone sometimes are slowly, it makes it difficult to do my homework.

Part B

INSTRUCTIONS: This part is **timed writing**. You have only 60 minutes. Choose one of the topics below. Then write a short essay of 3-4 paragraphs. You may use any tool that you wish (such as dictionary or translator); however, you have only 60 minutes to complete this task, so you must use your time wisely. Remember: any plagiarism = 0 points on your final exam.

Topics (choose one)

- What does “integrity” mean to you?
- What are the causes or effects of homelessness in large cities in the U.S.?
- What are the pros and cons of banning plastic straws from restaurants?

APPENDIX G. INSTRUCTOR RESOURCES

Coalescence presents grammar and composition skills for upper-level ESOL students (e.g., Level 7 of 8 at Portland Community College) using the social justice themes of the Universal Declaration of Human Rights. The course addresses specifically definition, cause-and-effect, and discussion essays using a paragraph-to-essay writing process.

Intended outcomes

Students who successfully complete this course will be able to:

1. Use writing to reflect and clarify thinking.
2. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S.
3. Apply critical thinking to writing with an understanding of one's own cultural filter, using concepts learned in a multi-cultural environment; apply cultural understanding learned in class to examine and appreciate the writing of others.
4. Use the accepted patterns of organization and clarity common to professional and academic writing in the U.S.
5. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.

Aspirational goals

Students who successfully complete this course will be able to:

1. Use writing to reflect and clarify thinking and to develop fluency
2. Understand the U.S. academic and professional views of plagiarism to avoid plagiarizing.
3. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S.
4. Apply critical thinking to writing with an understanding of one's own cultural filter, using concepts learned in a multi-cultural environment; apply cultural understanding learned in class to examine and appreciate the writing of others.
5. Use the accepted patterns of organization and clarity common to professional and academic writing in the U.S.
6. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.

Unit-specific learning objectives and activities

Unit 01

By the end of this unit, students should be able to ...

- Define 10 terms from the academic word list

- Describe this course and its content
- Identify and describe the basic structures of sentence, paragraph, and essay
- Explain the four most common errors in ESOL writing (subject-verb agreement; comma splices, run-on sentences, and fragments) and how to fix them
- Describe the P.O.W.E.R. writing process
- Recognize and correct errors with *ask, tell, not with anything, nothing*
- Demonstrate how to take an idea from sentence to paragraph to outline to essay forms
- Correct errors in writing using instructor feedback
- Use Google Docs to write and submit homework for this course
- Choose a research topic from the Universal Declaration of Human Rights

To accomplish the learning objectives above, students will ...

- Study vocabulary by studying words in a glossary, practicing the words with a vocabulary activity, and recognizing these words in textbook readings
- Ready and discuss the course syllabus, college resources, and learning tools, such as D2L
- Read articles, watch videos, listen to presentations, complete practice exercises online and in class, and take quizzes about grammar, composition, and the writing process.
- Write a diagnostic text and an introduction
- Analyze the assignment instructions and model essays, and then write two drafts of a general essay, including edits that apply feedback from the instructor
- Discuss research topic ideas and brainstorm ideas through paragraph writing
- Read, watch a video, and participate in a discussion about the Universal Declaration of Human Rights.

Unit 02

By the end of this unit, students should be able to ...

- Define 10 terms from the academic word list
- Recognize and correct errors with *don't, doesn't, don't have to, either, neither, every time, all the time*
- Demonstrate accurate formation of adjective and noun clauses, and use them in writing appropriately
- Apply a variety of definition strategies to writing
- Write an introduction with an interesting hook, useful background information, and clear thesis statement
- Demonstrate awareness of expectations for a definition essay and prepare it according to standard conventions and expectations, including edits that apply feedback from the instructor

To accomplish the learning objectives above, students will ...

- Study vocabulary by studying words in a glossary, practicing the words with a vocabulary activity, and recognizing these words in textbook readings
- Read articles, watch videos, listen to presentations, complete practice exercises online and in class, and take quizzes about grammar, composition, and the writing process
- Analyze the assignment instructions and model essays, and then write two drafts of a definition essay, including edits that apply feedback from the instructor

Unit 03

By the end of this unit, students should be able to ...

