

READING, WRITING, RESEARCH, AND REASONING: AN ADVANCED ESL TEXT



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Berkeley City College & Laney College

Reading Writing Research and Reasoning: an
Advanced ESL Text
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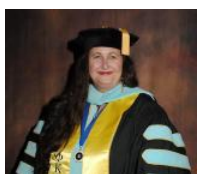
Clare Corcoran teaches at San Francisco City College in the ESL Department. She enjoys teaching noncredit literacy classes to immigrant students with little prior formal education. Clare also tutors young children in reading, using a Structured Literacy approach. Prior to teaching at City College of SF, she also taught ESL to international students at the Academy of Art University, specializing in pronunciation. At AAU and CCSF, she provided ESL support in courses in the departments of construction, industrial design, and fashion design. She holds an M.A. in TESOL and previously worked as an editor and proofreader. Clare is interested in evidence-supported literacy methods, affordable materials for teachers and students, and enjoying the natural areas of California.



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CHAPTER OVERVIEW

1: Critical Reading

Reading is a complex process. We will look at ways to engage with texts through readings on the topic of immigration.

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- 1.2: Sample Reading Response Journal- an Undocumented Teacher's Story
- 1.3: Identifying Reading Strategies and Prereading a Text
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1.1: Introduction

What will we learn in this chapter?

You might consider reading and writing as two distinct activities, but both skills are closely related to each other. We need to actively engage with the material to make meaning and to build our critical thinking and reading skills. In this chapter, we will identify our reading strategies and preview a variety of texts. We will engage with texts by developing questions about the reading and annotating texts. We will look for main topics, main ideas, and supporting details and learn about three modes of persuasion.

Why is this important?

In academic writing, we need to support our ideas with evidence. Evidence may come from other texts, our personal life, or other sources such as podcasts and TED talks. We will practice three ways to provide evidence: summarize, paraphrase, and quote. Finally, we will interpret texts by analyzing them.

What theme will this chapter focus on?

In this chapter, we will be looking at immigration in the U.S., particularly the experiences of undocumented immigrants. Many undocumented immigrants make the difficult journey across the U.S. - Mexican border without legal papers or arrive in the U.S. by plane and overstay their visas. What is it like to live in the U.S. without documentation? What are some challenges these members of our communities face? What are some of the misconceptions other Americans have about undocumented immigrants? What can we all do to protect the rights of undocumented immigrants (see Figure 1.1.1 which shows a march for immigrant rights in Los Angeles)?

Figure 1.1.1 shows a march for immigrant rights in Los Angeles, CA.



Figure 1.1.1: "Los Angeles March for Immigrant Rights" by mollyktadams is licensed under CC BY 2.0

Learning objectives

In this chapter, you will learn to

- identify reading strategies and pre-read texts.
- ask questions and annotate texts.
- identify the topic, main idea and supporting details in texts.
- identify three methods of persuasion.
- summarize, paraphrase, quote, and analyze texts.

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1.2: Sample Reading Response Journal- an Undocumented Teacher's Story

What is a reading response journal?

A reading response journal, which some instructors might call a "dialectic journal" or "reflective reading journal," is a common assignment given in ESL and English courses. Typically an instructor will ask you to choose a few parts of the assigned reading that particularly stand out to you, record each part as a quotation, and then respond to each quotation with a few sentences of reflection, connection, or analysis. Your instructor may expect an informal journal that is mostly about your own reactions and experiences, or they may ask for more formal text analysis, or both. See [1.9: Choosing Quotes and Analyzing a Text](#) for strategies and examples.

Your job in a journal is to uncover the parts of the text that are significant to you, and build meaning from the text and your own experience. In the example below, the reader responds to specific parts of the author's story, which begins with a description of working in residential construction with his father, like in Figure 1.2.1.



Figure 1.2.1: "New Home Construction" by Great Valley Center is marked with CC BY 2.0.

Sample reading

In the following example, an instructor has asked students to read the excerpt below and to complete a reading response journal. As you read the text, notice which parts stand out to you. Which quotes would you choose? What would you have to say about them?

Read this!

Reading from a theater project website: "Shoebox Stories UndocuAmerica Series: Stories From Our Undocumented Neighbors"

Motus Theater

You can only understand people if you feel them in yourself.

—John Steinbeck

Shoebox Stories UndocuAmerica Series Excerpt: "Deport Me"

Alejandro Fuentes-Mena is a Motus Theater UndocuAmerica monologist. He was born in Valparaíso, Chile, immigrated to the United States at the age of four, and grew up in San Diego, California. He received a BA in psychology from Whitman College in Walla Walla, Washington. Through Teach for America, Alejandro became one of the first two DACAmented teachers in the entire nation. He recently completed his seventh year of teaching in northeast Denver and will be moving on to get his master's degree in educational leadership in hopes of creating an arts integrated school, to be named the Radical Arts Academy of Denver (RAAD).

I was just a kid when I realized what being undocumented meant. At age eight, I started going to work with my dad so I could help him rebuild the entire outside of other people's homes, all the while not having a real home of our own. I would help my dad research what to charge and work out all the math. For example, I would discover that for one given job, contractors would charge 20,000. But my dad had been screwed over so many times that he would only charge 15,000. Clients would see his strength in

Spanish, his lack of English, and his lack of documentation, and they would give him about \$10,000. And that is who my father believed he was: half the man I thought he was, half the value of any other.

I witnessed as my mother would leave for an entire weekend—seventy-two hours— to take care of someone else’s family. She was lured with the promise of being paid over **300 for the weekend, but she would come back with only** 100 in her pocket. One hundred dollars that she saw as a blessing. One hundred dollars that I saw as an attack on our family.

All those rich families saw little value in everything my mom did. They would take her away, only to use her and spit her out. The money they paid was barely enough to put food on the table. It didn’t cover the worry my mom had because she couldn’t be home to take care of us when we were sick, help us with homework, comfort us when we returned to an empty house. One hundred dollars for a whole weekend away from her family—like she was worthless. But don’t you understand? She was priceless to me!

Well, spending my weekends without my mom as she cared for other people’s children, and spending those weekends working for my dad for free so he wouldn’t lose money for the privilege of building a home for someone else’s family, and witnessing this over and over and over again, I began to think that I wasn’t worth much either. Despite the fact that I had been recognized at school as “Gifted and Talented.” Despite the fact that I was a math whiz; that I had learned English—a completely unknown language—in less than a year; and that I was an engaged student. Despite the fact that I was the precocious worship leader at my church. I let those weekends of feeling worthless affect me.

I began making jokes rather than making plans for my future. Playing games rather than paying attention. Chasing girls rather than chasing my dreams. And, like all self-fulfilling prophecies, I got to the point where my grades reflected what society said my parents and I were worth: half-priced human beings.

But luckily, I had a teacher named Ms. Kovacic who worked hard to remind me of my value and helped convince me that what this society was telling me and my family was wrong. With her support, and that of many others, I got myself out of that pit of self-deprecation—past the insecurities, past the hate, past the negativity, past that half version of me—and into a good college and into a position where I am now an educator who teaches math. And like my mentors, I teach young children their value, because all children are valuable, just as you and I are valuable.

As a teacher, I can’t help myself. Let me take you to school for a few moments. Hope you’re good with that? Let’s start off with a little math lesson. My father is one man, one of the hardest workers I know. My mother is one woman, one of the strongest and most compassionate individuals in my life. My sister is one daughter, a brat, but a lovable one, and an American citizen. I’m one son, half of this country and half of Chile. And we are four whole, beautiful gifts, indivisible, with liberty and justice for all. Not the half-priced individuals that society has attempted to make us.

Moving to applied math and economics: If this country continues to deport the undocumented community, it is missing out on courageous, strong, intelligent, family-loving, hard-working people of great value. And that is not only our loss; it is your loss to miss out on us, not to mention the billions in taxes we bring in every year, which is billions more than large corporations are paying.

Lastly, moving beyond math to ethics: Paying an undocumented person half the value for their life’s work; extracting all you can get to build your homes and take care of your families, and then deporting them, as if they had not brought value, is not just mathematically flawed; it is also an American math story problem gone wrong. It is criminal to treat us as subservient and less desirable.

I am living in this country undocumented, teaching your children, supporting them, engaging their minds in math and in their dreams. I’m 100% here and 100% committed to this country in which I was raised, this country that constantly seeks to spit me out. Lose me and you lose my value—not just the money I pay in taxes and the money I pay into social security that I will never benefit from, but you also lose my ability to inspire, connect, and engage. You lose my ability to bring an impact, and you lose the knowledge I bring to my students, who are your children. This country would be foolish to lose me.

Deport me. But in the end, it’s your loss.

This autobiographical story was written by Alejandro Fuentes-Mena in collaboration with Tania Chairez and Kirsten Wilson as part of a Motus Monologue Workshop.

Sample reading response journal

Table 1.2.1 shows a sample reading response journal based on the above reading.

Table 1.2.1: Sample Reading Response Journal

Entry number	Quotation	Response
Entry 1	Fuentes-Mena recalls, "At age eight, I started going to work with my dad so I could help him rebuild the entire outside of other people's homes, all the while not having a real home of our own" (par 1).	Here the author paints a vivid image by contrasting his father's work on other people's homes with their own family's lack of "a real home of our own." When he first uses the word "home," he is talking literally about the actual house at the construction site, the wood and siding and shingles, but the effect is symbolic; it shows the stark contrast between the feeling of belonging that the people inside those houses had with his family's position on the outside of society. His family also lived inside a building, but their circumstances were not as safe and solid as the lives of his father's customers. The author's choice to start his piece with this description immediately builds empathy with the reader. We have not all been in the same situation, but we have all been eight years old and can remember the feeling of watching the adults and trying to figure out how things work. Fuentes-Mena shows us the contradiction through his eyes as a child looking in from the outside.
Entry 2	Fuentes-Mena explains that as a result of witnessing how his parents were exploited each weekend, he did not feel valued, "[d]espite the fact that I had been recognized at school as 'Gifted and Talented.' Despite the fact that I was a math whiz; that I had learned English—a completely unknown language—in less than a year; and that I was an engaged student. Despite the fact that I was the precocious worship leader at my church" (par 4).	After seeing how his father and mother each worked all weekend for low pay, Fuentes-Mena internalized the feeling that he was not worthy. He contrasts this feeling with the reality of his achievements at school and church. The way he writes this list of things that should make him feel valuable, with three sentences all beginning with "Despite the fact . . .," emphasizes how strong the feeling of worthlessness was. The feeling could not be banished by the pride he should have felt from being good at math, learning English quickly, or excelling at school and church. The impact of his parents' status was more powerful than all these talents and successes. The author's skillful use of repetition underlines this contradiction. Each use of "despite the fact" shows us yet another reason he should not have felt worthless, but he still did. It's terrible that he felt shame for reasons that were totally out of his control.
Entry 3	Describing his adolescent frustration, Fuentes-Mena writes, "I began making jokes rather than making plans for my future. Playing games rather than paying	In this passage, Fuentes-Mena uses repetition, parallel structure, and rhyme to show the contrast between what he thinks a young person should be encouraged to do

Entry number	Quotation	Response
	attention. Chasing girls rather than chasing my dreams. And, like all self-fulfilling prophecies, I got to the point where my grades reflected what society said my parents and I were worth: half-priced human beings."	and the way he responded to his environment. He repeats words to heighten the comparison when he describes "making jokes" and "making plans", "playing games" and "paying attention", and "chasing girls" and "chasing [his] dreams." This creates a strong rhythm that grabs our attention, almost like rap music, and it keeps our focus on how his life was being wasted on unimportant things instead of focusing on his future. Furthermore, Fuentes-Mena uses different sentence lengths to highlight the effects of this on himself. He starts the paragraph with several short sentences, which make the reader focus on this contrast. Then, he ends the paragraph with one longer sentence: "And, like all self-fulfilling prophecies, I got to the point where my grades reflected what society said my parents and I were worth: half-priced human beings." This long sentence stands out after so many short sentences, and draws our attention the final words of the paragraph, "half-priced human beings." These words are shocking because humans should not be any price; they are all valuable.
Entry 4	Fuentes-Mena reports that he "had a teacher named Ms. Kovacic who worked hard to remind [him] of [his] value and helped convince [him] that what this society was telling [him] and [his] family was wrong. With her support, and that of many others, [he] got [himself] out of that pit of self-deprecation . . . and into a good college."	This quotation demonstrates how an individual teacher can make a big difference in someone's life. This grabbed my attention because I also have a teacher who changed my life. For me, it was Professor Lee, the first openly gay teacher I had. I grew up in a small town and it was impossible to imagine a gay teacher there. In fact, a teacher at my high school was fired because people thought she might be gay. When I started college, Professor Lee was my English teacher during my first semester. He was a challenging teacher and I learned a lot from him. The thing that changed my life was that he showed me that it was possible for someone like me to be themselves and also have a professional job and be respected. I felt that I could have a future. As Fuentes-Mena said, he "remind[ed] me of my value and helped convince me that what this society was telling me . . . was wrong."

Work Cited

Motus Theater, "[Shoebox Stories UndocuAmerica Series: Stories From Our Undocumented Neighbors.](#)" *Art and Community*, by Wisdom Amouzou, et al, Tilt West, 2020. .

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1.3: Identifying Reading Strategies and Prereading a Text

Introduction to Reading strategies

We are going to look at strategies you can use to read. Let's start by thinking about what you already know.

What reading strategies do you currently use? For example, do you look at the title/subheadings first? Do you take notes as you read? Make a class list of all the reading strategies people currently use. Here are some examples:

- I look at the title and subtitles first to get an idea of what the text is about.
- I look at how long a text is.

4 Ps: Purpose, preview, prior knowledge, and predict

A helpful pre-reading strategy is called the 4 Ps: purpose, preview, prior knowledge, and predict. As you examine the four steps, consider which strategies you already use.

1. **Purpose:** consider why am I reading this text? What am I expected to do with it or get out of this text? Is it to answer specific questions? Prepare for a test? Use ideas in an essay?
2. **Preview:** Think of previewing a text like watching a preview or movie trailer. A movie preview captures the big picture or main idea — what the movie will be about. Previewing helps us get an overview and tap into our prior knowledge. What do we know about the topic or author, for instance? What predictions can we make?
 - check the title and any other headings
 - look for the main idea in the first paragraph or introduction
 - check the last paragraph or conclusion
 - read the first sentence of every paragraph
 - examine any graphic aids such as images, graphs, and diagrams
 - look for key terms that are boldfaced or highlighted
3. **Prior Knowledge:** based on your background, what do you know about the topic?
4. **Predict:** based on your initial overview, what do you expect the reading to be about? What is the writer trying to say?

Using the 4 Ps

Now let's use the 4 Ps to read a textbook passage.

Try this!

Use the 4 Ps to pre-read excerpt from the textbook, *Immigrant and Refugee Families, 2nd edition*.

Reading from a textbook: "Undocumented Families"

For families who do not have a sponsoring family member, have a sponsoring employer, or originate from a country with few immigrants, the options for legal immigration to the United States are very limited. Those families who choose to travel to the United States face substantial barriers, including a perilous trip across the border, few resources, and the constant threat of deportation. Deportation means that a person is removed from the country because they lack legal papers.

One of the most dangerous times for undocumented families is the risky trip across the border. In order to avoid border patrol, undocumented immigrants take very dangerous routes across the United States border. The vast majority of all arrests of undocumented immigrants are on the border. For example, in 2014 ICE (Immigration and Customs Enforcement) conducted 315,943 removals, 67% of which were taken into custody at the border (nearly always by the Border Patrol), and 33% of which were arrested throughout the U.S. (ICE, 2019). The trip and efforts to avoid Border Patrol can be physically dangerous and in some cases, deadly. Unicef estimates that more than 3,800 people have died while crossing the border since 2014. The Trump administration instituted a policy of separating families that were caught at the border including those applying for asylum. More than 2,600 children were separated from their caregivers under this policy, which was later overturned. Figure 1.2.1 shows young people protesting against family separations.



Figure 1.3.1: "Immigration March in DC" by SEIU International is marked with CC BY-NC-SA 2.0.

Next, reflect on each step. What was your purpose? Which previewing strategies did you use? What knowledge do you have about this topic? What predictions did you make?

KWL +

The next pre-reading strategy that we will practice is known as KWL+ (what I Know, what I Want to know, what I Learned, and + what I still want to know). With this strategy, you will complete the first two columns before you read the next text and the final two columns after you have read the text. See Table 1.3.1 for an example of a KWL+ chart.

Table 1.3.1: Four columns for reader to take notes on what I know, what I want to know, what I learned, and what I still want to know

Element	K What I Know	W What I Want to Know	L What I Learned	+ What I Still Want to Know
Notes	Take notes in this column before reading.	Take notes in this column before reading.	Take notes in this column during or after reading.	Take notes in this column after reading.

Using KWL+

We will look at an excerpt from *The Distance Between Us* by Reyna Grande (Figure 1.3.2) In this scene, Grande describes her two failed attempts crossing the Mexican-U.S. border as a 9-year-old on the back of her father, whom she had not seen in over 8 years. On their third attempt, Grande, her dad, her older sister Mago and brother Carlos, make it across the border safely. Grande has written extensively about living in the U.S. as an undocumented immigrant, an immigrant who does not have legal papers to live in the U.S.



Figure 1.3.2: Author Reyna Grande. "Dreamer Success Story" by CSUF Photos is licensed under CC BY-NC-SA 2.0

Now let's use KWL+ to read a passage from a memoir.

✓ Try this!

Follow these four steps:

1. On a piece of paper, draw a KWL+ chart.
2. To complete the first two columns of the KWL+ table, consider the title of the book, the author's name, and the topic of undocumented immigrants. You can write sentences, jot down questions, and/or make connections.
3. After you have read the excerpt, complete the final two columns.
4. Finally, share your notes with a partner or in small groups and reflect on the KWL+ process. How might you be able to apply the KWL+ process when you conduct your own research in the future?

Reading from a memoir: *The Distance Between Us*

Our first two attempts across the border were failures.

Even now I blame myself. I was not used to walking and running so much and so fast. To make things worse, I had woken up with a toothache on the morning of our first attempt, and my father didn't have anything to give me for the pain. Around noon I began to get a fever, and the pain became unbearable. My father ended up carrying me on his back, but still, it wasn't long before a cloud of dust rose in the distance, and before we knew it a truck was heading our way. We rushed into the bushes, but the truck pulled over and border patrol agents got out and told us to come out from our hiding places. We were sent back to Tijuana.

The second time we tried to cross, we had the same bad luck. Again, I couldn't keep up with the rest of them, and the heat of the sun's rays beating down on my head gave me a headache. Once, when we sat down to rest, I walked away to relieve myself in the bushes and found a man lying not too far from me. I thought he was asleep, but when I got closer to him, I saw the flies buzzing over him and the big bump on his forehead.

I screamed for help. Papi arrived first, followed by the coyote, and then Carlos and Mago. Papi told Mago to shut me up before la migra heard me.

"Is he dead?" I asked Mago as she took me away. "Is he dead?"

"He's sleeping, Nena. He's just sleeping," she said.

We got caught shortly thereafter, and I was glad because I couldn't get that dead man out of my head.

Works Cited

Ballard, Jaime, Elizabeth Wieling, Catherine Solheim, and Lekie Dwanyen. *Immigrant and Refugee Families*. 2nd ed., University of Minnesota Libraries Publishing, 2019.

Grande, Reyna. *The Distance Between Us*. Washington Square Press, 2013.

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1.4: Using Questions to Be an Active Reader

Reading as an active process

Reading is not a passive process. As good readers, we are constantly connecting our own knowledge to the text and using different strategies to understand. In [1.3: Identifying Reading Strategies and Prereading a Text](#) we have already looked at two strategies: prereading and using a KWL+ chart to connect the text to what you already know about the topic and what you want to learn. Here are some other strategies that you might use to read actively. Which strategies do you usually use? Are there others that you want to try?

- Skipping confusing parts and returning to them after you finish
- Taking notes about the main points of each section
- Reading some parts quickly and some parts slowly
- Reading again
- Telling someone else what you understand

Telling someone about the reading

Let's try another active reading strategy: telling someone else about what you understand. Reading quickly with a timer makes you search for the overall meaning without stopping to look up words or get caught in the small details. Like signs at a protest (see Figure 1.4.1), you can only focus on the most important ideas.



Figure 1.4.1: "Los Angeles March for Immigrant Rights" by Molly Adams is licensed under CC-BY 2.0.

? Try this!

Here is a report from UNICEF (United Nations Children's Fund). Follow these steps:

1. Set a timer for 2 minutes.
2. Read as much as you can in 2 minutes.
3. In your own words, tell a classmate what you understand from the reading.
4. Set the timer for 2 minutes and read again from the top.
5. Again, tell your classmate what you understand from the reading.
6. Read the entire report again without a timer and tell your partner again what you learned.
7. Discuss whether this helped you to understand the report.

Reading an International Report: A Child is a Child: Protecting Children on the Move from Violence, Abuse and Exploitation

Millions of children are on the move across international borders – fleeing violence and conflict, disaster or poverty, in pursuit of a better life. Hundreds of thousands move on their own. When they encounter few opportunities to move legally, children resort to dangerous routes and engage smugglers to help them cross borders. Serious gaps in the laws, policies and services meant to protect children on the move further leave them bereft of protection and care. Deprived, unprotected, and often alone, children on the move can become easy prey for traffickers and others who abuse and exploit them.

Many children move alone and face particularly grave risks. In parts of the world, the number of children moving on their own has skyrocketed. On the dangerous Central Mediterranean Sea passage from North Africa to Europe, 92 per cent of children who arrived in Italy in 2016 and the first two months of 2017 were unaccompanied, up from 75 per cent in 2015. At least 300,000 unaccompanied and separated children moving across borders were registered in 80 countries in 2015–2016 – a near fivefold increase from 66,000 in 2010–2011. The total number of unaccompanied and separated children on the move worldwide is likely much higher.

Specific reasons motivate children to undertake journeys alone. Many seek to reunite with family members already abroad. Others pursue their families' aspirations for this generation to have a better life. Perceptions of the potential benefits of children moving, especially to certain destinations, filter through social networks. Other factors include family breakdown, domestic violence, child marriage and forced conscription.

Without safe and legal pathways, children's journeys are rife with risk and exploitation. Whatever their motivation, children often find few opportunities to move legally. Family reunification, humanitarian visas, refugee resettlement spots, and work or study visas are out of reach for most. But barriers to legal migration do not stop people from moving, they only push them underground.

Wherever families and children desperate to move encounter barriers, smuggling in human beings thrives. Smugglers range from people helping others in need for a fee to organized criminal networks that deliver children into hazardous and exploitative situations.

Once children and families place their fates in the hands of smugglers, the transaction can readily take a turn towards abuse or exploitation – especially when children and families incur debts to pay smugglers' fees. Europol estimates that 20 per cent of suspected smugglers on their radar have ties to human trafficking – they help children cross borders, only to sell them into exploitation, sometimes akin to contemporary forms of slavery.

Questioning for active reading

One of the best ways to read actively is to ask questions before, during, and after we read. These questions help us to set goals for reading, understand what we are reading, and check our understanding afterwards. When we ask questions, it is as though we are having a conversation with the writer: What do you mean here? Where did this happen? Who is involved? Why is this important? How does this relate to the refugee crisis? How did you arrive at that conclusion? When we ask questions, we read with purpose and more depth. As we read and some questions are answered, new questions will arise.

Look at Table 1.4.1. Which of these questions do you currently ask before, during, and after you read a text? Which ones do you not use that you would like to try?

Table 1.4.1 Questions that can be asked before reading, during reading, and after reading

Before Reading	During Reading	After Reading
• Why am I reading this text? What am I expected to do with or get out of this text? Do I need to answer questions? Find the main idea? Use this text in an essay? • What type of text is it? Is it an article, research paper, a blog, a tweet, a TED talk, etc? • Who is the author? What are their credentials (a person's background and qualifications)? What is the name of the publication? When was the text written? • What is the title? Are there any headings/subheadings or graphic aids (e.g., images, graphs, tables, charts) that give me clues about the topic/key points? • What do I know about the topic and how do I feel about it? • What do I think the text will teach me? • Do I have any biases about the topic because of my feelings towards it? (biases are strong opinions that make it hard to be objective)	• What key terms does the author define in the text? Are there any bold-faced, highlighted, italicized words or terms that are repeated throughout the text? • What seems to be the author's purpose or reason for writing this text? Is it to inform, persuade, or entertain? There can be more than one purpose. • Who is the author's audience? For whom did the writer compose this text, and how are they trying to appeal to their audience? (e.g., Is the text written for a history student, a psychology professor, a person's socio-economic status, political affiliation, religious beliefs, or sexual orientation?) There can be more than one audience. • What seems to be the key point(s), or what question(s) is the author trying to answer in the text? What is the thesis, message, or main idea of the text? Ask yourself: what is it mainly about? Can I find clues in the introduction and conclusion? You might scan the first paragraph or introduction and last paragraph or conclusion. • What evidence is provided to support the author's key points? Are they referring to other texts? Statistics? Examples? Other Wh-question words (who, what, when, where, why, how), • What does the author mean by X? • How does this relate to X? • Why is this X?	• What did I learn? • Is there anything that was unclear? Write down some questions that you want to answer and go back and reread difficult passages with these questions in mind. • Did I find what I needed? If not, what else do I need to know? • Did I find the author's style persuasive? Why or why not? • Do I agree with what I read? Why or why not? • How does what I read compare to other things I have read on this topic? • What ideas stuck with me? Which ones do I want to investigate more?

Asking questions as you read

Now let's take a look at an article and ask questions before, during, and after reading it:

? Try this!

As you read, "Changes in U.S. Immigration Patterns and Attitudes," ask questions before, during, and after reading the text. Use the chart to help you! Create at least three WH-questions while you read. WH-questions can be fact-based ("How many undocumented immigrants live in the U.S.?"") or open-ended "Why do you think that the number of undocumented immigrants has declined since 2007?").

Reading from a textbook: Changes in U.S. Immigration Patterns and Attitudes

Worldwide patterns of migration have changed, though the United States remains the most popular destination. In 2018, there were over 44.8 million immigrants living in the United States (The Pew Research Center 2018). This is more than four times

the 9.7 million immigrants in the United States in 1960. In 2015, there were 12.1 million immigrants to the United States from South or East Asia, 11.6 million from Mexico, and 5.6 million from Canada or Europe. Moreover, the source countries of immigrants has changed. In 1960 the vast majority of immigrants came from Europe and Canada, but there was a large shift in during the 1970s and immigration from other parts of the world increased sharply while European and Canadian immigration declined.

While there are more foreign-born people residing in the United States legally (73% of immigrants in 2018), about 10.5 million are undocumented immigrants. This is a sharp decline from a peak of 12.2 million in 2007.

Most U.S. citizens agree that our national immigration policies are in need of change—almost three-quarters of those in a recent national survey believed undocumented immigrants should have a path to citizenship provided they meet other requirements, such as speaking English.

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Chart of questions for before, during, and after reading adapted from Lumen Learning, *English Composition 1*, "[Questioning](#)." License: CC BY.

"[Changes in US Immigration Patterns and Attitudes](#)" adapted from Lumen Learning, *Introduction to Sociology* [20.5: Immigration in the United States](#). License: CC BY.

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1.5: Annotating a Text

Annotation

"Annotation" means writing notes while you read, usually directly on the text you are reading. While it is common for students to highlight important information in a text, highlighting is considered a passive activity. We want to take notes as we read. Annotating is an important active reading strategy because we engage with a text as the reader. It is as though we are having a conversation with the writer. We might ask them questions, make predictions and connections, or show our agreement or disagreement. We also read a text more closely and retain it better since taking notes slows down our reading process. When it is time to write about a text or take a test, for instance, we will not need to re-read everything, and we can use our annotations instead. Each reader brings their own ideas and background "baggage" to the text, so your annotations will be different from your classmates. Reading is thinking, and like a mirror or a window as in Figure 1.5.1, annotating makes our thinking visible!



Figure 1.5.1: "Rearview mirror" by [ericklawrence](#) is marked with [CC BY 2.0](#).

Studying an example annotation

Look at the example annotation below. What observations can you make? Discuss with a partner:

Notice this!

First, read the editorial. Think about what parts are important, how the parts connect to each other, and what questions you have.

Editorial from an online magazine: "A Win for Undocumented Immigrants is a Win for All"

Guest Column by Tram Nguyen, *Virginia Mercury*, March 27, 2020

Every person in Virginia deserves to live in their community free from fear.

The exclusion of undocumented Virginians from being able to drive has been a crippling barrier to that principle. But the state legislature has now passed a bill that will allow driving for many immigrant residents through driver privilege cards this session. At New Virginia Majority we have organized and advocated for this basic right, and now previously undocumented families and communities will legally be able to drive in the state of Virginia.

Having the right to drive can be a matter of life and death under everyday circumstances: a sick child that needs immediate medical attention, or a woman getting ready to bring a new life into the world. Most of us take this access for granted. This is a crucial advancement – for those that have waited patiently just to be able to drive themselves to work, take their children to doctor's appointments, or attend local events, this a chance to become fully active members of their community.

Ovidia Castillo Rosa, a member of New Virginia Majority's Loudoun County chapter described it best: "Not having a driver's license is like not having feet. Being able to drive would be like having wings. When I have a driver's license, there are so many things that I'll have the freedom to do, including starting my own business."

Cecilia Cruz, a member of the New Virginia Majority, has been involved in the fight for the right to drive, and has called her representatives, and encouraged her friends and neighbors to march in support. “The streets will be more safe and more money will stay in the state,” she said. “Families will be able to leave their children and go to work in safety, without fear.”

Providing this credential will give thousands of Virginians the ability to legally drive and is a huge victory. But we recognize driver privilege cards are not the same as driver’s licenses, and there is much more to be done. Our communities, in an era of open and growing institutional racism and xenophobia, understand that having a driver’s privilege card has the potential to make them vulnerable, as it will make them immediately identifiable as an undocumented person and creates a segment of immigrant drivers.

Our organizers, advocates, and chapter members will continue to fight for a society that treats people equally and with dignity no matter what their status, language, zip code, gender, race, or ethnicity is, and we will work to strengthen privacy protections for all Virginians, regardless of immigration status.

When the presidential election comes to a close in the fall, we pledge to stand by immigrant communities and keep them informed of both the opportunities and threats presented by this law, regardless of who holds the office.

We believe in a Virginia that is welcoming and provides an opportunity for all its residents to succeed and live happy and healthy lives. The outcome of this legislative session was a step in the right direction and toward a more inclusive Virginia. But until all of our communities are granted the full protections and access to driver’s licenses, the fight continues.

Tram Nguyen is co-executive director of New Virginia Majority, which works to builds power in working-class communities of color, in immigrant communities, among LGBTQ people, women, youth, and progressives across the commonwealth.

"A Win for Undocumented Immigrants is a Win for All" was originally published in the [Virginia Mercury](#) and is licensed under CC BY NC ND.

Now look at Figure 1.5.2, an annotation of the same text. What do you notice? What else would you add? Discuss with a partner.

A win for undocumented immigrants is a win for all
 Guest Column by Tram Nguyen, *Virginia Mercury*, March 27, 2020

Every person in Virginia deserves to live in their community free from fear.

The exclusion of undocumented Virginians from being able to drive has been a crippling barrier to that principle. But the state legislature has now passed a bill that will allow driving for many immigrant residents through driver privilege cards this session. At New Virginia Majority we have organized and advocated for this basic right, and now previously undocumented families and communities will legally be able to drive in the state of Virginia.

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Our organizers, advocates, and chapter members will continue to fight for a society that treats people equally and with dignity no matter what their status, language, zip code, gender, race, or ethnicity is, and we will work to strengthen privacy protections for all Virginians, regardless of immigration status.

When the presidential election comes to a close in the fall, we pledge to stand by immigrant communities and keep them informed of both the opportunities and threats presented by this law, regardless of who holds the office.

We believe in a Virginia that is welcoming and provides an opportunity for all its residents to succeed and live happy and healthy lives. The outcome of this legislative session was a step in the right direction and toward a more inclusive Virginia. But until all of our communities are granted the full protections and access to driver's licenses, the fight continues.

Handwritten notes:

- What does "previously undocumented" mean? Does the driver's license count as a document?
- the law changed
- How is this different from a driver's license?
- importance
- Great simile
- how the new law helps everyone
- Concession? Privilege cards are a good step but not enough. I wonder how many eligible people will not get one for fear of being identifiable.
- Still fighting
- What does privacy mean in this context? Why did Nguyen emphasize this here?

Figure 1.5.2: "Example annotation" by Gabriel Winer is licensed under CC-BY-NC. Text used verbatim from "A Win for Undocumented Immigrants is a Win for All," originally published in the *Virginia Mercury* and licensed under CC BY NC ND.

Figure 1.5.1 shows the text of "A Win for Undocumented Immigrants is a Win for all" by Tram Nguyen with some passages highlighted, with notes that summarize key information, ask questions, and respond to wording choices the writer made.

See 1.5.1 for an accessible version of the above model annotation.

Active readers use annotation as a way to

- Make predictions

- Ask questions and look for answers
- Visualize (make pictures in our mind or draw an image or diagram)
- Show agree/disagreements
- Identify problems and/or solutions
- Make connections to ourselves (our background, values, etc), other texts (articles, books, movies, etc), or the world (news events, politics, etc)
- Mark key points
- Summarize key points/ sections of the reading
- Make note of information that shocks, surprises, or challenges us and our beliefs
- Identify unfamiliar vocabulary or parts that are unclear

Some readers also like to

- underline or use symbols to point out key information
- write key words in the margin
- circle definitions and meanings
- write questions in the margins where answers can be found
- identify steps with numbers
- draw arrows to show relationships
- write short summaries in the margins

Practicing annotation

Now let's use active reading strategies and annotation with a short academic article.

Try this!

1. Use the active reading strategies to get an overview of this article.
2. Annotate as you read the article, “Undocumented Immigrants May Actually Make American Communities Safer – Not More dangerous – New Study Finds.”

[Reading from an online magazine: Undocumented immigrants may actually make American communities safer – not more dangerous – new study finds](#)

Robert M. Adelman, University at Buffalo and Lesley Reid, University of Alabama

The Research Brief is a short take about interesting academic work.

The big idea

Undocumented immigration does not increase the violent crime rate in U.S. metropolitan areas. In fact, it may reduce property crime rates. These are the key findings from our recently published article in the Journal of Crime and Justice, co-authored by Yulin Yang, James Bachmeier and Mike Maciag.

Research shows that the American communities where immigrants make their homes are more often improved by their presence than harmed by it. Immigrants bring social, cultural and economic activity to the places they live. That makes these places more vital and safer, not more dangerous.

Why it matters

People from all social groups and backgrounds commit crimes. But undocumented immigrants, and immigrants more generally, are often baselessly blamed for increasing crime rates – including, repeatedly, by President Donald Trump. In the second and final presidential debate, Trump again claimed undocumented immigrants are rapists and murderers.

This notion has existed and been studied since the early 20th century, including in a 2005 analysis we conducted with a number of colleagues that concluded immigration did not increase crime rates in U.S. metropolitan areas.

But this research is often dismissed because most empirical studies cannot separate undocumented immigrants from the total immigrant population. That level of analysis is necessary to draw conclusions about the relationship between undocumented immigration and crime.

For example, we found in a 2017 study with colleagues that from 1970 to 2010 metropolitan areas with greater concentrations of immigrants, legal and undocumented combined, have less property crime than areas with fewer immigrants, on average. Critics suggested that our findings would not hold if we looked at only the subset of undocumented individuals.

So we decided to find out if they were right. Our new study is the result of that effort, and it confirms our original findings: Undocumented immigration, on average, has no effect on violent crime across U.S. metropolitan areas.

In statistical models that did identify a significant relationship between undocumented immigration and crime, we found undocumented immigration reduces property crimes, such as burglary.

How we do our work

Using two different estimates of the undocumented immigrant populations for 154 metropolitan areas in our most recent study – one from the Pew Research Center and one from the Migration Population Institute – we examined the effect of undocumented immigration on homicide, aggravated assault, robbery, burglary and larceny crime rates.

Crime rate data came from the FBI's Uniform Crime Report program. Other data were from the U.S. Census Bureau.

Using a statistical method called regression analysis to examine the data, we found that as the size of the undocumented population increases, the property crime rate decreases, on average. And the size of the undocumented population in a metropolitan area tends to have no impact on the violent crime rate.

These findings build on the conclusions of a large 2018 study in which researchers Graham Ousey and Charis Kubrin examined 51 studies on immigration and crime published from 1994 to 2014.

What still isn't known

Our analyses looked at broad metropolitan patterns, not the relationship of undocumented immigration and crime rates in distinct, specific places such as New York City and Los Angeles. Nor does our study address the reasons that immigration reduces crime, although there is plenty of other scholarship on that issue.

Robert M. Adelman, Associate Professor and Department Chair of Sociology, *University at Buffalo* and Lesley Reid, Professor of Criminology and Criminal Justice and Interim Dean of the School of Social Work, *University of Alabama*

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Reflect on your annotations

Discuss your annotations with a partner or in small groups. What observations can you make? What worked well? What was confusing? In what way did your annotations reinforce your learning? What kinds of annotations did you apply the most from the list below? Which types of annotations did you not try? Why do you think that is? What do you plan to do differently when you annotate again?

- Make predictions
- Ask questions and look for answers
- Visualize (make pictures in your mind or draw an image or diagram)
- Show agreements or disagreements
- Identify problems and/or solutions
- Make connections to yourself (your background, values, etc), other texts (articles, books, movies, etc), or the world (news events, politics, etc)
- Mark key points
- Summarize key points or sections of the reading
- Make note of information that shocks, surprises, or challenges you and your beliefs
- Identify parts that are unclear

Works Cited

Adelman, Robert M. and Lesley Reid. "Undocumented Immigrants May Actually Make American Communities Safer – Not More Dangerous – New Study Finds." *The Conversation*, 27 Oct. 2020

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1.5.1: 1.5.1 Accessible Version of Annotation Example on 1.5

Accessible version of the [annotation example on 1.5](#)

Bold indicates parts the reader has marked to comment on; [words in brackets] shows the notes the reader has made.

A Win for Undocumented Immigrants is **a Win for All** [Will look for exactly how the new law helps everyone and mark with *]

Guest Column by Tram Nguyen, *Virginia Mercury*, March 27, 2020

Every person in Virginia deserves to live in their community free from fear.

The exclusion of undocumented Virginians from being able to drive has been a crippling barrier to that principle. **But the state legislature has now passed a bill that will allow driving for many immigrant residents** [the law changed] through **driver privilege cards** [How are these different from a driver's license?] this session. At New Virginia Majority we have organized and advocated for this basic right, and now **previously undocumented** [What does "previously undocumented" mean? Does the driver's license count as a document?] families and communities will legally be able to drive in the state of Virginia.

Having the right to drive can be **a matter of life and death** [importance] under everyday circumstances: a sick child that needs immediate medical attention, or a woman getting ready to bring a new life into the world. Most of us take this access for granted. This is a crucial advancement – for those that have waited patiently just to be able to drive themselves to work, take their children to doctor's appointments, or attend local events, this a chance to become fully active members of their community.

Ovidia Castillo Rosa [important person in the article], a member of New Virginia Majority's Loudoun County chapter described it best: "Not having a driver's license is like not having feet. **Being able to drive would be like having wings.** [great simile] When I have a driver's license, there are so many things that I'll have the freedom to do, including starting my own business."

Cecilia Cruz [important person in the article], a member of the New Virginia Majority, has been involved in the fight for the right to drive, and has called her representatives, and encouraged her friends and neighbors to march in support. **"The streets will be more safe and more money will stay in the state,"** [* how the new law helps everyone], she said. "Families will be able to leave their children and go to work in safety, without fear."

Providing this

credential

will give thousands of Virginians the ability to legally drive and is a huge victory. **But** [Maybe this signals a concession?] , **we recognize driver privilege cards are not the same as driver's licenses,** [Yes, it is a concession.] and there is much more to be done. Our communities, in an era of open and growing institutional racism and xenophobia, understand that having a driver's privilege card has the potential to make them vulnerable, as **it will make them immediately identifiable as an undocumented person** [Privilege cards are not enough. I wonder how many eligible people will not get one for fear of being identifiable.] and creates a segment of immigrant drivers.

Our organizers, advocates, and chapter members will continue to fight for a society that treats people equally and with dignity no matter what their status, language, zip code, gender, race, or ethnicity is, and we will work to strengthen **privacy** [What does privacy mean in this context? Why did Nguyen emphasize this here?] protections for all Virginians, regardless of immigration status.

When the presidential election comes to a close in the fall, we pledge to stand by immigrant communities and keep them informed of both the opportunities and threats presented by this law, regardless of who holds the office.

We believe in a Virginia that is welcoming and provides an opportunity for all its residents to succeed and live happy and healthy lives. The outcome of this legislative session was a step in the right direction and toward a more inclusive Virginia. **But** [Looks like turning back from this other concession] until all of our communities are granted the full protections and access to driver's licenses, **the fight continues.** [Still fighting]

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1.6: Finding Main Ideas and Support

Topic, main idea, and supporting reasons and details in an article or essay

When we annotate, it can help us find the topic(s), main idea, and supporting details in a text and help us figure out the overall structure of a text. To locate the main idea or thesis in a text, it helps to identify the topic first. Then make sure that the most important supporting details explain the main idea. Table 1.5.1 explains the differences between these elements and clues for finding each element in an academic essay. Note that in other types of texts, such as magazine articles, the elements are all still there, but might be in a different location. For example, paragraphs may be shorter, and the main idea may come later, or not be as explicitly stated.

Table 1.5.1: Definition and How to Find Topic, Main Idea, and Supporting Reasons

Element	Topic	Main Idea	Supporting Reasons	Supporting Details
Definition	The topic is a word or phrase that answers the question: “What is the text about?” Example topics: undocumented immigrant rights, the problem with stereotypes, the environmental problems of fast fashion	The main idea (or thesis) is the most important point the writer makes about the topic. It summarizes the writer’s key point or message. All the key information in a text should support the main idea. It can be a lesson or the key point that is made. The title may provide a clue about the main idea as well.	Supporting reasons explain the main idea and present facts that help explain the main idea.	Supporting details clarify the major reasons with examples.
How to find the element in an academic essay	We can find the topic in the title and introduction.	We can find the main idea or thesis of the entire essay at the end of the introduction. It is usually 1-3 sentences in length. A thesis statement drives an essay. It’s the controlling idea, and it shows what the writer intends to prove in their essay.	Each body paragraph should begin with a topic sentence that is related to the thesis statement. The topic sentence should be an opinion statement that gives a reason to support the main idea. It introduces the main point of that paragraph.	Each topic sentence is followed by supporting details. These help explain the main point of the paragraph. The supporting details can consist of examples or other points to support the paragraph. Each body paragraph should only focus on one point and relate back to the topic sentence and thesis.

Try This!

Look back at the article [“Undocumented Immigrants May Actually Make American Communities Safer – Not More Dangerous – New Study Finds”](#) by Robert M. Adelman and Lesley Reid. Can you find the topic, main idea, and major supporting details that prove the main idea?

Analyzing a student essay

Now let's look for these features in an essay that a student wrote for class.

? Try this!

Work with a partner. Read the first two paragraphs of a student essay on Reyna Grande's memoir, *A Dream Called Home*, in which she describes her journey across the border from Mexico from her hometown of Iguala, Mexico (see Figure 1.5.1).

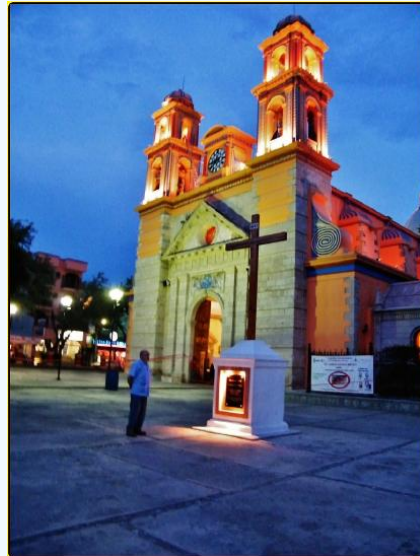


Figure 1.6.1: "Parroquia San Francisco de Asís, Iguala, Estado de Guerrero, México." by Catedrales e Iglesias is licensed under CC BY 2.0

1. What topic(s) can you identify in the student essay?
2. What is the thesis statement (main idea of her essay)?
3. What is the topic sentence? In other words, what is the main idea of the student's first body paragraph?
4. What supporting details does the student provide? Which ones seem to be major ones and which ones are minor ones?

Following One's Dream

According to Pew Research, the U.S. has 44.8 million immigrants who were born in a country other than the U.S. 10.5 million of those immigrants made the dangerous journey across the Mexican-U.S. border without legal papers or are undocumented because they overstayed their visas. While most immigrants come from Mexico to seek a better life, it is expected that Asians will form the largest immigrant group by 2055. I am one of those Asian immigrants who came here to fulfill my dream. Reyna Grande is an immigrant, too, and a Mexican-American author. At the age of two her father left for the U.S. with the goal to earn enough money to return and build a home. Two years later, Reyna's mother moved to the U.S., leaving Reyna and her siblings behind. She spent a difficult childhood without her parents. At the age of nine, her father came back and made the treacherous journey across the border with Reyna and her siblings. Reyna faced many challenges in her life to pursue her dream to become a writer. It was particularly tough as an immigrant of color. *A Dream Called Home* is about her hard life in the U.S. In her memoir, we can see how she struggled to find a sense of belonging in the U.S. and achieve her dream.

Reyna felt like an outsider when she visited her country and wrote stories about her hometown which her creative writing teacher rejected. Reyna spent ten days in Mexico and felt heartbroken that people no longer saw her as Mexican. At the same time, she felt disconnected from people in the U.S. who thought that she was not American enough. It made her feel as though she could not belong anywhere. Reyna wanted to honor the people in her native Mexico by writing stories about them, "I had to remember each of them, write their stories, share their pain, so that they knew they weren't alone" (74). All her stories took place in her hometown. In one of her stories she described how a flood destroyed her neighborhood and people had to stay on their roofs of their homes and create canoes to collect their dead animals. In another story, a family could not afford shoes, so their daughter had to go to school barefoot where the teacher also hit the girl for being left-handed. When Reyna presented her stories to her creative writing teacher, she rejected them and considered them too outrageous. On the other hand, her teacher loved the stories her American classmates wrote about "drinking, doing drugs, going to parties, and having sex" (75). Being the only Latinx student in a creative writing class at UCSC made her feel hopeless and that she did not belong. It was clear that Reyna's world was much different from that of her classmates and teacher, and they did not seem eager to hear her stories.

Reyna often thought about dropping out of the creative writing program and questioned her dream to become a writer because her stories were not valued by her classmates and creative writing teacher.

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Two paragraphs of essay entitled "Following One's Dream" by Linh Tran. License: CC BY.

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1.7: Finding Ethos, Pathos, and Logos

Rhetorical appeals

How do we know whom to trust as we read? How can writers convince their readers of their opinions? Rhetoric is the art of effective, persuasive writing and speaking. Writers and speakers often use a combination of strategies to convince their audience of their opinion. Aristotle, a Greek philosopher who lived from 384-322 BC, outlined three methods used to get people to agree with them. He called these three rhetorical appeals: pathos, ethos, and logos. When we read a text or listen to a TED talk, for instance, we can often observe a combination of appeals. In academic writing, we tend to emphasize ethos and logos, but pathos and ethos are useful tools as well. For more about these appeals, see also [5.3: Distinguishing Rhetorical Appeals](#).

Pathos: emotions and values

With pathos, the writer or presenter's goal is to convince the audience of their particular opinion by appealing to their heart and emotions.

Some examples are stories, anecdotes, powerful use of words or phrases, or images that awaken a strong emotion such as anger, joy, or fear due to a person's beliefs.

Ethos: credibility and trust

The writer or presenter builds trust by presenting their argument in a thoughtful and thorough way and including expert opinion(s).

Some examples are introducing recognized experts with their credentials, citing sources accurately, including first-hand testimony, and using appropriate language (e.g., This suggests...)

Logos: logic

The writer or presenter develops their argument logically with evidence we can measure, count, or agree on.

Some examples include using facts, case studies, experiments, statistics, logical reasoning and organization, defining key terms, explaining ideas, and being objective.

Identifying rhetorical appeals in a text

We will explore how rhetorical appeals work by looking at three quotations from *Dear America: Notes of an Undocumented Citizen*. Vargas (see Figure 1.7.1) came to the U.S. from the Philippines at age 12 and was surprised to find out at the age of 16 that he was in the U.S. as an undocumented immigrant. When he tried to get his driver's permit at the DMV, the person helping him told him his green card was a fake and he should not return. Vargas is a well-known journalist, filmmaker, and Pulitzer Prize winner.



Figure 1.7.1: "Jose Antonio Vargas" by MIT Media Lab is licensed under [CC BY-SA 2.0](#)

? Try this!

Identify which appeal is used in each quotation.

1. “Later that night, on a phone call with Mama, I demanded answers to questions I had never imagined I would have to ask. I found out that the “uncle” who accompanied me on the flight to America was a smuggler whom Lolo had paid. The morning I left the Philippines was so rushed because she hadn’t known when I would be leaving. The smuggler didn’t give an exact date or time. The plan was that the smuggler would call hours before my flight was set to depart. I had to be ready at all times. Unbeknownst to me, my suitcase has been packed for months.”
2. “Another editor, Ann Gerhart, also known for her keen journalistic eye, and an ace fact-checker, Julie Tate, reported what I wrote, to make sure all the facts lined up.”
3. “Annually, undocumented workers pay 12 billion to the Social Security Trust Fund.”

Which appeals are most effective for you? Why?

(For possible answers, see [1.13: Answer Key - Critical Reading](#))

Works Cited

Vargas, Jose Antonio. *Dear America: Notes of an Undocumented Citizen*. Dey Street Books, 2018.

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Three quotations by Jose Antonio Vargas are from *Dear America: Notes of an Undocumented Citizen*.

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1.8: Paraphrasing and Summarizing

Exploring paraphrasing and summarizing

Let's explore paraphrasing and summarizing in an article about DACA recipients or "Dreamers". Figure 1.8.1 shows a young woman protesting in support of DACA.



Figure 1.8.1: "DACA protest" by [vpickering](#) is marked with [CC BY-NC-ND 2.0](#).

Look at the example quotation, paraphrase, and summary from the article “What the Supreme Court’s DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today” in Table 1.8.1 below. What similarities do you notice between the quotation, paraphrase, and summary? What differences do you observe?

Table 1.8.1 Table comparing a quotation, paraphrase and summary of an article

Quotation	Paraphrase	Summary
In The Conversation's "What the Supreme Court's DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today," Sayil Camacho states, "an estimated 1.1 million undocumented children live in the United States, according to data drawn from the Census Bureau. This number includes about 100,000 undocumented students who graduate from high school every year. The most recent estimates indicate that approximately 450,000 undocumented immigrants are enrolled in colleges and universities, including some 45,000 pursuing advanced degrees."	In The Conversation's "What the Supreme Court's DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today," Sayil Camacho states that over a million children are in the United States without legal papers. The latest data that was collected by the Census Bureau also shows that almost half a million undergraduate students in higher education are undocumented. Furthermore, this number includes 45,000 students who are enrolled in graduate school.	In The Conversation's "What the Supreme Court's DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today," Sayil Camacho shares that a large number of children (about 1.1. million) are in the U.S. without legal papers of which 100,000 are in high school, 450,000 in college and 45,000 in graduate school.

Now, check the following list. Did you observe all the similarities and differences?

Similarities:

- Quotations, paraphrases, and summaries all use reporting words to refer to the source.
- Quotations, paraphrases, and summaries all report ideas from the original text.
- Paraphrases and summaries both report ideas from the original text, but change the words and sentence structure.

Differences:

- Quotations use the same exact words from the original text, unlike paraphrases and summaries.
- Quotations use quotation marks "..." to show which words are copied directly.
- Summaries are shorter than the original passage, while quotations and paraphrases are closer to the same length as the original.

Paraphrasing

We can paraphrase a passage to show our comprehension and the meaning of a text. In essays, we might use a paraphrase to provide support for the point we are making. When we paraphrase, we capture what the text says.

With a paraphrase we:

- Keep the length similar to the text we are paraphrasing
- Use our own words - they should be different from the text (unless a key term is of essence)
- Keep the meaning the same as the original text - we do not include our opinion
- Use a different sentence structure - change up the grammar!
- Need to reference the writer's name and title of the text.