- Define 10 terms from the academic word list
- Recognize and correct errors with *for*, *because*, *so*, *make and give a party*, *married to and with*.
- Demonstrate accurate formation of adverb clauses and passive voice verbs, and use them in writing appropriately
- Apply a variety of cause-and-effect strategies to writing
- Write a conclusion with a clear restatement of the thesis, summary of main points, and a final comment
- Demonstrate awareness of expectations for a cause-and-effect essay and prepare it according to standard conventions and expectations, including edits that apply feedback from the instructor.

To accomplish the learning objectives above, students will ...

- Study vocabulary by studying words in a glossary, practicing the words with a vocabulary activity, and recognizing these words in textbook readings
- Read articles, watch videos, listen to presentations, complete practice exercises online and in class, and take quizzes about grammar, composition, and the writing process
- Analyze the assignment instructions and model essays, and then write two drafts of a cause-and-effect essay

Unit 04

By the end of this unit, students should be able to ...

- Define 10 terms from the academic word list
- Recognize and correct errors with *their*, *there*, *they're*, *them*, *those*, *to*, *too*, *very*
- Demonstrate accurate formation of modal verbs, gerunds, and infinitives, and use them in writing appropriately
- Apply a variety of discussion strategies to writing
- Write body paragraphs with a variety of comprehensive supporting details
- Demonstrate awareness of expectations for a discussion essay and prepare it according to standard conventions and expectations

To accomplish the learning objectives above, students will ...

- Study vocabulary by studying words in a glossary, practicing the words with a vocabulary activity, and recognizing these words in textbook readings
- Read articles, watch videos, listen to presentations, complete practice exercises online and in class, and take quizzes about grammar, composition, and the writing process
- Analyze the assignment instructions and model essays, and then write two drafts of a discussion essay

Course map

Here is one possible scope and sequence for a class that meets twice weekly for approximately 2.5 hours per meeting. Weeks 5 and 10 are floating weeks that can be aligned with a week that has a holiday and therefore only one class meeting. The end of the term can be truncated to accommodate 10 week terms. Individual conferences can be scheduled outside of class time to accommodate a shorter

8 week term. However, it is important to keep the same routine so that the longer essay-writing assignments fall over the weekend. Because of the intensity of this course, it is recommended that deadlines for homework not be the next class period, but rather a week later (i.e., homework assigned on a Tuesday would not be due on Thursday but rather the following Tuesday). This accommodates a variety of student schedules (those who can study during the week and those who can study on weekends); it also allows for a stronger blending of grammar and composition skills.

Week	Class 1	Homework 1	Class 2	Homework 2
1	I. Unit 01: Getting Started – The Writing Process 1. Diagnostic: Writing in English and Writing in Your First Language	2. Changing Perspectives: Introducing Yourself in the Third Person	3. Composition: The Building Blocks	3. (cont) Composition Quiz 4. Assignment Part One: Constructing an Essay from a Paragraph
2	5. Grammar: The Four Most Common Errors in ESOL Writing	5. (cont) Grammar Quiz 6. Quick Fixes: Ask and Tell; Not with Anything and Nothing 7. Paragraph Practice: Everyone Deserves ...	8. Composition: The P.O.W.E.R. Process 9. Inspiration: The Universal Declaration of Human Rights	8. (cont) Composition Quiz 9. (continued) Send email with proposal of UDHR topic to write about 10. Assignment Part Two: Writing a Second Draft 11. Wrap Up
3	II. Unit 02: What It Means to You – The Definition Essay 12. Grammar: Adjective Clauses	12. (cont) Grammar Quiz 13. Quick Fixes: Don't, Doesn't, Don't Have To 14. Paragraph Practice: What Is Happiness?	15. Composition: Definition Strategies	15. (cont) Composition Quiz 16. Assignment Part One: Write a Definition Essay
4	17. Grammar: Noun Clauses	17. (cont) Grammar Quiz 18. Quick Fixes: Either/Neither, Every Time/All The Time 19. Paragraph Practice: What Do Others Say about Human Rights?	20. Composition: Stronger Introductions	20. (cont) Composition Quiz 21. Assignment Part Two: Review and Revise Your Definition Essay 22. Wrap Up
5	Individual conferences or holiday		Individual conferences or holiday	Complete any missing homework
6	III. Unit 03: Reasons and Results – The Cause-and-Effect Essay 23. Grammar: Adverb Clauses	23. (cont) Grammar Quiz 24. Quick Fixes: For and Because, For and So 25. Paragraph Practice: Cause or Effect	26. Composition: Cause-and-Effect Strategies	26. (cont) Composition Quiz 27. Assignment Part One: Write a Cause-and-Effect Essay