Summarizing

We can also demonstrate our understanding of a text by writing a summary. A summary can be short or long, but it is always significantly shorter than the original text. We might be asked to summarize a whole text or a particular point in a text, and we may have to summarize a text or passage in a sentence, a paragraph, a page, or even a whole essay.

Examine the elements of a strong summary:

- Starts with an introductory sentence that lists the title of the text, author and the main idea (thesis) restated in your own words

Example: In "Title," author states that.... (or choose a different verb, for example, claims, explains, defends, insists, asserts, compares, warns, observes, condemns, suggests, refutes, shows, or acknowledges. See the [Chapter 4 Language Toolkit](#) to learn more about reporting verbs).

- Uses your own words to express
- Condenses the text: it is significantly shorter than the original text
- Gives an overview of the text
- Accurately captures the key/main points of the original text and ignores most of the details, examples, illustrations or explanations.
- Only contains the ideas of the original text (not our own opinion)
- Uses academic conventions (e.g., avoid *you,* contractions such as isn't - use is not instead - and qualifiers like really / very) + use the writer's last name after you've introduced them by their full name
- Looks like a paragraph
- Makes sense - connect points with transition words, for instance

To summarize, consider doing the following:

1. Preview the text
2. Annotate it
3. Look for the main idea (thesis)
4. Write a 1-sentence summary for each paragraph in your own words
5. Write a sentence that summarizes the whole text in your own words
6. Order key points in a way that makes sense
7. Connect the points with transition words
8. Avoid repetition

Summarizing to help you read

Let's try summarizing an article from this chapter.

Try this!

1. Choose a text from this chapter, for example, "[Undocumented Immigrants May Actually Make American Communities Safer – Not More dangerous – New Study Finds](#)" by Robert M. Adelman and Lesley Reid in 1.4.
2. Write notes to prepare to summarize the reading:
 1. Author and title:
 2. Main idea:
 3. 1-3 supporting details:
3. Use your notes to write a summary in 5 sentences or less.
4. Compare your summary to your classmates What similarities and/or differences do you notice?
5. As a fun challenge, try to condense your summary to 25 words (not including author's name and title). You can do this individually or as a whole group.
6. Reflect on the experience condensing an article to 25 words. Was this hard to do? Why or why not?

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1.9: Choosing Quotes and Analyzing a Text

What makes a quotation powerful?

Think of a song, video, visual, piece of writing, performance, artwork, speech, etc. that is powerful, moving, or meaningful to you. Why do you find this “text” powerful, moving, or meaningful?

Choosing a powerful quotation

Now, let's look an article from a textbook about DACA recipients or Dreamers, as shown in Figure 1.9.1.



Figure 1.9.1: "Defend DACA" by Molly Adams via Flickr is licensed under CC BY 2.0

✓ Try this!

Next read an excerpt on young immigrant DACA recipients (Dreamers) from a sociology textbook. As you read, choose a phrase, sentence, or a group of sentences that speaks to you. It should be something that is meaningful, surprising, or thought provoking.

Reading from a sociology textbook: "The Dreamers" by Erika Gutierrez, et al.

On June 15, 2012 President Barack Obama issued a new law known as Deferred Action for Childhood Arrivals (DACA) that allowed some individuals who were brought to the United States without legal papers as children to apply for a renewable two-year period of deferred action from deportation and to become eligible for a work permit in the United States. Recipients cannot have a criminal record and would not be able to become official U.S. citizens through this policy new law. This was a major victory for a young generation of activists dubbed Dreamers, after the failed DREAM Act (2001) which would have provided paths to citizenship through two years of military service or 2 years of college education. Though the policy did not apply to all who were brought as children the Migration Policy Institute estimates that over 1.3 million people qualified. As of March 2020, there are 643,560 DACA recipients who at least temporarily have some sense of stability and opportunity that they did not have previously.

DACA would not have been possible if it weren't for the brave young organizers and activists, such as Jose Antonio Vargas, and the organizations who created spaces for young undocumented people to share their stories and realize that they were not alone (see figure 1.8.1). They learned that there was nothing to be ashamed of. They also learned that sticking together as a group allowed them to call for equal rights" (Nicholls, 2014). For this subgroup of undocumented immigrants, the narrative was convincing: they were socialized in U.S. schools, were not familiar with any other country, they played by the rules, and therefore had the right to pursue the American dream.

According to a June 2020 Pew survey, 74% of Americans support granting legal status to immigrants who were brought to the U.S. without legal papers as children, but on September 5, 2017, President Trump announced an end to DACA (Edelman, 2017). Then Attorney General Jeff Sessions criticized DACA and claimed that it "denied jobs to hundreds of thousands of Americans by allowing those same jobs to go to illegal aliens." This announcement sent the hundreds of thousands of DACA recipients into panic-mode as their futures were uncertain yet again. Luckily for them, on June 18, 2020 the Supreme Court

ruled that the way DACA was ended was unlawful. Most recently, on December 4th, 2020, a federal judge ordered a full restoration of DACA which means that first-time applicants will be accepted.

Responding to a quotation

What quote did you choose? Why does this sentence or group of sentences speak to you? Why is it meaningful, surprising, or thought-provoking to you? How might it connect to you (e.g., your experiences, values, beliefs), other texts (e.g., books, movies, articles), or the world (current news events, politics).

Write your answer using one of these sentence frames:

- When I read, "X" (Gutierrez et al), I wondered if Y.
- When I read, "X" (Gutierrez et al), I thought about Y.
- I chose: "X" (Gutierrez et al). My question is, Y?
- I chose: "X" (Gutierrez et al). I made a connection with Y.
- I chose, "X" (Gutierrez et al) because Y.

Analyzing a text

What is analysis?

When you responded to the quotation, you practiced analyzing a text. To analyze something means to study it carefully with the purpose of understanding it more deeply.

Now if you had to choose an example of analysis, what would you choose? A tweet, a TikTok video, a book or movie review, a podcast, a DIY video, a meme, or a hip hop song? If you answered "all," you are right again! Analysis is something that we do every day. It is not just an academic skill. We use it inside and outside the classroom.

When we are asked to analyze a piece of text, we want to explain the significance of it: what is the deeper meaning? Why does it matter?

We might:

- ask questions
- make predictions
- draw conclusions
- identify problems and propose solutions
- make connections (text-to-self, text-to-text, text-to-world)
- discuss opinions
- agree/disagree

In academic writing, we might do the same kinds of thinking as we did above in [Responding to a quotation](#). However, the sentences we write for analysis are usually more in the third person, and they usually don't directly talk about our experience as readers.

Compare these two ways of starting sentences:

Informal response:

- I chose this quote because I think...
- This story reminds me of...
- I wonder why...

Formal analysis:

- This situation is similar to...
- Because of the impact of X,...
- Here, the author seems to imply that...

Analysis example

Now let's look at an analysis of a quotation.

Notice This!

Read this quotation from a text about Dreamers as well as an analysis. As you read, think about these questions:

- Which is longer, the quotation or the analysis?
- In the analysis, how does the writer connect to their own knowledge, other texts, or the world?

Quotation

In "The Dreamers", Erika Gutierrez et al. state that, "DACA would not have been possible if it weren't for the brave young organizers and activists, such as Jose Antonio Vargas, and the organizations who created spaces for young undocumented people to share their stories and realize that they were not alone."

Analysis

As Gutierrez, et al. emphasize, it is critical that youth hear the voices of other immigrants who came to the U.S. without legal papers, so they feel comfortable to share their stories and demand change. In addition to Vargas, another courageous advocate is Reyna Grande. She wrote several books about her life because she could not find any books that told her story, she wanted other undocumented immigrants to know they are not alone, and her goal was to inspire them to follow their dreams. Grande also published a letter in *The New York Times* in response to a comment that Ivanka Trump made blaming the parents for the family separation at the U.S.-Mexican border. Grande shared how her father made the difficult decision to leave for the U.S. when Grande was two to give her family a better life, and that she had to beg her father to bring her with him at the age of nine. Grande pointed out that pathways are needed for migrant families to receive asylum, and that countries like Mexico should receive foreign aid to stimulate the economy. Writers like Jose Antonio Vargas and Reyna Grande have used their voices to advocate for change, and they are educating others on the injustices faced by undocumented immigrants.

Writing your own analysis

Let's practice analyzing a quotation:

Try this!

Choose one of these two quotations from "The Dreamers":

- "For this subgroup of undocumented immigrants, the narrative was compelling convincing: they were socialized in U.S. schools, were not familiar with any other country, they played by the rules, and therefore had the right to pursue the American dream."
- "According to a June 2020 Pew survey, 74% of Americans support granting legal status to immigrants who were brought to the U.S. illegally without legal papers as children, but on September 5, 2017, President Trump announced an end to DACA" (Edelman 2017).

Now, write a paragraph of your own analysis.

Analyzing a reading response journal

This chapter started with a [Sample Reading Response Journal - an Undocumented Teacher's Story](#). Now that you have learned about analyzing text, let's return to that reading response journal.

Notice this!

Read the narrative and reading response journal on this page: [Sample Reading Response Journal- an Undocumented Teacher's Story](#). Then, discuss the following questions with a classmate.

1. Which of the four responses are most interesting to you? Why?

2. Which of these methods of analysis did the journal writer use in each of the four entries?
 - ask questions
 - make predictions
 - draw conclusions
 - identify problems and propose solutions
 - make connections (text-to-self, text-to-text, text-to-world)
 - discuss opinions
 - agree/disagree
3. Does the journal writer use the author's first name, last name, or both in the responses?
4. What reporting verbs does the journal writer use? (See [4.10: Language Toolkit](#) for more on reporting verbs.)
5. Can you find examples of quoting, paraphrasing, summarizing, and analysis in the four entries? Which does the journal writer use most? Why did the journal writer decide to use short quotations for certain phrases or sentences instead of just paraphrasing them?
6. Can you find examples of square brackets ([]) and ellipses (. . .) in the journals? Why did the writer use these? (See [4.10: Language Toolkit](#) for more on square brackets and ellipses.)
7. In entry 2, the journal writer uses a quotation that includes the phrase "Gifted and Talented". How do they change the quotation marks to show that this is a quotation within a quotation?
8. In entry 2, when does the journal writer use present tense and when do they use past tense?
9. In entry 4, how does the journal writer change the pronouns "me", "my", and "myself" in the quotation? Why do they do this?
10. How could you use this example to help you with your own textual analyses?

Works Cited

Gutierrez, Erika et al. "Social Change and Resistance." *Race and Ethnic Relations in the U.S.: An Intersectional Approach*. Libtext: 2021.

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1.10: Dealing with Unfamiliar Vocabulary

What to do when you find unfamiliar words

When you are reading, you will often find words you do not know. You may want to look all of those words up in a dictionary. However, that will slow down your reading *a lot* and it often does not even make it easier to understand the text or remember the words. Instead, underline the new words and keep reading if you can. You can check all of the underlined words at the end and decide if you want to look them up and study them.

However, if you come across the same word several times, or if the word is keeping you from understanding the whole text, you can try a vocabulary strategy. We will look practice three vocabulary strategies:

1. Using context clues
2. Understanding words through their structure (roots, prefixes, suffixes)
3. Using a dictionary and other reference tools

Context clues

Context clues are all of the words *around* a word that will help you to figure out the meaning of that word. Three types of context clues are:

- Brief definition or restatement
- Synonyms and antonyms
- Examples

Brief definition or restatement

Sometimes a text directly states the definition or a restatement of the unknown word. The brief definition or restatement is signaled by a word or a punctuation mark. Consider the following example:

- What does **deportation** mean?
 - **Deportation**, or the removal from a country, can occur when immigrants lack legal papers.
- What does **apprehension** mean?
 - The majority of **apprehensions** or arrests of undocumented immigrants take place on the border.

Synonyms and antonyms

A synonym is a word with the same meaning. An antonym is a word with the opposite meaning (look for the word *but*).

- What does **reside** mean?
 - While more immigrants **reside** in the United States with legal papers (73% of immigrants), about 10.5 million live in the U.S. as undocumented immigrants.
- What does **reform** mean?
 - Most U.S. citizens see a need for immigration **reform**, but a small percentage of people want current immigration policies to remain the same.

Examples

Sometimes you can guess the meaning of a word by looking at the examples that are given. What do these examples all show?

- What does **barrier** mean?
 - Families who choose to travel to the United States face many **barriers**, including a difficult trip across the border, few resources, and the possibility of deportation,
- What does **activist** mean?
 - DACA was made possible by **activists** such as Jose Antonio Vargas and organizations who advocated for social and political change.

Understanding words through the word structure

The English language contains an enormous and ever-growing number of words. Enhancing your vocabulary by learning new words can seem overwhelming, but if you know the common prefixes and suffixes of English, you will understand many more words.

Prefixes

A prefix is a word part added to the beginning of a word to create a new meaning. Study the common prefixes in Table 1.9.1:

Table 1.9.1 Common prefixes, their meaning, and an example word

Prefix	Meaning	Example
dis	not, opposite of	dis + satisfied = dissatisfied
mis	wrongly	mis + spell = misspell
un	not	un + acceptable = unacceptable
re	again	re + election = reelection
inter	between	inter + related = interrelated
pre	before	pre + pay = prepay
non	not	non + sense = nonsense
super	above	super + script = superscript
sub	under	sub + merge = submerge
anti	against, opposing	anti + bacterial = antibacterial

Suffixes

A suffix is a word part added to the end of a word to create a new meaning. They also indicate the part of speech, for example, is the word a noun, adjective, verb, or adverb?

Suffixes that create verbs

Many suffixes used in academic English create verbs. See Table 1.9.2 for the most common verb suffixes. If you add a verb suffix to a noun or adjective, it becomes a verb. For example, if you add the suffix *-en* to the adjective *short*, you get the verb *shorten*, to become short.

Table 1.9.2 Common suffixes that create verbs, with examples

suffix	meaning	examples
-en	become	shorten, awaken
-ify	make or become	simplify, classify, justify
-ise/ize	become	symbolize, visualize

Suffixes that create nouns

The following suffixes create nouns. See Table 1.9.3 for the most common noun suffixes. For instance, if you take the verb *demonstrate* and add the noun suffix *-tion*, you get the noun *demonstration*.

Table 1.9.3 Common suffixes that create nouns, with examples

suffix	meaning	examples
-al	action or process of	denial, refusal
-ant/ -ent	performer of an action	assistant, consultant
-cy	state or quality	efficiency, fluency
-ence/ -ance	state or quality of	preference, dependence
-er	person who does an action	teacher, helper
-ity	quality of	ability, similarity
-ment	condition	punishment, development
-ness	state of being	darkness, preparedness
-ship	position held	citizenship, leadership
-tion/ -sion	condition or state of	education, information

Suffixes that create adjectives

These suffixes create adjectives. See Table 1.9.4 for a list of the most common adjective suffixes. As an example, adding the adjective suffix *-ful* to the noun *peace* gives you an adjective, *peaceful*.

Table 1.9.4 Common suffixes that create adjectives, with examples

suffix	meaning	example
-able	capable of being	fixable, avoidable
-al	having the character of	national, professional
-ent	tending towards	excellent, different
-ful	notable for	beautiful, peaceful
-ive	having the nature of	attractive, effective
-less	without	careless, helpless
-ous	characterized by	dangerous, famous

Suffixes that create adverbs

A few suffixes create adverbs. See Table 1.9.5 for the most common adverb suffixes. For instance, adding the adverb suffix *-ly* to the adjective *happy* gives you *happily*, an adverb. Or adding *-ward* to the noun *west* gives you the adverb *westward*, in the direction of the *west*.

Table 1.9.5 Common suffixes that create adverbs, with examples

suffix	meaning	examples
ly/ -ily	related to	softly, carefully
-ward/ -wards	direction	towards, afterwards, backwards
-wise	in relation to	otherwise, likewise, clockwise,

Let's try it

Now let's use these tools to figure out the meaning of some vocabulary.

Try This

Read the following passage from *The Conversation's* “4 Reasons Why Migrant Children Arriving Alone to the US Create a ‘Border Crisis’” by Ediberto Román.

- Do any words have a brief definition or restatement, a synonym or antonym, or an example that shows the meaning?
- Which prefixes and suffixes can you recognize? What do these prefixes and suffixes mean?

"Undocumented immigrants – and particularly children – are not the constituents of any Washington politician. They have no voice within the U.S. democratic system. While journalists can and do report on immigration problems, and public interest law firms can and do represent these children in immigration proceedings, unaccompanied minors are simply not part of any politician's voting bloc or reelection strategy."

Using reference tools

Referencing a dictionary or thesaurus can be helpful, too. For more on using a dictionary or thesaurus, visit the [Language Toolkit for Chapter 6](#).

Dictionary

If a vocabulary word seems critical to understanding a reading passage, and you cannot figure out the meaning from the context or the word structure, you may have to look it up in a dictionary.

Thesaurus

Another reference you can use is a thesaurus. It can help you find words with the same or similar meanings. However, the words cannot just replace each other. Be sure to look at the example sentences to see how the words are used.

Work Cited

Román, Ediberto. “4 Reasons Why Migrant Children Arriving Alone to the US Create a ‘Border Crisis’.” *The Conversation*, 31 March 2021.

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1.11: Language Toolkit

Critical thinking questions for discussion

Asking questions during, before, and after reading helps you to think about the reading and measure your own understanding. However, there is also another reason to write questions, which is to prepare for a class discussion. Generally, your class will have a discussion about a reading either in person or online. To prepare for that discussion and to have a conversation that goes below the surface, you will want to prepare questions that get at not just the meaning but at the deeper levels of the text, and at the ideas behind the text.

Here are five levels of questions that you can ask about a reading: experiential, literal, interpretive, thematic, and evaluative. It is useful to prepare questions from each of the levels because they address different parts of the text and reading experience, and help you to think more deeply.

Experiential questions

These questions are based on your own experience. There are many possible answers based on the reader's experience. These questions ask:

- How does this make me feel?
- What does it remind me of?

Here are some example question starters:

- Have you ever...?
- Which part do you like?
- How did you feel when....?

Literal questions

These questions are based on the information in the text. One correct answer is found directly in the text. These questions ask:

- What does it say?
- What does this word, phrase, or paragraph mean?

Here are some example question starters:

- Who is...?
- What happens in this section?
- What is the connection between X and Y?

Interpretive questions

These questions try to find the meaning between the lines of the text. There is more than one possible answer, but the reader's opinion is based on the text. These questions ask:

- What does it mean?
- What are the reasons for people's actions?
- How are the parts connected?

Here are some example question starters:

- What can we say about the author's point of view?
- What is the significance of the title?
- What is the tone / purpose / audience for this?

Thematic questions

These questions are connected to meaning beyond the text. There are many possible answers, found outside of the text, but the text is a starting place. These questions ask:

- What is the message beyond this text?

- What are the bigger issues this text deals with?

Here are some example question starters:

- How is X common in the real world...?
- Why do people...?
- What is the truth about...?

Evaluative questions

These questions are about evaluating the text. There are many possible answers, found outside of the text, but the text is referenced. These questions ask:

- How effective is this paragraph / section/ chapter?
- Why did the author make these choices, and how well do they work?

These questions ask:

- How does the author use X to show Y?
- How could this be better if...?
- Does this part show bias for/against X?

Identifying critical thinking questions

Here are critical thinking questions. Let's see if you can identify the different levels of questions.

✓ Try this!

These are questions about the article "[Changes in U.S. Immigration Patterns and Attitudes](#)." Decide which of the five levels of questions each question represents: experiential, literal, interpretive, thematic, or evaluative.

1. Why do you think immigration has quadrupled in the U.S. since 1960?
2. Which part of the reading did you find most surprising, and why?
3. What percentage of immigrants come from Mexico? What about Asia?
4. Does the author try to convince the reader to change policies toward undocumented immigrants, or does the author seem objective in their discussion regarding immigration patterns and attitudes?
5. Why do most U.S. citizens agree that immigration policies need to change? What might be the bigger issue here?

(For possible answers, see [1.13: Answer Key - Critical Reading](#))

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1.12: Takeaways

Summary

In this chapter we:

- Identified reading strategies and previewed texts
- Developed questions, used active reading strategies, and annotated texts
- Identified the topic, main idea and supporting details in texts
- Learned about three persuasive techniques writers and presenters use
- Summarized, paraphrased, quoted, and analyzed texts

Questions for reflection

- What is difficult about reading and responding to texts? How would you like to change your reading approach?
- Which active reading strategies do you already use? Which would you like to try using more?
- What kinds of questions do you usually ask before, during, and after reading a text? Is it most useful for you to just think these questions in my head, to write them down, or to discuss them with someone else?
- How can you add my your ideas when analyzing a text?
- How are your strategies for learning new vocabulary different from just being able to read a text with unfamiliar vocabulary? Which words do you usually focus on learning, and which ones do you skip or just guess the meaning of?
- Look back at the [1.2: Sample Reading Response Journal - an Undocumented Teacher's Story](#). Which of the techniques from this chapter did you use to read the text? What techniques does the writer use in their responses? How can reading responses help you to think more deeply about a reading and prepare for writing?



Figure 1.12.1: "Protest against Donald Trump" by Fibonacci Blue is marked with CC BY 2.0.

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1.13: Answer Key- Critical Reading

1.7 Finding Ethos, Pathos, and Logos

Identifying rhetorical appeals in a text

- Pathos
- Ethos
- Logos

1.11 Language Toolkit

Identifying critical thinking questions

1. Interpretive
2. Experiential
3. Literal
4. Evaluative
5. Thematic

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CHAPTER OVERVIEW

2: Organization and Cohesion

US academic essays have a specific style. We will explore how to organize an essay and how to make your sentences and paragraphs connect together while exploring the topics of bias and stereotypes.

- 2.1: Introduction
- 2.2: Sample Student Summary/Response Essay- Stereotype Threat
- 2.3: Writing a Thesis Statement
- 2.4: Essay Introductions
- 2.5: Writing Body Paragraphs
- 2.6: Writing a Conclusion Paragraph
- 2.7: Cohesion and Transition Words
- 2.8: "Known to New" Sentence Structure
- 2.9: Demonstrative Pronouns
- 2.10: Demonstrative Adjectives + Summary Nouns
- 2.11: Parallel Structure
- 2.12: Creating Cohesion between Paragraphs
- 2.13: Language Toolkit
- 2.14: Takeaways
- 2.15: Answer Key- Organization and Cohesion

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2.1: Introduction

What will we learn in this chapter?

In this chapter, we will learn how to organize the major parts of a customary U.S. academic essay: the introduction, body paragraphs, and conclusion. We will also build more cohesion and connection between the parts of an essay in order to make it clear and persuasive for a reader.

Why do we need to do this?

When you get assignments in college, you need to know what your instructors and classmates are expecting. They will be looking for a certain pattern of organization that has specific customs that are different from other types of writing and also different from academic writing customs in many other languages. For example, the custom for U.S. academic essays is to divide your essay into several paragraphs that are several sentences each, to write your main idea clearly as a strong thesis statement at the end of the first paragraph, and to begin each body paragraph with clear topic sentences rather than with evidence. If you were writing a newspaper article, or an essay at a university in a different country, the expected order might not be the same. If your readers don't see your ideas where they are looking for them, they may not understand your ideas as clearly, or misjudge your writing skills. Once you learn this structure, you will be able to use (or even change) it for your own purposes. Understanding the customs of this structure also helps you as a reader, because you can more easily follow other writers' ideas.

What theme will this chapter focus on?

In this chapter, we will be looking at why people form stereotypes and why they are problematic (see Figure 2.1.1 for art protesting stereotypes). We will also look at "stereotype threat", which is how people are affected by the stereotypes other groups have of them. We will also explore how stereotypes affect people's experiences in different jobs, such as women working in the fields of science and engineering.



Figure 2.1.1: "break the stereotype" by wippetywu is licensed under CC BY 2.0

Learning objectives

In this chapter, you will learn to

- identify the parts of essay structure customary in U.S. academic environments.
- write a strong introduction with an effective thesis statement.
- organize body paragraphs using topic sentences, evidence, and analysis.
- write a strong conclusion.
- use cohesion strategies to clearly connect sentences and paragraphs.

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2.2: Sample Student Summary/Response Essay- Stereotype Threat

What is a summary/response essay?

In this chapter, we will be exploring how to organize an essay and create strong connection between ideas. In order to do that, we will start by looking at a sample essay. This essay is a "summary/response" essay. In a summary response essay, you explain an article or book you have read and share your ideas about it. The sample essay will also introduce the idea of stereotypes that we will be discussing in this chapter.

Responding to a reading

In order to prepare to understand the sample essay, first read this article from a textbook on gender:

? Try this!

Read this article and take notes about how the authors explain the ideas and whether you are convinced by their points.

Note: Since this article is from a social sciences textbook, it uses APA citation style, which includes the year that the source was published, not a page number, in the in-text citations.

Reading from a gender studies textbook: Stereotype Threat

What if just before you went into a job interview, someone told you that you were not qualified and would never get the job? Do you think this would impact your performance during the interview? This is the idea of stereotype threat. Essentially, a stereotype threat is when (1) a person is a member of the group being stereotyped, (2) in a situation in which the stereotype is relevant, and (3) the person is engaging in an activity that can be judged/evaluated (Betz, Ramsey, & Sekaquaptewa, 2014).

The first main researcher on stereotype threat was Claude Steele, who focused on how it impacted African American university students. He began to notice racial minorities and women sometimes performed lower than their abilities. He hypothesized that simply knowing about a stereotype (e.g., women aren't as good at math, racial minorities are not high achieving, etc.) could hinder performance. In groundbreaking research, he revealed his hypothesis to be true (Steele & Aronson, 1995). In this study, Steele and Aronson (1995) conducted a series of tests in which they manipulated the presence of a stereotype threat, the context of testing, etc. For example, they had groups of Black and White college students take the GRE, a test for graduate admissions. In one condition, the participants were told it would measure their intellectual capacities while other participants were told the test was simply a problem-solving task that did not directly relate to intellectual ability. When students were told that it measured intelligence, Black participants tended to be more aware of stereotypes, have increased concerns about their ability, show reluctance to have their racial identity somehow linked to performance, and even begin to make excuses for their performance. However, Black students who were not reminded of negative stereotypes, they did much better. Thus, this study provided significant support for stereotype threat (Steele & Aronson, 1995).

In other words, simply knowing that others had a negative stereotype about them made students perform less well (Betz, Ramsey, & Sekaquaptewa, 2014). Spencer, Steele and Quinn (1999) expanded this research from racial minorities to women, particularly as it relates to math performance. Similar to Steele and Aronson's 1995 study, Spencer, Steele, and Quinn (1999) conducted several studies to measure stereotype threat. For example, in one of the studies, students took a GRE math test. In one condition, participants were told that gender differences had been found in the test whereas in the other condition, participants were told that there had not been a gender difference found in the test. The overall results of the study showed that when women experienced stereotype threat, their test scores were lower (Spencer, Steele, & Quinn, 1999).

Just because people are affected by stereotype threat, it does not mean that they believe the stereotype about their group or about their own abilities. Not believing the stereotype, but being aware that *others* believe it, is enough to create a stereotype threat outcome (Huguet & Regner, 2007; Wheeler & Petty, 2001).

As you may have gathered from the description of Spencer, Steele, and Quinn's 1999 study, girls frequently experience stereotyped threats in school. It appears that around ages 7 to 8, both girls and boys become aware of the stereotype that girls are worse at math (Galdi, Cadinu, & Tomasetto, 2014). Research has shown that females perform worse in math when under

stereotype threat, but perform equivalently to males when the threat is removed. Stereotype threats have been shown to reduce test performance, but these threats can also impact a female's ability to incorporate and receive helpful feedback if they are overly focused on whether they are confirming negative stereotypes. For example, if a woman is overly worried about behavior or performing in such a way so as not to confirm a negative stereotype (e.g., women are bad in math), the student may not teacher feedback as a useful chance to learn. When overly worried about confirming negative stereotypes, individuals may also pull away and avoid class discussions at school, etc. (Betz, Ramsey, & Sekaquaptewa, 2014).

But why does the stereotype threat impact test performance? There are various theories, but one of the most commonly accepted is that by Toni Schmader. Schmader theorized that when one is overly worried about a stereotype threat (e.g., reminded that because she is a woman, she is likely to do poorly on the math test she is about to take), the worry distracts her attention from the test. As a result, she is unable to fully focus on the activity leading to lower performance.

However, some have argued against the actual validity of the idea of stereotype threats. Early on, a common argument was that most of these studies were conducted in labs and not natural settings, and thus, could not be generalized. Some researchers, such as Paul Sackett, believed that there would be a small effect in a natural setting. This began to spark an interest in conducting more natural setting studies. Naturalistic research has confirmed that stereotype threats indeed have negative impacts on academic experiences, performance, and career goals. Moreover, these negative impacts are accumulating.

With planning, educators can reduce the impacts of stereotype threats. For example, educators can be careful not to frame tests as measures of ability. Even more importantly, they should make sure that their classrooms do not trigger stereotypes by showing the accomplishments of only certain groups. Lastly, teaching students about stereotype threat can help the students to resist it.

Reading: Student essay on Stereotype Threat

Now let's look at one reader's essay responding to this article:

Did you know that what others assume about you can affect how well you perform on a test? This is just one of the findings reported by Kristy McRaney and her colleagues in "Stereotype Threat," a chapter in the textbook *The Psychology of Gender*. In this chapter, McRaney and her colleagues discuss a number of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1). According to research reported by McRaney et al., "Being aware that *others* believe [the stereotype], is enough to create a stereotype threat outcome" of poorer performance (par. 5). McRaney and her colleagues also look at research exploring *why* stereotype threat impacts test performance, including the commonly-accepted theory by Toni Schmader that preoccupation with a stereotype threat means that the test-taker "ties up valuable cognitive resources" which "impacts the capacity that one has to draw on their memory and to attend and focus on the task before them" (par. 8). Finally, their article acknowledges and responds to criticism of the idea of stereotype threat (McRaney et al. par 9). Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helped me make sense of my own experiences.

While McRaney and her colleagues draw on many academic studies, they still manage to present the information in a way that is both interesting and understandable to readers without a specialized academic background. For example, they begin the chapter with a series of personal questions for readers to think about as a way to prepare them for the content (McRaney et al. par 1). They also use a fairly conversational tone throughout, which gives readers a sense that the authors are talking to them directly. One example of this is the use of second person, which can be seen in the following sentence: "As you may have gathered from the description of Spencer, Steele, and Quinn's 1999 study, girls frequently experience stereotyped threats in school" (McRaney et al. par. 5). Another way the authors make the reading accessible is by paraphrasing and summarizing the studies they cite rather than directly quoting what would likely be information presented in a vocabulary specialized to the discipline of social science. In fact, while the authors cite many studies to illustrate the phenomenon of stereotype threat, there are no direct quotations used in the chapter at all.

The authors also address counterarguments and criticism of the research they present, which makes them seem balanced and increases the credibility of their ideas. For example, one early criticism of the idea of stereotype threat they cite has to do with the conditions of these studies. Critics pointed out "that most of these studies were conducted in labs and not natural settings, and thus,

could not be generalized” (McRaney et al. par 9). McRaney and her colleagues report that in response to this critique, more naturalistic research was conducted which, in fact, confirmed earlier lab-based studies (par. 9). By including these criticisms, the authors provide a rounded view of the phenomenon of stereotype threat and strengthen the argument that stereotype threat not only exists but is detrimental to stereotyped groups.

Finally, in reading the chapter, I realized that stereotype threat has had an impact on me personally. At the beginning of the chapter, McRaney and her colleagues write that “[stereotype] threats can also impact a female’s ability to incorporate and receive helpful feedback if they are overly focused and worried about providing confirmation of negative stereotypes” (par. 5). When I was in high school, this was true in my freshman math class. My class was made up of mostly male students. I didn’t ask questions in class because I didn’t want the other students to think I was bad at math. Ironically, not asking questions led me to perform worse on my tests, and I never excelled in the subject in school. I never attributed my poor performance to stereotype threat before reading the chapter; I just thought I was bad at math. But I understand now that the dynamics described in the definition of stereotype were all present in my class.

In “Stereotype Threat,” McRaney and her colleagues clearly and evenhandedly explain the phenomenon of stereotype threat. Their choice of language makes the chapter interesting and accessible to students who may not have training in the social sciences, even as the authors cite many academic sources. The authors also spend time addressing and responding to some common criticisms of and doubts about the existence of stereotype threat, which makes the ideas they discuss more credible. Furthermore, the content is relatable: the examples provided in the text helped me identify an instance of stereotype threat in my own life and made me think about other situations where stereotype threat may have been at play. Their chapter highlights an important phenomenon and, with this knowledge, institutions and individuals can take steps to create environments in and out of the classroom that lessen the chance stereotype threat will negatively (and needlessly) affect performance.

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2.3: Writing a Thesis Statement

Why thesis statements are important

A thesis statement is one sentence (or sometimes two sentences) that gives the main idea of your essay. If a friend asks us, "What are you trying to say in your essay?" the thesis should give the answer. It's like a sign that tells your readers where your essay is going. The essay itself explains, justifies, and elaborates on that thesis. Figure 2.3.1 shows a physical signpost.



Figure 2.3.1: Signpost by Andrew Tarrant (CC BY NC; author via Flickr)

Have you ever listened to or read something with a lot of examples and felt confused about the main point? That is what it is like to read an essay without a thesis statement. You get confused about how everything fits together. However, once you know the overall point a writer is trying to make you can understand how everything connects together.

Noticing organization

Let's look at some sample passages and see which is easier to understand.

Notice this!

Which is easier to understand? Why?

- I thought that students in the United States went to school with cheerleaders and football players like on television. On the other hand, when I met students in the US, they asked me if I rode a camel to school in Kuwait.
- When I came to the United States, I realized that both my new classmates and I had stereotypes about each other based on limited information we had gotten in the media. I thought that students in the United States went to school with cheerleaders and football players like on television. On the other hand, when I met students in the US, they asked me if I rode a camel to school in Kuwait.

Since the second passage contains a main idea sentence, most people will find it easier to understand.

Writing your thesis statement

Answering the prompt

If your instructor gave you a question to respond to in your essay, the thesis will generally be the answer to that question. Other times, your assignment may be more broad and you will have to write a working thesis statement based on the ideas you have for the assignment. We call it a "working" thesis statement because you may change it again before the final draft.

Criteria for a strong thesis statement

Whether you have a question to respond to or not, you will need to write your thesis statement carefully. Since your thesis statement is the "sign" that your readers will follow to understand your essay, you should take your time to carefully write and revise it. Here are some qualities of a strong thesis:

- **Arguable:** This means that someone might disagree with it. When you are writing an essay for a college class you do not want to write something that everyone already knows and agrees with. That means that there is nothing new for you to add. In addition, your writing should not be an obvious fact.

- **Specific:** You want your thesis statement to direct a precise argument in your paper. If it is too broad, the argument will be unclear and unfocused.
- **Not just personal opinion:** You want your thesis to be arguable, but also want it to be something that you have enough reasons and examples that your readers will be persuaded by. If you just share a personal opinion, that will not persuade others.

Evaluating thesis statements

Now, let's evaluate some thesis statements.

Try this!

Evaluate each thesis statement. Decide if each thesis statement is:

- an effective thesis statement or
- not arguable
- not specific
- just a personal opinion

Some thesis statements have more than one problem.

1. Stereotypes are bad.
2. I think that we should overcome biases.
3. There are benefits and drawbacks to going to another country and learning about a new culture.
4. I don't like it when people make assumptions about me and what I can do.
5. Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helped me make sense of my own experiences.

Revising your thesis statement

As you write, continue revising your thesis statements. Here are three things to focus on:

Check if it covers the ideas in the essay

Your thesis will probably change as you write, so you will need to change it to reflect exactly what you have discussed in your essay. Working thesis statements often become stronger as we gather information and form new opinions and reasons for those opinions.

Make it more specific

Replace nonspecific words (ie people, everything, society, or life) with more precise words.

- Working thesis: People should learn to recognize their biases.
- Revised thesis: Teachers should be required to attend trainings each year to allow them to overcome their biases.

The revised thesis is more specific and arguable.

Add key information

We can ask ourselves questions about what readers will want to know.

- Working thesis: Implicit biases lead to problems with healthcare.
- Possible questions:
 - What kinds of problems does unconscious bias cause?
 - How important are these problems?
 - What are the effects of this problem?
- Revised thesis: Implicit bias is a major cause of inequalities in healthcare, leading to African American patients getting undertreated for illnesses and decreased life expectancy.

Include organization language

A strong thesis will show your reader how the essay is organized. That will help readers to focus on and understand your argument. For example, if your essay is mainly focusing on arguing in favor of one solution to a problem, you should point that out to your readers. Table 2.2.1 presents some language that can be included in a thesis statement to signal how your essay will be organized.

Table 2.3.1: Thesis statement language that can be used to signal different organization patterns

Organization feature in your essay	Signal words you can include in your thesis	Example thesis statement with signal word [in brackets]
Concession	- Although - While - Despite - In spite of	[In spite of] the clear problems with stereotypes, we cannot totally eliminate them from our thinking. [Although] there are clear problems with stereotypes, it is impossible to totally eliminate them from our thinking.
Solutions	- we must - it is necessary to - can be overcome by - solve - solutions	Given that biases develop early in life, [it is necessary to] develop anti-bias programs for preschool children. The problem of bias in children is serious, but it [can be partly overcome by] developing anti-bias programs for preschool children.
Causes/effects	- cause - effect - lead to - result in	Better education programs for police will [result in] fewer biases and improved safety for all members of the community. A lack of explicit training about bias for police officers is a main [cause] of discriminatory police brutality.

Improving thesis statements

Now let's apply these techniques to some sample thesis statements.

Try this!

Here are some sample thesis statements. How can you improve them by making them more specific, adding key information, or including organization language?

- Stereotypes are bad and keep people from seeing the real me.
- Categorizing people is a natural function of the brain and identifying stereotypes reduces them.
- Stereotypes are painful and lower a person's self-esteem.
- Education is the way to overcome biases.

Evaluating your own thesis statements

Now let's apply this to your own writing:

Apply this!

Look at your own or a classmate's draft.

- Underline the thesis statement. If you can't find one, write a new thesis statement.
- Check the thesis statement to see if it is arguable, specific, and not just personal opinion.
- Try to improve the thesis statement:
 - check if it covers the whole essay

- replace nonspecific words
- ask key questions
- include organization language

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2.4: Essay Introductions

The purpose of an introduction

The introduction of an essay is like a frame for the essay, similar to the frame in figure 2.4.1. That framing helps your audience better understand the argument of your writing by preparing reader for the ideas that are to come in the body of your essay.



Figure 2.4.1 A frame. "Single-Sheet Picture Frame" by Michał Kosmulski is licensed under CC BY-NC 2.0

Not only does a good introduction capture your reader's attention and make them want to read on, but it also gives the reader the information they need to understand what you are writing in your paper.

But just because the introduction comes at the beginning, it doesn't have to be written first. Many writers compose their introductions last, once they are sure of the main points of their essay and have had time to construct a thought provoking beginning, and a clear, cogent thesis statement.

Parts of an introduction paragraph

The introduction consists of three parts: a hook, background information, and a thesis:

Hook: Introduce the topic and get readers interested

The purpose of a hook is to provide a general statement about your topic and to engage your reader and get your audience excited about reading your essay. You may begin with a question, offer a statistic, share an interesting fact, tell a story, provide a quotation, describe an event, pose a problem, etc.

Here are some different strategies for writing a hook and example hooks.

- **General Statement:** It is hard to admit that we may be affected by other peoples' stereotypes of us.
- **Proverb:** According to an African proverb, "Until the lion learns to write, every story will glorify the hunter."
- **Quotation:** "We believe the one who has power. He is the one who gets to write the story. So when you study history, you must ask yourself: Whose story am I missing? Whose voice was suppressed so that this voice could come forth?" wrote the author Yaa Gyasi in her novel *Homegoing*.
- **Question:** Did you know that what others assume about you can affect how well you perform on a test?
- **Story:** When I was growing up in my country, I loved giving public speeches. I would participate in speech competitions against children in other schools, and I often one. When I started school in the US, I was excited when we had the chance to give presentations. I knew that I was probably the most prepared student in the class, and that my body language, expressions, and tone of voice could draw listeners in. However, right before I gave my presentation, a classmate said to me, "Even though you are not a native English speaker, I think you can do a good job." I think she meant to be kind, but I was shocked. I went on to give my speech, but I was distracted and did poorly.

Background: Build context for your essay

The background information defines your topic and shows why your topic matters. It provides context for your thesis statement. You may introduce important sources, define key terms, share a brief history, explain the debate, etc.

Here is the background information for a summary/response essay. For this kind of essay, the background information includes a summary:

This is just one of the findings reported by Kristy McRaney and her colleagues in “Stereotype Threat,” a chapter in the textbook *The Psychology of Gender*. In this chapter, McRaney and her colleagues discuss a number of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1). According to research reported by McRaney et al., “being aware that *others* believe [the stereotype], is enough to create a stereotype threat outcome” of poorer performance (par. 5). McRaney and her colleagues also look at research exploring *why* stereotype threat impacts test performance, including the commonly-accepted theory by Toni Schmader that preoccupation with a stereotype threat means that the test-taker “ties up valuable cognitive resources” which “impacts the capacity that one has to draw on their memory and to attend and focus on the task before them” (par. 8). Finally, their article acknowledges and responds to criticism of the idea of stereotype threat (McRaney et al. par 9).

Thesis statement: Roadmap to your essay

Your thesis statement drives your essay. It's your controlling idea.

- What do you intend to prove in your essay?
- What is your position about the topic, and your reasons for believing it?

A thesis is generally one sentence, but it can be longer for a long essay. It should present your idea, not an announcement of what you will do (ie, “In this essay, I will give three examples of....”). In the U.S., a thesis statement usually comes at the end of an introduction paragraph. Here is a strong thesis statement:

Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helped me make sense of my own experiences.

Let's put it all together

Here is an example of a complete introduction paragraph, with a hook, background, and thesis statement:

Did you know that what others assume about you can affect how well you perform on a test? This is just one of the findings reported by Kristy McRaney and her colleagues in “Stereotype Threat,” a chapter in the textbook *The Psychology of Gender*. In this chapter, McRaney and her colleagues discuss a number of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1). According to research reported by McRaney et al., “being aware that *others* believe [the stereotype], is enough to create a stereotype threat outcome” of poorer performance (par. 5). McRaney and her colleagues also look at research exploring *why* stereotype threat impacts test performance, including the commonly-accepted theory by Toni Schmader that preoccupation with a stereotype threat means that the test-taker “ties up valuable cognitive resources” which “impacts the capacity that one has to draw on their memory and to attend and focus on the task before them” (par. 8). Finally, their article acknowledges and responds to criticism of the idea of stereotype threat (McRaney et al. par 9). Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helped me make sense of my own experiences.

Identifying the parts of an introduction

? Try this!

Here is another sample introduction. Can you find the hook, background, and thesis statement?

Have you ever realized that your first impression about someone was wrong? It is common to have this experience, but it can be useful to understand more about why you thought this. Were your first impressions based on someone's race, gender, general appearance, age, etc.? Chimamanda Adichie describes a similar experience in her TED talk, “The Danger of a Single Story.” When she started to write her writing was only influenced by British and American books that she used to read and she was not influenced by her everyday reality. She thought that all books are the same. Later she read books written by African writers like Chinua Achebe and Camara Laye, Adichie felt familiar with the places and characters in the stories. She understood that people like her exist in stories and that knowing only a single story is a danger and it leads to creating stereotypes. “Single stories” develop from making assumptions about others based on

hearsay or the media, so the way to combat them is to increase opportunities for genuine interaction between people from different backgrounds.

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Sample introduction paragraph on stereotype threat by Clara Zimmerman, Porterville College. License: CC BY NC.

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2.5: Writing Body Paragraphs

The parts of a body paragraph

Body paragraphs support and develop your thesis statement. Each body paragraph should focus on one point, which is usually communicated at the beginning of the paragraph in the form of a **topic sentence**. A strong body paragraph should also contain **supporting evidence**, **analysis** showing how this evidence connects to your topic sentence and thesis statement and, finally, a **concluding sentence**.

Noticing the structure of a body paragraph

Let's look at a sample body paragraph and evaluate how effective it is.

Notice this!

Read the following body paragraph. As you read, think about how the body paragraph does or doesn't fit with our definition above. The thesis statement for this essay is, "The problem with stereotypes is not that they are untrue, but that they are incomplete, and make one story become the only story."

Adichie argues that a single story usually provides only one part of a story: just one negative or positive side of a person, yet this becomes their label or their definition. Adichie cites the example of Modupe Akinola, a female African-American professor. When she began teaching at Columbia Business School, students often asked her when the professor would arrive because she did not fit the stereotype of what a professor should look like in the U.S. Stereotypes are "incomplete" and can lead to prejudice as Adichie points out in her TED talk. Due to a lack of exposure, Akinola's students were probably expecting to see an old white male or possibly a white female professor instead of a young African-American female professor. Also, because of the angry black female stereotype (Eberhardt), during lectures, this may lead students to read Akinola's facial expressions in an incorrect way which may cause confusion.

If you found the paragraph a little confusing, you aren't alone (see figure 2.5.1)! For example, this paragraph lacks a clear topic sentence; this makes it more difficult for both readers and the writer of the essay to get a clear grasp of the paragraph's purpose. The supporting evidence also isn't sufficiently introduced, and there's no clear concluding sentence.



Figure 2.5.1: "Confused" by CollegeDegrees360 is marked with CC BY-SA 2.0.

Let's explore each element of a strong body paragraph in further detail. Then, we'll come back to this paragraph about stereotypes.

Topic sentences

Each body paragraph should begin with a topic sentence that is directly related to and supportive of your thesis statement. The topic sentence should be an opinion statement and should introduce the main idea of the body paragraph. All of the sentences in the rest of the paragraph should relate to, support, and expand on the topic sentence. Here are some guidelines to keep in mind when writing a topic sentence:

- The topic sentence is usually the first sentence of a body paragraph
- Like a thesis statement, a topic sentence should be arguable and specific
- A topic sentence should be clear, to-the-point, and in your own words (in general, avoid starting the topic sentence with a quotation or paraphrase)

- A topic sentence can also help the reader transition from one idea in the previous paragraph to the next by referring to a previous idea

Another way to think about it is this: A topic sentence expresses both the topic and controlling idea of a body paragraph. This means that the topic sentence of a body paragraph goes beyond just stating the topic, but also shows the writer's perspective on the subject.

Read the following topic sentence examples.

- In the STEM field, stereotypes persist that attribute girls' achievements to diligence instead of talent.
- Stereotypes are problematic because they give an insufficient view of a person within a group.
- Recognizing your stereotypes and the potential damage they do is the first step in creating change.

Although the topic—stereotypes—is the same in all three topic sentences, the controlling idea differs depending on the writer's viewpoint.

Support

Develop the main idea in your topic sentence by following it up with support. Supporting sentences help explain, prove, or enhance the topic sentence. Supporting evidence can take many forms, but generally breaks down into two major categories:

Textual evidence

- Textual evidence involves integrating outside sources into your writing.
- Books, journals, websites, newspapers, magazines, TED talks, and documentary films are common sources of textual evidence in academic writing.
- This type of evidence often includes information such as facts, statistics, and examples.

Personal experience and anecdotes

Personal experience can count as evidence when appropriate as well (e.g., to illustrate a point) but is often most effective when paired with other types of evidence.

Integrating supporting evidence

- There are many ways to integrate evidence, for example, as text in body paragraphs of your essay (e.g., as a quote, paraphrase, or summary or a combination).
- Sometimes you might include graphs, charts, or tables, or images depending on your essay topic.
- You must always credit the source of your information!

For more detailed information about integrating evidence into your body paragraphs, see the chapter titled “[Integrating Evidence](#)”.

Commentary or analysis

This is *your* thinking about the evidence. This is where you interpret, explain, or comment on your evidence so your reader knows what to do with the point you are making. Your commentary should connect back to your topic sentence and the core of your thesis statement. Here are some questions to think about when writing your commentary/analysis:

- How is this idea related to my thesis statement? How does it support my thesis?
- What conclusions can I draw?
- What does this information imply or suggest?
- What are the consequences of thinking this way or looking at a problem this way?
- I just said that something happens, so how does it happen? How can I show this?
- Can I give an example to illustrate this point?
- How might this evidence relate to other texts?

Concluding sentence

The concluding sentence is the last sentence in the paragraph. It reminds the reader of your paragraph's main point, and it might hint at the topic of your next sentence.

Finding the parts of a body paragraph

Let's put this all together.

Try this!

Read the following paragraph. It is a revised version of the body paragraph at the beginning of this section. Can you identify the following elements?

- Topic sentence
 - What is the topic?
 - What is the controlling idea?
- Evidence
- Analysis
- Concluding sentence

Stereotypes are problematic because they give an incomplete view of a person within a group. In her TED talk “The Danger of a Single Story,” Adichie argues that a single story usually provides only one part of a story: just one negative or positive side of a person, yet this becomes their label or their definition. An example of this kind of stereotyping is what happened to Modupe Akinola, a female African-American professor. When she began teaching at Columbia Business School, students often asked her when the professor would arrive because she did not fit the stereotype of what a professor should look like in the U.S (Akinola). People tend to make assumptions about the single story they hold of a particular group. Due to a lack of exposure, Akinola’s students were probably expecting to see an old white male or possibly a white female professor instead of a young African-American female professor. Also, because of the angry black female stereotype (Eberhardt), during lectures, this may lead students to read Akinola's facial expressions in an incorrect way which may cause confusion. Thus, stereotypes are "incomplete" and can lead to prejudice as Adichie points out in her TED talk.

(For possible answers, check the [2.15: Answer Key: Organization and Cohesion](#).)

Writing a body paragraph

Now, it's your turn to try!

Apply this!

Look at your own or a classmate's draft. Focus on one body paragraph.

- Can you identify a topic sentence?
 - Does it express both the topic and your paragraph’s controlling idea?
 - Does it relate directly to your thesis statement?
- What kind of outside support, or evidence, do you use?
- How do you explain or analyze that evidence? Is there more you can say?
- How do you conclude the paragraph?

Section review

Body paragraphs support and develop your thesis statement. Each body paragraph should focus on one point. Strong body paragraphs contain the following elements:

- A topic sentence, which is usually communicated at the beginning of the paragraph
- Supporting evidence
- Analysis showing how this evidence connects to your topic sentence and thesis statement
- A concluding sentence.

Works Cited

Adichie, Chimimanda. "[The Danger of a Single Story](#)." *TED*. July, 2009.

Eberhardt, Jennifer. "[How Racial Bias Works — And How to Disrupt it](#)." *Ted*. June, 2020.

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2.6: Writing a Conclusion Paragraph

The main parts of a conclusion

The conclusion, or concluding paragraph, is the final paragraph in the essay. Because it is put at the end, it is the last paragraph your readers will read. It will wrap up your ideas and leave them something to think about. Having a strong conclusion will help to leave a clear idea in the reader's mind.

With the introduction you started with a broader idea (the hook) and got more specific as you moved through the background section, until you got to the very focused thesis statement. In a conclusion you will do the opposite. You will start with the specific ideas in your paper and move outwards, ending on a bigger idea that is related to your topic but not covered in the body paragraphs.

The three main parts of a conclusion are

- Umbrella sentence
- Summary
- Food for thought

Let's look at each of them in more detail.

Umbrella sentence

The umbrella sentence is one sentence that gives the main idea of your whole paper. It is similar to your thesis, but it should have **different words** and can also be a little simpler. It is called an umbrella sentence because one sentence covers all the points of your essay, just like an umbrella covers all of your body and protects you from the rain (see figure 2.6.1).



Figure 2.6.1: "her umbrella" by Pedro Moura Pinheiro is marked with CC BY-NC-SA 2.0.

Let's compare a thesis statement with an umbrella sentence:

Here is a student's thesis statement: "The problem with stereotypes is not that they are untrue, but that they are incomplete, and make one story become the only story."

A possible umbrella sentence could be: "Stereotypes are harmful because they present flawed and incomplete views of a person or a group of people."

Notice how the umbrella sentence covers the same general information as the thesis statement, but is less detailed.

Summary

Remind the reader of the points you made in your essay so they can see how everything fits together. Summarize the main idea of each paragraph in 1 to 3 sentences. Try to change the words so you are not using the exact same language as your topic sentences.

Identifying the summary

Let's see what that looks like:

Notice this!

Read the following conclusion. The sentences [in brackets] are summary sentences that indicate the contents of the writer's body paragraphs.

Stereotypes are harmful because they present flawed and incomplete views that can lead to prejudice. [On an individual level, they take away a person's true identity; a person is given a label based on a group identity that cannot accurately be applied to each person. On a societal level, stereotypes can lead to policies that discriminate against particular groups of people. Stereotypes can also lead to physical violence, as in the examples of the anti-Muslim mosque attacks and anti-Semitic synagogue attacks in Southern California.] By working hard to combat our own biases and speaking up when we see a "single story" dominate, we can lessen the damaging impact of stereotypes and make the world a safer, more equitable place.

Food for thought

Finally, give some final idea to leave the reader thinking. We call this "food for thought" because the reader will need to spend some time pondering and digesting it, just as you spend some time eating and digesting food (see figure 2.6.2). Basically, as you say goodbye to your reader you want them to keep thinking about the ideas in your essay and why these ideas are important. Your food for thought can be:

- a suggestion
- an explanation of why this is important or what you want readers to learn
- a reflection on how your own thinking changed through writing this.
- a prediction or warning for the future
- return to the hook from the introduction with an explanation of how the knowledge we have gained through your paper changes our understanding of it (this makes your paper feel like a full circle, and can be satisfying for the reader)



Figure 2.6.1: "ice-cream" by EEPaul is marked with CC BY 2.0.

Identifying food for thought

Let's see what some of these look like:

? Try this!

Can you identify what type of food for thought is shown in each of the following sentences?

1. By working hard to combat our own biases and speaking up when we see a “single story” dominate, we can lessen the damaging impact of stereotypes and make the world a safer, more equitable place.
2. Researching the topic of bias revealed some large gaps in my understanding, and now I realize that more than ever, identifying and addressing our own personal biases is critical.
3. Although it may be easier to avoid the potential discomfort of considering more than a “single story” about a person or group of people, failure to take multiple stories into account risks a bleak, increasingly polarized future.

(For possible answers, check the [2.15: Answer Key: Organization and Cohesion](#).)

Identifying the parts of a conclusion

Let's see if you can identify the main parts of a conclusion:

? Try this!

Here is the conclusion to the summary/response essay we looked at earlier in this chapter. Can you find the umbrella sentence, summary, and food for thought?

In “Stereotype Threat,” McRaney and her colleagues clearly and evenhandedly explain the phenomenon of stereotype threat. Their choice of language makes the chapter interesting and accessible to students who may not have training in the social sciences, even as the authors cite many academic sources. The authors also spend time addressing and responding to some common criticisms of and doubts about the existence of stereotype threat, which makes the ideas they discuss more credible. Furthermore, the content is relatable: the examples provided in the text helped me identify an instance of stereotype threat in my own life and made me think about other situations where stereotype threat may have been at play. Their chapter highlights an important phenomenon and, with this knowledge, institutions and individuals can take steps to create environments in and out of the classroom that lessen the chance stereotype threat will negatively (and needlessly) affect performance.

(For possible answers, check the [2.15: Answer Key: Organization and Cohesion](#).)

Writing your conclusion

Let's put this all together in your own writing:

Apply this!

Look at a draft of your writing, focusing on the conclusion.

- Can you identify the three main elements of a conclusion?
- Is your umbrella sentence directly connected to, but not exactly the same as, your thesis statement?
- Does your summary address all the topics in your body paragraphs? (Hint: Look at the topic sentences in each body paragraph; this should help you answer this question.)
- What information do you leave your reader with in the very last sentence? A suggestion? A return to your hook? Or something else?

Section review

- The conclusion, or concluding paragraph, is the final paragraph in your essay.
- A strong conclusion will help to leave a clear idea in the reader's mind.
- The three main parts of a conclusion are:
 1. Umbrella sentence

2. Summary
 3. Food for thought
-

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2.7: Cohesion and Transition Words

What is cohesion?

Cohesion describes how well your writing "sticks" together, just like screws and hinges hold together the parts of a door together in Figure 2.7.1.



Figure 2.7.1: "Close-up, electric screwdriver secures the door hinge" by Marco Verch is licensed under CC BY 2.0.

If your writing has cohesion, your readers will easily be able to understand not only each sentence, but also the main idea.

Methods of creating cohesion

In this chapter, we will look at five ways of creating cohesion **within** paragraphs. Feel free to follow the links for more in-depth information about each cohesion method.

- [Transitions](#)
- [Demonstrative Pronouns](#)
- [Demonstrative Adjectives + Summary Nouns](#)
- [Parallel structure](#)
- ["Known to New" Sentence Structure](#)

Transition words

Transition words are the most common ways of creating cohesion, and you probably already use them in your writing. These words show your readers the clear connection between sentences. They help readers to understand *why* you are connecting two sentences in a certain way. Are you introducing more information, a contrast, or a result? Let the reader know by using a clear transition word.

See [6.6: Language Toolkits](#) for more transition words to use.

Using transitions effectively

Transition words are most often used at the beginning of a sentence, and are *always* followed by a comma.

Lastly, I have two words of warning about transition words. First, don't always use the same transition words, since that sounds repetitive. In addition, don't start every sentence in the paragraph with transition words as that will get boring for the reader. For example, I probably used too many transition words in this paragraph! To sum up, transitions are a good tool to use, but they should not be the *only* way of building cohesion.

Academic transition words

In speaking and casual writing, we often start sentences with FANBOYS or coordinating conjunctions (for, and, nor, but, or, yet, so). However, in academic writing, try to avoid starting sentences with FANBOYS. In Table 2.7.1 we look at 3 of the FANBOYS and the more academic transition words we could use instead.

Table 2.7.1 Transition words that can be substituted for the common conjunctions and, but, and so

FANBOY	And	But	So
Purpose	Add more of the same type of information	Show contrast	Show a result
Transition words that can replace this FANBOY	- Moreover, - Furthermore, - In addition, - Also,	- However, - Nevertheless, - On the contrary, - On the other hand,	- Thus, - Therefore, - As a result, - Consequently, - Hence,
Example sentence	New stereotypes are being created from world events all the time. Furthermore , they become even more problematic when people harm others based on these stereotypes.	While her roommate had a single story about African people, Adichie had a negative stereotype about Mexicans because she heard an “endless story” of news coverage of desperate immigrants crossing the U.S. border illegally and scamming the healthcare system. However , she changed her perspective when she visited Mexico and she realized that Mexicans are hard-working and happy too.	Adichie’s roommate only knew “one story” about people from Africa. As a result , she was surprised Adichie could speak English and knew how to use a stove.

Adding appropriate transition words

Let's practice adding transition words to make a paragraph stronger:

? Try this!

Here is part of a body paragraph. Add at least two transition words from Table 2.7.1 to increase the cohesion.

Stereotyping helps us quickly understand or make a decision about others. It gives people surface knowledge and a limited understanding of other people. People are all labeled and everyone categorizes others, which is necessary to do in order to make quick judgments. Jennifer Eberhardt points out that “the content of those stereotypes is culturally generated and culturally specific.”

(For possible answers, check the [2.15: Answer Key: Organization and Cohesion](#))

Work Cited: Eberhardt, Jennifer. "[How Racial Bias Works — And How to Disrupt It](#)." *Ted*. June, 2020.

Now, let's apply this to your own writing.

Apply this!

Look at your own or a classmate's draft. Focus on one paragraph at a time.

1. Highlight any sentences that start with FANBOYS.
2. Choose a transition word from Table 2.7.1 to replace the FANBOYS.
3. Underline any transition words that you have. Are they appropriate for the meaning? Is each transition word followed by a comma?

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2.8: "Known to New" Sentence Structure

Sentence structure and cohesion

How does the structure of your sentences help make it easier for readers to understand your paragraph?

Noticing cohesion

Let's read two paragraphs with the same words in each sentence but different structure.

Notice this!

Read these two passages from a summary/response essay. Which is easier for you to understand?

Passage 1:

"Did you know that what others assume about you can affect how well you perform on a test? In a chapter in the textbook *The Psychology of Gender* by Kristy McRaney and her colleagues called "Stereotype Threat" they discuss this. When someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype that situation is called stereotype threat according to McRaney and her colleagues who discuss a number of studies to explain the phenomenon (par. 1)."

Passage 2:

"Did you know that what others assume about you can affect how well you perform on a test? This is just one of the findings reported by Kristy McRaney and her colleagues in "Stereotype Threat," a chapter in the textbook *The Psychology of Gender*. In this chapter, McRaney and her colleagues discuss a number of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1)."

Known to new structure

Most people will choose the second example because it follows the expectations of sentence order in English. In English, we generally start a sentence with information that a reader or listener always knows, and end the sentence with new information about that topic. We call this the "known new structure". This structure makes it easier for readers or listeners to first understand the general idea and then focus in on what new information is being added. In contrast, the first example is confusing because it jumps around from topic to topic.

There are two main ways that you can use the known to new structure. The first is the chain and the second is the fork.

Chain pattern

The example of the known to new structure above shows the chain pattern (see Figure 2.8.1 for a picture of a chain). In the chain pattern, the end of one sentence links directly to the next sentence.



Figure \(\PageIndex{1}\): "chain" by Mark Deckers is licensed under CC BY-NC-ND 2.0

Let's take a closer look at the passage. The words in bold in square brackets explain whether the previous phrase is known information or new information.

"Did you know that what others assume about you can affect how well you perform on a test? This **[known information about assumptions introduced in the last sentence]** is just one of the findings reported by Kristy McRaney and her colleagues in "Stereotype Threat," a chapter in the textbook *The Psychology of Gender* **[new information about this assumption]**. In this chapter, McRaney and her colleagues **[known information about the writers introduced in the last sentence]** discuss a number

of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1) **[new information on this topic].**"

Writing with the chain pattern

See if you can finish these sentences from an article on stereotype threat which were written with the chain pattern.

? Try this!

What word or words go in the blank?

"The first main researcher on stereotype threat was Claude Steele, who focused on how it impacted African American university students. ___ began to notice racial minorities and women sometimes performed lower than their abilities" (McRaney et al).

The first sentence starts with the idea of stereotype threat, which is the topic of the article. Towards the end of the sentence we get new information about Claude Steele. The second sentence should start with Steele. Since we have already been introduced to him, he is now a familiar topic. The new information added at the end of the sentence is about Steele's observation.

Strategies for linking your sentences

Here are some strategies you can use to help link your sentences in a chain pattern:

- Change the structure of a sentence so you start with information that is already known and put new information last.
- Change one sentence from active to passive (or from active to passive) to keep the topic the same across sentences.
- Use pronouns and synonyms to connect sentences.

Revising sentences with the chain pattern

Now let's try to use the strategies to revise some sentences.

? Try this!

Here are some sentences that are weakly connected. How can you use the three strategies for linking your sentences to change them to make a stronger connection?

Stereotypes are often the result of media exposure. Children see thousands of images of different groups on television, in video games, and in movies over the years. Many images of non-white groups tend to be biased or simplistic.

Fork Pattern

With the fork pattern, each sentence does not connect directly to the one before it. Instead, a topic is introduced at the beginning of a passage and the following sentences offer new information about that one main topic. Figure 2.8.2 shows a fork with a handle (the topic or known information) that branches into four tines (the following sentences that give new information about that topic).



Figure 2.8.2: Dinner fork ("dinner fork вилка" by FoodImage is licensed under CC BY 4.0)

Let's examine a passage from an article on stereotype threat. The words in bold in square brackets explain whether the previous phrase is known information or new information.

With planning, educators can reduce the impacts of stereotype threats **[this is the topic of the passage. Each of the following sentences will refer back to this known information about how educators can reduce the impacts.]** For example, educators can be careful not to frame tests as measures of ability **[this is the first new information on the topic]**. Even more importantly, they should make sure that their classrooms do not trigger stereotypes by showing the accomplishments of only certain groups **[this**

is the second piece of new information on the topic]. Lastly, teaching students about stereotype threat can help the students to resist it. [this is the second piece of new information on the topic].

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2.9: Demonstrative Pronouns

Demonstrative pronouns

Another important tool for increasing cohesion is demonstrative pronouns. As you know, pronouns replace nouns, and demonstrative pronouns are words that point out a specific thing. For example, in conversation you might say:

- "Can you give me those?"
- "Look at this."

Remember, we use "this" and "these" to refer to things that are close to us and "that" and "those" to refer to things that are far away. When you are saying those, you might be pointing towards the plate or holding out your phone to show someone something. Your gestures or body language show your listener what you are talking about.

Demonstrative pronouns in academic writing

In academic writing, demonstrative pronouns have a special job. Your readers cannot see you point or gesture, so you need to use demonstrative pronouns in a way that reminds them of how your ideas are connected. Your demonstrative pronouns will be like a big finger pointing backwards to earlier ideas in your paragraph (see figure 2.8.1).



Figure 2.9.1: "Finger Pointing" by bartmaguire is licensed under CC BY-NC-ND 2.0

Checking what you know about academic demonstrative pronouns

Let's see if you can discover a word that can be used to point backwards to earlier sentences.

 Notice this!



Figure 2.8.2: "Women of Color in Tech: wocintech (microsoft) 116" by wocintechchat.com is licensed under CC BY 2.0

Below is a paragraph from a student research paper about the effects of implicit bias on women studying STEM (science, technology, engineering, and math), like the women shown in Figure 2.8.2). There is **one word** that can fit into all of the spots indicated by an X. Read it and try to guess what the missing word is.

The first way that stereotypes affect women in STEM fields is that female students may feel unwelcome in their classes. One reason for ___ is that they get less recognition from peers. As researchers Kathleen N. Smith and Joy Gaston Gales, professors at North Carolina State University report in a study of female engineering students, "In academia, women experienced implicit bias in a variety of interactions and environments, especially from male peers in team projects where women's contributions were overlooked." In other words, there may be subtle discrimination and female students may not get the recognition that they deserve from male classmates. ___ is probably because most people imagine engineers as men and women are assumed to be a little less competent. ___ means that women who want to be engineers are already facing bias before they even start work.

The answer

- If you guessed "it", remember that "it" is not a demonstrative pronoun. It is not a finger pointing to something earlier.
- If you guessed "that", remember that "that" is what we use to refer to things far away. You want to show a close connection between the sentences of your paragraph. Therefore, you want a word that specifically shows a close relation.

The answer is "**this**". "This" can fit into all of the blanks and shows the close connection between the sentences. Can you find what each "this" is pointing backwards to?

Let's look at that example again. The demonstrative pronouns are in bold, and the words that these pronouns describe are in square brackets.

The first way that stereotypes affect women in STEM fields is that female students may feel unwelcome in their classes. One reason for **this** [points back to "**women feeling unwelcome in their classes**"] is that they get less recognition from peers. As researchers Kathleen N. Smith and Joy Gaston Gales, professors at North Carolina State University report in a study of female engineering students, "In academia, women experienced implicit bias in a variety of interactions and environments, especially from male peers in team projects where women's contributions were overlooked." In other words, there may be subtle discrimination and female students may not get the recognition that they deserve from male classmates. **This** [points back to "**subtle discrimination and female student not getting the recognition that they deserve**"] is probably because most people imagine engineers as men and women are assumed to be a little less competent. **This** [pointing backwards to **people imagining engineers as men and women being assumed to be a little less competent**] means that women who want to be engineers are already facing bias before they even start work.

As you can see, each "this" directs the reader to look backwards at the ideas of the previous sentence. It summarizes a complex idea into a simple word, showing the reader how the ideas are connected.

Adding cohesion with "this"

Here are some phrases you might use in your paper:

- "This shows that . . ."
- "One example of this is . . ."
- "The implication of this is . . ."
- "This means that . . ."
- "From this, we can assume that . . ."
- "This is because. . ."

Let's try adding them to a paper.

? Try this!

Here is part of a paragraph from a student's paper. Add some of the phrases above to increase the cohesion. Make sure that the phrases fit the meaning of the sentence!

Recently, some Asian countries like Korea and Japan started to reduce the number of international students from Vietnam. Universities believe that most Vietnamese students go there just to work and illegally stay there. In Japan, there are signs hung everywhere in front of grocery stores, restaurants and malls saying in Vietnamese, "Do not steal, we have cameras." In their eyes, we are nothing but poor and uneducated people. People believe that Vietnamese are poor or even criminals that, and somehow it has become the only story about my country.

Works Cited

Smith, Kathleen N., and Joy Gaston Gayles. “‘Girl Power’: Gendered Academic and Workplace Experiences of College Women in Engineering.” *Social Sciences* 7.1 (2018): 11. *Crossref*. Web.

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2.10: Demonstrative Adjectives + Summary Nouns

Demonstrative adjectives + summary nouns

We have looked at how demonstrative pronouns (especially "this") can increase cohesion by pointing backwards to earlier ideas. Let's look at another way that "this", "that", and "these" can be used to increase cohesion. Here, we will look at how they are demonstrative *adjectives* that describe nouns instead of pronouns that replace them. In this page, examples of demonstrative adjectives and summary nouns are in bold.

Discovering demonstrative adjectives and summary nouns

Let's look at some published academic writing.

Notice this!

Here are some paragraphs from a published research paper by Kathleen N. Smith and Joy Gaston Gayles on implicit bias affects women who study engineering. It gives definitions of "implicit bias" and "sexual harassment". As you read, pay attention to the words in **[brackets]**.

Reading a published research paper: "Gendered Academic and Workplace Experiences of College Women in Engineering"

Implicit bias refers to subconscious attitudes that inform how we they think and behave towards others (Greenwald and Banaji 1995; Greenwald and Krieger 2006). From an early age, people are exposed to stereotypes and preconceived judgments about various groups of people and, over time, **[these perspectives]** lead to unfair judgments. A major problem is that the information we learn about different groups of people is often inaccurate and/or incomplete (Tatum 1997). Moreover, our judgments and perceptions about people unlike ourselves shape how we behave towards people who are different from us (Greenwald and Banaji 1995; Heilman 2012).

Sexual harassment refers to direct or indirect sexual conduct that is not welcomed. Unwanted sexual advances, physical contact, sex-based teasing, insults, and inappropriate comments create a hostile environment. Unfortunately, sexual harassment is widespread in science and engineering fields, with over half of women in **[these fields]** reporting incidences (Hewlett et al. 2014). Even with the high instance rate of sexual harassment reports, research shows that some women do not report sexual harassment when it happens (Hunter 2006). Instead, women tend to cope by ignoring sexual harassment or, worse, seeing it as a part of the job and not reporting it in order to maintain good working relationships with their colleagues (Chamberlain et al. 2008; McLaughlin et al. 2012; Stainback et al. 2011).

While each form of bias is connected to different types of perceptions and behaviors, all have directly negative implications for women's success and persistence in engineering fields. Research discussed below provides insight into how **[these concepts]** relate to women in engineering workplace and academic settings.

The phrases indicated by brackets have two parts: the word "**these**" (a plural demonstrative adjectives for things that are close) followed by a **summary noun** ("perspectives", "fields", and "concepts"). Let's look at them in more detail and also discover what the summary nouns are referring to.

- From an early age, people are exposed to *stereotypes and preconceived judgments about various groups of people* and, over time, **[these perspectives]** lead to unfair judgments.
 - In the above sentence, "these perspectives" summarizes "stereotypes and preconceived judgments about various groups of people."
- Unfortunately, sexual harassment is widespread in *science and engineering fields*, with over half of women in **[these fields]** reporting incidences (Hewlett et al. 2014).
 - In the above sentence, "these fields" summarizes "science and engineering fields."
- While *each form of bias* is connected to different types of perceptions and behaviors, all have directly negative implications for women's success and persistence in engineering fields. Research discussed below provides insight into how **[these concepts]**

relate to women in engineering workplace and academic settings.

- In the above pair of sentences, "these concepts" summarizes "each form of bias" in the previous sentence.
- "Each form of bias" referred to the two forms discussed earlier: implicit bias and sexual harassment.

Here, the demonstrative noun points backwards to an idea mentioned earlier, and the noun takes a complex idea discussed earlier and summarizes into one little noun. This strategy increases cohesion by constantly reminding the reader of what happened before in a concise way.

Summary nouns in academic writing

Using a demonstrative plus a summary noun is a very effective way of connecting complex ideas. Table 2.10.1 shows some common summary nouns you can use.

Table 2.10.1: Common summary nouns and example sentences

demonstrative adjective + summary noun	example sentences
• this advantage • these advantages	People from the dominant culture may experience less harmful stereotypes. This advantage allows them to ignore the effects of stereotypes.
• this belief • these beliefs	Stereotypes are common, and these beliefs lead to real world harm.
• this cause • these causes	To some up, we learn stereotypes from the family and from the media. We should work to reduce these causes through education.
• this concept • these concepts	Implicit bias refers to unconscious ideas about groups of people. This concept can explain some of the challenges faced by women in the engineering field.
• this experience • these experiences	I realized that I had made a wrong judgement in both situations. These experiences led me to reflect on my own biases.
• this issue • these issues	Stereotypes can have negative impacts on people. This issue is even more concerning because some people experience multiple stereotypes. For example, Black women in engineering face stereotypes based on their race and their gender.
• this problem • these problems	Stereotypes are common. It would be difficult to eliminate this problem , but that does not mean we should not try.
• this situation • these situations	I first noticed the "single story" when I was an exchange student. As a result of this situation , I began to think more about how stereotypes affect us.

Adding demonstrative adjectives + summary nouns for cohesion

Let's work on increasing cohesion between sentences by adding a demonstrative adjective and a summary noun.

Try this

Increase the cohesion in this paragraph by adding a demonstrative adjective plus a summary noun from Table 2.6.3.1.

One of the main reasons that stereotypes are hard to erase is that they are often due to implicit bias. Implicit biases are ones that we do not recognize we have, and that may even be against our own conscious ideas about groups. We learn ideas about groups early in life from our families, education, and the media. It is important to analyze how the media portrays different groups so that biases don't continue to spread.

Works Cited

Smith, Kathleen N., and Joy Gaston Gayles. “‘Girl Power’: Gendered Academic and Workplace Experiences of College Women in Engineering.” *Social Sciences* 7.1 (2018): 11. *Crossref*. Web.

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2.11: Parallel Structure

What is parallel structure?

As you may know, parallel lines are two lines that continue without ever touching (see Figure 2.10.1). Parallel structure is similar. It is two separate grammar structures that exist side by side in your writing.



Figure 2.11.1: Parallel railroad tracks ("[Parallel Lines](#)" by Ko:(char *)hook is licensed under [CC BY-NC 2.0](#))

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This results in clearer and more consistent writing, which helps readers better understand your point. We are focusing on parallel structure for two reasons. First of all, you may have errors to fix. However, if you use it correctly, it is a powerful tool for improving cohesion.

Parallel structure and cohesion

Parallel structure increases cohesion by showing your reader how ideas are connected together.

✓ Try this!

Let's look at some quotes by public figures that have parallel structure. Can you make a guess at how they end?

1. "Not everything that is faced can be changed. But nothing can be changed until it is"—James Baldwin
2. "If you want others to be happy, practice compassion. If you want to be happy, practice"—The Dalai Lama
3. "We must accept finite disappointment, but never lose infinite..." —Dr. Martin Luther King, Jr.
4. "Success is getting what you want. Happiness is wanting"—Dale Carnegie
5. "People will forget what you said, people will forget what you did, but people will never forget how you made them" —Maya Angelou
6. "We make a living by what we get, but we make a life by what" —Winston Churchill
7. "To be smart on crime, we should not be in a position of constantly reacting to crime after it happens. We should be looking at preventing crime" —Kamala Harris
8. "I just hope that more people will ignore the fatalism of the argument that we are beyond repair. We are not beyond repair. We are never" —Alexandria Ocasio-Cortez
9. "Ask not what your country can do for you; ask what...."—John F. Kennedy

(To see the complete quotation, check the [2.15: Answer Key: Organization and Cohesion](#))

As you can see, it was easier to guess and remember the quotations because they use parallel structure. Would anyone remember a quotation like "Ask not what your country can do for you. Instead, why don't you think about whether there is anything that you can do to help improve your nation"? Probably not.

In paragraphs, we can see the same thing. We can understand complex ideas more clearly if there is parallel structure that shows us how they are connected.

Types of parallel structure

We can use parallel structure for single words up through entire clauses. Let's see how that works.

Parallel structure with words

If you are listing words, make sure that all of the words are the same part of speech.

Incorrect parallel structure: Stereotypes are inevitable and problems.

Here, you have an adjective and a noun. The reader will get a little lost in the reading because they will not understand the connection between these words. You can fix it by making both words into adjectives.

Improved parallel structure: Stereotypes are inevitable and problematic.

Parallel structure with verbs

If you are using two or more verbs that are part of a list, that are connected by a conjunction, or that come after another verb, make sure they are the same form and tense.

Incorrect parallel structure: I hate to make stereotypes about others and hearing others making stereotypes about me.

You can use either a gerund or an infinitive after the verb "hate", but you should choose the same form for both verbs.

Improved parallel structure: I hate making stereotypes about others and hearing others making stereotypes about me.

Parallel structure with phrases and clauses

If you are using two or more phrases or clauses that are part of a list or comparison or that are linked by a conjunction, make sure they follow the same structure. This will make it easier for readers to understand the connection between your idea.

Incorrect parallel structure: There is a lot of discussion about what women experience when they are studying science and engineering and better supporting them.

This sentence confusing for the reader because the objects of the preposition "about" are long and have different structures. To make it more clear, the same structure can be used for both. For example, making them both noun clauses that start with "wh" question words will make the relationship more clear.

Improved parallel structure: There is a lot of discussion about what women experience while studying science and engineering and how universities can better support them.

Identifying parallel structure

Let's see how published writers use parallel structure to make complex sentences and ideas more clear for the reader.

Notice this!

Here is a paragraph from a published research paper by on women in engineering by Kathleen N. Smith and Joy Gaston Gayles. It has a variety of sentence structures. Can you find examples of parallel structure of words, phrases, or clauses?

Why is it that women who are talented in math and science avoid or leave engineering majors and careers? An American Association of University Women report on women's success in engineering and computing suggests that women who persist in science and engineering are not all that different from women who decide to leave. The major difference between staying and leaving has been found to have less to do with the women themselves and more to do with the academic and workplace environments where they attend school and pursue careers. Throughout the literature on women's persistence in science, technology, engineering, and math (STEM) fields, a range of structural and cultural barriers contribute to the high prevalence of gender bias in these fields, with direct implications for women's self-efficacy, experiences, opportunities, and success, particularly in engineering.

(For possible answers, check the [2.15: Answer Key: Organization and Cohesion](#))

Fixing errors with parallel structure

Here are some tips for improving your parallel structure:

Articles and prepositions

Articles (*a*, *an*, *the*) and prepositions (*of*, *in*, *by*, *at*, etc.) in a list should either be used only once or be repeated with each term:

- Faulty parallelism: **The** science fields, **the** technology fields, and engineering fields.
 - Correction: **The** science fields, **the** technology fields, and **the** engineering fields.
 - Alternate correction: **The** science fields, technology fields, and engineering fields.
- Faulty parallelism: **In** elementary school, high school, or **in** college.
 - Correction: **In** elementary school, **in** high school, or **in** college.
 - Alternate correction: **In** elementary school, high school, or college.

Correlative expressions

Correlative expressions are phrases that are used to connect structures together. However, sometimes they are used incorrectly. Here are some tips:

- "not only" requires a "but also"
- "either" requires an "or"
- "neither" requires a "nor"
- say "first, second, third, etc." or ("firstly, secondly, thirdly," etc.)

Here are some examples:

- Faulty parallelism: It was **neither** helpful or useful.
 - Corrected version: It was **neither** helpful **nor** useful.
- Faulty parallelism: It was **not only** a long class, it was boring.
 - Corrected version: **Not only** was the class long, **but** it was **also** boring.
- Faulty parallelism: **First**, I will explain the problem. **Secondly**, I will offer a solution.
 - Corrected version: **First**, I will explain the problem. **Second**, I will offer a solution.

Add parallel structure for clarity and cohesion

As your essay, look at each sentence in your draft and check to see if you have problems with the parallel structure or if more parallel structure can make the relationship between ideas stronger.

? Try this!

Here are three sentences from a student's body paragraph. How can you improve the parallel structure?

- Having stereotypes highlights people's differences and equality is nearly impossible. In her TED talk, Chimimanda Adichie claims, "The consequence of the single story is this: it robs people dignity. . . . It emphasizes how we are different rather than how we are similar."
- What she means is that a single story usually focuses on what other groups do not have and it benefits the people telling the story, rather than the entire truth.
- This makes us look at our differences and society is less equal.

(For possible answers, check the [2.15: Answer Key: Organization and Cohesion](#))

Works Cited

Smith, Kathleen N., and Joy Gaston Gayles. "'Girl Power': Gendered Academic and Workplace Experiences of College Women in Engineering." *Social Sciences* 7.1 (2018): 11. *Crossref*. Web.

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2.12: Creating Cohesion between Paragraphs

Making paragraphs stick together

We have talked about how you can create cohesion *within* your paragraphs, but you will also want to make sure that each paragraph sticks to the next one.

Transitions

One way to do that is to start each new paragraph with a transition word in the topic sentence. Here is what that might look like in an essay with four body paragraphs, including a concession:

- The first reason that
- Another reason is that
- The most significant reason that
- Although some argue that [opposing view], it is crucial that we consider [my opinion]

Bridging techniques

In addition to using transition words, you can also use your words to connect one body paragraph to the next. These act like a bridge between the two paragraphs (see figure 2.11.1).



Figure 2.11.1
"bridge"
barnyz
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Here are some examples of paragraph bridges:

- Repeat key words from the previous paragraph in the topic sentence of the next paragraph.
- Include the idea of the previous paragraph in the topic sentence of the next paragraph. Here are some examples:
 - In addition to [last paragraph], another benefit of X is [new paragraph topic]
 - Despite the advantages of [last paragraph], this has not been implemented because of [new paragraph topic].
 - As a result of [last paragraph], [new paragraph topic]
 - Though [last paragraph] is well-known, fewer people recognize [new paragraph topic]

Of course, you must make sure that your topic sentence matches the meaning of your two paragraphs!

Adding bridges to your paragraphs

Now, let's apply this to your writing.

Apply this!

Look at your own or a classmate's draft. Underline or highlight the last sentence of each body paragraph and the first sentence of the next paragraph. Do they lead into each other smoothly?

1. Think about how the ideas are connected and write a topic sentence that shows the connection. You may also need to add a conclusion sentence to the previous paragraph to make the connection smooth.

2. If it is not clear how the paragraphs are connected, you may need to reorganize them!

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2.13: Language Toolkit

Academic language for body paragraphs of research papers

Your topic sentences will reflect your pattern of organization just like your thesis statement does!

Body paragraphs

Topic sentences

- One [significant/main/major/key] [benefit/advantage] is
- One [significant/main/major/key] reason.... is that....
- Another positive aspect of X is
- The second main [cause for/problem with/effect of] ... is
- In order to solve this problem, it is important to....

Explanation of quote or example (use after the quote)

- In other words, [his/her/their] point is.....
- As this quote/example shows,....
- Basically, [Author] is saying....
- [Author]'s point is that
- The essence of [Author]'s argument is that

Analyzing quotes

- One implication of [Author]'s view is that....
- Although [Author] does not explicitly say so, we can assume that....

Concession

For more information, visit [5.8: Writing Concession and Counterargument](#)

Concession topic sentences

- However, not everyone agrees that.... For example,.....
- On the other hand, some people say that.... For example, ...
- Some may object to the idea of ... because.....

Language for concession responses

- While it is true that...., this is not a major disadvantage because...
- However, it is important to also consider the fact that

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2.14: Takeaways

Summary

In this chapter we:

- Wrote an introduction and developed a working thesis/main claim
- Examined what makes a successful thesis
- Planned body paragraphs: including a topic sentence evidence, and analysis
- Wrote a conclusion
- Explored different strategies for improving cohesion within and between paragraphs.

Questions for reflection

- How does having a strong thesis statement affect the rest of the essay?
- What are your favorite strategies for writing a hook? Why?
- What is challenging about writing a strong body paragraph?
- Which methods of using cohesion do you already use, and which ones are new to you?
- Find an essay or article. What kind of cohesion methods does the writer use? Are they effective?
- Look back at the [2.2: Sample Student Summary/Response Essay - Stereotype Threat](#) and the other sample essays in this book. Can you identify all of the parts of an introduction, body paragraph, and conclusion? Can you find examples of transition words, known to new sentence structure, demonstrative pronouns with summary nouns, and parallel structure for increasing cohesion?

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2.15: Answer Key- Organization and Cohesion

2.5 Writing Body Paragraphs

Finding the parts of a body paragraph

Topic Sentence: Stereotypes are problematic because they give an incomplete view of a person within a group.

- **Topic:** Stereotypes
- **Controlling idea:** They are problematic because they give an incomplete view of a person within a group.

Evidence: In her TED talk “The Danger of a Single Story,” Adichie argues that a single story usually provides only one part of a story: just one negative or positive side of a person, yet this becomes their label or their definition. An example of this kind of stereotyping is the example of Adichie of Modupe Akinola, a female African-American professor. When she began teaching at Columbia Business School, students often asked her when the professor would arrive because she did not fit the stereotype of what a professor should look like in the U.S. (Akinola)

Analysis: People tend to make assumptions about the single story they hold of a particular group. Due to a lack of exposure, Akinola’s students were probably expecting to see an old white male or possibly a white female professor instead of a young African-American female professor. Also, because of the angry black female stereotype (Eberhardt), during lectures, this may lead students to read Akinola's facial expressions in an incorrect way which may cause confusion.

Concluding Sentence: Thus, stereotypes are "incomplete" and can lead to prejudice as Adichie points out in her TED talk.

2.6 Writing a Conclusion Paragraph

Identifying food for thought

1. A suggestion or call to action
2. a reflection on how your own thinking changed through writing this
3. a prediction or warning for the future

Identifying parts of a conclusion

Umbrella sentence: In “Stereotype Threat,” McRaney and her colleagues clearly and evenhandedly explain the phenomenon of stereotype threat.

Summary: Their choice of language makes the chapter interesting and accessible to students who may not have training in the social sciences, even as the authors cite many academic sources. The authors also spend time addressing and responding to some common criticisms of and doubts about the existence of stereotype threat, which makes the ideas they discuss more credible. Furthermore, the content is relatable: the examples provided in the text helped me identify an instance of stereotype threat in my own life and made me think about other situations where stereotype threat may have been at play.

Food for thought: Their chapter highlights an important phenomenon and, with this knowledge, institutions and individuals can take steps to create environments in and out of the classroom that lessen the chance stereotype threat will negatively (and needlessly) affect performance.

2.7 Cohesion and transition words

Adding appropriate transition words

Stereotyping helps us quickly understand or make a decision about others. **[However,]** it gives people surface knowledge and a limited understanding of other people. **[As a result,]** people are all labeled and everyone categorizes others, which is necessary to do in order to make quick judgments. **[Furthermore,]** Jennifer Eberhardt points out that “the content of those stereotypes is culturally generated and culturally specific.”

2.11 Parallel Structure

Parallel structure and cohesion

Here are the complete quotations.

1. "Not everything that is faced can be changed. But nothing can be changed until it is faced."—James Baldwin
2. "If you want others to be happy, practice compassion. If you want to be happy, practice compassion." —The Dalai Lama
3. "We must accept finite disappointment, but never lose infinite hope" —Dr. Martin Luther King, Jr.
4. "Success is getting what you want. Happiness is wanting what you get." —Dale Carnegie
5. "People will forget what you said, people will forget what you did, but people will never forget how you made them feel." —Maya Angelou
6. "We make a living by what we get, but we make a life by what we give." —Winston Churchill
7. "To be smart on crime, we should not be in a position of constantly reacting to crime after it happens. We should be looking at preventing crime before it happens." —Kamala Harris
8. "I just hope that more people will ignore the fatalism of the argument that we are beyond repair. We are not beyond repair. We are never beyond repair." —Alexandria Ocasio-Cortez
9. "Ask not what your country can do for you; ask what you can do for your country." —John F. Kennedy

Identifying parallel structure

Parallel structures are indicated by [brackets]..

Why is it that women who are talented in **[math and science]** **[avoid or leave]** engineering majors and careers? An American Association of University Women report on women's success in engineering and computing suggests that **[women who persist in science and engineering are not all that different from women who decide to leave]**. The major difference between **[staying and leaving]** has been found to have **[less to do with the women themselves and more to do with the academic and workplace environments]** where they **[attend school and pursue careers]**. Throughout the literature on women's persistence in **[science, technology, engineering, and math]** (STEM) fields, a range of **[structural and cultural]** barriers contribute to the high prevalence of gender bias in these fields, with direct implications for women's **[self-efficacy, experiences, opportunities, and success]**, particularly in engineering.

- **Word forms:** Nouns (science, technology, engineering, and math), adjectives (structural and cultural), nouns (self-efficacy, experiences, opportunities, success)
- **Verb forms:** staying, leaving; attend school, pursue careers
- **Phrases:** less to do with, more to do with
- **Clauses:** women who persist in science and engineering, women who persist in science and engineering.

Add parallel structure for clarity and cohesion

Possible answers indicated by brackets:

- Having stereotypes **[highlights people's differences and makes equality nearly impossible to achieve]**. In her TED talk, Chimimanda Adichie claims, "The consequence of the single story is this: it robs people dignity. . . . It emphasizes how we are different rather than how we are similar."
- What she means is that a single story usually **[focuses on what other groups do not have and what is beneficial for the people telling the story, rather than focusing on what is true]**.
- This **[makes us look at our differences and makes society less equal]**.

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CHAPTER OVERVIEW

3: Research

Much of the writing you do in college and university is research writing. In this chapter, we will look at what research is and how to do it, while exploring the topic of teacher diversity.

- [3.1: Introduction](#)
- [3.2: Sample Student Research Essay- Faculty of Color](#)
- [3.3: Purpose of Research Writing](#)
- [3.4: Research Process](#)
- [3.5: Finding Your Topic and Research Question](#)
- [3.6: Strategies for Finding Information](#)
- [3.7: Evaluating Your Sources](#)
- [3.8: Reading Academic Articles for Research](#)
- [3.9: Writing an Annotated Bibliography](#)
- [3.10: Language Toolkit](#)
- [3.11: Takeaways](#)
- [3.12: Answer Key- Research](#)

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3.1: Introduction

What will we learn in this chapter?

In this chapter, we will learn what a research paper is and why students (and others) do research. We will learn how to think about research and how to start your research with a questioning mind. Then, we will look at the actual steps of research paper writing: developing a research question, finding sources online and in databases, and choosing which sources are best for the project. Lastly, we will look at how to cite (show where you got the information from) and why that is important.

Why do we need to do this?

How will this make your reading, writing, and thinking more effective and clear? When you set out to do research, you start with a research question, and through your research you are trying to find the answer to your question, or you want to find out why something happens. Well-researched papers can persuade people to your point of view. In addition, research can help you organize your own thoughts on a topic, you can learn more about your topic, and it can help you explain your ideas.

What topic will this chapter focus on?

In the 2021 US presidential debates, future Vice President Kamala Harris cited a statistic that Black children who have a Black teacher in elementary school are more likely to go to college. Clearly, having a teacher of the same ethnicity can have a huge impact on young children of different races, and the same is true for college students. In your education, were your teachers of the same race or background as you in your home country? How about in the United States? How did that affect your learning? (See a Black teacher working with students in Figure 3.1.1). We will take a closer look at this question in this chapter, as you follow one student's research journey.



Figure 3.1.1: "Teacher Helping Students Working At Computers In Classroom" by City of Seattle Community Tech is licensed under CC BY-NC 2.0

Learning objectives

In this chapter, you will learn to

- explain the reasons for writing a research paper.
- develop a research mindset.
- choose a research topic and develop a strong research question.
- compare research methods and strategies and choose an effective research strategy for your paper.
- evaluate different kinds of sources and select sources that will work for your paper.

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3.2: Sample Student Research Essay- Faculty of Color

Reading: Student essay on Faculty of Color

Let's read a student research essay. To see the same essay formatted in MLA, you can open this document: [Lily Liu De Li Faculty of Color Essay Ch. 3 RWRR.pdf](#)

Lily Liu De Li

Where are the Professors Who Look Like Me? Increasing Minority Faculty in Higher Education

I have been attending Laney college to learn ESL for four years. During those semesters, I have had many different classes, but one thing was the same. Almost all of my professors have been white. I live in a very diverse city, so that felt strange to me. My situation is not unique. While almost 75 percent of California Community College students are people of color, only about 40 percent of the professors are people of color (Peele and Willis). The situation is similar across the United States. Clearly, minority faculty members are underrepresented compared to students on their campuses and society at large, and this has serious implications for colleges. Although minority faculty members play an important role on campuses, their contributions are often not recognized and colleges should find more ways to support and retain them.

First of all, although there are relatively few faculty members of color, they actually bring many benefits to their campuses. One way is in how they support students of color. Students of color are more likely to graduate if they have more minority faculty (Stout et al). Research “looking at community college classrooms found that performance gaps of minority students can close by 20% to 50% if faculty more closely resemble students” (Davis and Fry). This is an enormous benefit and should cause colleges to rethink their policies. If some students are not succeeding, perhaps it is not the students who are the problem, but what their campus is like. This may be because students see these professors as role models (Davis and Fry). In other words, minority faculty can inspire students and show them a path forward. On the other hand, students who lack these role models will have negative effects. One Latinx student, Jesus Cendejas, who studies at a community college where 79% of faculty are white, “feels a sense of erasure and uncomfortableness” on campus (qtd. in Peele and Willis). We can infer that Jesus and students like him would feel less “erased” if they could see that more of the instructors teaching them shared their background. However, it is not just minority students who benefit from having diverse faculty. A racially and ethnically diverse faculty exposes all students to diverse perspectives and helps them work in a multicultural society (Paganelli and Cangemi). For these reasons, it is essential that students have diverse faculty teaching their classes.

Despite everything they bring to the campuses, faculty of color can have a more challenging job because they are often asked to take on extra responsibilities. Many people might assume the minority faculty teaching in universities have the same responsibilities as the white faculty generally do, but minority faculty members have an additional role in supporting minority students. In fact, they may also need to be expert advisors on diversity, serving on committees that are related to diversity, and translating for English learners (Cleveland, et al). In other words, as more and more minority students enroll in colleges and universities, the role of supporting them and promoting equity and diversity falls disproportionately on minority faculty members. These jobs are essential for helping students, but they also add a lot to the workload of professors. It would be fair to show these faculty extra support because they are doing so much for students.

However, the extra responsibilities and challenges faced by faculty of color are not always recognized by colleges. First of all, the fact that faculty of color take on so much extra work directly leads to problems for them. Adalberto Aguirre, a professor at the University of California Riverside, reports that the extra responsibilities of faculty of color are “ignored in the faculty reward system, especially the awarding of tenure.” In other words, the diversity education and mentoring work that faculty of color do is often not recognized when their work is evaluated. This is because faculty are generally promoted based on their research or classroom teaching, not because of other things they do to benefit the campus. In fact, doing these extra jobs takes faculty’s attention away from research and teaching, so it can actually harm them in their evaluations. This may lead to more faculty getting overwhelmed and dropping out of the academic field.

In addition, faculty of color face additional stress when they are working at campuses that are majority white. According to Bryan McKinley Jones Brayboy of Arizona State University, and colleagues, “faculty of color feel alone and often invisible when they are the only scholar of color in departments or colleges” (87). They argue that these professors often face “unwelcoming and

unsupportive work environments” from the time they are first hired up until they are promoted, and that their pay is often unequal (Jones et al). Basically, we can assume that all of these experiences have a strong negative impact on faculty and that they may choose to leave the academic job field or not even enter it to begin with.

While these are serious issues, universities can work to improve them by working to provide a more supportive and equal work environment for faculty of color. The first step is for universities to acknowledge these problems, but that is not enough. As Insoon Han and Jacqueline Ariri Onchwari of the University of Minnesota, Duluth, state, “the significance of nurturing and sustaining productive and fulfilled employees of color cannot be overstated. Yet, providing such an environment sustainably remains elusive” (4). In other words, just saying that minority faculty are important is not enough. Campuses need to really work to develop policies “directed toward eliminating the ‘chilly climate’ and solving the problem of turnover in order to enrich the lives of minority faculty” (Johnson and Scafide). These are big and difficult changes that campuses will have to make. However, having an inclusive environment for minority faculty will better attract them to stay on the campus.

One promising way to improve the situation could be by developing more support and community for faculty of color. This could be especially important on campuses where most of the faculty are white. One example of this is at the University of Minnesota, which developed a culturally responsible mentoring program that helped nonwhite faculty feel more community on campus (Han and Onchwari). In addition to providing social support, the mentoring program gives faculty members the chance to work together “to reach out to and collaborate with the university administration, with the purpose of getting our voices heard and the necessary institutional changes implemented” (Han and Onchwari). As this quotation suggests, individual people may know what needs to be done to make changes, but they might not “reach out” and ask for changes if they don’t have social support. This mentoring program is only one example of the kind of program that will really change the campus environment for faculty of color and encourage them to remain as teachers, but it shows colleges what kind of programs can lead to change.

In conclusion, colleges and universities in the United States do not have enough faculty diversity to support students. If this situation is not fixed, the rate of enrollment and graduation of minority students may be lower, which will perpetuate the same situation. One of the main challenges is that colleges do not recognize the extra contributions of minority faculty and provide enough community. This situation must change. From my own experience, I have had many strong professors but I will keep hoping to have more in the future from the same background as me. I hope to find some more role models who I can follow, so that I myself can eventually become a role model for the next generation of students.

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3.3: Purpose of Research Writing

We are all researchers

This might be the first time you are writing a research paper, or the first time you are using library databases. However, research is something that you do all the time. Let's look at some everyday questions:

- Where is the best hotel for my family to stay at on our vacation?
- Should I be worried if I have a specific pain in my body?
- Where can I get the cheapest price for a laptop?

How would you answer these questions? You might ask someone else, but if you are like most people you will start by doing a search online (see Figure 3.3.1).



Figure 3.3.1: "Woman in front of laptop search." by nodstrum is marked with CC BY 2.0.

When you search online, you compare different results to see which ones are the most reliable. For example, you might look at a hotel website to see what they offer, but you might also want to read reviews from other travelers. As you read, you will probably decide how much you trust each review. When you get enough information to make a decision, you will have to explain that information to your family. Why do you think that you should stay at this hotel, even if it costs a little bit more than another one?

When is the last time you researched something to find an answer or better persuade someone? How did you choose where to look? Did you trust all the sources of information that you found, or did you think that some were stronger? What did you do after you found the information that you wanted?

Why we research

By researching, you are able to make informed decisions, or find more ways to help persuade others to believe in your ideas. Your everyday research process is not just finding information. It is finding information, analyzing it, making a decision, and sharing that information with others. These are the same steps you go through in the academic research process. You will use the facts and opinions you find in your research to support your own argument about your research topic.

Writing research papers is a process of finding out what other people know and believe about a topic, and how you can use that to guide your own thinking. Being able to take in others' opinions and present your own argument allows you to clarify your ideas, think critically about issues, and share your own voice in a way that can persuade others.

Citations in research papers vs online articles

How does knowing about research affect you as a reader?

In academic papers, research citations are indicated through your in-text citations and Works Cited page. In online articles, citations are shown through links. This method can change your experience as a reader and researcher.

Notice this!

Check out a research-based online article, like the one below.

Skim the article and think about these questions:

- How do the links affect you as a reader?
- Did you click any of them?
- Do they give the writer more credibility?
- Do they provide [ethos](#), [pathos](#), or [logos](#)? (Click on the linked words in that question to review what these mean if you'd like.)

Reading from an online research article: "I Prepare Aspiring Teachers to Educate Kids of Color – Here's How I Help Them Root out Their Own Biases"

Lasana D. Kazembe, *IUPUI*

I'm a professor who has spent the last 10 years [preparing new teachers to enter the workforce](#). I also study how race, culture and power influence education and childhood development at a time when more than half of the roughly 50 million children who attend U.S. public schools [are nonwhite](#), unlike most of their teachers. About four in five public school teachers [are white](#), according to the latest official data.

This underrepresentation is especially acute for [Black male teachers](#). While one in four teachers are men, merely 2% are Black men.

Research indicates that students of color benefit from [being taught by people who look like them](#).

One of these benefits is that students of color experience a more [positive sense of their own ethnic and racial identities](#). I think it's essential today that all K-12 teachers develop the cultural awareness, empathy and [anti-racist disposition](#) to effectively teach students from diverse backgrounds.

[A lack of familiarity](#)

By and large, the aspiring teachers in my classes are white people who plan to teach in [urban schools where children of color](#) are in the majority. And based on what my colleagues and I routinely witness, they tend to possess little to no experience with or cultural knowledge of people who aren't white.

Many of [my students describe themselves as colorblind](#). This is the idea and practice that ignoring or overlooking racial and ethnic differences somehow makes one not racist. Those who practice colorblindness tend to feel that racial harmony can occur if they pretend to not see or acknowledge what makes us different from one another.

However, researchers have found that racial colorblindness can [actually function as a form of racism](#).

My own experience points to one reason why this occurs. I often perceive that these same students harbor [racial biases](#) and negative cultural assumptions about people of color – particularly Black people and Latinos.

Likewise, I find that most of these white students possess little to no understanding of [their own racial and ethnic identities](#). Also, I often observe that they aren't familiar with even basic aspects of U.S. history such as the contributions and experiences of Native Americans and African Americans.

But because these aspiring teachers live in a multicultural nation, I believe that it is more important than ever for them to acquire a serious understanding of racism and this nation's rich multicultural history. I also think they will become better teachers if they leverage that understanding and work to [become anti-racist](#).

I define anti-racism as the active process of identifying and eliminating racism by transforming systems, structures, policies, practices and attitudes. The goal of anti-racism is a more equitable redistribution and sharing of power.

Key findings in education research indicate that effective teachers are those who have [experienced deep learning about racism, bias and cultural diversity](#). Among white students, their perspectives on race and culture may be enhanced through [authentic experiences in ethnically diverse settings](#). Other studies have shown how white students benefit by intentionally [confronting difficult subjects such as inequity and anti-racism](#).

One of the ways that I help to broaden students' understanding is by incorporating historical content into class assignments. I also introduce content that introduces students to the history and life experiences of diverse cultures. Also, I provide opportunities for students to interact with other cultures through literature, film and music.

For example, in addition to learning about the [Brown v. Board of Education](#) Supreme Court ruling, students also learn about both its [intended benefits and some of its negative outcomes](#) – such as the more than 38,000 Black teachers and administrators who lost their jobs.

This focus on historical contexts, inequity and cultural diversity is quite common – [especially in urban teacher education programs](#). My goal is to challenge students to think more deeply about themselves, about others and about the diversity of the children they may one day teach.

These are, in my view, necessary steps to developing teachers who are more reflective, thoughtful and culturally informed.

Consequences of bias

Many studies have illustrated the dangers of racial bias among teachers, such as [lower expectations for students of color](#) and [harsher discipline](#) for them. There's also evidence that racial bias can contribute to [higher dropout rates](#), [lower academic achievement](#) and [future incarceration](#).

In their investigation of racial bias and school discipline in K-12 settings, a team of Princeton University researchers examined federal data that covered 32 million Black and white students across 96,000 K-12 schools. They found that Black students experienced [higher rates of expulsion](#) and suspension. They were, in addition, more likely to be arrested in school and subjected to law enforcement interventions than white students.

The researchers found that 13.5% of Black students received out-of-school suspensions, as opposed to only 3.5% of their white classmates. Their findings indicated that racial bias fuels disparities in school discipline, as have similar studies.

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Centering equity in education

In my classes, students learn about and discuss student differences besides race and ethnicity, such as gender, ability, sexual orientation, gender identity, primary language, religious beliefs and residence. They also develop skills that allow them to reflect on their own backgrounds and to understand how their personal history shapes their perspectives.

The students learn that actively embracing diversity and working toward equity are core qualities of professional educators.

What teachers understand about bias must go beyond mere knowledge of subject matter and instructional strategies. They also need to learn ways to honor and respect the history and heritage of all their students, a discipline known as “[teaching for equity](#).”

Equity-focused teacher educators are versed in [ethnic studies](#), as well as history, power and privilege.

Research shows that students benefit academically when their teachers possess cultural awareness, have [high expectations](#) for all their students and [believe that all their students have the potential](#) to learn and succeed regardless of their personal backgrounds.

However, to get there, teachers must first transform themselves.

[Lasana D. Kazembe](#), Assistant Professor, [IUPUI](#)

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One student's research journey

In this chapter, we are going to follow Lily, a student at Laney College in Oakland. Lily, an Asian woman who had lived in Central America, noticed that few of her college instructors were Asian American, Black, Latinx, or Native American. She became curious about this issue, and she chose this topic to explore for her research paper.