7	28. Grammar: Passive Voice Verbs	28. (cont) Grammar Quiz 29. Quick Fixes: Make and Give a Party; Married To and With 30. Paragraph Practice: Making Predictions	31. Composition: Stronger Conclusions	31. (cont) Composition Quiz 32. Assignment Part Two: Review and Revise Your Cause-and-Effect Essay 33. Wrap Up
8	IV. Unit 04: Seeing Both Sides – The Discussion Essay 34. Grammar: Modal Verbs	34. (cont) Grammar Quiz 35. Quick Fixes: Their, There, They're; Them and Those 36. Paragraph Practice: What's Missing from the UDHR?	37. Composition: Discussion Strategies Library visit	37. (cont) Composition Quiz 38. Assignment Part One: Write a Discussion Essay
9	39. Grammar: Gerunds and Infinitives	39. (cont) Grammar Quiz 40. Quick Fixes: To and Too; Too and Very 41. Paragraph Practice: Why Isn't the UDHR Official Law around the World Yet?	42. Composition: Stronger Body Paragraphs	42. (cont) Composition Quiz 43. Assignment Part Two: Review and Revise Your Discussion Essay 44. Wrap Up
10	Individual conferences or holiday		Individual conferences or holiday	Complete any missing homework
	To be determined		Review for final exam	Study for final exam
11				
12	Final exam			

Whiteboard writing prompts

It can be useful to begin each class with a “bell-ringer” warm-up writing task. Below are examples of prompts aligned with the scope and sequence above. Each is scheduled to begin the class period after which the relevant lesson was introduced as a way to review the material.

1. What is good writing? Write 1-3 sentences on the whiteboard.
2. Compare life in the U.S. with life in your country. Write 3 sentences: one in the first person, one in the second person, and one in the third person.
3. What makes a strong essay? Explain. Write 1-3 sentences on the whiteboard.
4. What makes a good writer? Describe. Write 1-3 sentences on the whiteboard.
5. What is the writing process? Why do we call it a “process”? Write 1-3 sentences on the whiteboard.
6. Describe your favorite toy from childhood. Write 1-3 sentences on the whiteboard. Use at least one adjective clause. Don't

write its name; the class will guess.