Before you read on to find Lily's research question, take a minute to think about this topic. How would you research it? What information would you want to find?

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3.4: Research Process

The Stages of Research

Later on in this chapter we will walk you through the steps of starting a research project. The first steps are choosing and then narrowing a topic, writing research questions, then refining your questions. Then the next steps are searching for articles, reading articles while finding citations, then writing a paper while incorporating those sources. You might imagine that you are expected to complete these steps separately, one at a time, in that order, as shown in Figure 3.4.1.

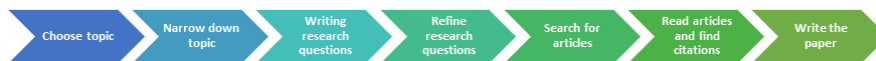


Figure 3.4.1: "Steps of the research process in a straight line" by Jenny Yap is marked with CC BY NC 4.0.

Many people think that when you complete a research project you must follow those steps in an exact order, but writing is often not so simple. For example, you may not know what topic you want to write about, so you might start with searching and reading articles as your first step.

When Lily got her research paper assignment, she had no idea what to write about. Her professor suggested reading a newspaper like the *The New York Times* to see if any topics seemed interesting to her. Lily found an article talking about Nikole Hannah-Jones, a famous journalist who was denied tenure at the University of North Carolina. Lily was interested in this topic because she read that Hannah-Jones' research interests, which focus on the contributions of African Americans and the consequences of slavery, were controversial to the university's board of trustees. Many believed that Hannah-Jones was being unfairly discriminated against because she was a Black woman. This made Lily curious about the experiences of other professors of color. Maybe she could write a research paper about that?

Research as a Process

If you are doing research correctly, you approach your topic with an open mind and try to find an answer to something you are curious about. This is why the research process doesn't always follow steps in a certain order. Some people prefer to read and write first, before they do research. Sometimes even if you have a thesis in mind, you might change your original point of view based on new information, or you might revise your topic slightly. Even professional researchers will change their minds midway through a project if they find new information or if they don't find the specific information they were looking for.

It's important to do research with an open mind--to explore new ideas and then form opinions based on these new ideas. Research is an iterative process, which means your thinking should always be changing and your topic should continually be refined and improved upon, the more you read, write, and think about it. Research is also a recursive process, which means you might go back and forth multiple times between writing, thinking, reading, and researching. If you think about the word "research," the prefix "re" means again. **Research means to search again.**

Figure 3.4.2 below demonstrates the messiness of a research project.

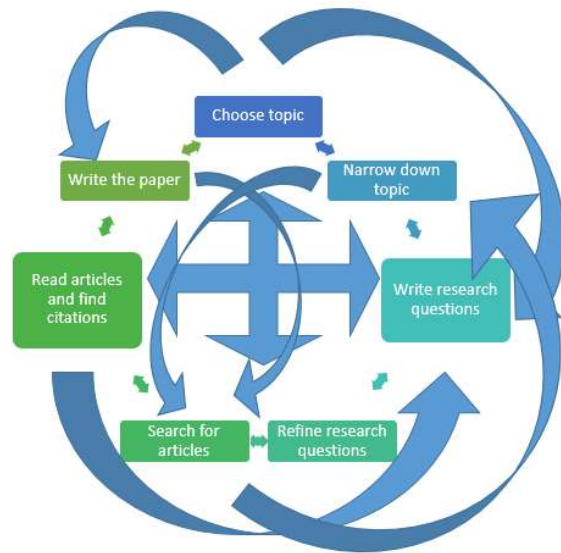


Figure 3.4.2: "Research process as a messy circle" by Jenny Yap is marked with CC BY NC 4.0.

Looking at a research process

Let's look at how Lily's topic changed over time:

Lily was interested in doing more research about the importance of professors of color for community colleges in California. After searching, she wasn't able to find anything about that topic, so she broadened her topic to include all kinds of colleges in all of the United States. Luckily she hadn't started writing her essay yet because if she had, she would have had to start all over. She decided to research with an open mind and to not decide on a specific focus before she had done some reading.

Apply this!

Think about the last writing assignment you completed that you were proud of. Draw a picture of your writing process. Does it look more like a straight line or a messy circle? What are some advantages of writing in a messy circle?

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3.5: Finding Your Topic and Research Question

Getting Started with your Research

As you already learned, research is a messy process. You need to be open to change. However, there are some basic steps to go through as you start your process. Keep in mind that you may not always go through these steps in the same order, or you may go back and repeat some of them more than once!

- Choosing a topic
- Narrowing the topic
- Writing a research questions on that topic
- Refining your research question

When Lily got her research paper assignment, she knew that if she was going to spend several weeks researching a paper, she wanted it to be something that was interesting to her. Lily had recently read an article about a Black woman professor who faced discrimination, and it reminded her of something that she noticed about her college classes. Almost all of her college teachers were white, even though she and her classmates were not.

At this point, Lily did not know exactly what she wanted to say about this topic, but she was interested in it. She wondered how her college experience would be different if she had more teachers with the same background as her. When she shared her ideas with classmates, they were also curious and interested.

Now that Lily had a topic that interested her, she wrote a few different research questions:

- Are there many faculty of color (Black, Latinx, Native American, and Asian American) at colleges?
- Why are there few teachers and professors who are minorities?
- Why is it important to have faculty of color?
- What can colleges do to improve this situation?
- Who is responsible for helping faculty of color?
- What is the experience of people of color who teach at colleges?

With just a little research, she found that faculty of color are underrepresented. This means that the percentage of college professors who are not white is lower than their percentage of the population overall. She realized that she had already answered her first research question, so it would not be a good topic for her essay. However, she could use that information as background for one of her other questions.

After talking about the topic with her librarian, Lily decided to focus in on these questions:

Why is it important to have more minority faculty in colleges? How can we improve this situation?

Choosing a topic

Sometimes instructors will assign a general topic related to the class, such as immigration or the food system. In English classes, you might get an assignment to write an argumentative research paper on a topic of your choice. In either situation, you will need to spend some time choosing a more specific topic.

The best research topics are ones that you personally care about and want to spend more time reading and thinking about. Remember that research is a conversation; you want to choose a topic that gives you personally something new to contribute.

Take some time to think carefully about your topic. Sometimes students jump into researching the first idea they think of, or something that they have heard is a “good research topic.” However, if you are researching something that you do not really care about, or do not personally have any knowledge of, it can be challenging to stay interested and also say something new to your readers.

Ask yourself key questions

- What do I know about?
- What have I studied?
- What jobs have I had?

- What other experiences have I had where I learned a lot about a topic (parenting, having a friend with a disability, traveling, political activism, art, volunteering...)?
- What makes me mad?
- What do I think is unfair?
- What articles have I shared on social media because I thought they were important?
- If I could change a rule/policy/law/practice/attitude, what would it be?
- What nonfiction topic do I like to read about in any language?

Fill in the blanks

- Although many people think X, I think Y.
- I would really like to change X.
- More countries should do X like it is done in [another place].
- X is more important than most people realize.

Finding your topic

Let's try these techniques.

Apply this!

Choose one of these techniques: asking questions or filling in the blanks. Set a timer for 10 minutes and try to come up with as many ideas as you can. After ten minutes, circle the ideas that are most interesting to you.

Narrowing a topic

Once you choose a topic, you will want to narrow it down. You want your topic to be narrow enough so that you can actually say something unique about this topic (but still broad enough that you can find published information). If you choose an overly broad topic, you will spend a lot of time researching and writing about the general topic without actually saying something unique.

Here is an example of a topic that is too broad: "The effects of teachers on students."

If you started to research this, you would quickly find that there are so many different kinds of teachers, students, and effects that it would be hard to compare your research to others' research or to support a strong point. Figure 3.5.1 shows the process of narrowing a topic as concentric circles:

- Biggest circle: all possible topics
- Next smaller: assigned topic
- Next smaller: topic narrowed by initial exploration
- Smallest inside circle: topic narrowed to research question(s)

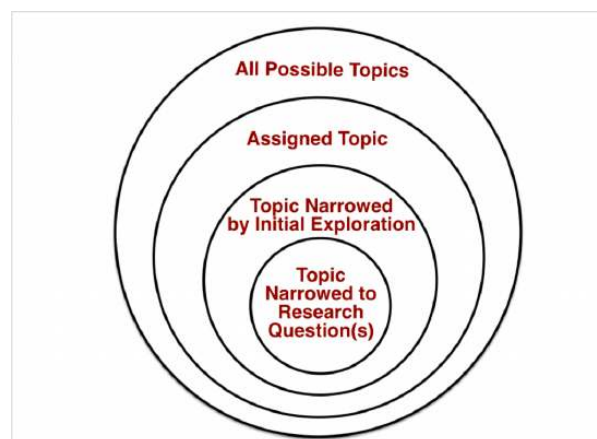


Figure 3.5.1: Visualize narrowing a topic as starting with all possible topics and choosing narrower and narrower subsets until you have a specific enough topic to form a research question. (CC BY Teaching & Learning, Ohio State University Libraries)

Let's imagine that you have the topic "the effects of teachers on students" and want to narrow it down.

Freewriting

Ask yourself why you are interested in this topic. If you can identify why this relates to you, you will be able to see how to narrow it. Freewriting is a good way to get some ideas out. Set a timer for 5 minutes and freewrite about the topic of “the effects of teachers on students.” You can write in English or another language. When you run out of ideas, look back at your writing. What would interest you about this topic and why?

Write questions

Look at each part of a topic and write questions about each part. For example, for the topic “the effects of teachers on students”, here are some questions that you could ask:

- What kinds of effects am I interested in: academic, personal, or motivational?
- What kinds of students am I interested in? This could include school level, age, personality, race, abilities, gender, country, background, etc.
- What kind of teachers? Am I interested in learning about the effects of teachers based on their training, background, personality, etc.?

If you are having trouble thinking of questions to ask yourself, ask a friend or classmate what questions they would ask. Sometimes other people can add a new perspective that you had not considered.

Do an Internet search

Do an internet search. Sometimes you are interested in a topic but do not have a clear idea of what you want to say. In that case, you can look online to see what others have already written about this topic and get some ideas for narrowing it down that you had not thought about before.

Apply this!

Do an Internet search for “effects of students on teachers” and spend 5 minutes looking at the top 20 or 30 results. What do you find?

Here are some of the topics you might see:

- Whether students with more experienced elementary school teachers learn to read faster
- How teachers affect students’ self-esteem
- How teachers affect social relationships among classmates
- How the level of stress a teacher feels affects their students
- How children benefit from having a Black or Latino teacher in elementary school

Searching can help you get ideas even if you end up changing your topic somewhat. The sources you find may not be appropriate for your final research paper, but that’s okay! Right now you are just getting ideas.

Research questions

Writing a research question

Once you have a narrow enough topic, write a research question. A research question is a question that will guide you as you do your research and help you stay focused. It will also help you write your thesis statement, since a thesis statement will generally be the answer to your research question.

A good research question is something that you do not already know the answer to. In addition, it is something that cannot be answered with a simple fact.

It is useful to start your research question in one of these ways:

- Why
- How
- What are the most significant [causes/effects/problems/reasons/solutions] to....

Your question might have two parts: for example, first showing why something is a problem, then showing how to solve it.

Evaluating your research question

After you write one or more possible questions, evaluate them using this checklist:

- Is your research question narrow and focused?
- Is it broad enough that you can find enough information?
- Is it something that you do not already know the answer to?
- Is it something that cannot be answered with a simple fact? Try!

Here are some possible research questions that Lily wrote as she prepared her research paper. Which one do you think is the strongest? Why?

- How many teachers and professors in the US are minorities?
- Does Laney College have many faculty of color?
- How does having a teacher of color affect students?
- Why is it important to have faculty of color in colleges and what can colleges do to increase the number of faculty of color?

Next steps

Once you have your research question, you are ready to start your research! Remember, as you get more information you may change your ideas and decide to change your question.

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3.6: Strategies for Finding Information

Starting the search

Now that Lily had an idea for a research topic, she wanted to start finding and gathering information for her topic. She started off by doing what a lot of other students do, Googling it, but she was quickly overwhelmed with her search results when she typed in the term “faculty of color in higher education”. There were over 400 million results! She saw articles from newspapers like *Forbes*, statistics from the National Center for Education Statistics, books being sold on Amazon, articles published by universities, and many more. She wasn’t sure how to choose which source she needed. Her professor also told the class they should use library databases for their research, but she didn’t know how to use them.

Many of you will have shared the same feelings as Lily—being overwhelmed by the amount of information you can find on the internet. This section will discuss different types of sources you might find on the internet and in library databases. This section will also walk you through how to use library databases and give you tips and strategies for searching on the internet and in library databases more effectively.

Types of Sources

Many of you may be familiar with books and newspaper or magazine articles, but there are many other sources of information that can be useful during a research project. Table 3.6.1 summarizes different sources. As you look over the table, think about how long it takes to create a post on social media vs the time it takes to write a scholarly article. Does the time it takes to create a source impact the quality of a source?

Table 3.6.1 Possible sources and how they differ in terms of where they are found, how they are created, who they are written for, and who they are written by

Source Type	Where to find it	Time to create	Review Process	Written by	Read by
Websites/blogs	Internet search	Minutes to years	none	anyone	General public
Social media	Internet search	Seconds to days	none	anyone	General public
Documentaries	Film streaming sites	years	none	filmmakers	General public
Personal interviews	You do it	Minutes to days	none	anyone	General public
Reports and government documents	.gov websites, organization websites	Months to years	No formal peer review process	Specialists in the subject (usually people with PhDs, graduate students, or professors)	varies
News	Online, print, television, article databases	Minutes to days	No formal peer review, sometimes editorial review	journalists	General public
Magazines	Online, print, article databases	Days to weeks	No formal peer review, sometimes editorial	journalists	General public
Scholarly journal articles	Print, library article databases, journal website	One to a few years	Formal peer review process	Specialists in the subject (usually people with PhDs, graduate students, or professors)	Scholars, graduate students
Books	Libraries, bookstores, ebook collections	years	Editorial but not peer review	Journalists, specialists, general people	General public or specialists

How to Choose a Source

There are many more types of sources than the ones listed on the chart, but given that there are so many different types of sources to choose from, how do you choose which kind to use?

When you first start your research project, you want to learn background information about your topic, so you might read Wikipedia, newspaper articles, or encyclopedias. Scholarly journal articles are very specific so they would not be good for learning background information. Scholarly journal articles show the results of original research so they are useful if you want to prove an idea in your research project.

Internet Research

The internet is a network that connects computers and servers all over the world—it contains billions of pages of information. People use search engines like Google, Baidu, Bing, and Yahoo to search for the information they need. While it is useful to have access to so much information, it can also be very overwhelming because most searches that you do will return millions of results. The results on the first page of a search are not usually the most credible sources.

Doing a web search can be useful for understanding your topic overall and finding key words to help you. You can use the "tools" link on Google to improve your search. For example, you can choose to limit your search to specific dates or countries.

Database Research

The internet is very different from a library database. The information on the internet is free to access, but database access is not free—libraries pay tens of thousands of dollars to give students access to articles. The reason it costs so much is that database companies collect information from hundreds to thousands of different sources, including scholarly journals where it might cost you \$25 to look at one article. Then database companies “tag” each article with the main keywords so that it’s easier for people to find them.

There are general databases that contain information about different subjects, and subject-specific databases. It’s a good strategy to search through multiple databases because they often contain different information.

Even though using a database is a good research strategy, there are some drawbacks. One drawback is that because it takes time to include articles in a database, a database might not have the most current information if a research topic is evolving in real time. Also, because a database includes scholarly articles, which can take a year or two to publish, very current events won’t be written about yet by scholars. Some research topics are not represented in databases—a database has many newspaper and scholarly articles, but if no journalist or scholar has written about a certain topic, it won’t be there.

Keywords

When you type in your whole question, sentence, or phrase in a Google search, Google tries to guess what you mean. Library databases do not. Google’s algorithm picks out the important words for you. It’s difficult for library databases to remove the unimportant words you include in your search so you only use the important words, or keywords.

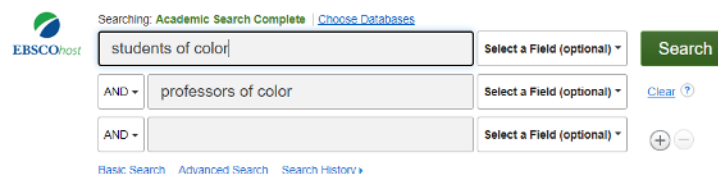
Keywords are used in a search in library databases to find articles that are relevant to your research topic. Keywords describe the main concept of your research topic or research question. Select nouns that are important and leave out words that are adverbs, verbs, adjectives, and prepositions.

Here is an example research question: How are students of color affected by professors of color?

The main concepts or keywords are “students of color” and “professors of color”. Avoid terms like affect/affected as search terms. For each main concept, list synonyms, related terms, or associated words. If you get a lot of results back, you can get more specific with your main concepts as well.

- Synonyms for “students of color”: minority students
- Synonyms for “faculty of color”: professors of color, minority faculty, minority professors
- Narrower terms: African American students, community college students, women professors of color, etc.
- Related terms: (if you want to search for different effects of having a professor of color, you can add concepts to your search such as “retention” or “educational achievement”)

When you use these words in a database, type each concept into its own search field. Figure 3.6.1 shows the search field of a common database with the phrases “students of color” and “professors of color” typed into the search fields.



Searching: Academic Search Complete | [Choose Databases](#)

EBSCOhost

students of color Select a Field (optional) Search

AND professors of color Select a Field (optional) Clear ?

AND Select a Field (optional) + -

[Basic Search](#) [Advanced Search](#) [Search History](#)

Figure 3.6.1: “Search box in the Academic Search Complete” by Jenny Yap is marked with CC BY NC 4.0.

If you are not getting enough results from your search, use more general keywords. If you’re getting too many results, use more specific words. Databases also have filters that allow you to narrow the time period of articles, the type of article, language, geography, and more.

It takes a lot of practice to get good at searching in databases. If you need more help, you can always contact a librarian at your school. They are experts in using databases.

Finding keywords and synonyms to help you with your search

When you are doing research, it is important to use a variety of keywords. What can you do if you do not know a lot of synonyms for your term?

- Use a thesaurus or dictionary such as Longman
- Use Google to find a news or general website that discusses the topic. Make a note of synonyms or related terms.
- Use subject term tags (see below for how to do this)

Keeping a list of synonyms will help you with your search and with writing your paper.

Subject terms

Another way to find good keywords is to look at the subject terms of an article. For example, when you click on an article's title in a database it will often bring you to a page (called the record) that contains information about the article such as the author, where the article was published, and an abstract which is a one-page summary of the article. The record page also contains the article's subject terms.

A subject term is a standard word or phrase that describes the main ideas in an article. Each article in a database is assigned a few subject terms. It's important to notice which subject terms the database is using because each database company might "tag" articles with different keywords for the same concept. For example, one database might use the keyword "stadium" while another might use "sports arena." Figure 3.6.2 shows the subject terms of an article in the database. Notice that in this database, instead of using the word "professor" it uses the phrase "college teachers." Other terms that are included are "African American teachers", "University faculty", and "African Americans".

Subject Terms:

- *[AFRICAN American teachers](#)
- *[COLLEGE teachers](#)
- *[UNIVERSITY faculty](#)
- *[AFRICAN Americans](#)
- *[EDUCATIONAL law & legislation \(Canon law\)](#)
- *[SCHOOLS](#)
- *[EDUCATION](#)
- *[SOCIAL sciences](#)
- *[SOCIOLOGY](#)



Figure 3.6.1: "Subject terms in a database" by Jenny Yap is marked with CC BY NC 4.0.

Identifying keywords and subject terms for your search

Let's look at a table of keywords and subject terms.

Notice this!

How will table 3.6.2 help the researcher find better keywords for research? Are there any keywords here that surprised you?

Table 3.6.2 Worksheet for identifying keywords and subject terms with example answers

strategy	Lily's answer
My research question	Why is it important to have more minority faculty in colleges, and how can we improve this situation?
Keywords	minority, faculty, college
Synonyms from a dictionary	teachers (synonym for faculty); universities (synonym for college)
Related terms from articles I read:	• minority faculty or faculty of color or nonwhite faculty • professors or instructors or faculty • college or university or higher education
Subject terms in the database	• (faculty=college professors) • (minority=African American, Hispanic American, Asian American)

Creating your own keyword and subject term worksheet

Now that you have looked at a sample keyword and subject term research worksheet, try it with your own research topic.

Apply this!

Work alone or with a classmate. Write down this information to create your own worksheet.

- My research question
- Keywords
- Synonyms from a dictionary
- Related terms from articles I read
- Subject terms from databases

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3.7: Evaluating Your Sources

Why you need to evaluate

As you gather sources for your research, you may find that different sources give you different or opposing information. How can you know what information to trust? How will you decide which sources to use and which ones not to use?

Keep in mind that the sources you find have all been put out there by groups, organizations, corporations, or individuals who have some motivation for getting this information to you. To be a good researcher, you need to learn how to assess the materials you find and determine their reliability—before deciding if you want to use them and, if so, how you want to use them. Figure 3.7.1 shows two students examining materials to determine reliability.



Figure 3.7.1: "Learning" by CollegeDegrees360 is marked with CC BY-SA 2.0.

Whether you are examining material in books, journals, magazines, newspapers, or websites, you want to consider several issues before deciding if and how to use the material you have found.

Criteria for evaluating sources

Table 3.7.1 gives a list of criteria to consider when you are deciding which sources to use, as well as some questions that can help you decide if your source meets the criteria.

Table 3.7.1 Criteria to use in evaluating sources and questions to ask for each criteria

Practice evaluating sources

Let's evaluate two sources using table 3.7.1. Both of these articles are about teachers or faculty of color. Figure 3.7.2 shows an African American teacher helping a student.



Figure 3.7.1: "Student and Teacher" by Wonderlane is marked with CC BY 2.0.

? Try this!

Here are two articles related to teachers of color. Read the citation and abstract and use the criteria and questions in table 3.7.1 to evaluate each one. Then, answer this question: Would this be a good source for my research paper on whether colleges need more faculty of color?

Source 1: "The Limited Presence of African-American Teachers."

Citation: King, Sabrina Hope. "The Limited Presence of African-American Teachers." *Review of Educational Research*, vol. 63, no. 2, [Sage Publications, Inc., American Educational Research Association], 1993, pp. 115–49, <https://doi.org/10.2307/1170470>.

Author: Sabrina Hope King, Professor at the University of Illinois at Chicago

Criteria	Description	Questions to Ask
Authority/Credibility	Determining the author for a source is important in deciding whether information is credible. The author should show some evidence of being knowledgeable, reliable and truthful.	- Who is the author (person, company, or organization)? - Does the source provide any information that leads you to believe the author is an expert on the topic? - Can you describe the author's background (experience, education, knowledge)? - Does the author provide citations? Do you think they are reputable?
Accuracy	The source should contain accurate and up-to-date information that can be verified by other sources.	- Can facts or statistics be verified through another source? - Based on your knowledge, does the information seem accurate? Does it match the information found in other sources? - Are there spelling or grammatical errors?
Relevance	It is important that the source meets the information needs and requirements of your research assignment.	- Does the source cover your topic comprehensively or does it cover only one aspect? - To what extent does the source answer your research question? - Is the source considered popular or scholarly? - Is the terminology and language used easy to understand?
Currency/Date	Some written works are ageless (e.g., classic literature) while others (e.g., technological news) become outdated quickly. It is important to determine if currency is pertinent to your research.	- When was the source written and published? - Has the information been updated recently? - Is currency pertinent to your research?
Objectivity/Bias/Reliability	Every author has an opinion. Recognizing this is instrumental in determining if the information presented is objective or biased.	- What is the purpose or motive for the source (educational, commercial, entertainment, promotional, etc.)? - Who is the intended audience? - Is the author pretending to be objective, but really trying to persuade, promote or sell something?
Style/Functionality	Style and functionality may be of lesser concern. However, if the source is not well-organized, its value is diminished.	- Is the source well-written and organized? - To what extent is it professional looking? - If it is a website, can you navigate it easily? - If it is a website, are links broken?

Abstract: "The limited presence of talented African Americans in the teaching profession has been and continues to be a

serious problem confronting the education profession and the African-American community in the United States. This review summarizes what is known from the research literature. It explores the reasons that African-American teachers are important as well as overall demographic, entry, and retention trends and the distinctive factors that influence the limited presence of African-American teachers. Finally, a suggested research agenda is presented."

Source 2: "Diversifying the Teaching Profession through High-Retention Pathways."

Citation: Carver-Thomas, Desiree. "Diversifying the Teaching Profession through High-Retention Pathways." *Learning Policy Institute*, 19 Apr. 2018, <https://learningpolicyinstitute.org/...ofession-brief>.

Author: Desiree Carver-Thomas, Researcher and Policy Analyst at the Learning Policy Institute. She is also a former teacher. The Learning Policy Institute "conducts and communicates independent, high-quality research to improve education policy and practice," according to its website. The website also lists who funded the research: "Research in this area of work is funded in part by the S. D. Bechtel, Jr. Foundation. Core operating support for the Learning Policy Institute is provided by the Ford Foundation, the William and Flora Hewlett Foundation, and the Sandler Foundation."

Abstract: "Research illustrates the importance of greater teacher diversity because of the substantial benefits teachers of color provide to all students, and to students of color in particular. Studies also show that policies must focus more effectively on retention of teachers of color, if diversity in the teaching profession is to be sustained. While more teachers of color are being recruited than in years past, their turnover rates are high, in part due to inadequate preparation and mentoring, poor teaching conditions, and displacement from the high-need schools in which they teach. Increasing the number of teachers of color in the workforce requires building high-retention pathways into the field that offer high-quality preparation and financial supports, including service scholarships, loan forgiveness programs, teacher residencies, Grow Your Own programs, ongoing mentorship, and other policies and strategies that improve teacher licensure, hiring, professional growth, and teaching conditions for current and aspiring teachers of color."

(For possible answers, check the [3.12: Answer Key - Research](#))

Here is a [Source Evaluation Checklist](#) that you can download and use.

Works Cited

Carver-Thomas, Desiree. "Diversifying the Teaching Profession through High-Retention Pathways." *Learning Policy Institute*, 19 Apr. 2018.

King, Sabrina Hope. "The Limited Presence of African-American Teachers." *Review of Educational Research*, vol. 63, no. 2, [Sage Publications, Inc., American Educational Research Association], 1993, pp. 115–49.

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Table 3.7.1 adapted from the University of Texas at Arlington's [Criteria for Evaluating Sources](#). License: CC BY NC.

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Abstract of Sabrina Hope King's "The Limited Presence of African-American Teachers."

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3.8: Reading Academic Articles for Research

Academic and popular sources

When Lily started her research, she found many sources. Some were very short and quick to read, and others were extremely difficult. At first she felt overwhelmed trying to figure out which articles she needed to read, and which ones would be most useful for her paper. In order to answer that question for Lily's research (and yours), it's useful to think about what kinds of articles you can find in a database. Figure 3.8.1 shows a student doing research online.



Figure 3.8.1: "Working Outside" by CollegeDegrees360 is marked with CC BY-SA 2.0.

As you learned in 3.5: Finding Your Topic and Research Question, there are several kinds of sources in a database. The most common are academic sources and popular sources. Academic sources (also called scholarly sources) contain original research and are written for other academic readers. Popular sources include newspapers and magazines, and are written for a general audience.

Table 3.8.1 covers the characteristics of scholarly and popular sources

Table 3.8.1 Comparison of academic and popular sources by authors, readers, purpose, style, peer review, and citations

Feature	Academic	Popular
Content	Contains original research data such as scientific studies	Covers popular interest topics or summarizes research done by others
Authors	Expert scholars (professors or researchers with graduate degrees) with their credentials listed	Not experts, often journalists or writers
Readers	Scholars, researchers	General public
Purpose	To share research findings and expand knowledge	To inform or entertain
Style	Straightforward design with complex language	Flashy, eye catching design with accessible language
Citations	Contains citations	Few or no citations
Peer-review	Articles are peer-reviewed. This means that other scholars review the work to make sure that it is accurate.	Articles are not peer-reviewed.

Both kinds of sources can be useful in your research. Scholarly sources may have more specific and researched facts about your topic, while popular sources may contain current news and opinions or examples that you can use in your research paper. Check with your instructor to see if there are requirements about what kinds of sources to use for your own assignment.

Reading academic articles

You have already read a lot of popular sources and you already know how to [read a general article and find information in it](#). However, reading academic articles is different. These are long and may feel very difficult at first. This guide will help you to understand the structure of an academic article and decide if it will work for your research question.

Parts of an academic journal article

Popular sources generally have one “story” from the beginning to the end. There may be subheadings to help you organize the main points, but those subheadings will be related to the information from the article.

Academic articles are different. They have a specific structure and each section is separate. Here are the most common sections that you will find in an academic article in the sciences or social sciences (although not every article will contain each section):

- **Title:** a concise and descriptive title. This lets you know what the article is about.
- **Author Information:** All authors who contributed to the article are listed. Often their affiliated institutions are included here or as a footnote.
- **Abstract:** a short summary of the article. The abstract should share the research findings.
- **Introduction or Background:** an overview of the research area that lays the foundation for the article's research.
- **Methods or Methodology:** This describes how the research study was performed.
- **Results:** a description of the results obtained. It presents the results without providing an interpretation. This often includes figures and tables.
- **Discussion:** This section analyses and interprets the results presented in the Results section. New data is never presented.
- **Conclusion:** This is a short section that summarizes the findings and significance of the article. The conclusion is omitted in some articles.
- **References:** A list of all articles cited in the article. This section is sometimes labeled Bibliography, Works Cited, or Literature Cited.

How to read each section

Now that you know the main parts of an academic article, you may wonder if you need to read each section in the same way, and if you need to read everything slowly and carefully.

The answer to this question is no! Academic sources can be very long and technical. It is easy to get lost in reading. For that reason, you should have a plan for reading and deciding what to use in an article. Table 3.8.2 gives some ideas of how to read each section.

Table 3.8.2 How to read each section of an academic article and questions to ask while reading

Part of the article	How to read	Questions to ask yourself while you are reading
Title	Carefully	Is this topic related to my research question?
Authors	Quickly	Do they have strong credentials that make them credible authors?
Abstract	Carefully	What is the main point of their research or this article? Is this related to my research question? If you use this paper in your research, do not cite from the abstract. Instead, find the relevant part of the article.
Introduction	Somewhat carefully	Why are they doing their research? How does this connect to my topic? Can I cite this information to provide background for my own research paper?
Background or Literature Review	Carefully	What have others already said about my topic? Can I cite this information to support a point in my own research paper?
Methods or Methodology	Very quickly	This information is provided for other researchers who want to do a similar project or for people to evaluate whether or not the research study covered everything it needed to. It may be difficult to understand if you have not studied this field. That's okay. Just move on to the next section.
Results	Very quickly	This is mostly for other researchers. Just move on to the next section.
Discussion	Carefully	Can I understand and summarize this information? What did the researchers learn? Can I cite this information to support a point in my own research paper?
Conclusion	Carefully	Is their summary of the main points of this article the same as mine? Can I cite this information to support a point in my own research paper?
References	Very quickly	Is there anything else here that I want to read?

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Works Cited

Han, I., and A. J. Onchwari. "Development and Implementation of a Culturally Responsive Mentoring Program for Faculty and Staff of Color". *Interdisciplinary Journal of Partnership Studies*, vol. 5, no. 2, July 2018, p. Article 3, doi:10.24926/ijps.v5i2.1006.

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Article Han and Onchwari's article "Development and Implementation of a Culturally Responsive Mentoring Program for Faculty and Staff of Color" used in the video example is licensed CC BY NC.

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- [2.2: Anatomy of a Journal Article](#) is licensed [CC BY-NC 4.0](#).

3.9: Writing an Annotated Bibliography

Writing an annotated bibliography

Your instructor may ask you to evaluate your sources by writing an annotated bibliography. We create annotated bibliographies in order to start researching and organizing sources before actually writing a research paper. Writing an annotated bibliography helps you to think critically about which sources you are using, how reliable they are, and how they will be useful.

The annotated bibliography is a list of sources that you may decide to use in your paper along with extra notes (annotation). Each source, or entry, generally has two parts: a **complete citation** and a paragraph that includes both a **summary** and **evaluation**.

Summary

In the first sentence of your summary, include the **author's name** + **reporting verb**, **the main idea**, and the type of source (magazine, website, academic journal article, book, film, etc.).

Here are some sentence frames you can use for your summary:

- In this [type of source], [author's name] explains [main idea].
- According to [author's name] in this [type of source], [main idea].
- [Author's name] claims in this [type of source] that [main idea].

Evaluation

Here are some questions that you can think about as you write your evaluation:

- How credible is the source?
- Are there any biases?
- Why is it relevant to your topic?
- How will you use it in your paper?

Here are some sentence frames you can use for your evaluation:

- This source seems credible because....
- This source may be considered biased because....
- The research strongly supports my research question because....
- I plan to use this in the [introduction/background/cause/effect, etc.] section of my paper to show....

Reading an annotated bibliography

As you read this sample annotated bibliography, think about these questions:

- Which strategies does the writer use to evaluate the article?
- What are strengths of this? How can it be improved?
- Does the writer have enough sources to support her thesis? Why or why not?
- Which sources seem strongest for supporting her point?
- Compare this annotated bibliography to the [final research paper](#). Did the writer use all of these sources in her final draft? Why do you think this may be?

Sample Student Annotated Bibliography

Lily Liu De Li

Working thesis: Although minority faculty members play an important role on campuses, their contributions are often not recognized and colleges should find more ways to support and retain them.

Cleveland, Roger, et al. "Cultural Taxation." *Encyclopedia of Diversity and Social Justice*, edited by Sherwood Thompson, Rowman & Littlefield Publishers, 1st edition, 2014. *Credo Reference*.

Cleveland, et al. state in this encyclopedia article that minority faculty in the academic workplace face obstacles and prejudices. Diverse faculty are expected to take on extra roles to help the campus, which takes up time and increases their work pressure. This is an article from the Encyclopedia of Diversity and Social Justice which was published by Rowman & Littlefield. I chose this article because it will be used for one of my concessions.

Han, I., and A. J. Onchwari. "Development and Implementation of a Culturally Responsive Mentoring Program for Faculty and Staff of Color". *Interdisciplinary Journal of Partnership Studies*, vol. 5, no. 2, July 2018, p. Article 3, doi:10.24926/ijps.v5i2.1006.

In their academic article, Han and Onchwari describe a mentoring program that was set up to support faculty of color at a university that is mostly white. They first explain why it is important to have faculty of color and then review the problems that faculty of color face. Then, they explain how the mentoring program provided more of a community for the people who participated in it. This is a credible article because Han and Onchwari are professors of education and have studied this problem on their own campus. In addition, the article was published in an academic journal. I can use this in my background of my paper to give evidence that faculty of color are underrepresented but serve a very important role. I can also use it in my paragraphs that look at solutions to the problem since mentoring seems very effective.

Johnson Barbara J., and Kyle J. Scafide. "Faculty Diversity." *Encyclopedia of Education*, edited by James W. Guthrie, 2nd ed., vol. 3, Macmillan Reference USA, 2002, pp. 775-779. Gale In Context: *Opposing Viewpoints*.

Johnson and Scafide claim in this encyclopedia article that to overcome the problems minority faculty face, campuses should make efforts to hire and retain them. This is an article from the Encyclopedia of Education (Vol.3. 2nd ed.) which was published by Gale. It seems unbiased and is written for an educated general audience. Barbara J. Johnson was a Professor of English and Comparative Literature and the Fredric Wertham Professor of Law and Psychiatry in Society at Harvard University. This article strongly supports my research question because it offers ideas about how the campus can deal with the problems that I discuss in my paper.

Peele, Thomas and Daniel J. Willis. "California's Failure to Diversify Community College Faculty Tied to Arcane State Law." *EdSource*, 2 Mar. 2021.

Peele and Willis report on how there are few professors of color at California community colleges and how state laws for increasing faculty diversity are weak. They cite statistics about diversity and also quote from Latino college students to show why diversity is important. It also talks about causes, including the lack of candidates and low respect that community college professors get, and possible solutions. This is from a website that provides journalism about education in California. It is recent so the statistics are probably still up to date, and it is directly relevant to my research question. I will use this as background to demonstrate there is a problem and to provide student voices in my article.

Reid, Pamela Trotman, and Sue Rosenberg Zalk. "Academic Environments: Gender and Ethnicity in U.S. Higher Education." *Encyclopedia of Women and Gender: Sex Similarities and Differences and the Impact of Society on Gender*, edited by Judith Worell, Elsevier Science & Technology, 1st edition, 2001. *Credo Reference*.

In this encyclopedia article, Pamela Reid and Sue Zalk suggest that minority faculty can overcome questioning their own abilities by building self-confidence and affirming their own capability. This is an article from the *Encyclopedia of Women and Gender: Sex Similarities and Differences and the Impact of Society on Gender*, so it mostly focuses on women but also connects their experiences with minority faculty. Pamela Reid Ph.D. is a developmental psychologist and the past President Emerita of the University of St. Joseph in Connecticut and Sue Rosenberg Zalk is a psychologist, so they have a background in this area. I choose this article because it explains "imposter syndrome," which may affect some minority members of the field. I am considering addressing this syndrome as one of the challenges facing faculty members.

Valeri, Mauro. "Ethnic Minority." *Dictionary of Race, Ethnicity & Culture*, Guido Bolaff, et al., Sage UK, 1st edition, 2003. *Credo Reference*.

According to this reference article by Mauro Valeri, minority group members have less representation and power than people of the majority group. This is an article from the dictionary of Race, Ethnicity & Culture, so it seems scholarly. Mauro Valeri is a sociologist and university professor. This article shares some issues related to minority representation that I may use to set the scene in the background part of my introduction.

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Sample Annotated Biography written by Lily Liu De Li. License: CC BY.

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3.10: Language Toolkit

Terms and Vocabulary for Research

- Search engine: A program that searches the internet, such as Google or Baidu
- Database: A collection of articles that is owned by a library
- Key word: Words that describe the main topic you are looking for
- Subject terms: words or phrases that describe the content of an article in the database. These are assigned by the database, and each database has a specific list of subject terms
- Narrow a search: make your search more specific so you find fewer, more focused articles
- Broaden a search: make your search less specific so you find more articles
- Current: recent or relating to today
- Credible: something that can be trusted

Getting help from a librarian (or instructor)

Research is not something that you need to do alone! Librarians' jobs are to help you, so please take advantage of working with them. Once you have a relationship with a librarian, you will be able to come back to the same person throughout your college career.

Table 3.10.2 gives some phrases you can use to ask for help from a librarian or instructor.

Table 3.10.2: Sentence starters and phrases to use in contacting a librarian or instructor

Sentence starter	Gerund + research task
I need some help with	Coming up with a good research topic
I would like some advice for....	Narrowing down my topic
I was wondering if you could assist me with...	Developing a strong research question
I am having trouble with...	Using the databases
	Using the internet to find strong sources
	Finding key word synonyms
	Narrowing down my search results
	Evaluating my search results
	Finding academic sources
	Citing this information correctly

It is also helpful to share what you have already done. That way, the librarian will understand where you are in the process and how much you already know.

Let's look at a sample email:

Notice this!

What do you notice in this email that makes it more effective?

Dear Ms. Yap,

I am a student in ESOL 52 and I am working on a research paper on how faculty of color are underrepresented in colleges. I have already narrowed down my topic and I found a lot of sources in the library database. However, I am having trouble evaluating which sources are best for my paper. I was wondering if you could assist me with making sure that I have best sources?

Sincerely,

Lily

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3.11: Takeaways

Summary

In this chapter we:

- Identified the reasons for writing a research paper and explained how to build a research mindset.
- Chose a research topic and developed a strong research question.
- Compared research methods and strategies and discussed how you can choose a research strategy for your paper.
- Evaluated different kinds of sources and discussed how to select the kinds of sources that will work for your paper.

Questions for reflection

- How do you do research in your everyday life? How is it similar or different to the process of researching for a paper?
- What was your path to research? Did you have a clear straight line or was it a messy circle? Go back and look at the linear vs. messy representations in [3.4: Research Process](#). If you like, try drawing your own research path.
- For you, what are the biggest challenges in doing research for a paper?
- How did your thinking about your topic change through the research?
- What resources (websites, tools, or people) did you find that you can use to help with your next research project?
- Look back at [3.2: Sample Student Research Essay: Faculty of Color](#) and [3.9: Writing an Annotated Bibliography](#). How did creating an annotated bibliography help the writer develop her research essay?

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3.12: Answer Key- Research

3.7 Evaluating Your Sources

Evaluating some sources

Source 1: Dr. King seems to be a highly credible source on this topic and her work was published in an academic journal on education. In addition, her article addresses benefits of having African American teachers as well as problems with keeping them. This is relevant to the topic. However, this was published in 1993. Although it would be a good source if you wanted to talk about teacher diversity now compared with the past, it would not be a strong source for discussing the experiences of African American teachers today. Furthermore, it is not about college teachers.

Source 2: This is research conducted by an organization, not a university professor. The organization clearly states information about their goals, and lists their funders. The organization may not be unbiased, but it makes it clear who is funding the research. The research is relevant and fairly current. This may be a good source to use in a paper on whether it is important to have teachers of color in colleges.

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CHAPTER OVERVIEW

4: Integrating Evidence

In order to have a strong argument, you need strong evidence. We will look at how to choose, use, and cite evidence by examining the preservation of languages.

- [4.1: Introduction](#)
- [4.2: Sample Student Research Essay- Heritage Languages](#)
- [4.3: Using Evidence to Support Claims](#)
- [4.4: Knowing When to Cite](#)
- [4.5: Choosing Appropriate Evidence](#)
- [4.6: Working from Sources](#)
- [4.7: Introducing and Explaining Evidence](#)
- [4.8: Avoiding Plagiarism](#)
- [4.9: Formatting Your Paper](#)
- [4.10: Language Toolkit](#)
- [4.11: Takeaways](#)
- [4.12: Answer Key- Integrating Evidence](#)

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4.1: Introduction

What will we learn in this chapter?

In this chapter, you will learn how to use evidence from other sources to support an argument. You will learn about different types of evidence and how to choose the most effective for your topic. In addition, you will learn how to effectively quote, summarize, or paraphrase the outside information and connect it to your own ideas. Lastly, you will learn how to cite the information that you are using to support your argument and avoid plagiarism.

Why is this important?

Most academic writing is based on using other texts (books, articles, films, etc.) to support a point; in other words, you need to use other people's writing as proof or evidence of your own argument. To make your own argument more persuasive, you need to be able to choose the best evidence from your sources and smoothly connect it to your own ideas. However, it is also important to show where your information comes from. This will make your own writing more persuasive by showing where you got your information and allowing your readers to check it themselves; even more importantly, it shows your "academic honesty" and that you are not trying to claim that something is your own idea when you learned it from another source.

What theme will this chapter focus on?

What does your native language mean to you? In this chapter, we will look at native languages and the importance of maintaining them. Sometimes when immigrants arrive in the United States, they feel pressure to stop using their home language in order to assimilate into their new home. People who arrive as children may not yet have very much formal education in their first language, and in the rush to learn English, they miss out on the opportunity to become fluently bilingual. But maintaining home languages is important for academic, cultural, social, and emotional reasons. School systems and state and local governments have long argued about the best way to educate multilingual students. The readings in this chapter explore this theme.



Figure 4.1.1: [Standing up for Bilingual and Public Education](#) by Milwaukee Teachers' Education Association is licensed under [CC-BY-NC 2.0](#)

Learning objectives

In this chapter, you will learn to

- evaluate and select appropriate text evidence to support your points.
- integrate quotations and paraphrases using MLA citation style.
- introduce and analyze evidence to connect it to your own ideas.
- compose essays that avoid plagiarism.
- format papers in MLA style.

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4.2: Sample Student Research Essay- Heritage Languages

Reading: Student essay on heritage languages

The link below opens a version of the sample essay formatted in MLA 8th edition:

[□ Sample Student Research Paper Heritage Languages.pdf](#)

Joana Coelho Silverio

Professor X

Advanced ESL Composition

27 April 2021

Heritage Languages: the Language of Emotions

"Heritage language is the essence of who we are," writes Clara Lee Brown, describing the feelings of Korean immigrant parents she interviewed about their children's language (33). I come from a family of immigrants. For this reason, I know the importance of maintaining the home language, in particular, to have the feeling of belonging to somewhere. Today, people move all around the world and could live in many different countries. Therefore, immigrants feel the need to transmit their language and culture to their children as part of their identity. Nevertheless, some people think that the new country's language is more important, and don't want to transmit the heritage language to their children. Although there is a loss of heritage language by the second-generation immigrants, families should keep trying to maintain their mother tongue because our language is our identity.

One significant action for maintaining a child's heritage language is to speak it at home. According to Martin Guardado, an assistant professor in the English Language Program at Alberta University, using the heritage language to communicate at home is an important way to preserve the values, convictions, culture, and identity of the family. The transmission of a language happens when the language is spoken and nothing is better than parents speaking their home language with their children because it will be an emotional language. Also, when parents talk to their children in their home language, they transmit their culture with stories and the family background. In fact, that helps families to keep their identity and their cohesion. As the father of a bilingual child named Nina explains, "We need to talk about our roots as immigrants. Keeping Korean means keeping our roots" (qtd. in Brown 33). As this quote shows, immigrant parents believe that without communication with children in their heritage language, they may become a disconnected family with no relationship (Brown 33). In other words, the heritage language is connected to the culture and the identity of the family. The parents can also try to transmit their culture in the new language, but it is unlikely that they will succeed, because language is closely linked to emotions, and people are better at explaining feelings in their home language. An interesting example of this is that in Portuguese, we have the word 'saudade.' That word in English means a combination of words like 'missing,' 'nostalgia' and 'homesickness.' There is no direct translation in English to that Portuguese word. So, we need to know and understand the Portuguese language and culture to have this feeling. This demonstrates how important is the transmission of the culture through the home language. Communicating in the heritage language at home is an important way to develop and maintain language and culture.

Bilingual and heritage language schools also play an important role in maintaining immigrant children's bilingual proficiency. Languages need to be spoken, but sometimes, just talking in the heritage language at home is not enough, and schools can help to develop literacy skills. According to Ruth Lingxin Yan, a professor at Nebraska College of Education and Human Sciences, "parents who held the view that heritage language learning was connected to the academic performance of their children in regular English-language school tended to choose as the ideal school bilingual schools or English-language schools with extra instruction using the heritage language" (105). In other words, parents understand that learning two or more languages helps children in their academic performance. Some studies show that bilingualism has personal, intellectual, and societal advantages (Kang, 432). An interesting example of this is the variety of opinions that can exist in a group, due to cultural diversity. Different people have different viewpoints, and that is a social wealth. Besides, today, it is so important to know more than a language, that it is in the interest of second-generation immigrants to learn their home language while it is easier for them, because they can speak with their families. Schools that can help families to keep their mother tongue are appreciated.

An additional important way to preserve the heritage language is being around native speakers. Having relatives and compatriots that can talk with immigrant children in their mother tongue contributes to developing and maintaining the home language and culture. Stevens and Ishizawa explain, "Specifically, the presence of siblings and grandparents in the household increases the opportunity for Spanish use because older siblings tend to be more proficient in the mother tongue and grandparents' lack of English proficiency creates the necessity for communication in Spanish" (qtd. in Tran 263). Also, Guardado states that it is usual that families rely on these relatives to improve the home language and culture. In fact, we are more successful in learning a language when we are immersed in a community that speaks this same language. For example, for my cousins that were born in Switzerland, it was easy to learn Portuguese, because they have relatives that live near them, and the Portuguese community in Switzerland is big. Therefore, they could always speak Portuguese while they were learning the language. In contrast, my niece, who lives in the United States, does not have relatives besides me who speak Portuguese. Consequently, she understands almost everything, but she does not speak Portuguese. In cases like these, the possibility to go some months on vacation to the home country, being with family, could help children to learn the language. As one of Hyun-Sook Kang's interviewees recalls, "We . . . spent a whole summer in Korea last year. Henry was five years old. . . . We just sent him to a local kindergarten there, so that he could meet and make friends with Korean kids around his age. His Korean...improved a lot during that time period" (qtd. in Kang 435). Sending the immigrants' children to their home country on holidays is one way that parents have found to put their children in full immersion of the home language. Not to mention that besides language, they will learn the customs, the culture, and even their family background. My niece will go to a Portuguese kindergarten this summer in Portugal, and I hope that she improves her fluency in the language, particularly in order to be able to talk to her great-grandmothers.

On the other hand, some immigrants' children do not learn their heritage language. Clara Lee Brown, an associate professor of the College of Education, Health and Human Sciences, at the University of Tennessee, explains that some parents believe that it is more important to learn the new language from the country where they live. So, they speak that language at home in the hope that children will learn this new language faster (31). However, it is important to also consider the fact that "second-generation children who are fluently bilingual performed better on academic tests and had better GPAs compared to monolinguals..." (San Diego et al. qtd. in Tran 261). Additionally, many children, refuse to speak their heritage language when they grew up, and frequently just the oldest child speaks the native language whereas the siblings start to speak the new language with each other and they do not get to learn the home language. Nevertheless, it lies with parents to motivate children to learn the heritage language making them feel proud of their culture.

In conclusion, families have a major role in maintaining and developing their children's heritage language. Families, with distinct languages in the various countries, have different reasons to keep or not the home language through generations. Despite this, communication between household members is necessary; for this reason, it is important to speak the heritage language at home in an attempt to preserve the family identity and to transmit the culture to the second generation. Moreover, bilingual and heritage language schools could help parents to teach the heritage language to kids. Finally, immersion in the heritage language can increase the motivation that second-generation immigrants need to maintain their native language. It is important to understand that knowing more than a language is having a world of possibilities.

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4.3: Using Evidence to Support Claims

Supporting claims with evidence

In any essay or research paper that you write, you will make claims about your topic, and support your claims with evidence. This evidence shows the reader why you came to the conclusions that you are presenting.

The types of support you develop and include in an essay will depend on what you are writing and why you are writing. For example, if you are writing a reflective or response essay, you will use more of your own personal experiences, observations, and examples. On the other hand, if you are writing a research paper, you will rely on quotations, reasons, and facts. If you do use personal experience or observations, those should be additional support for points that are already supported by your research.

Types of evidence

Here are examples of the main types of evidence or support used in academic writing:

- **General Facts** (with a citation if this was learned through research): Some parents believe that it is more important to learn the new language of the new country where they live (Brown 31).
- **Statistics** (facts that rely on numbers) (with a citation): More than ten percent of children in the US public school system are not native speakers of English (Mata-McMahon).
- **Quotations or paraphrases from experts** (with a citation): Catherine Snow, Professor of Education at Harvard University, insists that "[i]t's ironic that we have students walking up staircases at one end of their school building to attend Spanish foreign language classes while at the other end of the same building native Spanish speakers are being taught English and content in ways that lead to their loss of Spanish."
- **Examples** (with a citation if this was learned through research): As a Korean immigrant father named Mr. Rhee explains, his family "spen[t] a whole summer in Korea last year. Henry was 5 years old. . . . We just sent him to a local kindergarten there, so that he could meet and make friends with Korean kids around his age. His Korean was improved a lot during that time period" (qtd. in Kang 435).
- **Personal Experience or Observations**: It was easy for my cousins who were born in Switzerland to learn Portuguese because there is a large Portuguese community there. In contrast, my niece is growing up in the United States and I am her only Portuguese-speaking relative. Consequently, she understands almost everything, but she cannot speak Portuguese.

Recognizing evidence

Let's look at a paragraph from a paper on heritage languages and see what evidence the writer uses:

Notice this!

What types of evidence do you see in this example paragraph?

On the other hand, unfortunately, some immigrant do not prioritize teaching their children their home language. Clara Lee Brown, an associate professor of the College of Education, Health and Human Sciences, at the University of Tennessee, claims that some parents believe that it is more important to learn the new language of the new country where they live. So, they speak that language at home in the hope that children will learn this new language faster (Brown 31). However, it is important to also consider the fact that "second-generation children who are fluently bilingual performed better on academic tests and had better GPAs compared to monolinguals..." (San Diego, Rumbaut & Cornelius qtd. in Tran 261). Additionally, many children refuse to speak their heritage language when they grew up, and frequently just the oldest child speaks the native language whereas younger siblings start to communicate with each other in the new language and do not master home language. Thus, parents should motivate children to learn their heritage language making them feel proud of their culture.

Using different types of evidence

Let's try adding evidence from an article about bilingual education, such as in the classroom in figure 4.3.1, to a body paragraph.



Figure 4.3.1: "Bilingual Classroom Tour and Presentation" by One America is licensed under [CC-BY-NC-SA](#)

? Try this!

1. Read this short article and look for different kinds of evidence to support this topic sentence: "Public schools should help immigrant children to maintain their heritage language."
2. Choose one fact that can be used to support the topic sentence. Paraphrase it and write it down with a correct citation.
3. Choose one quotation from an expert or statistic that can be used to support the topic sentence. Write it down with a correct citation.
4. Think about if you have any personal experiences or observations related to this topic, or if you know of an example. If you do, write it down.
5. Write a concluding explanation of how this evidence supports the topic sentence.
6. Check the sample body paragraph. How similar or different is it to your paragraph?

Reading from an online magazine: 1 in 10 US students are English learners

Jennifer Mata-McMahon, *University of Maryland, Baltimore County*

More than 1 in 10 of the nation's approximately 50 million public school students speak a native language other than English, according to the latest federal data. Roughly 3 in 4 of these English learners speak Spanish.

The percentage of U.S. students who are learning how to speak English has grown significantly in recent years, rising from 8% in fall of 2000 to 10% by 2017, the data indicate.

The prevalence of these students varies greatly across the country, ranging from 0.8% in West Virginia to 19.2% in California. The share of English learners is highest among young children, hovering around 16% between kindergarten and second grade. Typically, younger children have less exposure than older students to English because they are primarily communicating with relatives in their native languages. By the time students are nearing high school graduation, the percentage of English learners drops to 4.6%.

Students who remain fluent in their native language while learning to speak English become bilingual, which has many advantages. Bilingual people tend to be better at connecting with others from different ethnic backgrounds and cultures. They are also better at solving problems.

Once they grow up, bilingual adults often have better job opportunities and may earn higher salaries than those who no longer speak their native language. Also, research indicates that being bilingual can increase creativity and heighten cognitive ability.

Researchers have found that attending dual-language programs, where instructional time is split between English and another language (oftentimes Spanish), attended by both native and non-native English speakers, help children become bilingual. But only 35 states offered these programs, according to the Department of Education's latest data.

Without those opportunities, English learners tend to stop being fluent in their first language when they reach high school and miss out on all the benefits of becoming bilingual students.

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(To see a sample body paragraph, check [4.12: Integrating Evidence Answer Key](#))

Works Cited

Brown, Clara Lee. "Maintaining Heritage Language: Perspectives of Korean Parents." *Multicultural Education*, vol. 19, no. 1, Fall 2011, pp. 31-37. Eric.ed.gov.

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Body paragraph on heritage languages and examples of fact, example, and personal experience are from "Heritage Languages: the Language of Emotions", a research paper by Joana Coelho Silverio. License: CC BY.

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4.4: Knowing When to Cite

What is citation?

As an academic writer, you are expected to not just use your own ideas in writing but to also back up your ideas with information from other books, articles, videos, etc. like the multilingual library resources shown in Figure 4.4.1. In addition, you need to show your readers where you got your information from. This process is called *citation* or *citing your sources*. Citation makes you a more credible writer because it shows that you have spent time reading and thinking about other sources and that you have evidence to support your points. Equally importantly, it helps you to avoid plagiarism.



Figure 4.4.1: "Multilingual Welcome" by Valley Library (Oregon State University) is licensed under CC BY-NC-SA 2.0.

Citation has two parts: an in-text citation is a reference to the source author's name (or the source title if there is no author) in the sentence with information from that source, and the Works Cited page, which is a more detailed list of references at the end of your paper. You will learn more about these in [Formatting Your Paper](#).

Finding citations

We will look at a body paragraph that a student wrote on preserving native languages.



Notice this!

What sentences in this sample paragraph include citations? Why did the writer cite those sentences?

The most important thing immigrant parents can do is to speak heritage language at home. Using the heritage language to communicate at home is an important way to preserve the values, convictions, culture and identity of the family (Guardado). The transmission of a language happens when the language is spoken and nothing better than parents speaking their home language with their children because it will be an emotional language. Also, when parents talk to their children in their home language, they transmit their culture with stories and family background. In fact, that help families to keep their identity and their cohesion. As an immigrant father explains, "We need to talk about our roots as immigrants. Keeping Korean means keeping our roots" (qtd. in Brown 33). As this quote shows, immigrant parents believe that without the communication with children in their heritage language, they would probably become disconnected from their past and family identity. While parents may also transmit their culture in their new language, they may be less successful because the home language is so closely tied to emotions.

When to cite (or not to cite)

Some writers are not sure what ideas need to be cited or not. You **must** cite:

- Any time that you use exact words from a source. These words must be in quotation marks.
- Any time you paraphrase a source.
- Any time that you use information or ideas that came from another source, which you did not know before doing your research, you must cite the source of the information.

Be particularly careful any time you use numbers or statistics from a source. Without a citation, it will look as if you just made this information up!

However, you do not need to cite:

- Information that is general knowledge—things that everybody knows.
- Statements that are obviously true.
- Anecdotal evidence from your own experience.

Deciding if you should cite

Let's look at some sample sentences from a research paper on preserving native languages:

? Try this!

Should these sentences be cited? After you decide, check the answers.

1. More than half of the 6,900 languages in the world will disappear over the next 100 years.
2. It was easy for my cousins who were born in Switzerland to learn Portuguese because there is a large Portuguese community there. In contrast, my niece is growing up in the United States and I am her only Portuguese speaking relative. Consequently, she understands almost everything, but she cannot speak Portuguese.
3. Most immigrants feel the need to transmit their language and culture to their children because it is part of their identity.
4. Children of immigrants who are bilingual have better academic performance than children of immigrants who do not know their parents' native language.

(To see answers, check [4.12: Integrating Evidence Answer Key](#))

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4.5: Choosing Appropriate Evidence

Finding evidence that supports your point

Be sure that the evidence you use really does support the point you are trying to make. It is easy to choose evidence that seems to be about the same topic, but which is not actually directly connected to your point.

Let's look at an example:

? Try this!

Suppose that you want to make this point:

Children of immigrants who continue to develop their fluency in their home languages while learning English have an economic advantage as adults.

You have found the article below that has information on your topic. Read the article and look for evidence to support your point.

Reading from an online magazine: Know more than one language? Don't give it up!

Rebecca Callahan, *University of Texas at Austin*

Speaking more than one language may confer significant benefits on the developing brain. Research has now shown that bilingual young adults not only fare better in the job market, but are also more likely to demonstrate empathy and problem-solving skills. The fact is that American adults are largely monolingual English speakers, even those who began life speaking more than one language. Based on the latest research, it might be time to rethink the emphasis on monolingualism in the US.

Speaking two languages has advantages

Over the past decade, my research has focused on the academic, social, and civic development of immigrant youth, specifically the ways in which schools shape how these students experience learning, friendships, and their communities. As a former elementary bilingual teacher, I saw how full proficiency in both languages offered students significant academic and social advantages. What was missing, however, was the link between my students' early social and academic edge, and their entry into the job market as young adults.

For all the research that supports childhood bilingualism, it is only recently that scholars have begun to understand bilingualism in adults' professional lives. Bilinguals show higher test scores, better problem-solving skills, sharper mental perceptions, and access to richer social networks. In addition, young bilinguals are able to draw support from mentors in their home language communities, and from the dominant culture. These young people benefit from the wisdom of the adage: the more adults who invest in a child, the stronger she will be. The bilingual child benefits from being raised by two or more villages!

Bilinguals more likely to get a job

Not only are bilingual young adults more likely to graduate high school and go to college, they are also more likely to get the job when they interview. Even when being bilingual is not a requirement, an interview study of California employers shows that employers prefer to both hire and retain bilinguals. Today, high-powered Fortune 500 companies hire bilingual and biliterate employees to serve as client liaisons.

Research links bilingualism to greater intellectual focus, as well as a delay in the onset of dementia symptoms. Frequent use of multiple languages is also linked to development of greater empathy. Yet, despite research evidence, 4 out of 5 American adults speak only English.

English-only movement discourages another language

This is true for even those adults who began life exposed to more than one language. In the process of growing up American, many potentially bilingual children of immigrant parents lose their home language to become English monolinguals. The

powerful social and political forces behind the English-Only movement testify to the perceived threat of bilingualism. Every day, schools and districts across the nation succumb to external pressures and cut bilingual instruction.

Historically, research investigating bilingualism and the labor market has employed US Census measures that do not distinguish proficiency levels in the non-English language. Most national data-sets define bilingualism with very broad strokes that do not distinguish between a respondent who speaks only Spanish, one who speaks Spanish and a little English, and a third who is fully bilingual and biliterate. Failure to capture this heterogeneity obscures any clear relationship between bilingualism and the labor market. Only recently have NCES data begun to include measures of self-reported proficiency in the home language, while other, more immigrant-specific data-sets have begun to ask these questions.

Bilingualism related to higher earning

Of late, newer data and sharper analytical methods provide a far richer measure of bilingualism and individuals' ability to read and write in non-English languages. The ability to distinguish between oral proficiency in one or more languages and actual literacy skills in two or more has allowed researchers to identify an economic advantage to bilingualism – in terms of both higher occupational status and higher earnings in young adulthood. The new data-sets measure bilingualism in younger generations who enter a labor market defined not by geographic boundaries, but by instant access to information.

Relationship between bilingualism and intelligence

Beginning in the 1960s, linguists began to find a positive relationship between bilingualism and intelligence. Building on this work, researchers found that elementary-aged bilingual children outperform their monolingual peers on non-verbal problem-solving tasks. Then, in the late 1990s, research emerged showing that even when controlling on working memory, bilingual children display significantly greater attentional control to problem-solving tasks than monolingual children.

Currently, researchers have begun to use data-sets that include more sensitive measures of language proficiency to find that among children of immigrant parents, bilingual-biliterate young adults land in higher status jobs and earn more than their peers who have lost their home language. Not only have these now-monolingual young adults lost the cognitive resources bilingualism provides, but they are less likely to be employed full-time, and earn less than their peers.

Americans are beginning to grasp the cognitive, social and psychological benefits of knowing two languages.

Only 1 in 4 Americans can talk in another language

Historically notorious for their English monolingualism, a recent Gallup poll reports that in this nation of immigrants, only one in four American adults now reports being conversationally proficient in another language. However, much more needs to be done if our nation is to remain a global leader in the next century.

Schools' role in the maintenance and development of potential bilinguals' linguistic repertoires will be critical to this process. Whether through bilingual instruction or encouraging parents to develop their children's home language skills, what schools do will matter. Today's potential bilinguals will contribute more as adults if they successfully maintain their home language.

Educational research leaves little doubt that children of immigrant parents will learn English. Where we fail these children is in maintaining their greatest resource: their home language. It's something we should cherish, not eradicate.

Rebecca Callahan, Associate Professor Bilingual/Bicultural Education, Cultural Studies in Education, *University of Texas at Austin*

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Which quotation from this article provides the best support for the point you want to make?

1. "For all the research that supports childhood bilingualism, it is only recently that scholars have begun to understand bilingualism in adults' professional lives."
2. "Historically notorious for their English monolingualism, a recent Gallup poll reports that in this nation of immigrants, only one in four American adults now reports being conversationally proficient in another language."
3. "Not only are bilingual young adults more likely to graduate high school and go to college, they are also more likely to get the job when they interview. Even when being bilingual is not a requirement, an interview study of California employers shows that employers prefer to both hire and retain bilinguals."

4. "Research links bilingualism to greater intellectual focus, as well as a delay in the onset of dementia symptoms. Frequent use of multiple languages is also linked to development of greater empathy."

For suggested answer and comments, see [4.12: Integrating Evidence Answer Key](#)

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4.6: Working from Sources

“They Say/I Say” approach to sources

When you write a research paper, you join a conversation about a topic that many other more expert writers have already studied and written about. Citing sources adds your ideas to that ongoing conversation. Sometimes you’re citing a research finding that provides strong evidence for your point; at other times you’re summarizing someone else’s ideas in order to explain how your own opinion differs or to note how someone else’s concept applies to a new situation. You first report what “they” say (“they” being published authors, prevalent ideas in society at large, or maybe participants in some kind of political or social debate). Then you respond by explaining what you think: Do you agree? Disagree? A little of both? Just like the participants in a real conversation (see Figure 4.6.1), you can learn and communicate the ideas of others while also adding your own voice to the discussion.



Figure 4.6.1: “Symposium Indigenous Languages Today”: Symposium on Indigenous Languages at the University of Pennsylvania’s Quechua program. October 2019, by [Quechua UPenn](#), is licensed under CC-BY-NC.

Balancing your ideas and source ideas

This “They Say/I Say” approach can help you find balance in your use of sources. Two mistakes that student writers can make are:

- Describing what sources say about a topic but then going on to state ideas or opinions that are not connected to the claims they have just summarized. For example, if you have research evidence that children who keep their home language perform better on cognitive tests, you can’t jump to claiming that they have better high school graduation rates. You need more research evidence to support that second claim.
- At the other extreme, simply quoting, summarizing and paraphrasing what research sources say without including their own thoughts at all; a research paper is not just a report. It is a paper organized around your own thinking on the topic, supported by information that you get from your research.

How can you know when you’re avoiding both of these extremes? Here are five common strategies. The strategies are in bold and are followed by an example:

- **Combine research findings from multiple sources to make a larger summary argument.** You might find that none of the sources you’re working with specifically claim that immigrant students in your own city do not get enough support to continue building literacy in their home languages, but you can combine information from several sources that point in that direction. For example, you may find statistics from your city about how many students speak which languages at home, and compare those findings to the bilingual language programs in your local school district.
- **Combine research findings from multiple sources to make a claim about their implications.** For example, you might review papers that explore various factors affecting language loss in order to warn about the future consequences for children and communities.
- **Identify underlying areas of agreement.** For example, you might compare various students’ experiences of learning a language in order to make generalizations about its effects.
- **Identify underlying areas of disagreement.** For example, you may find that the controversies about the effectiveness of bilingual education result from focusing on different student populations that have different needs.

- **Identify unanswered questions.** Perhaps you can review research about the effectiveness of dual-immersion and then argue for more in-depth research into why it is more successful for some student populations than for others.

When you cite sources that you agree with, you should choose quotes or paraphrases that serve as building blocks within your own argument.

Here are some more key principles for incorporating sources, principles which follow from the general point that academic writing is about entering an ongoing conversation.

Notice the context of the evidence in the original source

Have you ever had the maddening experience of arguing with someone who twisted your words to make it seem like you were saying something you weren't? Inexperienced writers sometimes misrepresent their sources when they quote very minor points from an article or even positions that the authors of an article disagree with, or which were just unimportant things mentioned in passing. This often happens when students approach their sources looking for information that matches their own opinion.

Notice this!

For example, let's say a writer wants to argue that being bilingual is actually bad for you. They might find this sentence in an article and include this quote in their paper:

"There were warnings that bilingual children would be confused by two languages, have lower intelligence, low self-esteem, behave in deviant ways, develop a split personality and even become schizophrenic."

But wait! Let's look at the whole paragraph from the article:

There were warnings that bilingual children would be confused by two languages, have lower intelligence, low self-esteem, behave in deviant ways, develop a split personality and even become schizophrenic. It is a view that persisted until very recently, discouraging many immigrant parents from using their own mother tongue to speak to their children, for instance. This is in spite of a 1962 experiment, ignored for decades, which showed that bilingual children did better than monolinguals in both verbal and non-verbal intelligence tests. However, research in the last decade by neurologists, psychologists, and linguists, using the latest brain-imaging tools, is revealing a swathe of cognitive benefits for bilinguals. It's all to do with how our ever-flexible minds learn to multitask.

The author of the article is clearly against the idea and goes on to refute it. She only put it in her article to fight back against it. So if a student writer uses the first quote out of context, it looks like they didn't notice that they are using evidence that was already proven wrong by their source.

Use sources efficiently

You can quote or paraphrase whole sentences or just phrases from another text. Less commonly, you can also quote long passages of more than one sentence using block quotes; this means that you indent the quote two tabs and omit the quotation marks. Most quotes should be short (key terms, phrases, parts of sentences, or single sentences), and the longer quotes (whole sentences and passages) should have a good reason to be there.

Every bit of every quote should feel necessary to the paper. Too many long quotes usually mean that your own argument is undeveloped. You can also use paraphrasing and summarizing. These are more difficult when you are not writing in your first language, but are often more appropriate to use than direct quoting. In fact, a good college research paper typically includes few direct quotes. Student writers may avoid paraphrasing because it is more difficult. Also, because many writers are afraid of plagiarizing, sticking to direct quotes seems safer. However, it is worth your time to work at building your paraphrasing skills because it is often a paraphrase that fits most smoothly into your own writing.

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4.7: Introducing and Explaining Evidence

Providing context

This section uses evidence from the article "[Why Being Bilingual Helps Keep Your Brain Fit](#)" by Gaia Vince.

Whenever you use a quoted or paraphrased piece of text evidence from another source, you need to introduce it with context. Sometimes beginning academic writers put a quote without any context. This is called "dumping a quote" or "a dropped quote."

Comparing quotations in a sample paragraph

Notice this!

Compare these two examples of text evidence used in a student paper:

"Bilingual people have significantly more grey matter than monolinguals in their anterior cingulate cortex, and that is because they are using it so much more often" (Abutalebi qtd. in Vince).

This fulfills the minimum requirement of citing the author's last name for the in-text citation, but as a reader, it leaves you wondering: Who is Abutalebi? Why are they included here? How do they know this? Why should we believe it?

Cognitive neuropsychologist Jubin Abutalebi, of the University of San Raffaele in Milan, Italy, has found through brain scans that "bilingual people have significantly more grey matter than monolinguals in their anterior cingulate cortex, and that is because they are using it so much more often" (qtd. in Vince). It may sound surprising that knowing two languages can literally change the actual physical structure of our brains, but that is the key to the mental benefits of bilingualism beyond the languages themselves. This extra gray matter makes our brains more flexible and resilient, and helps us understand other people better.

The second example tells us who Abutalebi is, gives his credentials, and categorizes the evidence as a research finding before telling us the actual evidence so, as readers, we are better prepared to understand the evidence and accept it as logical support. (Note: if the writer uses another quote or paraphrase from Abutalebi later in the paper, they can simply use his last name, because we already know who he is.) After the evidence, the writer has added some explanation so we as readers understand why the evidence is important and how it relates to the other parts of the writer's essay.

Context before the text evidence, and explanation after it, wrap the evidence up in an idea-package so that our readers can easily follow our meaning.

Many teachers use the metaphor of a sandwich, like the one pictured in Figure 4.7.1, to describe this pattern that places pieces of evidence from other sources inside our own sentences. The evidence is the filling of the sandwich, and the two pieces of bread are the context and explanation. We do not typically put text evidence in the topic sentence or in the last sentence of a body paragraph.



Figure 4.7.1: [Vegan Sandwich](#) by [Suzette](#) is licensed under CC-BY 2.0

Using reporting words

Reporting words tell us who said what, and often give us a clue about what kind of thing they said. We use them to introduce a quotation or paraphrase from another source. This useful group of words is sometimes called "reporting verbs" because most of them are verbs, or "reporting expressions" because many of them are phrases. One custom that may seem odd is that we usually put reporting verbs in simple present tense.

- If you are reporting a past event or action, like in the above example (...has found through brain scans that...), the verb is in simple past or present perfect.
- If the reporting verb is introducing someone's words, which is more common for a quote or paraphrase, it's usually in present tense. We act like we are talking about a big discussion where we are in the same room with all the authors, with each author saying their idea, even if they actually wrote it in an article several years ago. Don't forget the "s" on the end of the verb for a singular person or organization (Smith argues..., the Department of Agriculture reports...)

For more resources on the grammar and usage of reporting words, see [4.10: Language Toolkit](#).

Neutral reporting words

The simplest reporting verb is "**say**." There are 3 common places this verb goes in a sentence with a quote, but the first is the most common in academic writing.

say: Science editor Gaia Vince says, "Multilingualism has been shown to have many social, psychological and lifestyle advantages."

say (reporting word at the end of the quote): "Multilingualism has been shown to have many social, psychological and lifestyle advantages, says science editor Gaia Vince.

say (reporting word embedded after the subject of the quote sentence): "Multilingualism," says science editor Gaia Vince, "has been shown to have many social, psychological and lifestyle advantages."

Here are other reporting verbs that you can use that mean the same thing:

state: Science editor Gaia Vince states, "Multilingualism has been shown to have many social, psychological and lifestyle advantages."

tell: Science editor Gaia Vince tells us, "Multilingualism has been shown to have many social, psychological and lifestyle advantages." (Notice that with "tell," you need an indirect object like "us").

Using "according to"

The phrase "**according to**" means the same thing as "says," but the grammar pattern is different:

According to Vince, "Bilinguals rarely get confused between languages, but they may introduce the odd word or sentence of the other language if the person they are talking to also knows it."

According to several recent studies, bilinguals show more empathy and can guess other people's feelings more accurately.

According to Abutalebi, "The ACC is like a cognitive muscle . . . the more you use it, the stronger, bigger and more flexible it gets" (qtd. in Vince).

Notice that "according to" is used as a prepositional phrase, not a verb. Here's the pattern:

According to (source), (complete sentence, either a quote or paraphrase). (Citation if the source has a page number and/or didn't already say the author's name).

Be careful! The two most common mistakes students make are

- Using both a reporting verb and "according to":

Incorrect: According to Abutalebi, he reports that ...

Correct: According to Abutalebi, ... or Abutalebi reports that...

- Failing to place a complete sentence after "according to:"

Incorrect: According to Abutalebi, the greater flexibility of the bilingual brain.

Correct: According to Abutalebi, the bilingual brain is more flexible.

Reporting words with special meanings

If the source writer makes a generalization based on their observations, you can use "observe":

observe: Science editor Gaia Vince observes, "Being so bound up with identity, language is also deeply political."

If the source writer makes a special point to focus the reader's attention, you can use "point out":

point out: Science editor Gaia Vince points out, "Bilingualism can also offer protection after brain injury."

If the source writer says the same thing as another source that you have just referred to, you can use "agrees" or "confirms":

agree: Cognitive neurologist Thomas Bak agrees that multilingualism was more common in human history than monolingualism.

confirm: Experiments by Panos Athanasopoulos at Lancaster University confirm that the way we describe a situation can change depending on which language we are using.

If the source writer refers to another source, you can use "cite":

cite: Vince cites psycholinguist Susan Ervin-Tripp, whose work with Japanese-English bilingual women in the 1960s led her to believe that "human thought takes place within language mindsets, and that bilinguals have different mindsets for each language."

If the source writer gives careful reasons for their idea, you can use "explain":

explain: Abutalebi explains, "The ACC is like a cognitive muscle....: the more you use it, the stronger, bigger and more flexible it gets."

If the source writer emphasizes something which not everybody agrees about, you can use "maintain," "insist," or "argue":

maintain: Bak maintains that "the detractors have made errors in their experimental methods."

insist: Language expert Alex Rawlings insists that it is actually easier to learn new languages as an adult than as a child.

argue: Vince argues that European imperialism may have led to the false belief that encouraging bilingualism in children is harmful.

If the source writer makes a statement based on research evidence, you can use "conclude" or "show":

conclude: From her research on aging bilinguals at York University, psycholinguist Ellen Bialystok concludes that being bilingual can delay the onset of dementia by about five years.

show: A study in 1962 by Peal and Lambert showed, "Bilingual children did better than monolinguals in both verbal and non-verbal intelligence tests."

If the source writer says something in passing that is not their main point, but that you want to include in your own paper, you can use "mention":

mention: Vince mentions that "one estimate puts the value of knowing a second language at up to \$128,000 over 40 years."

If the source writer talks about future possibilities, you can use "predict," "warn," or "hope," depending on the meaning:

predict: Vince predicts, "Being bilingual could keep our minds working longer and better into old age, which could have a massive impact on how we school our children and treat older people."

warn: Vince warns that "in a world that is losing languages faster than ever – at the current rate of one a fortnight, half our languages will be extinct by the end of the century."

hope: Bialystok hopes that education systems will encourage children to grow up bilingual, "considering the very many social and cultural benefits to knowing another language."

If the source writer discusses an idea or gives evidence for it, but is not 100% definite about it, you can use "suggest":

suggest: Bialystok suggests that dementia may be delayed "because bilingualism rewires the brain and improves the executive system."

If the source writer does not believe something to be true, you can use "deny," "doubt," or "question":

deny: Some educators deny the necessity of bilingualism, and still discourage immigrant parents from raising their children with both languages.

doubt: Some policymakers doubt the benefits of bilingualism, despite the support of extensive research.

question: Bak questions the methods of the researchers who claim bilingualism does not have cognitive benefits.

If the source writer is asking a question, you can use "ask" or "wonder." (note that this is a different meaning than "question"—"question" has the special meaning of "doubt" or "criticize" in academic language.)

ask: Vince asks, "What will happen if the current rich diversity of languages disappears and most of us end up speaking only one?"

wonder: Vince wonders whether there are "really two separate minds in a bilingual brain."

If the source writer is making a concession or describing a different perspective, you can use "admit" or "acknowledge":

admit: Vince admits that she struggled to learn the new language.

acknowledge: Vince acknowledges that many educators still discourage students from keeping their home language.

Choosing effective reporting words

Let's take a look at the reporting words the author used in the article to introduce her evidence.

? Try this!

Here are some sentences from the article "[Why Being Bilingual Helps Keep Your Brain Fit](#)" by Gaia Vince. The reporting word(s) have been replaced with the letter "X". Guess which word(s) she used to introduce the quote or paraphrase, out of the three choices in brackets at the end of each sentence. Think about what kind of an idea the evidence is - is it a fact? an opinion? a conclusion? Also use the grammar pattern as a clue.

1. "If you look at modern hunter-gatherers, they are almost all multilingual," X Thomas Bak. [doubts/ says/ concludes]
2. "From this [study], Ervin-Tripp X that human thought takes place within language mindsets, and that bilinguals have different mindsets for each language..." [concludes/ insists/ warns]
3. "When I did the same test again after completing the . . . task, I was significantly better at it, just as Athanasopoulos has predicted. 'Learning the new language improved your performance the second time around,' he X. [denies/ explains/ argues]
4. "The result of my test in Athanasopoulos's lab X that just 45 minutes of trying to understand another language can improve cognitive function." [questions/ maintains/ suggests]
5. "Strowger X me that the program has had many benefits in addition to their grades, including improving students' engagement and enjoyment, increasing their awareness of other cultures so that they are equipped as global citizens, widening their horizons, and improving their job prospects." [tells/ says/ according to]

For answers, see [4.12: Integrating Evidence Answer Key](#)

Explaining text evidence

Writers typically add at least a sentence or two of explanation after quoted or paraphrased text evidence to explain why the evidence is important and how it connects to the topic sentence or other point, and thus supports the overall thesis. Sometimes teachers call this part "analysis" or "significance."

What should I write in the explanation?

Your explanation may include any of the following:

- interpretation: what is the deeper meaning of the evidence?
- emphasis/impact: why is the evidence so important?
- cause-effect: what are the reasons for or consequences of the evidence?
- comparison: how is this thing/situation/solution similar to or different from something else?

- condition: if/unless one thing is/isn't true, then what?
- evaluation: why is this a better/worse situation/solution than another?
- personal connection: (if it's appropriate for the class/assignment)

What should I not write in the explanation?

Your explanation should not do any of these:

- nothing—your paragraph ends with evidence
- repeat the evidence or context
- say what happened next in a story or in reality
- use personal experience if not allowed for the assignment/class

How can I start my explanation sentences?

Here are a few possible sentence starters:

- In other words, his/her/their point is....
- As this quote/example shows....
- Basically, X is saying Y.
- *[the author's]* point is that Y.
- The essence of *[the author's]* argument is that Y.
- Given these findings, ...
- Based on this surprising increase/decrease, ...

Applying the sandwich pattern

Let's apply this to your own writing.

Apply this!

Look at your own or a classmate's draft. Find each piece of quoted or paraphrased text evidence. Ask these questions, and then see what you can add/improve:

- Is each piece of text evidence introduced with a source and reporting words?
- The first time a source appears, did the writer include a credential? (Who is this source, and why should we believe them?)
- Do the reporting words accurately give us a clue about the meaning/type of evidence? (For example, if it says, "Nguyen argues . . .," is the thing Nguyen said actually an argument rather than a fact?)
- Do the reporting words follow a correct grammar pattern?
- Did the writer add an explanation after the evidence?
- Does the explanation explain the importance of the evidence and connect the evidence to the point?

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4.8: Avoiding Plagiarism

What is plagiarism?

Plagiarism is a kind of academic dishonesty. Colleges and universities take plagiarism seriously; many discipline or even expel students who are found to be plagiarizing.

Plagiarism happens when we use another person's intellectual materials and don't give them credit. We can even plagiarize from ourselves if we re-use our own work without acknowledging that it has appeared elsewhere.

Many educators used to believe that students plagiarized either because they were lazy or because they just didn't care about anything but getting that final piece of paper: the degree or certificate. Both of these reasons are still true sometimes, but today instructors know that plagiarism and cheating are often motivated by more complicated factors. For example, sometimes students just don't realize that they are plagiarizing. However, unintentional plagiarism is still considered plagiarism, so it's important to know how to avoid making this mistake.

The attitudes about plagiarism in the United States may be new to you. In some cultures, to use the words of others is a sign of honor and respect. In your country, the ownership of words may not be as important as it is in the U.S., where high value is given to using your own words. As a result, some actions that are considered "plagiarism" in the U.S. may be acceptable in your country. Even though your instructors here may understand and respect your culture, they will probably judge your work by American standards so it is important to understand what counts as plagiarism in the United States.

Recognizing plagiarism

Let's see if you can recognize if something is plagiarism.

? Try this!

Which of the following scenarios show plagiarism? (Remember, even if it's unintentional, it's still plagiarism!)

1. A student finds a great quotation to use in her essay but forgets to indicate where it's from.
2. Three students in a study group turn in the same answers for a set of exercises.
3. Three students in a study group help each other understand the concepts in the unit, but they each turn in their own answers.
4. A student doesn't realize an important assignment is due in class the next day. Fortunately, they completed a similar assignment in a different class last semester, so they turn that one in instead.

(To see answers, check [4.12: Integrating Evidence Answer Key](#))

Avoiding plagiarism

So, how can you avoid plagiarism? Here are some strategies.

1. Take notes carefully. If you add source material to your work, mark it or identify it in such a way that you will *know* it's from a source. Cite the work immediately and add it to your Works Cited list.
2. And, if you use someone else's intellectual property, you must give them credit. If you bring their work into your assignment, you must mention them as the work's owners using in-text citations.
3. If you are unsure about whether or not something is acceptable, check with your instructor! For example, it may be acceptable (and even encouraged!) to use sources from your research in another class or to work with other students in class to get a handle on a complicated concept but, if you have any doubts, it's important to check with your instructor.

Noticing where ideas come from

Let's see if you can identify which ideas come from a student and which come from outside sources.

 Notice this!

Read the following example paragraph. Can you tell which ideas are the student's own and which are from outside sources? How can you tell?

Being able to speak more than one language opens up more employment opportunities. With more and more immigrants coming into the country, more employers are looking for those who can better communicate with people who's best language isn't English. In an *NBC News* article, it was reported that in "2010, there were roughly 240,000 job postings aimed at bilingual workers. But by 2015, that figure swelled to about 630,000... bilingual workers were in demand for both low and high-skilled positions such as financial managers, editors, and industrial engineers" (Cusido). These figures show that there is a desire for those who are able to speak more than one language in a wide range of job markets and these opportunities will likely continue to increase in the future. While speaking multiple languages may not be the only criteria in getting a job, it definitely will help. As Marco Lopez, an executive at a Chicago marketing agency explains, applicants who are bilingual have advantages in being hired (qtd. in Cusido). This shows how simply maintaining connections to an immigrant family's roots and origins can become a major benefit for the children of immigrants. Immigrant parents should be made aware of this benefit so they can foster language growth.

In the example, it is easy to tell whose ideas belong to whom. This is because the paragraph contains clear citations. To properly cite outside sources in your writing, you must do the following:

- Mention the source's owner/creator in your written work at the point where the source is used. You can do this by including the author's name in a sentence or with a parenthetical citation—putting the author's last name in parentheses at the end of the sentence.
- Create a list of all of the sources you used in your assignment; you'll do this by arranging them in a Works Cited list at the end of your essay.

Paraphrasing vs. patchwriting

You will often paraphrase or summarize other sources when you write an academic paper. Paraphrasing means to rewrite someone else's idea in your own words and sentence structure. However, sometimes writers try to paraphrase but do not change the vocabulary and sentence structure enough. This is called "patchwriting." Patchwriting is considered plagiarism, even if the writer cites the source and did not intend to plagiarize.

Identifying paraphrasing and patchwriting

Let's compare a paraphrase and patchwriting of a quotation.

 Notice this!

Here is a quotation from an article:

"Around the world, more than half of people—estimates vary from 60 to 75 per cent—speak at least two languages. Many countries have more than one official national languages—South Africa has 11. People are increasingly expected to speak, read and write at least one of a handful of "super" languages, such as English, Chinese, Hindi, Spanish or Arabic, as well. So to be monolingual, as many native English speakers are, is to be in the minority, and perhaps to be missing out" (Vince).

Here is patchwriting:

All over the world, over 50% of people speak at least two languages. Many nations have more than one official national language. For example, South Africa has 11. People increasingly need to speak, read and write at least one of a handful of common languages, such as Spanish, English, Chinese, Hindi, or Arabic, in addition. So people

who speak one language, as many native English speakers do, means that you are in the minority and missing out (Vince).

As you can see, some words have been replaced by synonyms. However, about half of the words are the same and the sentence structure is exactly the same. Here, words that are repeated from the original are in bold and square brackets:

All over **[the world,]** over 50% of people speak multiple **[languages. Many]** nations **[have more than one official national language.]** For example, **[South Africa has 11. People increasingly]** need to **[speak, read and write at least one of a handful of]** common **[languages, such as Spanish, English, Chinese, Hindi, or Arabic,]** in addition. **[So]** people who speak one language, **[as many native English speakers]** do, means that you are **[in the minority and missing out]** (Vince).

Here is a paraphrase of the same quotation. You will see that there are not only differences in vocabulary, but also in sentence structure.

According to Gaia Vince, while English speakers often speak only one language, it is actually more common to be multilingual. Speakers of smaller languages often need to learn a major language like English, Spanish, or Chinese, and in addition some countries have multiple official languages.

Now, let's see if you can decide if something is paraphrasing or patchwriting.

? Try this!

Here is another quotation:

"Multilingualism has been shown to have many social, psychological and lifestyle advantages. Moreover, researchers are finding a swathe of health benefits from speaking more than one language, including faster stroke recovery and delayed onset of dementia" (Vince).

Is this an appropriate paraphrase, or is it a plagiarism?

Speaking more than one language has many social, psychological, and lifestyle benefits. In addition, researchers find a lot of health benefits from being multilingual. Those include recovering from strokes and dementia developing later (Vince).

(To see the answer, check [4.12: Integrating Evidence Answer Key](#))

Checking for plagiarism

Now, let's apply this to your own writing.

Apply this!

Look at a draft of your writing or a classmate's writing that uses outside sources.

- Is it clear whose ideas belong to whom?
- Is each outside source in your assignment cited according to the guidelines given by your instructor? If you're not sure, ask your instructor.
- Do you have a list of your Works Cited at the end of your assignment?

Works Cited

Cusido, Carmen. "Report: Want the Job? Be Able to Say So in More than One Language." *NBCNews.com*, NBCUniversal News Group, 13 Mar. 2017.

Vince, Gaia. "Why Being Bilingual Helps Keep Your Brain Fit." *Mosaic*, Aug. 2016, mosaicscience.com/bilingual-brains/.

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4.9: Formatting Your Paper

Why do we want a standard format?

When you go to a job interview, what do you wear? Most people try to dress professionally (see figure 4.9.1) to make a good first impression because sometimes people make judgments based on outside appearances instead of content. When you send your essay out to be read by other people, you probably also want it to make a good first impression on your readers. You want them to think that your essay is professional and academic, even before they read a single word.



Figure 4.9.1: Man wearing a suit at a job interview. ("Man on a Job Interview" by amtec_photos is licensed under CC BY-SA 2.0)

When you write papers for a college course, the instructor will usually require you to use a specific format. Format is a standard way that a paper is required to look. It includes things like the heading, the font, and the punctuation of the list of sources and the in-text citations. There are several different official formats that look different but serve the same purposes. The format makes the paper easy to read, and makes your information about your sources easy for the reader to find.

When you glance at the two papers in figure 4.9.2, which do you think uses an official format? What differences can you find?

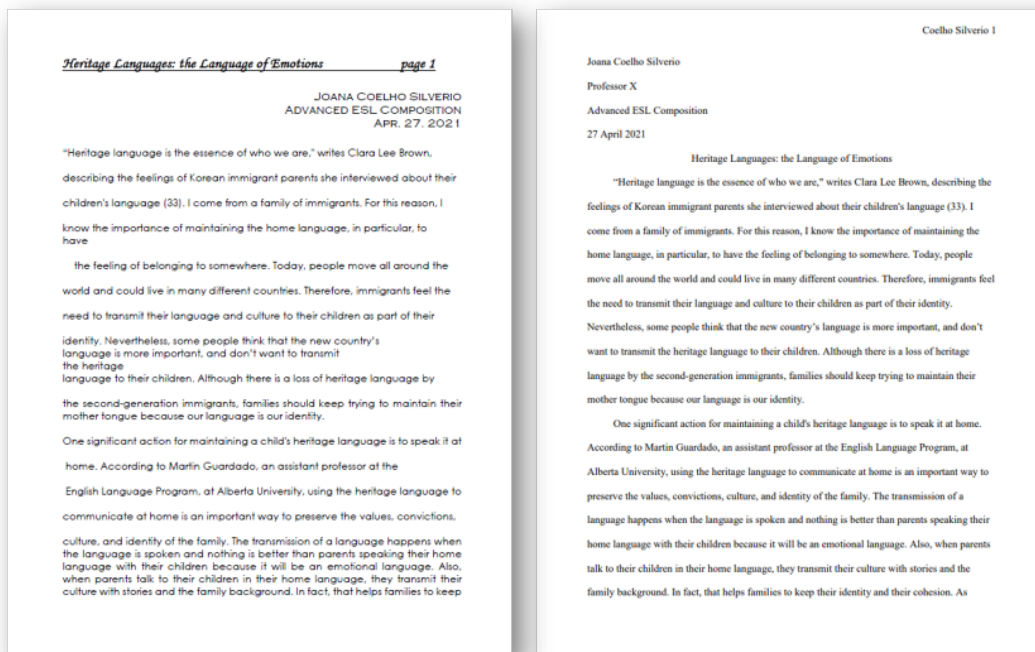


Figure 4.9.2: "Format comparison" by Gabriel Winer is licensed under CC BY NC.

The two official formats that you will probably need to use in your college courses are MLA format and APA format. The initials stand for the organization that has established the format.

"MLA" stands for *Modern Language Association*. MLA format is international, and is used for academic papers and journals in the areas of language, literature and the humanities. For college English classes, you will be required to use MLA format.

“APA” stands for *American Psychological Association*. APA format is used for academic papers and journals in the social sciences. For many college papers other than English papers, you will be required to use APA format.

MLA format

Setting up a document in MLA format

The following are the basic guidelines for setting up an MLA-formatted document. Your word program will have menu controls to help you with these settings.

- Set margins to 1” on left, right, top, and bottom.
- Set margins to ½” for header and footer.
- Use a standard 12-point font throughout the document. Times New Roman is the most common.
- Double-space throughout the document. Also remove extra space between paragraphs (Microsoft Word defaults to putting in an extra space).
- Use a straight left edge and a “ragged” right edge.
- Indent paragraphs ½” (1 tab).
- Center a document title on page 1. Use plain 12-point font—do not bold, underline, or italicize.
- Create an upper left heading on page 1 only. This should include the following:
 - Your name (first and last name)
 - The teacher’s name
 - The name of the class
 - The date
- Create an upper right header for all pages. This should include the following:
 - Your last name
 - An automatic page number

Sample essay in MLA format

The link below opens a version of a sample essay formatted in MLA 8th edition:

[☐ Sample Student Research Paper Heritage Languages.pdf](#)

Creating an MLA Works Cited page

The purpose of the Works Cited page is to collect all of the sources used in a text and to arrange them so they are easy for your reader to locate. Listing the sources also helps you track them and makes it less likely that you might accidentally plagiarize by forgetting to mention a piece of source material.

Setting up the page

Follow these guidelines to set up your Works Cited.

- Works Cited is located at the end of a paper. Always start it at the top of a new page.
- Put the title Works Cited at the top of the page, centered.
- The Works Cited page uses the same formatting as the rest of the paper: 12 point standard font, double spacing, 1” margins on all sides, etc.
- List sources alphabetically, according to whatever comes first in each citation. (Do not list them in the order they occur within the paper.)
- Use “hanging” paragraphs to set up sources. This means that the first line of each source begins at the left margin, while second and subsequent lines are indented by ½” (1 tab). This is the reverse of a regular paragraph. The “hanging” format makes it easy to visually scroll down the list and see each source. If you are using Microsoft Word, you can set hanging paragraphs by choosing the “hanging” setting in the “Paragraphs” menu.

Figure 4.9.2 shows an annotated example of a Works Cited page ([☐ Annotated ☐ -Works-Cited-Examples](#) to open in a new page):

[Works Cited]

[Akanegbu, Anuli]. "50 Striking Statistics about Distance Education in Higher Education."
EDTech, CDW, 12 July 2012, www.edtechmagazine.com/higher/article/2012/07/50-
 striking-statistics-about-distance-learning-higher-education.

[Akanegbu, Anuli]. (<author> "50 Striking Statistics about Distance Education in Higher
 Education." (<title of source> *EDTech*, (<title of container, in italics> CDW, (<title of
 publisher> 12 July 2012, (<date of source>
 www.edtechmagazine.com/higher/article/2012/07/50-striking-statistics-about-distance-
 learning-higher-education. (<location>

[Disconnected]. *A Documentary*. Directed by Melody Gilbert, performance by Mitchell Lundin,
 Caitlin Magnusson, and Andrew Tatge, Carleton College, MN, 2008,
 www.snagfilms.com/films/title/disconnected.

[Disconnected: A Documentary]. (<title of container, in italics> Directed by Melody
 Gilbert, (<other contributors> performance by Mitchell Lundin, Caitlin Magnusson, and
 Andrew Tatge, (<other contributors> Carleton College, (<title of publisher/producer>
 2008, (<date of source> www.snagfilms.com/films/title/disconnected. (<location>

[Jones, Carol Larson]. "Online Education." *Encyclopedia of Business and Finance*. Edited by
 Burton S. Kaliski, 2nd edition, Volume 2, Macmillan Reference USA, 2007.

[Jones, Carol Larson]. (<author> "Online Education." (<title of source> *Encyclopedia of Business
 and Finance*, (<title of container, in italics> Edited by Burton S. Kaliski, (<other
 contributors> 2nd edition, (<version> Volume 2, (<number> Macmillan Reference USA,
 (<title of publisher> 2007. (<date of source>

Commented [MB1]: This is a sample works cited page.

Commented [MB2]: This example shows how an article from a website would be listed on Works Cited.

Commented [MB3]: Same citation, broken down to show each component using MLA8.

Commented [MB4]: This example shows how a film would be listed on Works Cited.

Commented [MB5]: Same citation, broken down to show each component using MLA8.

Commented [MB6]: This example shows how a book would be listed on Works Cited.

Commented [MB7]: Same citation, broken down to show each component using MLA8.

Figure 4.9.1: Annotated example of a works cited page by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear is licensed CC BY NC.

Creating entries on the Works Cited page

Let's look at how to set up Works Cited citations.

We'll work with this article from the *International Online Journal of Primary Education*: "A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time." Figure 4.9.3 shows the top of the first page of this article.



IOJPE

International Online Journal of Primary Education

ISSN: 1300 – 915X
www.iojpe.org

2021, volume 10, issue 1

A LONGITUDINAL STUDY: EMERGENT BILINGUALS' HERITAGE LANGUAGE USE AND LEARNING OVER TIME

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Received: March 02, 2021

Accepted: April 15, 2021

Published: June 30, 2021

Figure 4.9.3: "Screenshot of online article" by Gabriel Winer is licensed under CC BY NC. Article by Chaehyun Lee is licensed under CC BY 4.0.

Here is the raw information at the top of the article. You will need most of this information for your citation, but not all of it, and not in this order.

- International Online Journal of Primary Education
- 2021, volume 10, issue 1
- Copyright © International Online Journal of Primary Education

- A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time
- Chaehyun Lee
- Ph.D., Assistant Professor, Southeastern Oklahoma State University Department of Educational Instruction and Leadership, United States
- ORCID: <https://orcid.org/0000-0002-4670-4519clee@se.edu>
- Received: March 02, 2021
- Accepted: April 15, 2021
- Published: June 30, 2021

To make a citation, find each piece of information from the source. If certain parts are not there, we simply leave them blank. Note that each item is followed with specific punctuation. Copy these as you create your own citations.

Source information types and formatting rules

Table 4.9.1 shows the types of source information you need to make a citation, an explanation of what each type is, and the special rules for how to capitalize and punctuate that item.

Table 4.9.1: Source information items for Works Cited entries

Type of information	Explanation	Formatting rules	Example
Author(s)	Person or organization who wrote the text	- The first author's name is always reversed, with a comma after the last name: Last Name, First Name. - It is followed by a period. - If there are two authors, list them as Last Name, First Name and First Name Last Name. - If there are three or more authors, list them as First Name et al. (Et al. is Latin for "and more.")	Lee, Chaehyun.
Title	Name of the text	- Capitalize all words in the title of the source except for articles, conjunctions, and prepositions. - If it is an article, essay, chapter, or any other "small" piece of material, it will be in quotation marks and plain font. - If it is a book, film, periodical, or an entire web page, it will be in <i>italic</i> font with no quotation marks. - The title of the source is followed with a period—and when quotation marks are used, note that the period always goes inside the quotation marks.	"A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time."
Container	The container is the "place" that holds or houses the source you're using. - A book chapter (title) is held within a book (container). - A newspaper article (title) is held within a newspaper (container). - An essay on a web page (title) is held within a website (container). - A magazine article (title) is held within a magazine (container).	- Capitalize all words in the title of the source except for articles, conjunctions, and prepositions. - The container is almost always in <i>italic</i> font and followed by a comma.	<i>International Online Journal of Primary Education,</i>
Other contributors	This line provides a way to mention people who assisted with creating or handling the	List them using plain, unabbreviated language,	[This article has no other contributors. You can just skip this part.]

Type of information	Explanation	Formatting rules	Example
	source, e.g., directors, translators, performers, illustrators, etc.	e.g., performed by, directed by, etc. • Other contributors are listed in plain font and followed by a comma.	
Version	Use this if you want to mention an edition number (e.g., Second Edition, Evening Edition, etc.) or if you want to list a volume (Volume 3), a month (January), etc.	• Version is written in plain font and followed by a comma. • "Volume" is abbreviated "vol." and not capitalized.	vol. 1,
Number	Use this to provide an issue number (e.g., for a magazine or journal), a special archive number (e.g., with museum pieces), or something similar.	• Number is written in plain font, not capitalized, and followed by a comma. • Number is abbreviated "no."	no. 10,
Publisher	The publisher is the person or institution that makes the source available to the world.	• Publishers for books, periodicals, and printed materials are usually written on one of the first pages. • Web page publishers can usually be found at the page bottom. If you cannot find the publisher quickly, you might use Google to search for it, i.e., searching 'New York Times Publisher.' • Film and music publishers will usually be located on the material. • Write out the complete publisher name; capitalize it fully and don't abbreviate or omit words. • The publisher is in plain font and followed by a comma.	[Like many online sources, the container and the publisher are the same; there isn't a separate publisher, so you can just skip this part.]
Publication date	The date the text was published.	• Use MLA date format: day month year • Follow the date with a comma. • With longer months, you may abbreviate the source; if you do, follow the abbreviation with a period.	30 June 2021,
Location	The source's location tells the reader where to find the source. Many sources will not have a	• If using a book, the page number is the location.	pp. 1-18, www.iojpe.org/index.php/iojpe/article/view/1/4.

Type of information	Explanation	Formatting rules	Example
	location, but it should be listed if present.	- For single pages, use this format: p. 6. - For two or more pages, list like this: pp. 62-4 or pp. 184-96. - If using two or more pages and they cross a “hundred” marker, list like this: pp. 456-502. - With web pages, give the URL—but omit the http:// at the beginning. - If a doi (digital object indicator) number is available, use that instead of a URL. - Do not break URLs or doi’s manually to try and fit them into your Works Cited: just type them in and let your Word processor decide where to break them. - If you have a different kind of source and believe you have a location with it, share it as best you can, following these guidelines. - Locations are in plain font and followed by a period.	

Now, to create a Works Cited citation, link all of the available elements together, following the correct punctuation and placing a space between each component.

- Use your word program's menus or the little arrows on the ruler at the top to set hanging paragraphs.
- Don't break your lines manually: set hanging paragraphs and then keep typing, allowing the software to determine the line breaks.
- Your citation should always end with a period.

Complete citation:

Lee, Chaehyun. "A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time." *International Online Journal of Primary Education*, vol. 10, no. 1, 30 June 2021, pp. 1-18, www.iojpe.org/index.php/iojpe/article/view/1/4.

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Lee, Chaehyun. "A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time." *International Online Journal of Primary Education*, vol. 10, no. 1, 30 June 2021, pp. 1-18. Licensed under CC BY.

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4.10: Language Toolkit

Reporting Verbs

Also see [4.7: Introducing and Explaining Evidence](#) for a list of reporting words organized by meaning.

Different reporting words have special meanings that communicate what type of idea the source said and how it is related to other ideas. If we read that someone "argues...", we know that an opinion is coming. If we read that someone "reports...", we are ready for a fact. If we read that someone "acknowledges...", we are ready for a concession.

Reporting word grammar patterns

Different reporting words also follow different grammar patterns. This resource divides them into five pattern types:

- verb + a complete idea
- verb + a noun phrase or certain similar structures
- verb + either of the above patterns
- verb + special collocations (certain words that always go with them)
- according to (this one is so important, it gets its own category)

Verb + complete idea

Many reporting words follow the first pattern: verb + that + subject + verb + complement (if any). In other words, you must use a noun clause to report the complete idea that the source said.

- He asserts that bilingualism is valuable.
- She warns that this law will have terrible consequences.

With some reporting verbs, you can choose whether to use "that" after the verb. If "that" is in parentheses in the first column of Table 4.10.1, then you can leave it out. (For example, you can say: "Gonzalez says *that* bilingualism is gold" *or* you can say: Gonzalez says bilingualism is gold.") Using "that" when it is optional usually makes your sentence sound more formal. In Table 4.10.1, if "that" is *not* in parentheses, you should include it to follow academic writing customs.

You can use any of the expressions listed here to report either indirect or direct quotations. To report a direct quote, omit *that*. You can put the reporting word before the quotation, embedded after the subject of the first sentence in the quotation, or after the quotation. Notice the patterns for capital letters and commas.

Sometimes you will also see another punctuation pattern with a colon (:) after the reporting expression. You can use this when the introduction phrase is an independent clause with a subject and verb (and possibly object).

- Nguyen proposes, "The city should adopt harm reduction approaches."
- Nguyen proposes a different idea: "The city should adopt harm reduction approaches."

In the second sentence, there is an independent clause ("Nguyen proposes a different idea") so you can introduce the quotation with just a colon.

Table 4.10.1 provides reporting words that use the verb + complete idea pattern.