7. Use at least one definition strategy to explain the word “resilient”. Write 1-3 sentences on the whiteboard.
8. Tell us about a goal you have in life. Write 1-3 sentences on the whiteboard. Use at least one noun clause.
9. Imagine you are writing an essay about some new technology. Write a thesis statement that includes a topic and claim. Write only 1 sentence.
10. Describe your favorite sport or hobby. Write 1-3 sentences on the whiteboard. Use at least one adverb clause. Don’t write the name of the sport or hobby; the class will guess.
11. Imagine you are writing a cause-and-effect essay about the problem of homelessness. Write a thesis statement that includes a topic and claim. Write 1 sentence.
12. Write one idea about social media in two ways: active and passive. Example: Mr. Conroy posted a funny new profile on LinkedIn. A funny new profile was posted on LinkedIn by Mr. Conroy. Write only 2 sentences.
13. Imagine you are writing the conclusion to an essay about reading. The thesis statement in your introduction is: “Reading is important for children because it develops literacy skills, increases vocabulary, and exposes them to new worlds and cultures.” Now restate (paraphrase) the thesis for your conclusion. Write only 2 sentences.
14. Imagine you win the lottery. What do you do with the money? Write three sentences. Use modal verbs in three ways: past tense, present tense, and future tense. Write 1-3 sentences on the whiteboard.
15. Imagine you are writing a discussion essay about the pros and cons of guns in the United States. Write two sentences. First, write a thesis statement for your introduction. Then restate your thesis statement for your conclusion. Write only 2 sentences.
16. Write 2 sentences about learning a new language, one using a gerund and one using an infinitive. Example: Grammar is not always easy to study. Good writing comes from rewriting.
17. What makes a strong paragraph? Write 2-3 sentences to describe it. Include specific supporting details.
18. Write 1 question about grammar, vocabulary, or composition. Use appropriate sentence structure and punctuation.
19. Challenge: Write 1 sentence with all 3 types of dependent clauses: adjective, adverb, and noun. Write only 1 sentence.
20. What are good ways to study vocabulary? Write 1-3 sentences on the whiteboard.
21. “Good writing is rewriting.” Explain this idea in your own words. Write 1-3 sentences on the whiteboard.
22. What are human rights? Define this idea in your own words. Write 1-3 sentences on the whiteboard.

Student workbook

This Google Document has a set of printable graphic organizers and worksheets to give students for taking notes as each lesson is presented. They also include the “Try it” exercises for use in class. This presents a form of active learning while also making a physical record to accompany this digital textbook. To edit, click File>Make A Copy or File > Download.

Final exam

This textbook contains a practice final exam. A second version for assessment may be available from the author upon request.

Alternative formats

This textbook may also be available from the author as a D2L/Brightspace shell upon request.

Contact the author

Timothy Krause, timothy.krause@pcc.edu

APPENDIX H. ACKNOWLEDGMENTS

Except where noted, “Coalescence” by Timothy Krause is licensed under CC BY-NC-SA 4.0

Except where noted, all images have been sourced from Pexels.com or Pixabay.com.

With gratitude to the original authors, pieces of the following Creative Commons-licensed materials have been remixed into this text:

- “Adjective Clauses” by UCI Open Education Consortium is licensed under CC BY-SA 4.0
- Advanced Community College ESL Composition: An Integrated Skills Approach by Jenell Rae, Jacob Skelton, Edgar Perez, and Sara Beseta is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.
- “Clauses: Adjective Practice” by McDaniel College is licensed under CC BY-NC-SA 4.0
- “Excelsior Online Writing Lab” by Excelsior University is licensed under CC BY 4.0
- “Exploring the Universal Declaration of Human Rights” by Timothy Krause is licensed under CC BY 4.0
- “Read Up” by Timothy Krause is licensed under CC BY-NC-SA 4.0
- “The Scholarship of Writing in Nursing Education: 1st Canadian Edition” by Jennifer Lapum; Oona St-Amant; Michelle Hughes; Andy Tan; Arina Bogdan; Frances Dimaranan; Rachel Frantzke; and Nada Savicevic is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License, except where otherwise noted.
- “What are the universal human rights? – Benedetta Berti” by TED-Ed is licensed under CC BY-NC-ND 4.0
- “Universal Declaration of Human Rights” by Wikipedia is licensed under CC BY-SA 4.0
- “Writing for Success” by University of Minnesota is licensed under CC BY-NC-SA 4.0
- “Writing Unleashed” by North Dakota State College of Science is licensed under CC BY-NC-SA 4.0

Information about the Universal Declaration of Human Rights was also retrieved from the United Nations website.

Student sample essays are used with permission but remain the copyright of the student.

YouTube videos are only linked and remain the copyright of their respective owners.

Some structure of grammar lessons inspired by “Grammar for Great Writing C” by Kristin Sherman, Lida R. Baker, and Robyn Brinks Lockwood.

Quick Fixes inspired by “English I Missed” by Connie Turner and Judy Shane.

All other materials are either original or in the public domain.