Table 4.10.1: Reporting words that come before a complete idea

reporting word(s)	special meaning (flavor of “says”)	example
agrees (that) + SVC	expresses the same opinion as someone else	Le agrees with Smith that drugs should be decriminalized.
argues that + SVC	states that something is true, should be done, etc.	Le argues that drugs should be decriminalized.
asserts (that) + SVC	states firmly that something is true	Le asserts that drugs should be decriminalized.
believes (that) + SVC	is sure something is true (be careful with this one, because it’s more a statement of what the author thinks than what they say, and we can’t read their minds, only their words.)	Le believes that drugs should be decriminalized.
cautions that + SVC	warns, tells about something bad that might happen	Le cautions that if drugs are not decriminalized, more violence will result.
claims (that) + SVC	states that something is true, especially if there is little proof, if it is a new idea, or if there is controversy – if you use “claims” to report someone else’s opinion, you probably doubt that they are right	Opponents claim that drug use will increase with decriminalization.
concludes that + SVC	decides that something is true after considering all the information	Le concludes that despite the risks, decriminalization of drugs is the best public health policy.
insists (that) + SVC	says firmly and often that something is true, especially when other people think it may not be true	Le insists that decriminalization of drugs will not result in rampant abuse.
notes that + SVC	notices or pays careful attention to something (often something that is important but not the main idea)	Le notes that the end of Prohibition did not result in greater alcohol abuse.
reports that + SVC	gives information about events, facts, or what someone else said	Le reports that in Portugal, where drug use is not criminalized, overdose rates are lower.
says (that) + SVC	expresses an idea, even in writing	Le says that many police departments are resistant to decriminalization.
speculates that + SVC	guesses about the possible causes or effects of something without knowing all the facts or details (often used to make a prediction about the future)	Le speculates that the initial transition period might be difficult.
states that + SVC	says, but more formal	Le states that decriminalization would benefit public health as well as reduce crime.
thinks (that) + SVC	has an opinion (not the most accurate because of the same reason above with “believes.”)	Le thinks that decriminalization is the best approach.

Verb + noun phrase, etc.

Some follow a different pattern: verb + NP (NP = noun phrase: noun and things attached to it, but not a complete sentence). Note: some of these can be followed by a noun clause that starts with “how,” or “whether” but not a noun clause beginning with “that,” and many can use a gerund (verb-**ing**) in place of the noun phrase.

- The author questions the motives behind English-only policies.
- She criticizes the new law.
- She asks *whether he is prepared*.
- She questions *how well he prepared*.

After the noun, to add more information, you can use connectors like “the fact that” or “with” or add an adj clause that wraps in another complete idea **while not making the noun into the subject of a sentence**:

- The author examines the **flaws** *in a study that claims to link immunizations to autism*.
- The author describes an **experiment** *that tested methods of memorization*.
- The author discusses the **barriers** *for immigrants who cannot return to their prior professions*.
- The author considers **problems** *with the current infrastructure for utilizing solar energy*.

Table 4.10.2 provides reporting words that attach a noun phrase (or a noun clause starting with “how” or “whether”)

Table 4.10.2: Reporting Words that attach a noun phrase etc.

reporting word(s)	special meaning (flavor of “says”)	example
challenges + NP	argues against; tests; refuses to believe	Ruiz challenges the assumption that decriminalization encourages drug use.
considers + NP	thinks about carefully; discusses	Ruiz considers the health and legal aspects of decriminalization.
criticizes + NP	says why something is bad or wrong	Ruiz criticizes the policy of imprisoning nonviolent drug offenders.
describes + NP	says what something/someone is like by giving details, often specific or sensory details	Ruiz describes a clinic in Vancouver that provides clean needles to addicts.
discusses + NP	talks about the different parts/sides of something	Ruiz discusses the health and legal aspects of decriminalization.
examines + NP	studies closely; discusses	Ruiz examines the health and legal aspects of decriminalization.
investigates + NP	tries to find out more about something; discusses	Ruiz investigates the health and legal aspects of decriminalization.
refers to + NP	mentions or speaks about someone else or someone else’s text	Ruiz refers to a 2009 study of prison populations and drug convictions.
summarizes + NP	makes a short statement giving only the main information and not the details of a plan, event, report etc.	Ruiz summarizes the policies of six nations that have successfully decriminalized drugs.

Verb + complete idea or noun phrase, etc.

Some reporting words, such as those in Table 4.10.3, can follow more than one pattern (you can say verb + that + SVC OR verb + NP):

4.10.3: Reporting Words that attach either a complete idea or a noun phrase etc.

reporting word(s)	special meaning (flavor of “says”)	example
• acknowledges (that) + SVC • acknowledges + NP	admits or accepts that something is true, especially something that is unpleasant or that supports the opposite of the author’s argument	• Kaur acknowledges that the new policy has some risks. • Kaur acknowledges some risks of the new policy.
• adds that + SVC • adds + NP	says another thing or adds to an existing conversation/argument	• Kaur adds that rehabilitation programs are underfunded. • Kaur adds another benefit of decriminalization: there will be more money for rehabilitation programs.
• admits (that) + SVC • admits + NP	agrees unwillingly that something is true or that someone else is right about something	• The authors admit that the study design isn’t perfect. • The authors admit mistakes in the study design.
• comments that + SVC • comments on + NP	adds their opinion to a subject, idea, or plan	• Kaur comments that a new therapy has been more successful in treating addiction. • Kaur comments on a new therapy that has been more successful in treating addiction.
• explains that + SVC • explains + NP	tells about something in a way that makes it more clear	• Kaur explains that the new therapy combines medical treatment with social support. • Kaur explains a new therapy that combines medical treatment with social support.
• indicates that + SVC • indicates + NP	points to (this is often used with something besides a person as the subject: the study indicates... evidence indicates...)	• Recent figures indicate that over half of prison inmates are locked up for drug offenses. • Research indicates another possible solution to the problem.
• maintains that + SVC • maintains + NP	states firmly that something is true	• Kaur maintains that decriminalization is the best strategy. • Kaur maintains her position that decriminalization is the best strategy.
• mentions that + SVC • mentions + NP	says something that is not a main idea, sometimes while talking about another topic	• Kaur mentions that prescription drug abuse is another related problem that cannot be ignored. • Kaur mentions prescription drug abuse, another related problem that cannot be ignored.
• points out that + SVC • points out + NP	tells something that may not be obvious or that people might not know	• Kim points out that crime has not increased in Colorado since marijuana was legalized. • Kim points out stable crime rates in states where marijuana has been legalized.

reporting word(s)	special meaning (flavor of “says”)	example
• proposes that + SVC • proposes + NP (often verb-ing)	tells an idea of what people should do	• Kim proposes that the government should combine regulation with treatment. • Kim proposes a combination of regulation and treatment.
• remembers that + SVC • remembers + NP (often verb-ing)	remembers a story or event	• Kim remembers that the guards seemed depressed. • Kim remembers visiting a high-security prison for the first time.
• recalls that + SVC • recalls + NP (often verb-ing)	remembers or tells the story of an event	• Kim recalls that the guards seemed depressed. • Kim recalls meeting a guard who seemed depressed.
• regrets that + SVC • regrets + NP (often verb-ing)	wishes they hadn’t done something	• The inmate regrets that she lost custody of her child. • The inmate regrets losing custody of her child.
• suggests (that) + SVC • suggests + NP (often verb-ing)	tells an idea of what people should do OR (more common in academic texts) indicates, points to, or supports an idea that is not 100% sure	• Many recent studies suggest that drug addicts are not deterred by the threat of arrest. • Kim suggests that governments should decriminalize drug use. • Kim suggests decriminalizing drug use.

Verb + special pattern

Some reporting words follow different patterns, such as those in Table 4.10.4:

Table 4.10.4: Reporting Words with Special Patterns

reporting word(s)	special meaning (flavor of “says”)	example
• asks if/whether + SVC • asks about + NP • asks why + SVC	has a question about something; stronger than <i>wonders</i> but more neutral than <i>questions</i>	• Kim asks if spending more on prevention would be more effective. • Kim asks about the efficacy of prosecuting drug users. • Kim asks why current policies continue, despite evidence that they are not working.
• questions + NP • questions if/whether + SVC	argues against; tests; refuses to believe; expresses doubts (note how this is different from the regular conversational meaning)	• Kim questions current policies. • Kim questions whether current policies are working.
• recommends that + SVC, <i>verb in base form</i> • recommends + NP (often verb-ing)	tells an idea of what people should do	• Kim recommends that governments focus on treatment, not punishment. • Kim recommends focusing on treatment, not punishment.
• writes that + SVC • writes about + NP (often verb-ing)	neutral, just like “says”	• Kim writes that the effects of criminalizing drugs are worse than the effects of drug abuse. • Kim writes about the effects of criminalization.
• wonders if/whether + SVC • wonders about + NP • wonders why + SVC	has a question about something; guesses; thinks that something may be true	• Kim wonders if spending more on prevention would be more effective. • Kim wonders about the efficacy of prosecuting drug users. • Kim wonders why current policies continue, despite evidence that they are not working.
according to + someone, SVC	this means they said, is totally neutral, and works as a prepositional phrase – do not also use another reporting expression for the same idea.	• According to Kim, decriminalization is the first step toward solving the drug crisis.

According to

“According to” is not a verb, but a prepositional phrase. It means the same as “they said,” is totally neutral, and is always followed by the person (or organization, or text, etc.) who said the thing.

- According to Kim, decriminalization is the first step toward solving the drug crisis.
- Decriminalization is the first step toward solving the drug crisis, according to Kim.
- Harm reduction, according to a recent meta-analysis of over 70 studies, is the best strategy.

Caution: do not also use a verb for the same job in the sentence.

- No: According to Kim, he argues that decriminalization is the first step toward solving the drug crisis.
- No: According to Kim argues that decriminalization is the first step toward solving the drug crisis.
- Yes: According to Kim, decriminalization is the first step toward solving the drug crisis.
- Yes: Kim argues that decriminalization is the first step toward solving the drug crisis.

Using ellipses and square brackets to make quotations more clear

Ellipses

Sometimes when you quote from another text, you want to make your quotation shorter and simpler by leaving out some words or phrases. You can do this by using ellipses, which are three periods with a space between them (. . .).

Let's look at an example:

"Notably, far too many of the children with the greatest potential to become good bilinguals – the children of immigrants – lose fluency in their parents' language. It's estimated that by the third generation, immigrants have completely lost fluency in their heritage languages" (Snow).

Some things in this sentence are repetitive, and you can leave them out. However, you must use ellipses to show that you have done this:

"Notably, far too many . . . children of immigrants . . . lose fluency in their parents' language. . . . By the third generation, immigrants have completely lost fluency in their heritage languages" (Snow).

Be careful! When you use an ellipse, do not change the meaning of the original text. In the following quotation, too much text has been left out, and the meaning is not the same.

"Notably, . . . children with the greatest potential . . . have completely lost fluency in their heritage languages" (Snow).

Also, if you are using ellipses, check that *your own* sentence is grammatically correct and makes sense. In the following quotation, important grammar and function words have been left out and the sentence no longer makes sense.

"Notably, far too many of the children with the greatest potential to become good bilinguals . . . fluency in their parents' language. It's estimated that . . . have completely lost fluency in their heritage languages" (Snow).

Square brackets

Sometimes the grammar in a quotation from a source does not fit with the grammar in your own sentence. In this case you can use square brackets [like this] to show that something in the original text has been changed. For example, consider this quotation, which describes research that was done by psycholinguist Susan Ervin-Tripp:

According to Vince, "In the 1960s, one of the pioneers of psycholinguistics, Susan Ervin-Tripp, tested Japanese–English bilingual women, asking them to finish sentences in each language. She found that the women ended the sentences very differently depending on which language was used."

Although the quotation makes sense in a larger paragraph, it is not clear in the second sentence alone who "she" is, who "the women" are, and what "the sentences" are. If you wanted to use this sentence in your essay, you could use square brackets to clarify that information.

According to Vince, psycholinguist Susan Ervin-Tripp "found that women [who were bilingual in English and Japanese] ended the sentences [which researchers gave them to complete] very differently depending on which language was used."

Notice that "she" was also replaced by Ervin-Tripp's name. Because this is before the quotation marks, square brackets are not used. If you want to change a word at the beginning of the quotation, just start the quotation later.

Be careful! Don't change the meaning of the original text when you use brackets. In the following example, the words in brackets change the meaning into something different. This is not acceptable.

According to Vince, "In the 1960s, one of the pioneers of psycholinguistics, Susan Ervin-Tripp, tested Japanese–English bilingual women, asking them [whether or not] to finish sentences in each language."

Checking your understanding of ellipses and square brackets

Let's see if you can identify which examples of ellipses and square brackets are correct.

? Try this!

Here are three quotations from the article "The True Failure of Foreign Language Instruction" by Catherine Snow. Decide if each example uses square brackets and/or ellipses correctly.

1. In fact, "In [Snow's] view, it's ironic that we have students walking up staircases at one end of their school building to attend Spanish foreign language classes while at the other end of the same building native Spanish speakers are being taught English and content in ways that lead to their loss of Spanish" (Snow).
2. In fact, "it's ironic that we have students walking up staircases at one end of their school building to attend Spanish foreign language classes . . . being taught English and content in ways that lead to their loss of Spanish" (Snow).
3. Snow writes, "native Spanish speakers are being taught English and content in [order to] . . . lead to their loss of Spanish" (Snow).

(To see the answer, check [4.12: Integrating Evidence Answer Key](#))

Works Cited

Snow, Catherine. "The True Failure of Foreign Language Instruction." *The Conversation*, 24 Mar. 2021.

Vince, Gaia. "Why Being Bilingual Helps Keep Your Brain Fit." *Mosaic*, Aug. 2016, mosaicscience.com/bilingual-brains/.

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4.11: Takeaways

Summary

In this chapter, you learned how to

- use evidence to support claims
- decide when you need a citation for evidence
- work carefully from sources to join a "conversation" with published writers
- introduce evidence with reporting words and context
- avoid plagiarism
- format a paper in MLA style

Questions for reflection

- How does integrating evidence relate to "sampling" in music?
 - How do we use evidence from other sources in everyday life?
 - How does the U.S. academic style of using and citing evidence differ from other language cultures?
 - Look back at [4.2: Sample Student Research Essay - Heritage Languages](#) and the other sample essays in this book. How well did the writers use, integrate, and cite their evidence from other sources? Can you find examples of especially effective use of evidence you might use as a model? Can you find examples of less effective use of evidence?
-

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4.12: Answer Key- Integrating Evidence

4.3 Using Evidence to Support Claims

Using different types of evidence

Here is a sample body paragraph. Evidence added is noted in square brackets and bold after the sentence containing evidence:

Public schools should help immigrant children to maintain their heritage language. This is because without support, most immigrant children will lose their mastery of the home language by the time they are in high school (Mata-McMahon). **[Fact]** However, being bilingual carries significant advantages. According to Jennifer McMahon, University of Maryland professor, "Bilingual people tend to be better at connecting with others from different ethnic backgrounds and cultures. They are also better at solving problems". **[Quotation from an expert]** I have myself observed this with my friend's children. I have one friend from Peru whose son attended a bilingual private school and can read and write in both Spanish and English. Although he is only thirteen, he is very confident interacting with other people when he travels and is overall very comfortable in most social situations. **[Personal observation]** This opportunity should not be available just to children whose parents are able to afford special private schools. Instead, the United States should recognize that importance of cultivating the skills of all multilingual children to help them become leaders in an increasingly diverse society.

4.4 Knowing When to Cite

Deciding if you should cite

1. This is a statistic and a fact. This needs a citation. Here is the citation: (Tesch).
2. This is anecdotal evidence: No citation is needed for this statement, but you cannot use it as the sole support for the point you are making. You must also include evidence from your research.
3. This statement is obviously true, and does not require a citation.
4. This may or may not be true. You need to cite evidence to support this statement. Here is the citation: (San Diego, Rumbaut and Cornelius qtd. in Tran 261)

4.5 Choosing Appropriate Evidence

Finding evidence that supports your point

Which quotation from this article provides the best support for the point you want to make?

Children of immigrants who continue to develop their fluency in their home languages while learning English have an economic advantage as adults.

1. "For all the research that supports childhood bilingualism, it is only recently that scholars have begun to understand bilingualism in adults' professional lives."

Not good evidence. This does mention professional lives, but the focus of the sentence is on people doing research about bilingualism, not on the actual effects of bilingualism on people's career success.
2. "Historically notorious for their English monolingualism, a recent Gallup poll reports that in this nation of immigrants, only one in four American adults now reports being conversationally proficient in another language."

Not good evidence. This gives facts about how many adults are monolingual, but does not talk about the consequences of keeping a second language. It is often tempting to pick a quote with a statistic, but make sure the statistic relates directly to your point.
3. "Not only are bilingual young adults more likely to graduate high school and go to college, they are also more likely to get the job when they interview. Even when being bilingual is not a requirement, an interview study of California employers shows that employers prefer to both hire and retain bilinguals."

Good evidence! This one directly supports your point, and adds something more specific beyond just repeating your point.

4. "Research links bilingualism to greater intellectual focus, as well as a delay in the onset of dementia symptoms. Frequent use of multiple languages is also linked to development of greater empathy."

Not good evidence. These are three wonderful advantages of bilingualism that you might use in a different part of your paper, but none of them specifically talks about career success.

4.7: Introducing and Explaining Evidence

Choosing effective reporting verbs

1. says: "If you look at modern hunter-gatherers, they are almost all multilingual," **says** Thomas Bak.
2. concludes: "From this [study], Ervin-Tripp **concludes** that human thought takes place within language mindsets, and that bilinguals have different mindsets for each language..." (concludes/insists/warns)
3. explains: "When I did the same test again after completing the...task, I was significantly better at it, just as Athanasopoulos has predicted. 'Learning the new language improved your performance the second time around,'" he **explains**. (denies/explains/argues)
4. suggests: "The result of my test in Athanasopoulos's lab **suggests** that just 45 minutes of trying to understand another language can improve cognitive function." (questions/maintains/suggests)
5. tells: "Strowger **tells** me that the program has had many benefits in addition to their grades, including improving students' engagement and enjoyment, increasing their awareness of other cultures so that they are equipped as global citizens, widening their horizons, and improving their job prospects."

4.8 Avoiding plagiarism

Recognizing plagiarism

Scenarios 1, 2, and 4 would likely be considered plagiarism. It's important to check with your instructor if you have questions about what is acceptable in a specific situation.

Identifying paraphrasing and patchwriting

This is patchwriting (and therefore plagiarism). Although the words have been changed, the sentence structure is very similar to the original.

4.10: Language Toolkit

Check your understanding of ellipses and square brackets

1. This is a correct use of square brackets.
2. This is not correct. Too much of the original sentence has been taken out and it changes the meaning.
3. This is not correct. The words that were added changed the meaning of the original.

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CHAPTER OVERVIEW

5: Analyzing Arguments

Let's dig deeper into how to read and write strong arguments by looking at the topic of fast fashion.

- [5.1: Introduction](#)
- [5.2: Sample Student Research Essay- Fast Fashion](#)
- [5.3: Distinguishing Rhetorical Appeals](#)
- [5.4: Identifying and Using Pathos](#)
- [5.5: Identifying and Using Ethos](#)
- [5.6: Identifying and Using Logos](#)
- [5.7: Finding and Refuting Logical Fallacies](#)
- [5.8: Writing Concession and Counterargument](#)
- [5.9: Hedging](#)
- [5.10: Language Toolkit](#)
- [5.11: Takeaways](#)
- [5.12: Answer Key- Analyzing Arguments](#)

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5.1: Introduction

What will we learn in this chapter?

In this chapter, you'll learn about argumentation: different methods writers use to get their readers to believe an idea or take an action. You will study the parts of these methods of argument, practice identifying them in texts that you read, and decide if a writer's arguments are logical, fair, and strong. You will practice using a special set of academic English vocabulary to name an argument's parts, strengths, and weaknesses, and to build and defend your own arguments.

Why is this important?

Analyzing arguments in texts you read will help you deeply understand different perspectives on a topic or problem. You'll also build your ability to apply these strategies to your own writing in English, so you can better convince your readers to share your ideas and inspire them to take action. Analyzing arguments and writing your own effective arguments will help you succeed in every other academic discipline in addition to English classes. It's the doorway to participating in what academics call The Great Conversation: the ongoing discussion of what ideas are true and how we know this. It's also crucial to success in your career and will help you participate in civic life in English.

What theme will this chapter focus on?

"Fast fashion" is a name that describes clothing produced quickly and cheaply, following the latest design trends, that is intended to meet consumer demand but not made to last. The industry has grown quickly in recent years, and brings up several controversial ethical issues: producing clothing in this manner causes environmental damage through pollution and wasted resources, and results in unfair labor practices. However, people need affordable clothing, and attempts to reduce the harms of the industry through laws and boycotts sometimes have unintended negative consequences. The readings in this chapter explore these issues and demonstrate different elements of and strategies for argumentation.



Figure 5.1.1: "Dharavi clothes factory" by [bbcworldservice](#) is licensed under [CC BY-NC 2.0](#)

Learning objectives

In this chapter, you will learn to

- identify, evaluate, and write the three types of rhetorical appeals (ethos, pathos, and logos).
- identify the parts of, evaluate, and write deductive logical arguments.
- identify, explain, and refute common logical fallacies.
- identify, evaluate, and write concessions and counterarguments.
- identify and use hedging language.

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5.2: Sample Student Research Essay- Fast Fashion

Reading: Student essay on fast fashion

The link below opens a version of the sample essay formatted in MLA 8th edition:

[Fast Fashion sample student research essay.pdf](#)

Maroua Abdelghani and Ruri Tamimoto

Professor X

Advanced Reading and Writing

22 February 2022

Deadly Fashion

My \$9.99 t-shirt is no longer wearable after two washes: the shape of the shirt is so distorted that it does not fit me well anymore. One might say I got what I paid for, because the poorly constructed t-shirt is from a “fast fashion” store. Fast fashion is a term for the companies like H&M, Zara, and Uniqlo that sell clothes that copy the trendy appeal of high-end brands but at an affordable price, usually because they are made in countries with low labor costs like India, Bangladesh, Cambodia, and China. Fast fashion prices are so low, explains anthropologist and marketing professor Annamma Joy, that consumers feel encouraged to dispose of a garment after a few wearings and buy a new piece (274). This leads to an increase in sales for new clothing. In fact, According to journalist Rachel Monroe, “Worldwide, clothing production doubled from 2000 to 2015, while prices dropped: We were spending the same amount on clothes, but getting nearly twice as many items for it.” This increase in value for customers has a steep price, even if we can't see it in the store. Before tossing my t-shirt in a donation bag, I wonder about the person who sewed it. Who is this person? How good or bad are their working conditions? What about the cost of pollution? Although some defend the fast fashion industry's aesthetic and economic contributions, it has devastating impacts on labor rights and the environment, and needs serious regulations by all nations to stop the damage.

One glaring consequence of the demand for cheap clothing is that factory workers get paid too little, while their requests for living wages are ignored. Cheap labor is a reason that many apparel corporations move their production overseas. As Adam Matthews reports, by 2016, only 3% of clothes sold in the U.S. were made in this country. This shift to foreign production is the direct result of lower labor costs. According to Deborah Drew, an associate at the World Resource Institute's Center for Sustainable Business, women garment workers in Bangladesh are paid about ~~96permonth; however, thegovernmentestimates~~ 336 dollars as a minimum level for workers to afford their basic needs. Based on these statistics, women are paid less than a third of a necessary living wage. Garment workers in other developing countries suffer similarly: they work long hours but remain in poverty. Business owners and their powerful organizations dismiss the demands of factory laborers for raises because they claim that paying more will lead to factory closures. In fact, in recent negotiations, some are trying to impose even worse pay. Ken Loo, secretary-general of the Garment Manufacturers Association of Cambodia, defended the employers' proposal to reduce wages by 4.5 percent. He “pointed to the economic effects of COVID-19 and said garment industry employers can't afford to spend more on labor” (Sovuthy). His statement reflects the belief that the workers' lives and well-being are not important compared to the continuing profits of the owners and investors. Most reasonable people would not agree with that idea, but most of us still shop for cheap clothing. We can't depend on the individual fairness of factory owners, or on individual consumers to solve this problem; that's why regulations are critical.

Besides low wages, workers in the clothing factories also suffer terrible working conditions. Singular tragic events such as the Rana Plaza factory collapse in 2013 that killed over a thousand workers make worldwide news (Rahman and Rahman 1331), but the daily experiences of the people making cheap clothing are also unacceptable. According to Sadika Akhter, an anthropologist and doctor of Environmental Public Health and her colleagues, garment workers in Bangladesh typically work ten to twelve hours per day, inhaling fabric dust, enduring extreme heat, and getting repetitive motion injuries from using the machines. They are constantly in pain and exhausted. In their qualitative study of women garment workers' experiences, Akhter et al. quote a machine operator who says, “We sew shirts with our tears and injure our fingers due to needle punctures. If you work at the garment factory it will give you some money but it will take your health. . . . No one can work in a factory more than ten years because you will

lose your physical strength, energy and health . . . due to the nature of hard work in this industry." This statement emphasizes how exploited these workers are; their bodies are being damaged every day. The people, not just the clothing, are treated as if they are disposable.

It is true that the industry has made some progress in improving labor rights. Sociology professor Shahidur Rahman of BRAC University, and professor of Development Studies Kazi Mahmudur of University of Liberal Arts Bangladesh describe some attempts at reform following the Rana Plaza disaster in 2013 in their article in *Development and Change*. According to Rahman and Rahman, two major agreements, the Accord on Fire and Building Safety in Bangladesh and the Alliance for Bangladesh Workers' Safety brought together business owners and governments to improve the safety of factory buildings (1332). The Bangladeshi government also made changes to labor laws to allow workers to organize, and other international unions and non-governmental organizations have campaigned for worker rights in the industry (Rahman and Rahman 1333). These developments are positive—at least workers are less likely to die in a fire or building collapse. However, the inhumane daily conditions and low pay remain, even eight years after these agreements were made.

Beyond the conditions inside the factories, the production of cheap clothing causes significant pollution. The problems begin with the raw materials: synthetic fibers are made from petroleum, and although plant fibers are considered more natural, growing plants to use for fabric has its own problems. Research scientist Luz Claudio writes that cotton is "one of the most water and pesticide dependent crops (A450). Despite the fact that more consumers are choosing organic produce over conventional because of the concern about pesticide residue on fruits and vegetables, this trend is not extending to crops grown for fabrics. In fact, pesticide use on cotton fields is actually growing, along with its negative impact on farm workers, according to an international team of scientists from Pakistan and Greece (Khan and Damala 9). This problem is not limited to the countries where clothing is sewn; the U.S. Department of Agriculture reports that the usage of pesticides to produce cotton is a quarter of the entire pesticide used in this country (qtd. in Claudio, A450). Furthermore, when fabric is processed and dyed in factories overseas it can lead to significant water pollution. According to investigative reporter Adam Matthews, water that runs off from the factories contaminates rivers that are the lifeline for farmers, killing crops and sickening local residents and animals. Yixiu Wu of Greenpeace points out that "the average pair of jeans requires 1,850 gallons of water to process; a t-shirt requires 715 gallons. And after going through the manufacturing process, all that water often ends up horribly polluted" (qtd. in Matthews). In addition to water pollution, the fashion industry produces at least a tenth of the world's carbon emissions, says journalist Dana Thomas (qtd. in Shatzman). Still, most retail corporations do little to address these harms, because their profits are higher when they spend less money ensuring that crops are grown without poisons and that the waste products are properly disposed of.

Despite the clear injustices and environmental harms of garment production, some argue that the fashion industry provides work to people with few better choices in developing countries. According to reporter Stephanie Vatz, companies began outsourcing clothing manufacturing jobs in the 1970s, and by 2013, only two percent of clothing was made in the U.S. The same lack of labor protections that allow terrible working conditions in developing countries also guarantees low labor costs that motivate U.S. companies to relocate their factory sources (Vatz). Some claim that this is actually a benefit to those workers. For example, Benjamin Powell, the director of the Free Market Institute, justifies sweatshop labor, insists that this model is "part of the process that raises living standards and leads to better working conditions and development over time (qtd. in Ozdamar-Ertekin 3). This argument is compelling from a distance, but even if it may be true to some degree when we look at the history of economic development, it disregards the humanity of current garment workers. These people continue to work long hours in brutal conditions, generating huge profits for the factory and retail owners. Making the excuse that their lives could be even worse without this exploitation is just a cynical justification for greed.

Fast fashion brands focus almost entirely on financial gain and ignore social responsibility and workers' human rights. They turn a blind eye to polluting rivers, the impact on farmland, and poor labor conditions. As a consumer of fast fashion brands, this is troubling. As a person considering fashion as a part of history, a form of art and self-expression, this is beyond sad. A bad sewing job is an inconvenience for me, but unethical practices are the real issue. If there is something we can change, that is our behavior as consumers: we need to buy second-hand clothes, look for companies making apparel here in the U.S., and be willing to pay more for higher-quality clothing that lasts. However, ultimately this is not just a question of our own purchasing decisions. Major changes are needed in the system, and for that we need stronger government regulations to ensure real change.

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5.3: Distinguishing Rhetorical Appeals

What is rhetoric?

- How do we know what we should believe?
- How do we convince another person to do or believe something?
- How do we know when someone is making an unfair or unbelievable argument?

Think about the last few decisions you made—big decisions like moving or changing jobs, or smaller ones like buying a pair of shoes. Did you mostly listen to your heart, use the opinions of trusted sources, or add up all the facts? Or some combination of these three ways of knowing what to decide? When you are writing an argument, you are helping your readers make a decision: the decision to agree with you, to understand, accept, and perhaps act on your main idea. You can appeal to their hearts, their trust, and their logic to encourage them to agree with you.

Rhetoric is the study of the art of persuasion and of how we apply that art to effective speaking and writing.

What are the 3 main rhetorical appeals?

Aristotle, the famous Greek philosopher, described three ways of communicating that writers and speakers use to persuade their audience (get other people to agree with them). He called these the three **rhetorical appeals**: pathos, ethos, and logos.

- **Pathos** is about feelings—the writer connects to readers’ values through emotion, senses, and story. (See Figure 5.3.1)
- **Ethos** is about credibility—the writer builds trust by presenting their argument fairly and thoughtfully, and by using information from other expert sources. (See Figure 5.3.2)
- **Logos** is about logic—the writer sets up a solid structure of reasons with evidence. (See Figure 5.3.3)



Figure 5.3.1: Pathos

"Fingerprint Heart Swirls Love Unique

Id Pattern" by Max Pixel is licensed under CC-0 1.0



Figure 5.3.2: Ethos

"Integrity" by Adrien Coquet

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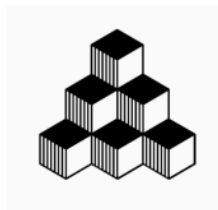


Figure 5.3.3 Logos

"3d cubes" by Eliricon

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To write an effective argumentative essay, you need to use all three appeals. And knowing more about how they work provides a framework to help you analyze other writers’ arguments. Textbooks often present these three appeals together as “the rhetorical triangle” because all three work together (See Figure 5.3.4)

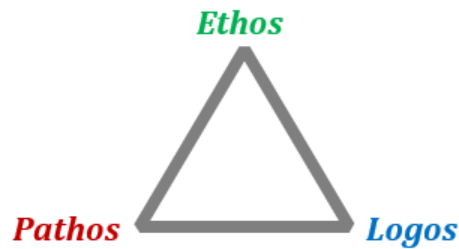


Figure 5.3.4: "Rhetorical Triangle" by [Gabriel Winer](#) is licensed under [CC BY NC](#).

Who was Aristotle?

Aristotle (see Figure 5.3.5) was a Greek philosopher during the Classical period in Ancient Greece. Along with his teacher Plato, he has been called the "Father of Western Philosophy." His writings cover many subjects, including physics, biology, zoology, metaphysics, logic, ethics, aesthetics, poetry, theater, music, rhetoric, psychology, linguistics, economics, politics, and government. Aristotle brought together many prior philosophies. His views on physical science profoundly shaped medieval scholarship, and his works contain the earliest known formal study of logic. He influenced Islamic thought during the Middle Ages, as well as Christian theology. Aristotle was revered among medieval Muslim scholars as "The First Teacher" and among medieval Christians like Thomas Aquinas as simply "The Philosopher."



Figure 5.3.5: "Aristotle" by [Lawrence OP](#) is licensed under [CC BY-NC 2.0](#)

Video: "Ethos, Pathos, and Logos"

The following video by Ricky Padilla from Texas A&M University Writing Center explains more about the three rhetorical appeals:

Identifying rhetorical appeals

Let's look at how these three appeals might be used in an essay:

? Try this!

Imagine you are writing a paper to convince your readers that cheaply produced, low-quality clothing is a bad choice for consumers and that the clothing industry should be more regulated by governments. Here are some things you might include. Which ones are examples of *pathos*, *ethos*, or *logos*? (There is always some overlap, but look for clues: is the writer using emotion, senses, story? Are they working to appear fair, and to explain why we should trust a source? Are they presenting facts to support a claim?)

1. On March 25, 1911, a fire broke out in the Triangle Shirtwaist Company factory located next to Washington Square Park. With several of the main exits locked to prevent employees from stealing, only one exit was available and it was soon blocked by flames. Many workers succumbed to the heat and smoke while others, trapped by the growing fire, stepped out

onto an eighth-floor ledge, and when the heat became unbearable, jumped off. Dozens of young women fell to their deaths on the pavement below, creating a horrific image that would transform the entire industry. It was the worst industrial accident in the history of the United States (Jimenez and Pulos).

2. Dr. Luz Claudio, the author of the study, is a neuroscientist, medical researcher, and professor of environmental medicine and public health at Mount Sinai University.
3. We can all agree that societies thrive when workers are paid enough to meet their basic needs. However, the workers in textile factories that supply fast fashion brands are paid as little as 40 cents an hour. Therefore, the practices of this industry are harming the societies where the factories are located.
4. Besides labor exploitation, another reason fast fashion is so destructive is that it leaves a pollution footprint, with each step of the clothing life cycle generating environmental hazards. For example, polyester, the most widely used manufactured fiber, is made from petroleum. With the rise in production in the fashion industry, demand for synthetic fibers, especially polyester, has nearly doubled in the last 15 years. The manufacture of polyester and other synthetic fabrics is an energy-intensive process requiring large amounts of crude oil and releasing emissions that can cause or aggravate respiratory diseases and contribute to the climate crisis. Other pollutants are released in the wastewater from polyester manufacturing plants, endangering the health of people in the surrounding communities (Claudio).
5. A 16-year-old walks into a brightly-lit store in a shopping plaza in Sacramento. She circles the racks full of crisp fabric, searching for a jacket that looks just like one from a recent fashion show in Paris. She finds it, looks at the tag, and is thrilled that it is in her size and only \$19.99, but pauses momentarily. She remembers something she read on Twitter that gave her nightmares, about a girl her exact age dying in a fire in a garment factory in Bangladesh. She tries to remember if the store she is in was one of the brands the factory was supplying.
6. It's true that there has been some incremental progress toward improving working conditions. In order to reduce the destructive actions of the fashion industry, some clothing companies have signed agreements, and some governments have passed laws requiring better worker protections. However, we cannot depend on written agreements if the factories do not follow them. We must also listen to the voices of the workers, including in courts, as they are the ones most directly impacted. As a former child worker and a blacklisted union organizer who now leads the Bangladesh Center for Worker Solidarity, Kalpona Akter is certain: "Only a law that addresses the root causes of violations and has accountability at its core will truly transform and protect people's lives." She therefore calls on the Commissioners to introduce strong rules that also give victims of corporate abuses access to justice in European courts (Akter).

For suggested answers, see [5.12: Answer Key - Analyzing Arguments](#)

Rhetorical appeals in various texts

Now let's apply this to your own reading and writing:

Apply this!

Look for examples of pathos, ethos, and logos in advertisements, public service announcements, news articles, websites, and books.

Consider a paper you are working on or a classmate's paper you are reviewing. How can the writer add or improve elements of pathos, ethos, and logos?

In the following sections, we will learn more about pathos, ethos, and logos, and how to apply this knowledge to your reading and writing.

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Item 4 adapted from Claudio, Luz. "[Waste Couture: Environmental Impact of the Clothing Industry](#)." *Environmental Health Perspectives*, vol. 115, no. 9, Sept. 2007, pp. A448–A454. EBSCOhost, doi:10.1289/ehp.115-a449.

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5.4: Identifying and Using Pathos



Figure 5.4.1: "Fingerprint Heart Swirls Love UniqueId Pattern" by Max Pixel is licensed under [CC-0 1.0](#)

What is *pathos*?

The definition of empathy is "to see with the other person's eyes, to hear with another's ears, to feel with the heart of the Other." Albert Adler, 1930

Persuasive writing is more than an intellectual puzzle or a fight. Our goal as writers is also to build empathy—that through our words, our readers will “see our point of view” by feeling connected in their minds and hearts. We use appeals to pathos—emotion, senses, and story—to make these connections.

As readers, we analyze appeals to pathos by looking for these roads to our hearts and figuring out if the writer is using them effectively and sincerely.

Some of us imagine that we are rational and make decisions mostly based on logic. However, our emotions and values may guide us more than we think. In fact, studies that reveal our brains’ electrical activity show that reading stories can let us “mirror” the experiences of characters, and reading sensory imagery can make us “feel” the ideas.

Neuroscientists have done many studies in which subjects read different texts while inside a functional magnetic resonance imaging (fMRI) brain scanning machine that records electrical activity in different brain regions. According to Annie Murphy Paul’s *New York Times* piece “Your Brain on Fiction,” neuroscientists have known for a long time that when we read any words, two main small areas of the brain light up with activity: Wernicke’s and Broca’s areas, the parts that interpret and produce language.

Figure 5.4.2 highlights the two brain regions that show activity when reading facts:

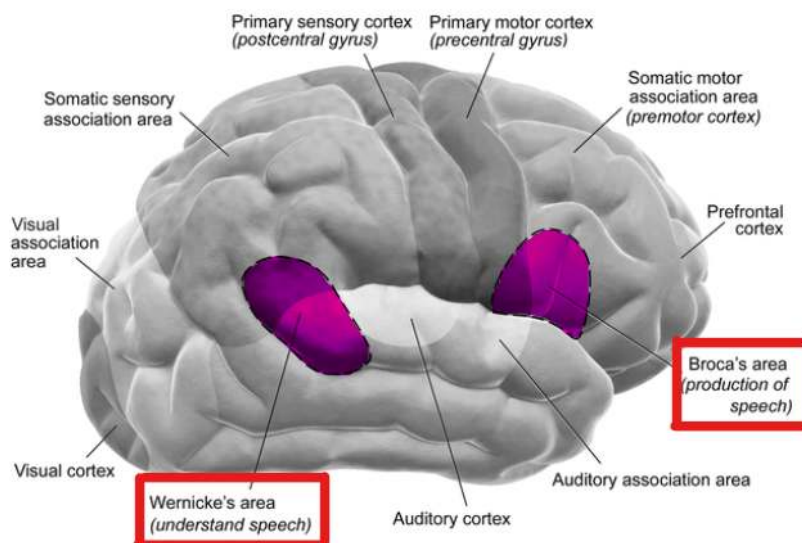


Figure 5.4.2: "Motor and Sensory Regions of the Cerebral Cortex" by Bruce Blaus is licensed under [CC-BY 3.0](#)

But what happens when instead of reading facts, we read stories that describe other peoples’ experiences and feelings? It turns out that the reader’s brain activity looks very different.

What does pathos do to a reader's brain?

In a 2014 study, neuroscientists at Carnegie Mellon University had subjects read a section from *Harry Potter* while in an fMRI. When a character walked, the subject's motor cortex lit up like they were walking, and when the characters talked to each other, more regions of the brain lit up besides the usual language parts - the parts we use in real life to think about other people's motivations and recognize different faces. Several other studies cited by Paul used similar methods to show that when we read metaphors that use sensory images, our brains process them as if we were touching real textures or smelling real smells. She cites a team of researchers from Emory University who found that "metaphors like 'The singer had a velvet voice' and 'He had leathery hands' roused the sensory cortex, while phrases matched for meaning, like 'The singer had a pleasing voice' and 'He had strong hands,' did not."

Figure 5.4.3 shows the brain regions that show activity when reading stories and metaphors:

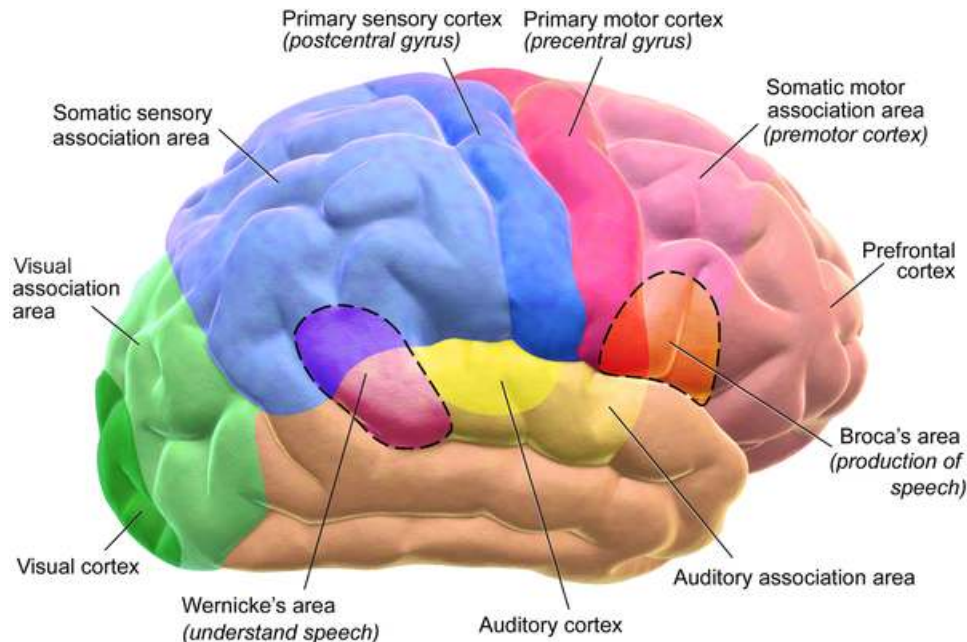


Figure 5.4.3: "Motor and Sensory Regions of the Cerebral Cortex" by Bruce Blaus is licensed under CC-BY 3.0

Besides our ability to "see" images described in words we read, we can "feel" other people's emotions, too, as they are reflected by "mirror neurons" in our brains. According to a Dutch Science Foundation article, "Neuroimaging experiments show that we activate common circuits when observing sensations or emotions felt by others, and when experiencing these sensations and emotions ourselves," our brains mirror other people's pain, fear, and disgust as if we were feeling them ourselves.

How do writers use pathos?

Persuasive writers, politicians, and advertisers all use this power of pathos to get us, their audience, to support their ideas and buy their products. You may have had a writing teacher ask you to "show, not tell" - to give details so that the reader can "see" the situation in their "mind's eye." This works in an argumentative essay as well as in a poem or novel. Advertisements, speeches, and editorials use pathos to make us feel angry, afraid, hungry, protective, and passionate.

Even in very formal writing, such as academic books or journals, an author often will try to present an issue in such a way as to connect to the feelings or attitudes of their audience. When you evaluate pathos, you are asking whether a speech or essay arouses the audience's interest and sympathy. You are looking for the elements of the essay or speech that might cause the audience to feel an emotional or sensory connection to the content.

When writing the article in the exercise below, the author used a terrible workplace accident in Bangladesh (see figure 5.4.4) as an example to illustrate working conditions in textile factories.



Figure 5.4.4: A relative of one of the workers in a clothing factory at Rana Plaza, Bangladesh, holds up the picture of his missing family member, presumed dead. "Bangladesh-building" by Weronika is licensed under CC-BY 2.0.

Finding pathos

Let's look at this text to find examples of pathos in use:

? Try this!

Read this passage from Jimenez and Pulos' textbook on corporations and sweatshops. Look for obvious and not-so-obvious examples of pathos.

Reading from a textbook: "Corporate Social Responsibility and Sweatshops."

On April 24, 2013, at Rana Plaza on the outskirts of Dhaka, Bangladesh, a building containing apparel factories collapsed, trapping and killing over 1,100 employees. It was not only the worst industrial disaster in the history of the garment industry, it was also the world's most fatal industrial building collapse. News reports soon emerged that the factory owners had ignored ominous warning signs, such as visible cracks in the wall, and had illegally added several stories to the top of the building, creating a weight the building could not bear. Many of the factories operating in the building were producing apparel for well-known Western brands, such as Walmart, Joe Fresh, and Mango.

Rescue workers struggled for over a week to reach trapped survivors, while hospitals tended to the over 2,500 workers who had escaped, many with severe injuries. Survivors told heart-rending tales of having lost mothers and sisters who had worked in the same factories. The deaths of so many innocent workers created a firestorm of controversy in Bangladesh and around the world. Accusations and recriminations were leveled at corporations and government officials. A period of intense and profound soul-searching ensued for the global fashion companies that made substantial use of outsourced factory labor in Bangladesh. Within a few months, two major initiatives were announced, one American and one European, to increase safety and accountability in Bangladeshi factories.

Adding pathos

Now let's apply this to your writing:

Apply this!

Take a piece of writing you are working on and read it over. It's not always appropriate to use pathos, depending on the subject and assignment (probably not in a science lab report), but if it is appropriate, look for places you can connect to your readers' senses, values, and emotions by adding

- vivid, specific description and imagery
- metaphors or similes to help your reader "see" what you are describing
- short narrative examples

Work Cited

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5.5: Identifying and Using Ethos



Figure 5.5.1: Ethos "Integrity" by Adrien Coquet from NounProject.com is licensed under CC-BY

What is ethos?

How do we know what is true or what we should decide? Often, we rely on the promises of other people. If a friend tells us about a surprising new cure for a disease, we might ask, "Where did you hear that?" If we are choosing a restaurant in a new city, or a college class, or a pair of shoes, we look at online reviews to get the advice of other people in our same situations.

An appeal to ethos is all about trust. The word means "character" and is related to ethics, the study of social morals, or how we all decide together what is right and wrong, and who we can trust to tell the truth. One source may have credibility because of their educational, professional, or official status, or like the protestor in figure 5.5.1, have credibility because they have personal experience with the situation.



Figure 5.5.1: "Thousands of garment workers and their unions rally on the one-year anniversary of the Rana Plaza collapse that killed more than 1,100 garment workers" by Solidarity Center is licensed under CC-BY-ND 2.0

How do we look for ethos as readers?

As a reader, evaluating *ethos* means asking who's talking (or writing) and how much we can trust them.

- Are they fair?
- Are they experts on the subject?
- Are they using other trustworthy sources?

How do we use ethos as writers?

When you are the writer, you imagine that your audience is asking the same questions, and you want them to trust you. In order to do this well, you need to establish *ethos* by doing the following:

- present your argument clearly, in a way that makes you sound authoritative and professional (see [2.3: Writing a Thesis Statement](#))
- not exaggerate the strength of your claims and perhaps use hedging language to make your position sound thoughtful and reasonable (See [5.9: Hedging](#))

- explain and respond to opposite or alternative positions on the topic fairly so your reader sees that you have considered the full picture (see 5.8: [Concession and Counterargument](#))
- Use evidence from other trusted sources and clearly show why we should trust them by citing them accurately and providing their credentials. (see 4.7 [Introducing and Explaining Evidence](#))

Examples of ethos

Notice this!

In this excerpt from the article [Waste Couture: Environmental Impact of the Clothing Industry](#) by Luz Claudio, notice the places where the author establishes ethos for herself and for her other sources. **Bold** shows the parts to notice; [\[purple type in brackets shows the explanation\]](#).

Printable Word version: [How writers build ethos.docx](#)

Printable PDF version: [How writers build ethos.pdf](#)

Reading from an academic journal article: [Everything Old Is New Again](#)

In her book *Waste and Want: A Social History of Trash*, Susan Strasser, a professor of history at the University of Delaware, [\[Here Claudio is telling us the credential for the author she is citing\]](#) traces the “progressive obsolescence” of clothing and other consumer goods to the 1920s. Before then, and especially during World War I, most clothing was repaired, mended, or tailored to fit other family members, or recycled within the home as rags or quilts. During the war, clothing manufacturers reduced the varieties, sizes, and colors of their productions and even urged designers to create styles that would use less fabric and avoid needless decoration. The government’s conservation campaign used slogans such as “Make economy fashionable lest it become obligatory” and resulted in an approximate 10% reduction in the production of trash.

However, the spirit of conservation did not last long; by the mid-1920s consumerism was back in style. Industrialization grew in the twentieth century, providing the means of increased production of all consumer goods. During World War II, consumption rose with increased employment as the United States mobilized for the war. The production and consumption of many household goods, including clothing, grew by 10–15% even in the middle of the war and continues to expand to this day.

Industrialization brought consumerism with it as an integral part of the economy. **Economic growth came to depend on continued marketing of new products and disposal of old ones that are thrown away simply because stylistic norms promote their obsolescence.** [\[Here Claudio is zooming out to explain a larger cause behind what seem like foolish individual decisions by consumers. This builds ethos by showing the author’s reasonable acknowledgment of the bigger picture.\]](#) When it comes to clothing, the rate of purchase and disposal has dramatically increased, so the path that a T-shirt travels from the sales floor to the landfill has become shorter.

Yet even today, the journey of a piece of clothing does not always end at the landfill. [\[Here Claudio is conceding that some progress is being made toward reducing negative environmental impacts.\]](#) A portion of clothing purchases are recycled mainly in three ways: clothing may be resold by the primary consumer to other consumers at a lower price, it may be exported in bulk for sale in developing countries, or it may be chemically or mechanically recycled into raw material for the manufacture of other apparel and non-apparel products.

Domestic resale has boomed in the era of the Internet. Many people sell directly to other individuals through auction websites such as eBay. Another increasingly popular outlet is consignment and thrift shops, where sales are growing at a pace of 5% per year, **according to the National Association of Resale and Thrift Shops** [\[providing the source of the statistic\]](#).

The U.S. government offers tax incentives for citizens who donate household goods to charities such as the Salvation Army and Goodwill Industries, which salvage a portion of clothing and textiles that would otherwise go to landfills or incinerators. The trend of increased purchasing of clothing and other household goods has served the salvage charities well. For instance, since 2001 Goodwill Industries has seen a 67% increase in its sale of donated goods, most of it clothing. **Figures from the National Association of Resale and Thrift Shops** [\[providing the source of the statistic\]](#) put Goodwill’s sales of donated goods at thrift shops at more than \$1.8 billion in 2006.

Finding ethos

Now let's look at another article and practice finding examples of *ethos* in action:

Try this!

In this section of a chapter from [Good Corporation, Bad Corporation: Corporate Social Responsibility in the Global Economy](#) (Jimenez and Pulos), the authors have already discussed the terrible working conditions and labor abuses in factories known as “sweatshops.” Now they are presenting a different perspective. Look for the ways they establish *ethos* for themselves and the sources they cite.

Reading from a business ethics textbook: The Other Side of the Story: In Praise of Sweatshops

In light of the above history, it might seem startling that many experts appear to accept the existence of sweatshops as something positive. Economist Jeffrey Sachs, who is perhaps the world’s foremost expert on the eradication of poverty (he was the creator of the United Nations Millennium Project to cut global poverty in half) was quoted in 1997 as saying, “The problem with sweatshops is not that there are too many, but that there are not enough.” What did he mean by that?

In general, economists are less disturbed by sweatshop abuses than are labor activists, but most economists would deny that this is because they are heartless or unconcerned with human rights. Rather, they concede that sweatshop abuses are both common and reprehensible, but they also believe that the benefits to the local economy from international outsourcing more than outweigh the harm.

According to this point of view, sweatshops are part of the industrialization process and are an inevitable by-product of economic development. Factories in poor countries are able to attract foreign customers because local labor is cheap. As factories proliferate and employment rises, factories must begin to compete for better workers. Wages therefore increase, and factory conditions improve. With a broader tax base and greater economic growth, local governments are able to invest in the infrastructure for further development, building roads, hospitals, and schools.

Some international research studies appear to confirm the economists’ point of view. One study revealed that, in most countries where the presence of sweatshops had been reported, apparel factory workers actually earned more than the average national wage. A number of countries have passed through a manufacturing phase in which sweatshop conditions were more prevalent on their way to full industrialization and a diversified economy. Examples include the United States, Japan, and Korea. Most recently, China appears to be following a similar path, though it is still in a transition phase and reports of sweatshop abuses are still common.

Adding ethos

Now let's apply this to your own writing:

Apply this:

Look at your own or a classmate's draft. Where can you add or revise parts to establish *ethos*?

- Look at your thesis statement. Can you revise it to make it sound more reasonable and thoughtful?
- Look at your text evidence. Can you add/revise credentials to introduce your sources with information to build their credibility? Do you need to find more credible sources?
- Look at your concessions and counterarguments. Can you add/revise parts to show you are representing opposing points of view fairly and have considered all the most obvious angles to your topic?
- Are there any places you can use hedging language to limit your claims and make them easier to defend?

When writers misuse ethos

Ethos is important, but can't stand alone. Here are two ways writers misuse ethos:

1. Sometimes writers don't use enough logical evidence, and instead, rely on emphasizing ethos—who is saying the idea. They present a quote or paraphrase that looks like it's going to be evidence, but it's actually just the same idea they already said again,

but written by a credible source. This is usually unintentional, but weakens an argument.

Example: A writer wants to support this claim: **Producing fabric causes damage to both the environment and society.**

Here are three possible support sentences with evidence from a credible source. Which one misuses ethos?

A. According to a team of researchers from Washington University, these harms range from "the growth of water-intensive cotton, to the release of untreated dyes into local water sources, to worker's low wages and poor working conditions" (Bick, et al.).

B. According to a team of researchers from Washington University, "The environmental and social costs involved in textile manufacturing are widespread" (Bick, et al.).

C. According to a team of researchers from Washington University, this damage is not always easy to see: "The human and environmental health risks associated with inexpensive clothing are hidden throughout the lifecycle of each garment" (Bick, et al.).

All three support sentences use quoted evidence from a credible source, and introduce the quote with a credential. But A and C both add something new and more specific to the first sentence. B does not; it is the same level of specificity as the first sentence. It is depending on the credibility of the source, not building a logical argument.

2. Sometimes writers (especially marketers) intentionally use *ethos* to get their readers to believe or buy something by focusing on who is endorsing their product or idea rather than what's good about the product or idea. Often the person cited is not even an expert on the topic. This is called an Appeal to Authority or Appeal to False Authority, and is included in [5.7: Logical Fallacies](#).

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5.6: Identifying and Using Logos

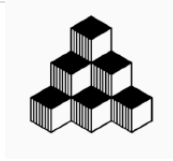


Figure 5.6.1: Logos "[3d cubes](#)" by Eliricon from the Noun Project is licensed under [CC-BY 3.0](#)

What is logos?

An appeal to logos, as you can guess from the word, is about logic—the writer sets up a solid structure of reasons with evidence. To use logos is to point out facts we can measure, count, and agree on, and convince our readers that because we agree on these facts, we therefore must agree on ideas that are bigger than the facts. We sometimes call this "building a case" for our position. Like the containers stacked on the ship in Figure 5.6.2, we carefully build a logical structure.



Figure 5.6.2: "Container ship YM Unicorn at Port of Oakland" by Ian Abbott is licensed under [CC-BY-NC-SA 2.0](#)

How do we look for logos as readers?

As a reader, to analyze the logos of a reading means we must carefully take apart the ideas and see if they work together like a math problem:

- Does the writer really support each reason with strong evidence?
- Do the reasons work together to support the writer's main idea?
- Can we find any places where the logic falls apart?

How do we use logos as writers?

As a writer, to build logos is to build a case like a lawyer for your thesis so your reader can easily follow your reasoning and, if they don't already agree with you, might change their mind. To do this,

- Start from common ground—a position everyone can already agree with, or would at least pretend to agree with so they seem like a good person: for example, we all want a cleaner environment, even if we disagree about how to make it cleaner and which people should give up what to make it cleaner.
- Write a strong [thesis statement](#) that is narrow enough to defend.
- Write clear [topic sentences](#) for each body paragraph that state reasons your thesis is true, name areas of the thesis their paragraphs will explain, or set up concessions/counterarguments.
- Use clear connecting words to show relationships between ideas, mark which ideas are more specific than others, and show where you are changing perspectives.

What is a categorical syllogism?

A categorical syllogism is a way of forming a logical argument. Here's an example:

1. Petroleum products cause pollution.
2. Polyester fabric is made from petroleum.

3. Therefore, polyester fabric causes pollution.

We know intuitively that if 1 and 2 are both true, 3 also must be true.

Here's another example that goes beyond facts and makes a case for an action:

1. Toxic chemicals should be kept out of the water.
2. Textile factories in a particular town are releasing ammonia and nitrates into local rivers.
3. Therefore, those factories should find a way to process their toxic waste without dumping it into the water.

The *categorical* part of *categorical syllogism* means you are grouping ideas in categories to make the case that if we can all agree on one big idea, and you show a smaller idea to be true, then we have to agree on a third idea.

Parts of a syllogism

- **Major premise:** a more general idea or assumption. In an argumentative essay, this is the underlying assumption or common ground that you and most or all of your readers – any reasonable person – would agree with, often about values.
 - What should be true?
 - What is something we all agree is right or wrong?
 - What do we all want for our families or societies?

It's helpful to state the major premise in your introduction paragraph between the hook and thesis, or in your conclusion paragraph, and/or in the explanation part after pieces of evidence, even if it seems really obvious. Stating the major premise reminds your reader that they agree with you on the foundation of your argument.

- **Minor premise:** a more specific claim that you will show to be true with evidence. You can think of your topic sentences as minor premises.
- **Conclusion:** in a syllogism, if both of the premises are true, then the conclusion has to be true.

Note: the term "conclusion" can be confusing because in a syllogism, the part we call a conclusion is actually the same logical part as what we call a thesis in an essay. In an essay, the thesis is usually stated in the introduction paragraph. These words explain the logical structure underneath your words, not the actual order of words in your essay.

This is the classic *categorical syllogism* Aristotle used as an example:

- **Major premise:** All humans are mortal (don't live forever).
- **Minor premise:** All Greeks are humans.
- **Conclusion:** All Greeks are mortal.

Valid vs. true

A syllogism can be *valid* (the conclusion must be true based on the two premises) without being *true*:

- **Major premise:** All people who wear glasses have X-ray vision.
- **Minor premise:** Ahmed wears glasses.
- **Conclusion:** Ahmed has X-ray vision.

The major premise isn't true, so the whole thing falls apart. If you take a logic or critical thinking class, you might see examples like this that demonstrate how a syllogism can be *valid* but not *true*.

A syllogism can also have three *true* statements without being *valid*:

- **Major premise:** Anyone who lives in Sacramento lives in California.
- **Minor premise:** Esme does not live in Sacramento.
- **Conclusion:** Therefore, Esme does not live in California.

If Esme in fact lives outside of California, this might be true. But she could live in another place in California besides Sacramento. The two premises do not work together to guarantee that the conclusion is true, so the syllogism is not valid.

The logic that forms the "bones" of an argumentative essay should be both *valid* and *true*.

Practice with syllogisms

Let's look at some examples of syllogisms that form the "bones" of arguments and guess the missing parts:

Try this!

Finish the incomplete part in each set to make a valid syllogism:

1. **Major premise:** Governments are responsible for regulating fair wages.

Minor premise: The workers in the textile factories in Bangladesh that export clothing to the U.S. are not earning a living wage.

Conclusion: Therefore, the U.S. and Bangladeshi governments should step in to ____.

2. **Major premise:** To help change worker exploitation, we should use the strategy the workers in the situation are asking for.

Minor premise: In this case, the workers do not want U.S. consumers to ____ the company.

Conclusion: Therefore, if we want to help, we should use a different strategy besides boycotting.

3. **Major premise:** We can all agree that ____ is more important than temporary profits.

Minor premise: Retrofitting factory exhaust machinery costs money now, but reduces air pollution for years.

Conclusion: Factory owners should spend the money on retrofitting the exhaust machinery.

For suggested answers, see [5.12: Analyzing Arguments Answer Key](#)

Finding deductive logic in a text

Now let's find the logical structure of a longer piece of writing:

Try this!

Read this article and pay attention to the logical structure of the whole article and of the different parts.

- What is the major premise?
- What is the minor premise?
- What is the logical conclusion?

For suggested answers, see [5.12: Analyzing Arguments Answer Key](#)

Reading from an online magazine: Untrustworthy Memories Make it Hard to Shop Ethically

Imagine a shopper, Sarah, who is concerned about child labor and knows about groups like the Fair Wear Foundation that certify which brands sell ethically produced clothing. Hours after learning that fashion giant H&M reportedly sells clothing made by children in risky workplaces in Burma, she goes shopping. Completely forgetting about what she just heard, she buys an H&M dress.

What happened? Sarah either forgot about that child labor allegation, or she mistakenly recalled that H&M was on Fair Wear's list of ethical brands – which it isn't. Either way, how could she make such an error?

We are interested in how actual purchasing can be different from consumers' own values. Our research shows that even though most consumers want to buy ethically sourced items, it's hard for them to heed these sentiments, especially when adhering to their sentiments requires remembering something.

Selective memories

It's not easy to shop ethically in the U.S. Nearly all the clothing sold here is imported. Although not all imported clothing is made in exploitative workplaces, companies that demonstrably benefit from unfair and even dangerous labor practices abroad continue to flourish.

Prior consumer psychology research has shown that people dislike thinking about unethical issues associated with their purchases. When you buy a new sweater, you probably don't want to contemplate the harsh reality that it might have been made by exploited workers. And you may be tempted to come up with rationalizations to avoid thinking much about these issues. In fact, consumers may do their best to remain ignorant about whether a product is ethical or not, simply to avoid the anguish they would experience if they were to find out.

Unethical amnesia

We wanted to learn what consumers would do if they had to face the truth. Perhaps they might just forget that truth. After all, memory is not a particularly accurate recording device. For example, recent psychological research suggests that people experience “unethical amnesia” – a tendency to forget when they have behaved unethically in the past. So would shoppers also prefer to forget when a company exploits workers or engages in other unethical actions? We predicted that they would.

In a series of studies described in an article published in the *Journal of Consumer Research*, we explored why consumers' memories might fail them when it comes to recalling whether products are ethical. It turns out that there is a predictable pattern for what consumers are likely to remember (or forget) about the ethicality of products.

In general, we found that consumers are worse at remembering bad ethical information about a product, such as that it was produced with child labor or in a polluting manner, than they are at remembering good ethical information – such as that it was made with good labor practices and without much pollution. Our findings should trouble the many companies now vying for the ethical consumerism market and the people who buy those products.

Avoiding feeling torn

To test our hypothesis, we studied how well 236 undergraduates would remember manufacturing information about six wooden desks. We did not select any of the participants for these studies based on whether they did or did not see themselves as ethical consumers.

We told these students that half of the six brands of desks were made from wood sourced from endangered rainforests and that the rest came from wood sourced from sustainable tree farms. After they had several opportunities to study and memorize the descriptions, the participants completed unrelated tasks for approximately 20 minutes. Then we displayed only the desks' brand names and asked the students to recall their descriptions.

The participants were significantly less likely to correctly remember when a desk was made with rainforest wood compared to when it was made with sustainable wood. They either did not remember the wood source at all or wrongly recalled that the desk was made from sustainable wood.

Did that suggest shoppers just don't want to remember unpleasant information about brands? To find out, we looked into how accurately the students would remember other attributes of the desks, such as their prices. We found that they didn't make the same kinds of errors.

People generally strive to act morally, which in this case would mean remembering whether products are ethically sourced or not and then presumably acting accordingly. However, people also do not want to feel bad or guilty. And no one enjoys feeling torn. The easiest way for conscientious shoppers to avoid this inner conflict is to yield to their consumerist whims by forgetting details that might trigger ethical concerns.

Do these jeans make me look unethical?

In another study, we had 402 adults participate in an online experiment. As part of a shopping task, this group, which averaged 38 years old and included slightly more women than men, read about a pair of jeans. Half of them saw jeans made by adults. The others saw jeans made by children.

Consistent with our other findings, people who saw the child-labor jeans were significantly less likely to remember this detail compared with people who had seen the jeans made by adults. Notably, participants who saw the child-labor jeans said they felt more uncomfortable. We determined that this desire to not feel uncomfortable again led participants to forget about the child labor detail.

I don't remember and I feel fine

In another online experiment, we presented 341 adults (with the same demographic profile) with one of two scenarios.

Half of them read about a consumer who, when trying to recall a description of jeans they were interested in purchasing, forgot whether the jeans were ethically made. The other half read about a consumer who instead remembered whether the jeans were made ethically, but chose to ignore this information.

It turns out that participants judged consumers less harshly for buying jeans they forgot were made by children rather than when they remembered but ignored this information. So, maybe consumers forget when products are made unethically so they can buy what they want without feeling (as) guilty.

Reminding consumers

How can marketers help consumers make more ethical choices?

One possibility is to continually remind them, even at point of purchase, of their products' ethical attributes. That is what companies such as Everlane, a clothing company that has built social responsibility into its business model, and the outdoor apparel giant Patagonia already do. Also, companies can concentrate on the bright side, describing how happy their well-paid workers are and how their contractors are good environmental stewards instead of pointing out the bad things their competitors do. Based on what we learned, that approach would make ethical consumers less likely to subconsciously dodge this issue.

How can consumers make more ethical choices?

For starters, they can forget about relying on their memories when they shop. They can use guides like the one Project Just has created to assess their next purchase, and they can also make notes to themselves about brands to avoid. The key is to realize our memories are not perfect and that shopping without a plan may lead us away from our values.

Rebecca Walker Reczek, Associate Professor of Marketing, *The Ohio State University*; Daniel Zane, Marketing PhD candidate, *The Ohio State University*, and Julie Irwin, Marlene and Morton Meyerson Centennial Professor of Business, Department of Marketing and Department of Business, Government and Society, *University of Texas at Austin*

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Applying deductive logic

Now let's apply this to your own writing:

Apply this!

Consider an opinion piece you are reading or an argumentative essay you or a classmate are working on.

Identify the deductive logic in the form of a syllogism: what are the major premise, the minor premise(s), and the conclusion?

If you can't tell, it's possible that the writer has not made a strong argument.

If it is your writing, what can you add or change to make the logic stronger?

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5.7: Finding and Refuting Logical Fallacies

What are logical fallacies?

Logical fallacies (sometimes called rhetorical fallacies) are errors in reasoning. They are like tricks or illusions of thought, and they're often very sneakily used by politicians and the media to fool people. They are not always easy to spot and we often commit them accidentally. Sometimes an arguer will commit these fallacies on purpose with the intent of fooling or manipulating the audience. But more often, we make these mistakes accidentally, with the best of intentions. Spotting them in our own arguments and in the arguments of others is a superpower that can help you strengthen your analytical tool kit. Like the doctor with her microscope in Figure 5.7.1, we can closely examine the reasons and evidence writers are using to convince us to believe or do something, and decide if their logic is solid.

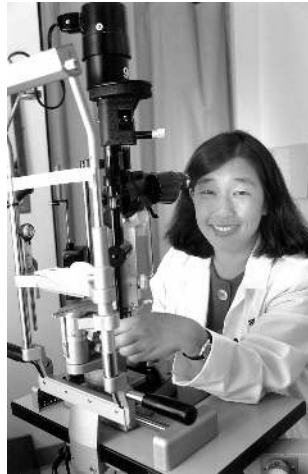


Figure 5.7.1: "Doctor with microscope, 1999" by Seattle Municipal Archives is licensed under CC BY 2.0

A fallacy is not just a false fact—it is a flawed structure of claim + reason + evidence that does not make sense together. In fact, a writer can say an idea that may be true, but use illogical support. Some fallacies are actually bad logic: they are a syllogism that is missing a piece. Some are actually just *pathos* or *ethos* being used in place of *logos*. This is tricky, because good argument writing is supposed to use *pathos* and *ethos* in addition to *logos*. Using these persuasive appeals is not in itself a flaw in logic. However, if your opponent's argument is pretending to be logical, but is actually based only on *ethos* or *pathos*, you can refute their claims by pointing out that they are not supporting them with good logic.

You can find many ways people have named, categorized, and analyzed long lists of possible mistakes in logic. Sometimes one flawed argument can be an example of more than one fallacy. It is not always clear how to name one flawed argument. That's OK! It is worthwhile to examine arguments and look for possible flaws, even if they don't all have a clear label.

Here are 12 of the most common fallacies:

Fallacies that misuse appeals to *ethos*

These fallacies happen when the writer focuses on who is the source of the idea. We are asked to believe the idea because we believe the source, not because there is solid evidence.

Appeal to false authority: using the opinion of an authority figure, or institution of authority, in place of an actual argument, especially when the person or group is not an expert on the topic. Often the claimed expert (a) doesn't have enough background/credentials in the relevant field, (b) disagrees with most experts in the field, or (c) is biased, e.g., has a financial stake in the outcome.

Examples:

- Dr. X is an engineer, and he doesn't believe in global warming. Therefore global warming is not real.
- My favorite basketball player wears a certain brand of shoes, so I should, too.

Ad hominem: (opposite of appeal to authority) attacking the person making an argument rather than the argument itself.

Example: Of course that clothing company CEO advocates for organic cotton - she probably owns stock in a company that makes alternative pesticides.

Bandwagon fallacy/appeal to popularity: using the fact that many people do or believe something to say that it is true/right. The name "bandwagon" comes from the idiom "jump on the bandwagon," perhaps from the tradition of children running after a wagon with musicians playing music at public events, such as the one in Figure 5.7.2. Note: this can be considered an appeal to *ethos* because it depends on our trust of other people. Some would also categorize this as using an appeal to *pathos*, because it uses our desire to belong to the crowd to get us to do or believe something.

Example: Everyone wears a new outfit every weekend; it would be embarrassing to wear something twice.



Figure 5.7.2: "Band Wagon of the Parker & Watts Circus parade on State Street, Ann Arbor, July 8, 1939." by In Memoriam: Wystan is licensed under CC BY-SA 2.0

Appeal to tradition: saying that something has always been done one way, so that's the right way. Note: Some would also categorize this as using an appeal to *pathos*, because it uses our emotional attachment to customs or elders to get us to do or believe something.

Example: College classes have always been taught mostly by lecture, so that's the right way to teach.

Fallacies that misuse appeals to *pathos*

These fallacies use appeals to fear, anger, pity, love, or the human desire to belong and have other people like us, in place of logic.

Appeal to emotion: Trying to get an emotional response instead of making a valid argument. Note: using appeals to *pathos* is important in good writing, when used in a balanced way along with *ethos* and *logos*.

Examples:

- An advertisement shows a group of young adult models beaming with joy, playing with an adorable puppy and all wearing the same brand of jeans.
- Without this additional insurance, you could find yourself broke and homeless.

Slippery slope: making an unsupported or inadequately supported claim that one thing inevitably leads to another: If we allow A to happen, then Z will consequently happen too, therefore A should not happen. This may be considered a fallacy of *logos* as well as *pathos* but is placed in this section because it often is used to evoke the emotion of fear. The name comes from the idea of something sliding down a slippery hill, unable to stop.

Example: We can't legalize marijuana; if we do, then the next thing you know people will be strung out on heroin.

Fallacies that misuse *logos*

Circular reasoning/begging the question: one of the premises is the same as the claim that you are trying to prove. It is common in situations where people have an assumption that is very ingrained, and therefore taken in their minds as a given.

Example: This legislation that requires eliminating water pollution is impractical because we cannot possibly make the changes needed.

Anecdotal evidence/hasty generalization: using personal experience or an isolated example instead of a valid argument, especially to dismiss statistics. An anecdote is a little story. Hasty means doing something too fast and not carefully.

Example: My grandmother smoked for 80 years and never got cancer, so smoking is not really bad for you.

False cause/post hoc: (a special type of anecdotal evidence/hasty generalization) Assuming that because two events are related, one is the cause of the other. Sometimes two events are related by coincidence; sometimes a third factor caused both of the events to happen. Superstitions are good examples of the post hoc fallacy. The term post hoc is from the Latin *post hoc ergo propter hoc*: after this, therefore because of this. This one is tricky because if one event caused another, they will also be correlated. But just because they are correlated does not prove that one caused the other.

Examples:

- Many residents of the town got sick after drinking soda at the festival, so the chemicals in the soda must have made them sick. (It could be a virus, or food poisoning, or another cause).
- Figure 5.7.3 demonstrates a silly example of post hoc: obviously the number of letters in the winning word at a spelling bee did not cause spiders to kill people, or the other way around - it's just a coincidence that the two data sets correlate.

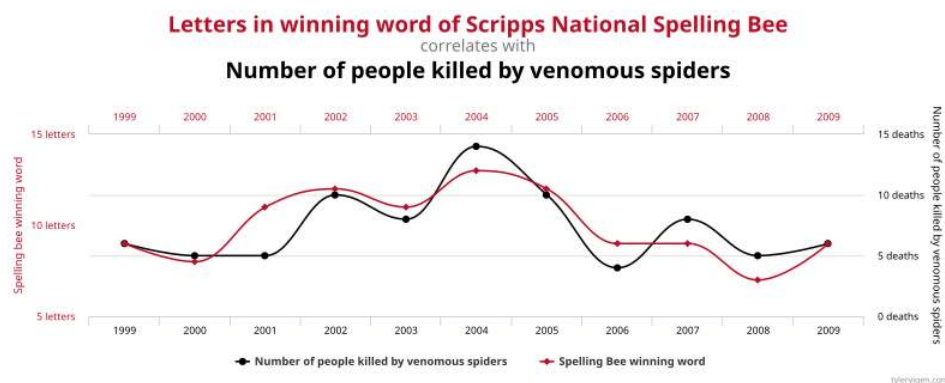


Figure 5.7.3: "Spurious Correlations - Spelling Bee Spiders" by Tyler Vigen via Wikimedia Commons is licensed under CC BY 4.0

False dilemma/false dichotomy: The writer presents two choices as the only possibilities, when in fact more possibilities exist.

Example: Politician: Either you agree with my decision to go to war, or you agree with our enemy.

False analogy: The writer says that one situation is like another, when they may have something in common but really aren't alike, to show that they should have the same solution or action. We sometimes use the idiom "comparing apples and oranges" (see figure 5.7.4) to describe this fallacy, especially when discussing statistics.

Example: The government is like a business; businesses must prioritize making money, so the government should too.

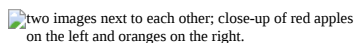


Figure 5.7.4: "incommensurable" by Robert Couse-Baker is licensed under CC BY 2.0

Straw man: The writer misrepresents someone's argument to make it easier to attack. They may choose only the opponent's weakest point, or even lie about what the opponent said, to make themselves look more reasonable. If you have ever been in an argument with a friend or relative and said, "...but I never said that!" then you have pointed out a straw man fallacy. The origin of this term is from a scarecrow (see figure 5.7.5): a traditional farming practice of setting up a human figure made out of dried grass to scare birds away from crops. Imagine that the writer is supposed to be showing a real fight between two people, but instead sets up a fake man made out of dried grass, then knocks it down.

Example: The garment workers' union demanded a ridiculous pay raise for the factory workers. If the workers think they should be millionaires, then they need to buy their own factories.



Figure 5.7.5: "Americana Scarecrow" by Steve Evans is licensed under CC BY 2.0

Identifying logical fallacies

Let's try it out:

? Try this!

Read each example. Which logical fallacy from the above list of 12 does it most closely demonstrate?

1. That jacket is so popular that it's almost sold out; I need to get one right away!
2. According to the CEO of the Chemical Manufacturing Association, phthalates are perfectly safe. Therefore, there is no need to keep this chemical out of the water.
3. The clothing brand has packaged their shirts individually in plastic bags for 30 years, so that must be the proper way to do it.
4. Why should we listen to a factory worker who doesn't even have a high school education? She doesn't know anything about economics.
5. If we allow factory workers to get even a small raise, soon all the suppliers will go out of business, leading to a complete industry collapse and economic disaster.
6. Teenagers value the latest fashions because the most recent clothing designs are important to them.
7. Sweatshops were a stage of the development of the U.S. economy in the 1900s, so they are necessary for the development of the Cambodian economy now.
8. My neighbor's cousin worked in a textile factory for a while, and she said it wasn't that bad. Therefore the claims of worker abuse are exaggerated.
9. I wore my lucky socks the day I won the lottery. My socks helped me win the lottery.
10. A recent study showed that organic cotton is not more durable than conventional cotton. Therefore there is no reason to spend the extra money growing cotton organically.
11. Either you buy the latest fashions from one of the fast-fashion stores, or you spend thousands of dollars at high-end retail stores on the same looks.
12. The garment workers' union is trying to destroy everything you have worked for with their unreasonable demands.

For suggested answers, see [5.12: Answer Key - Analyzing Arguments](#)

Explaining and responding to logical fallacies

When you find a logical fallacy in an opponent's argument, you can use the following pattern to name, explain, and refute it. This pattern also works for responding to other kinds of counterarguments, even if they do not contain obvious logical fallacies that are easy to identify.

- Sentence 1:

- Name your opponent/the source of the fallacy
- Use a special reporting expression to show you don't believe them or doubt their logic
- paraphrase/summarize what they said. Usually, the paraphrase/summary will be in cause-effect form (they want us to do or believe x because y). You may have to think more deeply about what their argument really is, because if someone is using a logical fallacy, they usually don't explain their argument completely, or else it would be obvious that it doesn't make sense.
- Sentence 2:
 - Transition to your rebuttal with connecting words
 - rename your opponent/the source of the fallacy
 - use a special reporting verb phrase
 - name the logical fallacy (or if there isn't a clear label for it, you can just say that their logic is flawed).
- Sentence 3: explain the error

Examples:

- One critic of further smoking restrictions wants to convince us that tobacco use is not actually unhealthy, based on the fact that his grandmother smoked for 80 years and did not get cancer. Clearly, this author is engaging in the anecdotal evidence fallacy. Just because this one smoker escaped the harms of tobacco use doesn't mean that statistically, smoking is a safe practice.
- The advertisers imply that if we buy their brand of jeans, we will experience the same joy and beauty as the group of young people with their puppy. On closer inspection, this marketing campaign is engaging in a manipulative appeal to emotion. They provide no evidence that their product is actually higher quality than any other brand.

Table 5.7.1 provides useful language to help you write this kind of response.

Table 5.7.1: Language for Responding to Logical Fallacies

Part of your sentence	suggested language patterns
Sentence 1: source of the fallacy	• The author/researchers etc. • The advertisers • Marketers of X • Some people • Those who agree with X • Those who disagree with X • People who think X • Proponents/advocates of X • Opponents/critics of X • Author's name
special reporting verb phrase	• imply(ies) that • seem(s) to imply that • seem(s) to think that • would have us believe that • want(s) us to believe that • wrongly suppose(s) that • claim(s) that • try(ies) to show that • want(s) to convince us that • insist(s) that
paraphrase/summary of their argument	• X caused Y. • Y because X. • because X, Y. • X, therefore Y. • based on X, Y. • X proves Y. • we must choose between X and Y. • we should/shouldn't X, because Y might result. • X will lead to Y. • if we X, Y will happen.
Sentence 2: transition to your rebuttal	• Clearly, • However, • When we examine his/her/their logic, however, • The problem with this argument is that... • On closer inspection,
rename the source (opponent)	• he/she/they • the author/politician/advertiser etc.
special verb	• is/are using • is/are engaging in • falls into the trap of • is/are trying to trick us with
name the fallacy/error	• the __ fallacy • a manipulative appeal to __ • faulty/flawed reasoning/logic
Sentence 3: explain the error	• Just because X doesn't mean Y. • There might be another factor that caused Y. • It might be true that X means Y, but this doesn't prove it. • There is probably another explanation: Y.

Part of your sentence	suggested language patterns
	• X might indeed cause Y, but this evidence doesn't prove it because... • There is no solid proof that if X, Y. • We need to show/prove/see more evidence that/substantiate the claim that Y. • In fact, there might be a better way to Y. • Of course, it may be true that X, but that doesn't necessarily mean Y. • Although X and Y are correlated, this doesn't necessarily mean that X causes Y. • He/she/they fail(s) to consider that... • He/she/they is/are exaggerating the effect/impact/significance of X. • While the individual example is compelling, it alone doesn't prove Y.

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5.8: Writing Concession and Counterargument

Reading about multiple perspectives

When we read an article or a book, we might imagine we are listening to the voice of the author: one voice (or maybe two or a few voices if there are multiple authors). That one voice is always speaking from a particular point of view, from within a particular culture, and from inside a time period. The author is also not speaking alone, to an empty room. As we read, we can also imagine we are listening to that speaker take their turn in a huge and timeless discussion with thousands of participants, in which the speakers build on and evaluate each others' ideas and argue with each other. Each new study, article, or book adds facts, ideas, and layers of meaning to the discussion. This exchange of ideas, with each new contribution referencing past texts, has been called "the Great Conversation."

Traditionally, many people talk about this "Great Conversation" as something that happens in the Liberal Arts disciplines of Western (European and American) universities: subjects like philosophy, literature, history, the social sciences, and the arts. Scholars discuss competing explanations for a historical event, or the meaning of a line in a poem, or whether a government policy is fair. But great conversations about truth, meaning, and justice also happen around the world and outside of formal academic discourse. They take place on Twitter and TikTok, in movies, in popular magazines, and in street protests, such as the one in Figure 5.8.1. Many texts you read in college classes are taking their turn in this imaginary discussion: they argue for their position, and explain and respond to other perspectives on the topic.



Figure 5.8.1: *Untitled* by SEIU Local 1 is licensed under CC-BY 2.0. Protesters in 2013 demanded that retail stores in the U.S. join the Bangladesh Safety Accord.

Let's look at an example:

Noticing multiple perspectives

Notice this!

As you read this article, ask yourself

- What is the writers' thesis?
- What other positions do they explain and then fight back against?
- Where are the places where the writers shift perspectives?
- Which connecting words signal the change?

Reading from an online magazine: 'Plastic-free' fashion is not as clean or green as it seems

We have all become more aware of the environmental impact of our clothing choices. The fashion industry has seen a rise in “green”, “eco” and “sustainable” clothing. This includes an increase in the use of natural fibres, such as wool, hemp, and cotton, as synthetic fabrics, like polyester, acrylic and nylon, have been vilified by some.

However, the push to go “natural” obscures a more complex picture.

Natural fibres in fashion garments are products of multiple transformation processes, most of which are reliant on intensive manufacturing as well as advanced chemical manipulation. While they are presumed to biodegrade, the extent to which they do has been contested by a handful of studies. Natural fibres can be preserved over centuries and even millennia in certain environments. Where fibres are found to degrade they may release chemicals, for example from dyes, into the environment.

When they have been found in environmental samples, natural textile fibres are often present in comparable concentrations than their plastic alternatives. Yet, very little is known of their environmental impact. Therefore, until they do biodegrade, natural fibres will present the same physical threat as plastic fibres. And, unlike plastic fibres, the interactions between natural fibres and common chemical pollutants and pathogens are not fully understood.

Fashion's environmental footprint

It is within this scientific context that fashion's marketing of alternative fibre use is problematic. However well-intentioned, moves to find alternatives to plastic fibres pose real risks of exacerbating the unknown environmental impacts of non-plastic particles.

To assert that all these problems can be resolved by buying “natural” simplifies the environmental crisis we face. To promote different fibre use without fully understanding its environmental ramifications suggests a disingenuous engagement with environmental action. It incites “superficial green” purchasing that exploits a culture of plastic anxiety. Their message is clear: buy differently, buy “better”, but don't stop buying.

Yet the “better” and “alternative” fashion products are not without complex social and environmental injustices. Cotton, for example, is widely grown in countries with little legislation protecting the environment and human health.

The drying up of the Aral Sea in central Asia, formally the fourth largest lake in the world, is associated with the irrigation of cotton fields that dry up the rivers that feed it. This has decimated biodiversity and devastated the region's fishing industry. The processing of natural fibres into garments is also a major source of chemical pollution, where factory wastewaters are discharged into freshwater systems, often with little or no treatment.

Organic cotton and Woolmark wool are perhaps the most well-known natural fabrics being used. Their certified fibres represent a welcomed material change, introducing to the marketplace new fibres that have codified, improved production standards. However, they still contribute fibrous particles into the environment over their lifetime.

More generally, fashion's systemic low pay, deadly working conditions, and extreme environmental degradation demonstrate that too often our affordable fashion purchases come at a higher price to somebody and somewhere.

Slow down fast fashion

It is clear then that a radical change to our purchasing habits is required to address fashion's environmental crisis. A crisis that is not defined by plastic pollution alone.

We must reassess and change our attitudes towards our clothing and reform the whole lifecycle of our garments. This means making differently, buying less and buying second hand. It also means owning for longer, repurposing, remaking and mending.

Fashion's role in the plastic pollution problem has contributed to emotive headlines, in which purchasing plastic-fibred clothing has become highly moralised. In buying plastic-fibred garments, consumers are framed complicit in poisoning the oceans and food supply. These limited discourses shift accountability onto the consumer to “buy natural”. However, they do little to equally challenge the environmental and social ills of these natural fibres and the retailers' responsibilities to them.

The increased availability of these “natural” fashion products therefore fails to fundamentally challenge the industry's most polluting logic – fast, continual consumption and speedy routine discard. This only entrenches a purchasable, commodified

form of environmental action – “buying natural”. It stops the more fundamental reassessment of fast fashion’s “business as usual”, that we must slow.

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When you write a paper, you are contributing to this "Great Conversation," and you also have to make these same moves. In an argumentative paper, you argue for your own perspective and support your main idea with evidence from other writers who agree with you. However, another important part of your job is to explain other points of view on the topic and respond to them with counterargument and/or concession.

Writing about multiple perspectives

Which perspectives should I include?

Sometimes, if you are writing about a controversial topic with clear opposite sides, it will be easy to identify different perspectives. It's like a debate. Here's an example:

- Thesis: The government should strengthen regulations on water pollution from factories.
- Opposite perspective: Opponents of this plan argue that regulations are not an effective way to reduce pollution.

But "multiple perspectives" doesn't always mean "opposite perspectives." The big questions we think deeply about often lead to more complicated discussions. If you have a more nuanced thesis, it might be harder to think of what the other perspectives are. Here's an example:

- Thesis: Although labor conditions in sweatshops are clearly human rights violations that demand international action, boycotts are actually not the most effective strategy to improve the situation.
- Exploring another perspective: It's true that labor conditions are terrible; workers, sometimes children, work long hours in dangerous factories for low pay.
- Exploring another perspective: Admittedly, many human rights advocates have called for boycotts.
- Exploring another perspective: Granted, boycotts have sometimes been an effective tool for reducing worker exploitation in other industries.

As you research and draft your paper, ask yourself—and your sources—these questions:

- Not everyone agrees with my idea.
 - Who? Are they credible sources?
 - Why? Is there anything valid about their position? Is it based on values that you (and probably your reader) reject?
 - What evidence do they use? Is it solid? Does it actually support their position?
 - Is their position logical? Did they use any logical fallacies?
- Is there any factual evidence that seems to contradict my idea?
- What is a problem or concern with my idea? What are some drawbacks?
- What are the limits to my idea?
- What is an exception to my idea?
- What are some possible bad consequences that could result from my idea or plan?
- Why will my idea or plan be hard to do?
- If my idea or plan is so great, why isn't everyone already doing it?

How do multiple perspectives make an argument stronger?

Wait—why would you want to talk about the positions of people who think you're wrong? Wouldn't that weaken your argument?

Actually, no. Carefully explaining the other sides of the topic builds both *ethos* and *logos*. Imagine your reader reading your paper, taking in your reasons for why your thesis is true, and saying to themselves, "But what about this problem?" or "I heard that was a

bad idea because..." You are communicating to your reader: "See? In case you don't believe me, I already thought about the other sides. Here's what my opponents say, and here's why I'm still right!"

Where do multiple perspectives go in a paper?

In journalistic articles like "'Plastic-free' Fashion is Not as Clean or Green as it Seems," writers often jump back and forth between perspectives throughout the text. A customary U.S. college argumentative essay typically includes one or more separate body paragraphs dedicated to explaining and responding to perspectives besides your own. Depending on the logic of your ideas, the order of your body paragraphs might follow one of these patterns:

- other perspectives come first, before your regular body paragraphs, to take on readers' possible doubts and objections and get them out of the way before explaining more about your reasons.
- other perspectives come last, after you have made your main case and before your conclusion.
- other perspectives go before or after the particular regular body paragraph they relate to.

Your introduction should also touch on the existence of these other perspectives, and your thesis statement may also directly address them, but you do not need to list every specific perspective in the introduction.

What goes in this special kind of body paragraph?

You start these paragraphs by stating another perspective. Then you explain that idea with specific detail (and often text evidence). Then you respond to that idea in a way that strengthens your overall argument. You may respond to the other positions with one of these two strategies, or a combination of both:

- **counterargument:** the other position is wrong (this is also called refutation)
- **concession:** the other position is a little bit true, but overall I'm still right

The key to keeping it all clear is to use connecting words to show which side you are focusing on and when you are changing sides.

Table 5.8.1 provides ideas and possible language to write a paragraph naming, explaining, and responding to other perspectives:

Table 5.8.1: Language for concession and counterargument

Part of the paragraph	What to write	Possible language
Part 1 Topic sentence/point that names the other perspective: 1+ sentences	Start with connecting words and, if logical, reporting words to make clear that you are switching to a perspective that is not your own opinion. State - an opposite idea - a question about, concern about, or problem with your idea - an exception to your idea - the inherency (if your idea/plan is so great, why isn't everyone already doing it?) If this is not your first concession/counterargument paragraph, make that clear with connecting words that add ideas (Another..., ...also..., In addition, ...)	- However, - One objection to [my idea] is that. . . - Some argue that... - Opponents of [my idea] argue that. . . - Supporters of [opposite idea] note/ point out that... - Proponents of [opposite idea] believe. . . - Those against [my idea] disagree with [part of my idea] - Skeptics of [my idea] contend that... - Critics of [my idea] accuse [someone] of [verb]ing. . . - Not everyone agrees with/ that [my idea]. Some point out that... - Here's another perspective: . . . - It's true that. . . - Granted, . . . - Of course, . . . - Still, . . . - That said, . . .
Part 2 Evidence/specific information that supports the other perspective: 2+ sentences	Give evidence/specifics of this other perspective: - why do they think this? - how many think this? - quote/paraphrase from someone who thinks this - give specific details about the point (e.g. if the problem is that your idea is expensive, how much money will it cost?) and explain their point of view, being careful to sound fair and balanced.	- For example, . . . - In fact, . . . - To illustrate, . . . - Indeed, . . . - According to . . . - They cite research showing that. . . - A study from the University of Chicago found that . . . - Because of this, many feel . . . - They indeed have a point that . . . - It's understandable that people worry about . . .
Part 3 Response that defends and explains your position: 2+ sentences	Start with connecting words and, if logical, reporting words to make clear that we are now back to your own position. Explain why the other perspective - is not true - is biased - is using a logical fallacy - is true but not that important, not worth the cost, etc. - is true, but the evidence actually proves your side or otherwise respond in a way that shows your position is still stronger.	- However, . . . - Nevertheless, . . . - Still, . . . - Yet . . . - That said, . . . - This may be true, but. . . - Even if this is true, . . . - On the other hand, . . . - Despite this disadvantage/side effect/risk/problem . . . - Although X is a concern, overall/ultimately. . . - Just because X doesn't mean Y - If X were true, Y wouldn't verb (present/general) - If X were true, Y wouldn't have verbed (past)

The models in Figure 5.8.2 are expressing two perspectives with their T-shirt slogans.



Figure 5.8.2: "Love Fashion Hate Sweatshops" by War on Want is licensed under CC BY-SA 2.0

Concession/counterargument in action

Let's look at an example of a concession/counterargument paragraph in a student essay:

? Try this!

Here is a concession/counterargument paragraph from the student essay. The overall thesis of the whole essay is this:

Although some defend the fast fashion industry's aesthetic and economic contributions, it has devastating impacts on labor rights and the environment, and needs serious regulations by all nations to stop the damage.

Read the paragraph and look for the following elements:

1. What other position do they explain and then fight back against?
2. Where are the places where the writer shifts perspectives?
3. Which connecting words signal the change?

Which parts are counterarguments, and which are concessions?

Despite the clear injustices of garment production, some argue that the fashion industry provides work to people with few better choices in developing countries. According to reporter Stephanie Vatz, companies began outsourcing clothing manufacturing jobs in the 1970s, and by 2013, only two percent of clothing was made in the U.S. The same lack of labor protections that allows terrible working conditions in developing countries also guarantees low labor costs that motivate U.S. companies to relocate their factory sources. Benjamin Powell, the director of the Free Market Institute, justifies sweatshop labor, insisting that this model is "part of the process that raises living standards and leads to better working conditions and development over time (qtd. in Ozdamar-Ertekin 3). This argument is compelling from a distance, but even if it may be true to some degree when we look at the history of economic development, it disregards the humanity of the garment workers. These people continue to work long hours in brutal conditions, generating huge profits for the factory and retail owners. Saying that their lives could be even worse without this exploitation is actually just an excuse for greed.

For suggested answers, see [5.12: Analyzing Arguments Answer Key](#)

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Student essay paragraph from "Deadly Fashion" authored by Maroua Abdelghani and Ruri Tamimoto. License: CC BY NC

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5.9: Hedging

What is hedging?

"Hedging" is the use of cautious language in order to express your claims in a more neutral tone and acknowledge a degree of uncertainty in your claims. It is especially important when you're explaining/interpreting evidence you cite and discussing its implications. The word "hedge," in modern use, as in figure 5.9.1, is a wall made out of a dense plant. It comes from an old English word meaning "fence": we use cautious language to limit, or put a fence around, our arguments, so we have less territory to defend.



Figure 5.9.1: "Hedge (Before)" by schoschie is licensed under CC BY 2.0

Consider the two examples below and pay attention to the words in **[brackets]**:

- No hedging language: The research **[clearly shows]** that in order to help improve working conditions overseas, shoppers **[must immediately eliminate all]** purchases from ethically questionable companies.
- Hedging language: The research **[indicates]** that in order to help improve working conditions overseas, shoppers **[should consider reducing]** purchases from ethically questionable companies.

How are the examples different? Which one is more likely to be completely true?

Why is hedging important?

- Hedging is important to build ethos: it makes you appear more credible and not overconfident. As a writer, you should be more cautious about the language you use and more critical about the claims you make because your points are based on the very limited number of sources you have read on your topic, and therefore, there may be flaws in your argumentation. When you use hedging, you show your readers that you are aware of these flaws, which will reduce the possibility of your arguments being criticized.
- Similarly, using hedges makes it much more difficult for someone with an opposing view to argue with your statements. For example, "Teenagers buy too much disposable clothing" is an overstatement, because it is easy to find someone who saves their clothing for years or shops only at thrift stores. Yet if the statement is changed to "In general, many teenagers buy too much disposable clothing," there will be less disagreement.
- The use of hedging also builds a tone that fits the conventions of academic writing.

Note: hedging is careful language that limits your claims. It sounds academic and professional, and it actually makes your writing stronger by providing miniature concessions within your sentences. Although hedging language makes your claims less extreme, it is still precise. Don't confuse it with the type of "muddy" or "fuzzy" language instructors may have warned you not to use, such as "in my personal opinion...."

Language for hedging

Here are some words you can use to qualify your claims.

Table 5.9.1: Language for Hedging

Grammar category	Hedging words	Example
verbs	appear, suggest, indicate, tend to + verb, seem to + verb	The results of the study suggest that people are more willing to shop ethically if their friends do.
modal verbs	can, could, may, might, should	While it may be true that workers are at a disadvantage, conditions are improving.
adjectives	likely, unlikely, possible, probable, some, many, most	It is likely that the contaminants in the rivers are contributing to chronic diseases.
adverbs	somewhat, perhaps, possibly, probably, generally, typically, frequently, often, evidently, relatively, usually	Quality of life generally improves for every additional salary dollar workers gain.
there is a + noun	There is an assumption that.... There is a belief that... There is a high probability that...There is a possibility that...	There is a possibility that more sustainable textile crops will be grown to match consumer demand.

Identifying hedging language

Let's try it out:

? Try this!

What examples of hedging language do you see in this paragraph from "[Untrustworthy Memories Make it Hard to Shop Ethically](#)" (printed in full in [5.6: Identifying and Using Logos](#))?

Reading from an Online Magazine: "Unethical Amnesia"

We wanted to learn what consumers would do if they had to face the truth. Perhaps they might just forget that truth. After all, memory is not a particularly accurate recording device. For example, recent psychological research suggests that people experience "unethical amnesia" – a tendency to forget when they have behaved unethically in the past. So would shoppers also prefer to forget when a company exploits workers or engages in other unethical actions? We predicted that they would.

In a series of studies described in an article published in the Journal of Consumer Research, we explored why consumers' memories might fail them when it comes to recalling whether products are ethical. It turns out that there is a predictable pattern for what consumers are likely to remember (or forget) about the ethicality of products.

In general, we found that consumers are worse at remembering bad ethical information about a product, such as that it was produced with child labor or in a polluting manner, than they are at remembering good ethical information—such as that it was made with good labor practices and without much pollution. Our findings should trouble the many companies now vying for the ethical consumerism market and the people who buy those products.

"[Untrustworthy Memories Make it Hard to Shop Ethically](#)" is republished from [The Conversation](#) under a Creative Commons license. Read the [original article](#).

For suggested answers, see [5.12: Answer Key - Analyzing Arguments](#)

Adding hedging language

Now let's apply this to your own writing.

Apply this!

Look at a draft of your own or a classmate's writing.

Pay close attention to the thesis statement, topic sentences, and explanation sentences following evidence.

Where can you qualify your arguments and make your tone sound more cautious and academic by adding hedging language?

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5.10: Language Toolkit

Language for Concession/Counterargument

When you write a concession or counterargument, you need to clearly show whose perspective you are talking about, and signal to your reader when you are switching back and forth from one perspective to another. Table 5.10.1 provides some useful language for these tasks. Note: this assumes you are writing an entire paragraph addressing another perspective, but you can also use this concept and this language in smaller bits.

Table 5.10.1: Language for Concession/Counterargument

	Part of the paragraph	What to write	Possible language
Part 1	Topic sentence/point that names the other perspective: 1+ sentences	Start with connecting words and, if logical, reporting words to make clear that you are switching to a perspective that is not your own opinion. State - an opposite idea - a question about, concern about, or problem with your idea - an exception to your idea - the inherency (if your idea/plan is so great, why isn't everyone already doing it?) If this is not your first concession/counterargument paragraph, make that clear with connecting words that add ideas (Another. . . , ...also . . . , In addition, . . .)	- However, - One objection to [my idea] is that . . . - Some argue that... - Opponents of [my idea] argue that . . . - Supporters of [opposite idea] note/point out that... - Proponents of [opposite idea] believe... - Those against [my idea] disagree with [part of my idea] - Skeptics of [my idea] contend that. . . - Critics of [my idea] accuse [someone] of verbing . . . - Not everyone agrees with/that. . . [my idea]. - Some point out that... - Here's another perspective: . . . - It's true that... - Granted, . . . - Of course, . . . - Still, . . . - That said, . . .
Part 2	Evidence/specific information that supports the other perspective: 2+ sentences	Give evidence/specifcs of this other perspective: - why do they think this? - how many think this? - quote/paraphrase from someone who thinks this - give specific details about the point (e.g. if the problem is that your idea is expensive, how much money will it cost?) and explain their point of view, being careful to sound fair and balanced.	- For example, . . . - In fact, . . . - To illustrate, . . . - Indeed, . . . - According to. . . - They cite research showing that . . . - A study from the University of Chicago found that . . . - Because of this, many feel. . . - They indeed have a point that. . . - It's understandable that people worry about. . .
Part 3	Response that defends and explains your position: 2+ sentences	Start with connecting words and, if logical, reporting words to make clear that we are now back to your own position, explain why the other perspective - is not true - is biased	- However, . . . - Nevertheless, . . . - Still, - Yet - That said, . . . - This may be true, but . . . - Even if this is true, . . . - On the other hand, . . .

	Part of the paragraph	What to write	Possible language
		• is using a logical fallacy • is true but not that important, worth the cost, etc. • is true, but the evidence actually proves your side or otherwise respond in a way that shows your position is still stronger.	• Despite this disadvantage/side effect/risk/problem . . . • Although X is a concern, overall/ ultimately . . . • Just because X doesn't mean Y • If X were true, Y wouldn't verb (present/general) • If X were true, Y wouldn't have verbed (past)

Naming and Refuting Logical Fallacies

Table 5.10.2 provides language for naming, explaining, and refuting common logical fallacies.

Table 5.10.2 Language for Responding to Logical Fallacies

Part of your sentence	suggested language patterns
Sentence 1: source of the fallacy	• The author/researchers etc. • The advertisers • Marketers of X • Some people • Those who agree with X • Those who disagree with X • People who think X • Proponents/advocates of X • Opponents/critics of X • Author's name
special reporting verb phrase	• imply(ies) that • seem(s) to imply that • seem(s) to think that • would have us believe that • want(s) us to believe that • wrongly suppose(s) that • claim(s) that • try(ies) to show that • want(s) to convince us that • insist(s) that
paraphrase/summary of their argument	• X caused Y. • Y because X. • because X, Y. • X, therefore Y. • based on X, Y. • X proves Y. • we must choose between X and Y. • we should/shouldn't X, because Y might result. • X will lead to Y. • if we X, Y will happen.
Sentence 2: transition to your rebuttal	• Clearly, • However, • When we examine his/her/their logic, however, • The problem with this argument is that . . . • On closer inspection,
rename the source (opponent)	• he/she/they • the author/politician/advertiser etc.
special verb	• is/are using • is/are engaging in • falls into the trap of • is/are trying to trick us with
name the fallacy/error	• the X fallacy • a manipulative appeal to Y • faulty/flawed reasoning/logic
Sentence 3: explain the error	• Just because X doesn't mean Y. • There might be another factor that caused Y. • It might be true that X means Y, but this doesn't prove it. • There is probably another explanation: Y.

- X might indeed cause Y, but this evidence doesn't prove it because...
- There is no solid proof that if X, Y.
- We need to show/prove/see more evidence that/substantiate the claim that Y.
- In fact, there might be a better way to Y.
- Of course, it may be true that X, but that doesn't necessarily mean Y.
- Although X and Y are correlated, this doesn't necessarily mean that X causes Y.
- He/she/they fail(s) to consider that. . .
- He/she/they is/are exaggerating the effect/impact/significance of X.
- While the individual example is compelling, it alone doesn't prove Y.

Argumentation terms

These are key academic words that are helpful for explaining the structure of arguments and pointing out flaws in reasoning. Keywords are in **bold**; examples are *italicized*.

Disagreement terms

Table 5.10.3 contains words we use to name or describe an area of disagreement, or which position someone is taking in the disagreement:

Table 5.10.3 Argumentation Terms for Disagreement

Term and part of speech	Definition(s) and derivative forms	Examples
perspective (count noun)	position, point of view, or attitude toward something; the way someone thinks about an idea, problem, or controversy. Sometimes we use this word to indicate that the person's experience or identity helps or causes them to see the situation in a certain way.	- The local residents were able to provide a historical perspective that the visitors were not aware of. - My grandmother has lived long enough to have a broader perspective. - The editorial in the Los Angeles Times offered a very different perspective on the new policy.
controversial (adj.)	causing a debate of strong opinions on different sides; controversy (count or non-count noun)	- The school board will discuss the controversial issue of whether to allow staff without vaccines to keep working. - The subway strike was controversial; most riders supported the workers, but some were angry that they couldn't get to their own jobs. - Wilde was a controversial author; many loved him, but many hated him.
proponent (count noun)	someone who supports an idea, plan, or another person; advocate [antonym of opponent]; propose (transitive verb)	Proponents of the boycott argue that it will put pressure on the company to improve working conditions. - Surprisingly, the worker's rights activist was not a proponent of the boycott. - The engineers proposed a different solution to the polluted runoff from the fabric dyeing station.
opponent (count noun)	someone who is against an idea, plan, or another person, and is trying to stop them or win against them [antonym of proponent]; oppose (transitive verb); opposition (non-count noun)	Opponents of bilingual education may argue that it doesn't work, but they're mistaken. - During the primary elections, McCain was Bush's leading opponent. - Smith is a bitter/vocal/outspoken opponent of gun control. - Several members of the city council opposed the new zoning regulations. - The garment workers union faced considerable opposition from the company when they began to organize.

Logical relationship terms

Table 5.10.4 contains words we use to name how two or more events or facts are related to each other:

Table 5.10.4 Argumentation Terms for Logical Relationships

Term and part of speech	Definition(s) and derivative forms	Examples
• cause (usually count but sometimes non-count noun)	an action or event that is the reason for another action or event; cause (transitive verb); causal (adj.); causation (non-count noun) We use causation to emphasize that one event or situation really did cause another event in a way we can prove.-	• One cause of the rise of fast fashion was the increasing popularity of social media. • Coverage of the horrible factory fire caused many to pay attention to working conditions in the garment industry for the first time. • There were too many complicated factors for scientists to easily prove a causal relationship between the specific chemicals polluting the water and rising cancer rates. It's possible that air pollution, poor nutrition, smoking, or something else was causing the increase in cases. • Researchers noticed that patients who took the medication had increased rates of arthritis, but there wasn't enough evidence to show causation.
• consistent (adj.)	matching, making a predictable pattern, making sense together; inconsistent (adj.); consistency/inconsistency (count or non-count noun); consistently/inconsistently (adv.)	• The workers' union asked the factory owners to install ventilation systems consistent with the safety plan in the contract. • The damage to the building is consistent with the theory that an electrical problem caused the fire. • Sales have been inconsistent; sometimes higher than expected, sometimes lower. • The investigators noticed inconsistencies in the two suspects' stories; for example, one said they were traveling to a convention, while the other said they were vacationing. • Studies consistently reported better outcomes for girls with more years of education.
• correlation (count or non-count noun)	two events, actions, or amounts being connected or happening at the same time; correlated (adj.)	• The study found a strong correlation between urban poverty and poor health. • There is a direct correlation between levels of union membership and equal distribution of wealth in a country. • Social media use is correlated with low self-esteem. • At first, they thought drinking coffee caused lung cancer, but then they realized coffee drinking was correlated with cigarette smoking, which was the actual cause.

Term and part of speech	Definition(s) and derivative forms	Examples
factor (count noun)	one part of a cause with more than one part; one event or condition that, along with other events or conditions, leads to an effect	- Two factors that influence the price of clothing are labor cost and materials cost. - The researchers forgot to consider the age of the subjects, which was an important factor in how well they responded to the treatment. - The study designers needed to make sure there were no confounding factors, so they made sure the subjects were evenly distributed between the groups in every way.
random (adj.)	not according to any pattern or set of rules; unpredictable	- Whether you get heads or tails when flipping a coin is purely random. - The polling organization conducted a random sample of five hundred American teenagers.

Reasoning terms

Table 5.10.5 contains words we use to name how a person made a decision or why they think something:

Table 5.10.5 Argumentation Terms for Reasoning

Term and part of speech	Definition(s) and derivative forms	Examples
arbitrary (adj.)	chosen without a particular reason or pattern; similar to random, but arbitrary is more about a person making a decision without following a consistent or fair rule, so it sometimes has a connotation of “unfair” when used to describe actions of people in power; arbitrarily (adv.)	• <i>Was there a system for choosing which students were called on? No, it was the teacher’s arbitrary decision.</i> • <i>International law protects people from arbitrary imprisonment; a leader cannot just throw someone they don’t like in jail.</i> • <i>The factory owner gave an arbitrarily chosen number of workers the day off, but wouldn’t explain his decision.</i>
assumption (count noun)	a guess; an idea that someone believes even though they may not have all the information or evidence that it is true; assume (transitive verb)	• <i>The professor made the assumption that the student didn’t care about the class, but actually, the student was just tired from his night shift.</i> • <i>Based on the assumption that infection rates might increase, the company bought stock in masks and hand sanitizer.</i> • <i>The factory owners correctly assumed that customers would not boycott the brand even if they kept the workers from unionizing.</i>
findings (count noun, usually plural)	the information or answers someone finds from doing research	• <i>Nobody was surprised by the findings of a recent study that indicated people living close to factories have increased rates of asthma.</i> • <i>We expected that the new medicine would work well, but unfortunately, the findings of the clinical trial contradicted our prediction.</i>

Evaluation terms

Table 5.10.6 contains words we use to evaluate someone's decision or explain whether we should believe them:

Table 5.10.6 Argumentation Terms for Evaluation

Term and part of speech	Definition(s) and derivative forms	Examples
contradiction (count noun)	two statements or actions by the same person that go against each other or can't both be true; contradict (transitive verb); contradictory (adj.)	- She pointed out a contradiction between the government's ideas and its actual policy - The writer contradicts his own idea when he says that boycotts are the only solution and also that boycotts are a terrible plan. - The safety plan had contradictory rules: it stated that workers were required to stand six feet apart, but also that there could be up to 40 people in a small room.
credibility (non-count noun)	deserving to be believed and trusted; credible (adj.)	- The politician ran ads listing her past accomplishments in order to establish her credibility as a leader. - After they were wrong about a major election, the polling organization lost credibility with the public. - The report suggesting the chemical was safe came from a company manufacturing that same chemical, so I don't think that's a credible source.
valid (adj.)	reasonable, sensible, acceptable, logical; validity (non-count noun)	- The economist made a valid point that a livable minimum wage is a different amount in different countries. - She raised a perfectly valid question: do we really need new clothing for every occasion? - His argument lacks validity; it's true that we all need clothing, but that doesn't mean we all need a new outfit every single time we go out.

Argumentation terms review

Let's try out using these terms.

? Try this!

Read each sentence. In each sentence, a word has been replaced by the letter "X". Decide which of the three choices at the end would be the best replacement for "X". Use the meaning and the grammar pattern to help you decide.

- The union was negotiating for a pay raise X with the cost of living for the region. (opponent/consistent/random)
- Opponents of a boycott raised a X point, that the boycott might actually hurt the workers it was meant to help. (valid/findings/factor)
- After the scientists recorded the amount of pesticides in the runoff from the cotton fields, they presented their X at an environmental health conference. (credibility/random/findings)
- The decision to strike was X ; some of the workers were convinced it was the only path forward, but others were afraid to lose their jobs or even face retaliation. (contradiction/controversial/correlation)

5. The lack of economic opportunities in rural areas is one X driving many women to move to cities in search of factory jobs.
(factor/arbitrary/assume)
6. Research on decision-making shows that when we feel a X between our behavior and our values, such as when we are shopping for unethically-made products, we feel very uncomfortable, and usually change our values to match our behavior.
(consistent/credibility/contradiction)

For suggested answers, see [5.12: Answer Key - Analyzing Arguments Answer Key](#)

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5.11: Takeaways

Summary

In this chapter we

- identified the three main rhetorical appeals: ethos, pathos, and logos
- analyzed arguments in readings to find and evaluate ethos, pathos, and logos
- analyzed the structure of logical syllogisms
- practiced finding, naming, explaining, and refuting logical fallacies
- analyzed concession and counterargument in readings and learned language strategies for comparing multiple perspectives
- identified and practiced language for hedging

Questions for reflection

- How can you use strategies for analyzing arguments outside of school?
 - What concepts in this chapter did you already know intuitively from your own life experience?
 - What concepts in this chapter did you already know from studying math and science?
 - How do you think different languages or cultures approach argumentation differently?
 - Find an essay, article, advertisement, or political speech. What kind of persuasive appeals does the writer use? Are they effective?
 - Look back at [5.2: Sample Student Research Essay - Fast Fashion](#) and the other sample essays in this book. What are the writers' major and minor premises? Can you find examples of ethos, pathos, and logos? Concession and counterargument? Hedging language? What other concessions or counterarguments might you address on the same topic?
-

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5.12: Answer Key- Analyzing Arguments

5.3: Distinguishing Rhetorical Appeals

Identifying rhetorical appeals

1. *pathos*
2. *ethos*
3. *logos*
4. *logos*
5. *pathos*
6. *ethos*

5.6: Identifying and Using Logos

Practice with syllogisms

1. regulate those factories or ensure that workers are being paid fairly
2. boycott
3. clean air or reducing air pollution

Finding deductive logic in a text

- Major premise: It is better to buy ethically-made products.
- Minor premise: Studies show that people are not good at remembering information that shows they are making unethical choices.
- Conclusion: Therefore, marketers and consumers should use strategies that do not depend on people remembering bad information about products.

or

- Major premise: Shoppers who consider themselves moral must either 1) not buy an ethically bad product or 2) not know the product is ethically bad.
- Minor premise: Shoppers are unwilling or unable to stop buying ethically bad products.
- Conclusion: Therefore, they forget what they know about the product being ethically bad.

or

- Major premise: People experience discomfort when their actions do not match their values.
- Minor premise: Shoppers often take actions that oppose their own values, because they really want the clothing, and it is hard to find products that are ethically made.
- Conclusion: Therefore, they forget the information about the unethical production as a strategy to ease their discomfort.

5.7: Finding and Refuting Logical Fallacies

Identifying logical fallacies

1. bandwagon/appeal to popularity
2. appeal to false authority
3. appeal to tradition
4. ad hominem
5. slippery slope
6. circular reasoning/begging the question
7. false analogy
8. anecdotal evidence/hasty generalization
9. false cause/post hoc
10. straw man

11. false dilemma/false dichotomy
12. appeal to emotion

5.8: Writing Concession and Counterargument

Concession/counterargument in action

Despite the clear injustices of garment production, *[This phrase connects the paragraph to the ideas that came before it in the essay. **Despite** signals a change in perspective is coming after the next comma.]*

some argue that the fashion industry provides work to people with few better choices in developing countries. *[states the other perspective]*

Granted, moving textile production from the U.S. to developing countries created many jobs in areas with struggling economies. *[concedes that the other point has some truth to it; **Granted** is a special connecting word that signals concession.]*

According to reporter Stephanie Vatz, companies began outsourcing clothing manufacturing jobs in the 1970s, and by 2013, only two percent of clothing was made in the U.S. *[provides text evidence/specific support to explain the previous sentence]*

The same lack of labor protections that allow terrible working conditions in developing countries also guarantee low labor costs that motivate U.S. companies to relocate their factory sources. *[explains the relationship between the two processes]*

Benjamin Powell, the director of the Free Market Institute, justifies sweatshop labor, insisting that this model is "part of the process that raises living standards and leads to better working conditions and development over time (qtd. in Ozdamar-Ertekin 3). *[provides text evidence/specific to support the other perspective]*

This argument is compelling from a distance, *[concession]*

but even if *[signal that a shift is coming up next]* it may be true to some degree when we look at the history of economic development, *[still concession]*

it disregards the humanity of the garment workers. *[counterargument]*

These people continue to work long hours in brutal conditions, generating huge profits for the factory and retail owners. Saying that their lives could be even worse without this exploitation is actually just an excuse for greed. *[explanation]*

5.9: Hedging

Noticing hedging language

Examples of hedging language are in **[brackets]**:

Unethical amnesia

We wanted to learn what consumers would do if they had to face the truth. **[Perhaps]** they **[might]** just forget that truth. After all, memory is not a **[particularly]** accurate recording device. For example, recent psychological research **[suggests]** that people experience "unethical amnesia" – a **[tendency]** to forget when they have behaved unethically in the past. So would shoppers also **prefer** to forget when a company exploits workers or engages in other unethical actions? We predicted that they would.

In a series of studies described in an article published in the Journal of Consumer Research, we explored why consumers' memories **[might]** fail them when it comes to recalling whether products are ethical. It turns out that there is a predictable pattern for what consumers are **[likely to]** remember (or forget) about the ethicality of products.

[In general,] we found that consumers are worse at remembering bad ethical information about a product, such as that it was produced with child labor or in a polluting manner, than they are at remembering good ethical information—such as that it was made with good labor practices and without much pollution. Our findings **[should]** trouble the many companies now vying for the ethical consumerism market and the people who buy those products.

5.10: Language Toolkit

Argumentation terms review

1. consistent
2. valid
3. findings
4. controversial
5. factor
6. contradiction

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CHAPTER OVERVIEW

6: Clarity and Style

The last step of writing is making sure that the words and grammar are clear and effective. We will learn ways to improve vocabulary and sentences through revising a paper on food justice.

- [6.1: Introduction](#)
- [6.2: Sample Student Research Essay Draft- Food Deserts](#)
- [6.3: Finding Your Academic Voice](#)
- [6.4: Writing with Clarity](#)
- [6.5: Using Strong and Specific Words](#)
- [6.6: Using Clear Pronoun References](#)
- [6.7: Using Active Voice](#)
- [6.8: Avoiding Wordiness](#)
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- [6.10: Reading for and Writing with Tone](#)
- [6.11: Choosing Effective Words](#)
- [6.12: Using Sentence Variety](#)
- [6.13: Language Toolkit](#)
- [6.14: Takeaways](#)
- [6.15: Answer Key- Clarity and Style](#)

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6.1: Introduction

What will we learn in this chapter?

In this chapter, you will learn about clarity and style in academic English writing along with strategies for writing clear, lively, and effective essays. You will read and identify elements of clarity and style in others' writing and apply these ideas to your own writing. You will also practice revising writing for greater clarity and appropriate academic style, focusing on word selection and sentence variety.

Why is this important?

Expressing your ideas clearly and with your audience in mind is central to effective communication. You don't want your audience to have to work too hard to understand your message; if they are distracted by your writing, they may lose interest or not be able to fully understand the ideas you're expressing. If you are writing an argument, they may be less likely to agree with you. On the other hand, a clear, well-written argument may convince skeptical readers to change their minds. Learning strategies to revise for clarity and conciseness will help you achieve this goal of effective communication.

What theme will this chapter focus on?

California is known for its abundant agriculture; in fact, California's Central Valley is known as "the salad bowl" of the nation. However, many residents of the state cannot easily access or afford fresh produce grown here. They live in areas known as food deserts -- areas with limited access to affordable, healthy foods. The readings in this chapter will explore this issue and consider some solutions.



Figure 6.1.1: "The Nation's Salad Bowl" by Malcolm Carlaw is licensed under CC BY 2.0

Learning objectives

In this chapter, you will learn to

- write in an academic voice.
- use specific strategies to write clear, strong sentences.
- identify an author's tone and intentionally modify your own tone.
- use effective word choice and sentence variety to communicate clearly.
- identify and revise common errors that get in the way of clear writing.

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6.2: Sample Student Research Essay Draft- Food Deserts

Reading: Draft of student essay on food deserts

Note: This sample is a rough draft that is not intended to be a model of a polished, finished essay. Since the chapter focuses on clarity and style, the essay can be used as the "before" version for practicing revision.

Amanda Wu

17 May 2019

Accessibility and Affordability of Healthy Food Dependent Upon Socioeconomic Status

Have you ever had trouble finding a supermarket when you wanted to purchase fresh vegetables and fruits? Have you ever wondered why there are no supermarkets in certain areas? This phenomenon is especially interesting as people have begun to pay more attention to a healthy diet and lean towards purchasing healthy food, and more and more natural and organic-food stores have opened in recent years. As explained by Michael Pollan, a food detective and expert and the author of *The Omnivore's Dilemma*, organic food is considered healthy because "it is grown without chemical fertilizers or pesticides" (133). Even though there are organic grocery stores like Whole Foods seemingly everywhere, it is difficult for some people of lower socioeconomic status, who live in food deserts, to access healthy food due to lack of accessibility and affordability. According to American FactFinder, the median family income in the United States was 70,850 in 2017 ("American FactFinder—Results"). This means that families with a median income below 70,850 are considered to have lower socioeconomic status. Gloria Howerton, professor in the Geography Department at the University of Georgia and the author of "“Oh Honey, Don't You Know?” The Social Construction of Food Access in a Food Desert," mentions that people of lower socioeconomic status usually live in food deserts (741). A food desert is an area where there is a lack of fresh vegetable and fruit providers, such as supermarkets or farmers' markets. Food deserts that exist in places like West Oakland, California, contribute to inequitable health outcomes; however, some solutions are in place to improve this situation.

It's difficult for people of lower socioeconomic status who live in food deserts to access healthy food because there is a lack of outlets for fresh produce in their community. As Alana Rhone, an Agricultural Economist, and colleagues report, there's a website known as the Food Access Research Atlas (FARA) that "allows users to investigate access to food stores at the census-tract level" (1). According to the United States Department of Agriculture ERS, the measure of food access is based on proximity to the nearest store, and the number of households without a vehicle ("Documentation" para 2). As specified by FARA, 33% of residents in West Oakland are at least one mile away from any supermarket, and one-third of its residents do not have vehicles. For urban areas, such as West Oakland, the USDA defines that "a tract is considered low access if at least 100 households are more than a half-mile from the nearest supermarket and have no access to a vehicle" ("Documentation" para 8). Given the facts above, one can reasonably assume that if people don't have a car and need to take a bus to access healthy food, it will cause inconvenience and lower their willingness to purchase healthy food. It's harder to calculate the time it will take to go on the supermarket trip when one is taking public transportation. As a result, if one buys fresh milk but has to spend much time on taking public transportation to return home from a supermarket, the fresh milk may spoil. In contrast, if people own private vehicles, they can easily plan the trip and be willing to travel longer distances to a supermarket to purchase healthy food. Therefore, it's hard for residents of West Oakland who live in food deserts to access healthy produce since there are insufficient outlets to fresh food in their community.

It's also tough for people of lower socioeconomic status to buy healthy food because they cannot afford high-end organic food. According to American FactFinder, the median family income in West Oakland was 35,037 in 2017, which is below the U.S. median family income of 70,850. Based on the data above, residents in West Oakland are considered to be of a lower socioeconomic status. As mentioned previously, organic food has no chemical fertilizers or pesticides, and as stated by Columbia Electronic Encyclopedia, the 6th Edition, 2019, "organic farming requires more manual labor and attention" ("Organic food."), so its price is higher than conventional food. Take salted butter as an example; one box of four bars of organic salted butter costs 5.29, while one box of non-organic salted butter only costs 3.49 (as listed on the Whole Foods website). Additionally, as reported by an article, "Socioeconomic Status and Risk Factors for Cardiovascular Disease: Impact of Dietary Mediators," written by many Medical Doctor and Doctor of Philosophy, "Low-income families purchase low-cost items" because "the price of fruit and vegetables was the most determinative barrier in the consumption of these products from low-income

families” (Psaltopoulou Chapter: 2.2. Cost). People with lower income may face the difficulty of living a self-sufficient life, much less purchase high-end organic food. Due to the lower income, if people of lower socioeconomic status frequently purchase high-end organic food, it will increase their financial burden. They often tend to consume cheaper and less healthy produce such as processed food because the price point is lower, and the portion is larger than that of organic food. As a result, it will be challenging for people with lower income to access healthy food.

However, many residents of West Oakland believe that corner liquor stores are cheaper and more convenient than supermarkets. Admittedly, it is true. They think this because there are many corner liquor stores nearby, and that is convenient for them. They can buy everything they need in a corner liquor stores store and don’t have to travel long distances to a supermarket to access healthy food. Research on Google Maps shows there are at least ten corner liquor stores but no supermarkets like Whole Foods in West Oakland. As stated by Sam Bloch, the author of “Why Do Corner Stores Struggle to Sell Fresh Produce” and a professional writer for *The New York Times*, *L.A. Weekly*, and Artnet, most of the corner stores “don’t have walk-in refrigerators” (para 13). Thus, they cannot sell many types of fresh produce because they do not have refrigerators to keep the produces fresh; the food may spoil before being sold. As a result, liquor stores rarely provide healthy food choices, such as fresh vegetables and fruits, meat, or dairy. Hence, even if many liquor stores nearby are convenient, one is barely able to find healthier produce. In the long-term, those that constantly shop at corner liquor stores may only gain convenience but lose in health and well-being.

Although the lack of accessibility and affordability may obstruct people of lower socioeconomic status who live in food deserts to access healthy food, luckily there are some existing resources that one can make good use to improve this situation, such as food hubs and community gardens. According to Jim Downing, the executive editor of UCANR's research journal *California Agriculture*, food hubs are nonprofit organizations and “are designed to enable small and mid-scale farms to efficiently reach larger and more distant market channels like campuses and school districts, hospitals and corporate kitchens” (para 5). For instance, Mandela Foods Distribution, a Mandela Marketplace social enterprise, delivers fresh fruits and vegetables to corner stores in low-income neighborhoods in West Oakland (Downing para 6). Food hubs supply fresh vegetables and fruits to low-income communities, and it increases access to healthy foods for residents of West Oakland. Residents can obtain fresh and healthy food through food hubs at Mandela Marketplace. Another resource that helps residents to access healthy food is learning how to grow vegetables and fruits in community gardens. According to Centers for Disease Control and Prevention, “Establishing a community garden where participants share in the maintenance and products of the garden and organizing local farmers markets are two efforts that community members themselves can do” (“Food Desert” para 4). Community gardens provide places that allow people to plant food for themselves. One of the famous community gardens is known as City Slicker Farms. The goal of City Slicker Farms is “to empower West Oakland community members to meet the basic need for fresh, healthy food by creating sustainable, high-yield urban farms and backyard gardens” (para 1). There are many plots provided to residents to plant vegetables and fruits and to exchange and discuss their gardening experiences at the farm. If residents can make good use of food hubs or community gardens, they can access to healthy food and learn how to grow fresh vegetables and fruits themselves.

This case study shows that the difficulties people of lower socioeconomic status who live in food deserts face in accessing healthy food are lower-income and a lack of supermarkets. Helping people of lower socioeconomic status increase their income to afford healthy produce or building many supermarkets that sell healthy produce may be not easy to achieve. However, to recognize this situation and make good use of existing resources to access healthy food are significant and feasible. For long-term health, people need to consume more healthy food instead of less healthy food such as processed food. In other words, people who consistently consume processed food may negatively affect their health. Since many processed foods have high amounts of added sugar and sodium, they may be associated with some diseases, such as diabetes and heart disease. In brief, people should consume unhealthy food as least as possible. Planting fresh vegetables and fruits in community gardens or going to Mandela Foods Distribution where food hubs supply much fresh food for residents are some of the ways for people who have trouble finding fresh food to access healthy produce. These may be the best ways for people who live in food deserts and belong to a lower socioeconomic status to receive the greatest benefits from limited resources.

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6.3: Finding Your Academic Voice

What is academic writing?

Have you ever noticed that the way people speak in everyday conversation is very different from what you would read or write in a college class? Academic writing, the writing we do in college classes, does not come naturally to most people, whether they are native English speakers or not.

To effectively write in the U.S. English academic style,

- use clear, specific word choice and sentence constructions (including active voice as much as possible)
- build unity and coherence by staying focused on the main topic at hand
- use mostly third-person voice to build your argument:
 - incorporate outside sources
 - mostly avoid using personal experience or discussing your process of writing the paper

In the following sections, we'll focus on ways to achieve clarity and good academic style in your writing. Remember that writing is a process, and it is usually best to wait until you are done with a full draft to apply these ideas. When your thesis and support are clear, it is much easier to clarify your message on the sentence level. Your job, like the task of the scientist in Figure 6.3.1, is to communicate a complex idea accurately to your audience.



Figure 6.3.1: Scientist, Hidehiko Kikuno explaining yam vine propagation technique by the International Institute of Tropical Agriculture is licensed under [CC-BY-NC 2.0](#)

Analyzing academic voice

Now let's take a look at the student essay in terms of academic voice:

Try this!

Based on the information above, which of the following excerpts from student writer Amanda's introduction best fits our definition of effective academic writing?

1. Have you ever had trouble finding a supermarket when you wanted to get fresh vegetables and fruits? Have you ever wondered why there are no supermarkets in certain areas? I've noticed these things happening as people have begun to pay more attention to eating and buying healthy things. Last year a Whole Foods opened in my neighborhood.
2. Have you ever had trouble finding a supermarket when you wanted to purchase fresh vegetables and fruits? Have you ever wondered why there are no supermarkets in certain areas? This phenomenon has become especially evident as people pay more attention to a healthy diet and lean towards purchasing healthy food.

For suggested answers and comments, see [6.15: Clarity and Style Answer Key](#).

Now let's apply this to your own writing:

Apply this!

Take a piece of writing you are working on and read it over.

- What features of academic writing does it share with our definition?
- What features might be missing or could be improved?

Throughout this chapter, you will follow Amanda's journey as she revises a research essay about food deserts in Oakland, California. You will give her advice on revising for clarity and style and practice applying these techniques to your own writing.

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6.4: Writing with Clarity

What is clarity?

Writing clear, precise sentences will help your audience understand your message and make your writing more effective. Like the camera lens focused on the flower in the foreground of figure 6.4.1, your choice of words and the way you build your sentences can bring your ideas into focus for your reader.



Figure 6.4.1: 20160916-AMS-LSC-2988 by U.S. Department of Agriculture is licensed as [Public domain](#)

Strategies for writing with clarity

- [avoiding wordiness](#)
- choosing [active voice](#) where appropriate
- using [clear pronoun references](#)
- using [strong and specific](#) rather than general words

In this section, we will examine each of these strategies more closely.

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6.5: Using Strong and Specific Words

Each word counts. This is why, when you're revising your draft, you should pay special attention to the words you choose. Some choices will make your writing more effective than others.

Specific vs. general words

Choose words with specific meanings instead of general ones. For example, instead of "things," tell your reader what the "things" are. For example, instead of referring to the collection of vegetables in figure 6.5.1 as "things," or even "vegetables," consider being more specific, naming and describing them.



"Farmers Market" by ianmalcm is licensed under CC BY 2.0

Strong verbs

If you choose a noun and a weak verb (such as *be* or *do*) rather than a strong verb, the sentence loses a sense of momentum and it's easy to make it too wordy.

Compare these two sentences. Which one is more precise and dynamic?

- The community garden's committee **made a decision** to revise the community guidelines.
- The community garden's committee **decided** to revise the community guidelines.

The second sentence conveys the same meaning with fewer words and more lively action.

Try to choose verbs with a more specific meaning. Depending on your meaning, try substituting stronger, more specific verbs for these weak verbs.

Instead of **get**, try using

- obtain
- understand
- fetch
- receive
- attain

Instead of **make**, try using

- cause
- require
- produce
- create
- construct

Instead of **have** (as a main verb) try using

- possess
- experience
- keep
- own
- exhibit

Instead of **do** (as a main verb), try using

- attempt
- complete
- finish
- achieve
- participate in
- contribute to

Analyzing a paragraph for strong and specific words

Let's look at the student essay in terms of strong and specific words:

? Try this!

Look again at the second paragraph of Amanda's essay, paying special attention to word choice.

- What are some effective choices Alicia has made?
- Can you identify some areas where her word choice could be improved?

It's tough for people of lower socioeconomic status to get healthy food because they cannot afford high-end organic food. According to American FactFinder, the median family income in West Oakland was 35,037 dollars in 2017, which is below the U.S. median family income of 70,850. Based on this, residents in West Oakland are considered to be of a lower socioeconomic status. As mentioned previously, organic food has no chemical fertilizers or pesticides. Columbia Electronic Encyclopedia, 5.29, while one box of non-organic salted butter only costs \$3.49 (as listed on the Whole Foods website). Additionally, as reported by an article, "Socioeconomic Status and Risk Factors for Cardiovascular Disease: Impact of Dietary Mediators," "Low-income families purchase low-cost items" because "the price of fruit and vegetables was the most determinative barrier in the

consumption of these products from low-income families” (Psaltopoulou Chapter: 2.2. Cost). People with lower income may face difficulty living a self-sufficient life, much less purchasing good food.

Adapted from "[Accessibility and Affordability of Healthy Food Dependent Upon Socioeconomic Status](#)" by Amanda Wu

Revising for strong and specific words

Now let's apply this to your own writing:

Apply this!

Take a piece of writing you are working on and read it over.

- Think about your verb choice. Can you revise any weak verbs?
- Are there places where you can make your meaning clearer by using words with more specific meaning? A dictionary or thesaurus may be useful here. Check out information about using a dictionary or thesaurus in our [Language Toolkit](#).

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6.6: Using Clear Pronoun References

Pronouns and antecedents

A pronoun is a word that takes the place of a noun. Pronouns include words such as *he*, *she*, *it*, *they*, *this*, *these*, *them*, or *those*. The antecedent is the noun that the pronoun is referring to. Just like a price tag on a produce shelf needs to point directly to the item it is pricing (see figure 6.6.1), a pronoun needs to clearly point to its antecedent.



Figure 6.6.1: "Organic Vegetables" is licensed under CC0 1.0.

Examples:

- Many *people* [antecedent] started shopping at the new supermarket when it opened, but *they* [pronoun] weren't buying much produce or other healthy foods.
- If *residents* [antecedent] can make good use of food hubs or community gardens, *they* [pronoun] can access healthy food and learn how to grow fresh vegetables and fruits *themselves* [pronoun].

If the pronoun and its antecedent don't clearly match up, this can lead to confusion about the meaning and make your sentence less precise. Make sure each pronoun has a single, clear antecedent.

Unclear: Some researchers suggest that the idea food deserts exist because a lack of demand for healthy foods by patrons is flawed; they are taking another look at this narrative.

In this sentence, it's a little hard to tell who the pronoun *they* is referring to, because there are two nouns that might be the antecedent: *researchers* and *patrons*. While logically it makes sense that *they* refers to *researchers*, *patrons* is closer to the pronoun. It's better to revise this sentence.

Clearer: Some researchers suggest that the idea food deserts exist because a lack of demand for healthy foods by patrons is flawed; these researchers are taking another look at this narrative.

Pronouns and antecedents in action

Now let's take a look at the student essay in terms of clear pronoun references:

? Try this!

Look at the second paragraph of Amanda's essay. Focus on the first and third sentences (in **[brackets]**).

- Find the pronouns and their antecedents. Are the relationships between them clear?
- Is there anything Amanda could further clarify?

[It's difficult for people of lower socioeconomic status who live in food deserts to access healthy food because there is a lack of outlets for fresh produce in their community.] As Alana Rhone, an Agricultural Economist, and colleagues report, there's a website known as the Food Access Research Atlas (FARA) that "allows users to investigate access to food stores at the census-tract level" (1). **[According to the United States Department of Agriculture ERS, the measure of food access is based on proximity to the nearest store, and the number of households without a vehicle ("Documentation" para 2).]** As

specified by FARA, 33% of residents in West Oakland are at least one mile away from any supermarket, and one-third of its residents do not have vehicles. For urban areas, such as West Oakland, the USDA defines that “a tract is considered low access if at least 100 households are more than a ½-mile from the nearest supermarket and have no access to a vehicle” (“Documentation” para 8). Given the facts above, one can reasonably assume that if people don’t have a car and need to take a bus to access healthy food, it will cause inconvenience and lower their willingness to purchase healthy food. It’s harder to calculate the time it will take to go on the supermarket trip when one is taking public transportation. As a result, if one buys fresh milk but has to spend much time on taking public transportation to return home from a supermarket, the fresh milk may spoil. In contrast, if people own private vehicles, they can easily plan the trip and be willing to travel longer distances to a supermarket to purchase healthy food. Therefore, it’s hard for residents of West Oakland who live in food deserts to access healthy produce since there are insufficient outlets to fresh food in their community.

Checking your own pronoun use

Now let's apply this to your writing:

Apply this!

Take a piece of writing you are working on and read it over.

- Choose one or two sentences and underline the pronouns and their antecedents. Are the relationships between them clear?
- Can you clarify anything?

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6.7: Using Active Voice

Active vs. passive voice

Active voice and passive voice are two ways to structure a verb in a sentence. In figure 6.7.1, we could either say "a bee pollinates a flower," or "a flower is pollinated by a bee." Using active voice usually makes your writing clearer. Active voice keeps the focus on your subject as well as the action and can help your writing feel lively, fresh, and interesting. Using active voice can also help eliminate wordiness.



Figure 6.7.1: Bee pollinating an oregano flower; [DSC_1419-crop](#) by [Angelica Perduta](#) is licensed under [CC0 1.0](#).

How active voice improves clarity

So, what's the difference between active voice and passive voice? Let's look at some examples:

Notice this!

Read the following sentences. What do you notice about them? What is similar? What is different?

- Passive voice: The strawberry industry has been scrutinized over the past several years.
- Active voice: Over the past several years, environmental regulators have scrutinized the strawberry industry.

Passive voice occurs when the writer places the grammatical object (in this case, *the strawberry industry*) in the subject position in a sentence. Therefore, the actual subject of the sentence is in the object position (at the end) or missing. In passive voice, the verb is in past participle ("to be" + "ed" verb) form (in this case, *has been scrutinized*). Looking for this verb form is one of the easiest ways to tell if a sentence is in passive voice. By revising the sentence in active voice, we focus on the subject (*environmental regulators*) and their actions.

Here's another example. The subject appears in both active and passive voice, but its position is different between the two sentences.

- Passive voice: Documentation of pesticide use is required by regulators.
- Active voice: Regulators require documentation of pesticide use.

Passive voice pulls the focus away from the subject's actions. The revision to active voice changes that, and the sentence becomes more lively.

Is passive voice ever okay?

Passive voice can sometimes be acceptable when you want to keep the focus on **what** was done and not **who** did it, as long as your meaning is still clear. In science writing, for example, writers usually use passive voice in the methods section of research papers and in lab reports because the focus is on the action and the object, not who is doing it.

Examples:

- *The compound was heated to 75 degrees celsius.*
- *Patients in the control group were given a saline solution placebo.*
- *Respondents who agreed were contacted with follow-up questions.*

We want to know about the action and who or what received the action, and we don't care so much about which scientist, medical technician, or poll worker actually did the action. In other sections of research papers and most writing, however, you should use active voice if possible.

Identifying active vs. passive voice

Now let's try identifying active versus passive voice and choosing the best sentence:

? Try this!

These three sentences are all grammatically correct. Which one do you think gets the idea across most clearly and accurately?

1. The same pesticides that eliminate destructive insects also kill the bees we depend on to pollinate food crops.
2. Destructive insects are eliminated by pesticides, but the bees we depend on to pollinate food crops are also killed by the application of these chemicals.
3. Destructive insects are eliminated, but the bees we depend on to pollinate food crops are also killed.

For suggested answers, see [6.15: Clarity and Style Answer Key](#).

Identifying passive voice in a paragraph

Now let's try finding examples of passive voice in the student essay:

? Try this!

Look at the first paragraph of the student essay. Find three sentences that use passive voice when active voice would be more effective. (Some sentences use it more than once). Rewrite those sentences in active voice, drawing attention to the subjects' actions rather than what was done.

It's difficult for people of lower socioeconomic status who live in food deserts to access healthy food because not enough fresh produce is sold by stores in their communities. Alana Rhone, an Agricultural Economist, states in her and her group's report, "Low-Income and Low-Supermarket-Access Census Tracts, 2010-2015", published on 1 January 2017, that there's a website known as the Food Access Research Atlas (FARA) that "allows users to investigate access to food stores at the census-tract level" (1). According to the United States Department of Agriculture ERS, the measure of food access is based on proximity to the nearest store, and the number of households without a vehicle ("Documentation" para 2). As specified by FARA, 33% of residents in West Oakland are at least one mile away from any supermarket, and vehicles are not owned by one-third of its residents. For urban areas, such as West Oakland, the USDA specifies that "a tract is considered low access if at least 100 households are more than a ½-mile from the nearest supermarket and have no access to a vehicle" ("Documentation" para 8). Given the facts above, it can reasonably be assumed that if people don't have a car and taking the bus is needed to access healthy food, it will cause inconvenience and their willingness to purchase healthy food will be diminished.

For suggested answers, see [6.15: Clarity and Style Answer Key](#).

Revising for active voice

Now let's apply this to your own writing:

Apply this!

Take a piece of writing you are working on and read it over.

- Underline one sentence in active voice. Make sure you can identify its features.
- Can you find instances of passive voice? If so, experiment with revising these sentences.

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6.8: Avoiding Wordiness

What is wordiness?

Sometimes writers use too many words when fewer words will appeal more to their audience and better fit their purpose. This is called “wordiness.” Your sentences can become cluttered like the counter in figure 6.8.1. Eliminating wordiness helps all readers because it makes your ideas clear, direct, and straightforward.



Figure 6.8.1: "Into the (Food) Desert: Day 3" by Mark Bonica is licensed under CC BY 2.0

Examples of wordiness

Here are some common examples of wordiness to look for in your draft.

Sentences that begin with "There is" or "There are"

- **Wordy:** **There is** an abundance of agriculture in California.
- **Revised:** Agriculture is abundant in California.

Empty phrases

Be careful when you use phrases such as “these days”, “in terms of,” “due to the fact that,” “on the subject of,” “more or less,” and similar expressions. You can usually find a more straightforward way to state your point.

- **Wordy:** **These days**, food deserts exist in many parts of the state; a food desert is a place where people do not have access to fresh, affordable foods **due to** a variety of reasons.
- **Revised:** Food deserts exist in many parts of the state; a food desert is a place where people do not have access to fresh, affordable foods for a variety of reasons.

Constructions that can be shortened

The words and phrases in the following examples can sound important and even formal, but they tend to be empty in meaning and can be eliminated or replaced with more concise wording.

- **Wordy:** **In order to** combat skepticism about **phenomena such as** gentrification, it’s **absolutely** essential that community members are **invited to be involved** in opening new supermarkets in their own communities.
- **Revised:** To combat skepticism about gentrification, it’s essential that community members be involved in opening new supermarkets in their own communities.

Identifying wordiness

Now let’s take a look at the student essay in terms of wordiness:

? Try this!

Look again at the introduction to Amanda's essay.

- Can you identify some strengths?
- What suggestions do you have for improvement? Specifically, think about areas of wordiness. What could be phrased more succinctly?

Have you ever had trouble finding a supermarket when you wanted to purchase fresh vegetables and fruits? Have you ever wondered why there are no supermarkets in certain areas? This phenomenon has become especially evident as people pay more attention to a healthy diet and lean towards purchasing healthy food. As explained by Michael Pollan, a food detective and expert also known as the author of *The Omnivore's Dilemma*, organic food is considered healthy food due to the fact that "it is grown without chemical fertilizers or pesticides" (133). Even though there are organic grocery stores like Whole Foods seemingly everywhere, it is difficult for some people of lower socioeconomic status, who live in food deserts, to access healthy food due to lack of accessibility and affordability. According to American FactFinder, the median family income in the United States was 70,850 dollars in 2017 ("American FactFinder—Results"). This means that families with a median income below 70,850 dollars are considered in lower socioeconomic status. Gloria Howerton, a professor of the Geography Department at the University of Georgia and the author of "'Oh Honey, Don't You Know?' The Social Construction of Food Access in a Food Desert," mentions that people of lower socioeconomic status usually live in food deserts (741). An area where there's a lack of fresh vegetables and fruits providers, such as supermarkets or farmer's markets, is known as a food desert. This paper will attempt to show why it is difficult for people of lower socioeconomic status to access healthy food by examining the area of West Oakland as a case study, as well as discussing solutions that are in place to improve this situation.

Revising for wordiness

Now let's apply this to your own writing:

Apply this!

Take a piece of writing you are working on and read it over.

- What aspects of wordiness, if any, can you identify?
- For example, can you find sentences beginning with "there is" or "there are"?
- What about sentences with empty phrases?

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6.9: Writing with Style

What is style?

We have already discussed some important common features of academic writing. A writer's style is what sets their individual writing apart, like the heirloom beans in Figure 6.9.1. Style has to do with the choices a writer makes to engage their reader. It is the way writing is dressed up (or down) to fit its specific context, purpose, content, and audience.



Figure 6.9.1: "Genebank 2011 2" by Neil Palmer is licensed under [CC BY-SA 2.0](#)

Strategies for writing with style

- intentionally creating an appropriate [tone](#)
- [choosing words](#) that illustrate and enliven your writing
- using a [variety of different types of sentences](#)

In this section, we will examine each of these strategies more closely.

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6.10: Reading for and Writing with Tone

What is tone?

After you revise for clarity and precision of language, also look at the tone that your words create: the attitude you show toward your subject. Tone is also sometimes called "voice." Notice the caption in figure 6.10.1: "Way cool! This used to be a liquor store in my neighborhood. Now it's a great little grocery!" This casual, enthusiastic tone is perfect for the context; you can imagine someone walking by the store and exclaiming this. However, the exact same sentence wouldn't be appropriate in a statistical report.



Figure 6.10.1: "Way cool! This used to be a liquor store in my neighborhood. Now it's a great little grocery!" by agahran is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/)

Describing and evaluating tone

Here are some possible adjectives to describe a writer's tone:

- humorous, amusing, witty
- sarcastic, flippant, facetious, ironic
- impassioned, angry, righteous
- fearful, cautious, worried
- formal, serious, professional
- informal, casual, light, conversational, breezy
- gloomy, dismal, pessimistic, grim
- cheerful, uplifting, optimistic
- incisive, critical, thoughtful
- cynical, bitter, angry
- frank, candid, open, outspoken
- sympathetic, empathetic, compassionate
- dry, factual, direct, unemotional

As you look at your writing, think about the following questions:

- What is your tone? Is it how you intend to sound?
- Is your tone appropriate for the context of your writing? Does it fit your purpose and audience?
- Is your tone consistent?

Are there breaks in tone that are jarring, such as very informal or slang phrases or a sarcastic comment in what is otherwise a piece of writing with a straightforward, professional tone?

Comparing tone

Let's compare two excerpts of articles on a similar topic for tone:

Notice this!

How would you describe the tone of each excerpt? Which is more formal? Which is more conversational? What words/phrases do you notice that demonstrate the tone of each?

from "Eye On The Prize: Addressing A Food Desert In Oakland" (Field)

Talk about commitment to a mission. People's Community Market is an Oakland, Cal-based social enterprise that has been trying to launch a full-service neighborhood grocery store in the area for a really long time—12 years, if you count the work of its sister nonprofit People's Grocery.

...It started in 2002 with the aim of doing something about the so-called food desert [Brahm] Ahmadi and others encountered in the low-income area of West Oakland. Big supermarkets tend to avoid development in densely populated and low-income urban areas, in part because of high costs and employee turnover. The objective: Start a grocery store selling fresh produce, high-quality meat, and other food not available in the neighborhood. Plus the market would provide everything from health screenings to a play area and venue for events....The co-founders, sensibly, saw this was a big undertaking. "We pretty quickly realized we hadn't a clue how to do that," says Ahmadi. He, for example, had no experience in retail or food.

So they would have to start small and do research while they decided how to accomplish their goal. To that end, in 2002, they created People's Grocery, a nonprofit with which they could get their feet wet.

from "Food Environments and Obesity: Household Diet Expenditure Versus Food Deserts" (Chen, et al. 882).

A number of recent studies have uncovered significant associations between the neighborhood food environment and health outcomes, particularly obesity status. Other studies, however, have found no such statistically significant relationships. Among those studies finding significant associations, it is most common to find obesity status or weight negatively related to supermarket counts, less common to find convenience store counts positively related, and rarer still to find club stores or supercenters positively related, with Courtemanche and Carden being one of the few studies that link supercenters to obesity. Finally, at least one study investigated the link between county-level obesity rates and the percentage of the county's population living in food desert tracts, but it did not find a significant association.

Identifying tone in student writing

Let's take a look at the student essay in terms of tone:

Try this!

Read the fourth paragraph of Amanda's essay. How would you describe her tone?

However, many residents of West Oakland believe that corner liquor stores are cheaper and more convenient than supermarkets. Admittedly, it is true. They think this because there are many corner liquor stores nearby, and that is convenient for them. They can buy everything they need in a corner liquor store and don't have to travel long distances to a supermarket to access healthy food. Research on Google Maps shows there are at least ten corner liquor stores but no supermarkets like Whole Foods in West Oakland. As Sam Bloch, the author of "Why Do Corner Stores Struggle to Sell Fresh Produce" and a professional writer for *The New York Times*, *L.A. Weekly*, and *Artnet*, states, most of the corner stores "don't have walk-in refrigerators" (para 13). Thus, they cannot sell many types of fresh produce because they do not have refrigerators to keep the produce fresh; the food may spoil before being sold.

Revising for appropriate and consistent tone

Now let's apply this to your own writing:

Apply this!

Take a piece of writing you are working on and read it over.

- What is your tone?
- Is the tone appropriate for the context?
- Is your tone consistent throughout the piece?

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6.11: Choosing Effective Words

What is word choice?

In the previous section, we talked about word choice as it relates to clarity. You can also think about word choice as it relates to your writing style. For example, swapping out “to be” verbs (e.g., is, was, were, etc.) with more action-packed verbs has an immediate, positive impact on style. Also, if you haven’t already, look for vague words such as “things,” “very,” or “many,” which you can replace with more precise terminology. If you find yourself repeating the same word or phrase too much, look for alternatives in a thesaurus. The row houses next to the community garden in figure 6.11.1 could have been a flat, monotonous view, but the bright colors of some of them enliven the scene. Effective word choices can have a similar effect on your writing.



Figure 6.11.1: "Glenwood Green Acres, Philadelphia" by Tony Fischer Photography is licensed under CC BY 2.0

Evaluating word choice

Let's look at the student essay in terms of word choice for style:

? Try this!

Read the fifth paragraph of Amanda's essay.

- Can you identify areas where her word choice is especially effective?
- Can you make any suggestions for improvement?

Food hubs supply fresh vegetables and fruits to low-income communities which increases access to healthy foods for residents of West Oakland. Residents can obtain fresh and healthy food through food hubs at Mandela Marketplace. Another resource that helps residents to access healthy food is learning how to grow vegetables and fruits in community gardens. According to the Centers for Disease Control and Prevention, “Establishing a community garden where participants share in the maintenance and products of the garden and organizing local farmers markets are two efforts that community members themselves can do” (“Food Desert” para 4). Community gardens provide places that allow people to plant food for themselves. One famous community garden is known as City Slicker Farms.

Adapted from "Accessibility and Affordability of Healthy Food Dependent Upon Socioeconomic Status" by Amanda Wu

Revising for word choice

Now let's apply this to your own writing:

Apply this!

Take a piece of writing you are working on and read it over.

- Can you identify any instances of vague wording?
- What about “weak” verbs?

If so, experiment with revising your word choice to make your writing style more dynamic.

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6.12: Using Sentence Variety

What is sentence variety?

Beyond individual word choices, the structure of your sentences also affects writing style. In this section, we will examine different sentence types. We will look at how sentence variety can contribute to interesting, effective writing and good academic style and how specific structures can highlight the relationships between ideas.

Sometimes a simple sentence gets an idea across best. In academic writing, however, writers often join their ideas to create compound, complex, and compound-complex sentences using coordination and subordination. This variety not only makes writing more lively and interesting, it also clarifies relationships between ideas. In agriculture, growing plants with different varieties, like the corn in figure 6.11.1, makes a crop more healthy and adaptable. Mixing up the types of sentence structures you use can do the same for your writing. We will look at four types of sentences: simple sentences, compound sentences, complex sentences, and compound-complex sentences.



Figure 6.12.1: "Corn Diversity" by Global Crop Diversity Trust is licensed under CC BY-NC-ND 2.0

Simple sentences

A **simple sentence** is made up of one independent clause. An independent clause has, minimally, a subject and a verb. It can also contain other elements that may be needed to express a complete thought.

Example: California is one of the world's leading almond producers.

Read this excerpt from Amanda's essay. Does anything stand out to you? What do you notice about the words and phrases Amanda uses?

The lack of accessibility and affordability may obstruct people of lower socioeconomic status. These places are called food deserts. People who live in food deserts cannot access healthy food. There are existing resources that they can make good use of to improve this situation. These resources include food hubs and community gardens.

Now, look at the revised version. What do you notice? Which version do you prefer? Why?

Although the lack of accessibility and affordability may obstruct people of lower socioeconomic status who live in food deserts access to healthy food, they can make good use of existing resources such as food hubs and community gardens to improve this situation.

The original excerpt was written using only simple sentences. Writing that contains mostly simple sentences can be repetitive and a bit boring. Additionally, simple sentences may lack transitions that can clarify the relationship between ideas.

Compound sentences (coordination)

A compound sentence, which is an example of coordination, is made up of two independent clauses, connected in some way. Coordination joins two independent clauses that contain related ideas of equal importance.

Original sentences: California is one of the world's leading almond producers. Each year California exports many of its almonds.

In their current form, these two simple sentences contain two separate ideas that may or may not be related. To indicate a relationship between the two ideas, we can use the coordinating conjunction *and*:

Revised sentence: California is one of the world's leading almond producers, **and** each year California exports many of its almonds.

The revised sentence illustrates that the two ideas are connected. Notice that the sentence retains two independent clauses (*California is one of the world's leading almond producers; each year California exports many of its almonds*) because each can stand alone as a complete idea. However, the connecting word, *and*, shows that the second part of the sentence is an addition to the first.

Connecting independent clauses

Coordinating conjunctions

A coordinating conjunction is a word that joins two independent clauses. The coordinating conjunctions are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. These can be memorized by the acronym FANBOYS. Note that To punctuate these types of sentences, a comma precedes the coordinating conjunction when joining two clauses but not when joining a phrase (such as in this sentence).

Transitions

Another method of joining two independent clauses with related and equal ideas is to use a semicolon and a transition. The punctuation of a transition varies depending upon where in the sentence the adverb word appears. Once joined, the following sentences show cause and effect.

Original sentences: There was a shortage of PPE in 2020. Farmworkers did not have access to important protective equipment.

Since these sentences contain two equal and related ideas, they may be joined using a transition. Now, read the revised sentence:

Revised sentence: There was a shortage of PPE in 2020; as a result, farmworkers did not have access to important protective equipment.

The revised sentence explains the relationship between the shortage of personal protective equipment and its effect on farmworkers. Notice that the transition comes after a semicolon that separates the two clauses and is followed by a comma. In your [Language Toolkit](#), you will find a list of common transitions and how they are used.

Complex sentences (subordination)

A complex sentence, which is an example of subordination, is made up of an independent clause and a dependent clause. A dependent clause is a sentence that contains a subject and verb but is not a complete thought. It is also called a subordinate clause. Unlike coordination, which allows a writer to give equal weight to the two ideas that are being combined, subordination enables a writer to emphasize one idea over the other. Typically, the idea being emphasized is located in the independent clause. Take a look at the following sentences:

Original sentences: California is one of the world's leading almond producers. It is dry for much of the year.

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

Revised sentence: California is one of the world's leading almond producers although the state is dry for much of the year.

In the revised version, we now have an independent clause (*California is one of the world's leading almond producers*) that stands as a complete sentence and a dependent clause (*although the state is dry for much of the year*) that is subordinate to the main

clause. The revised sentence emphasizes that demand for water is increasing because this information is contained in the part of the sentence that is the independent clause.

Connecting an independent clause with a dependent clause

Subordinating conjunctions

A subordinating conjunction is a word that joins a subordinate (dependent) clause to a main (independent) clause. Subordinating conjunctions include words like *although*, *even though*, *since*, *because*, and *when*. In your [Language Toolkit](#), you will find a list of common subordinating conjunctions.

Punctuation

To punctuate sentences correctly, look at the position of the independent, or main clause and the dependent, or subordinate clause. If a dependent clause comes before the independent clause, use a comma between the two clauses. If the dependent clause follows the independent clause, no punctuation is needed.

Compound-complex sentences (coordination and subordination)

A **compound-complex sentence** is made up of at least two independent clauses and one or more dependent clauses. In compound-complex sentences, writers use a combination of **coordination** and **subordination**.

Examples:

- Although it is dry for much of the year, California is one of the world's leading almond producers; each year, it supplies about 80% of the world's almonds.
- Because the United States was unprepared for a pandemic, there was a shortage of PPE in 2020; as a result, farmworkers did not have access to important protective equipment.

Varying your sentence types

Writers use a variety of sentences with different lengths and rhythms to achieve different effects. They use parallel structures within sentences and paragraphs to reflect parallel ideas, but also avoid monotony by varying their sentence structures. For example, a writer may consciously use a very short sentence in a paragraph to emphasize and draw attention to a particular idea. When you revise a piece of writing, consider the patterns of your sentences.

- Are they mostly simple sentences?
- Are they mostly compound?
- Or are the sentences varied in pattern?

Sentence variety can help maintain your readers' interest.

Identifying sentence variety

Now let's look at the student essay in terms of sentence variety:

? Try this!

Read this paragraph from Amanda's essay.

- Count the number of simple, compound, complex, and compound-complex sentences you find. Is there a balance, or does Alicia use one type of sentence more than others?
- Experiment with this paragraph by changing the structure of one or two sentences. For example, you could combine two simple sentences, adding a subordinating conjunction, to create a complex sentence.

The goal of City Slicker Farms is "to empower West Oakland community members to meet the basic need for fresh, healthy food by creating sustainable, high-yield urban farms and backyard gardens" (para 1). Residents receive plots of land to plant vegetables and fruits. Residents are also encouraged to exchange and discuss their gardening experiences at the farm. If residents can make good use of food hubs or community gardens, they can access healthy food and learn how to grow fresh vegetables and fruits themselves. The earlier case study showed that the difficulties people of lower socioeconomic status who

live in food deserts face in accessing healthy food are lower income and a lack of supermarkets. These factors may not be easy to change. However, recognizing the situation and making good use of existing resources to access healthy food are significant, feasible steps.

Revising for sentence variety

Now let's apply this to your writing:

Apply this!

Take a piece of writing you are working on and read it over.

- Count the number of simple, compound sentences, complex, and compound-complex sentences. Is there a balance? Are there noticeably more sentences of a certain type?
- Experiment with changing the structure of your sentences. Think about what ideas you want to emphasize, and make sure your sentences are helping you do this work.

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Sample paragraphs on food deserts are adapted from "Accessibility and Affordability of Healthy Food Dependent Upon Socioeconomic Status" by Amanda Wu.

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"What is sentence variety?", "Four types of sentences", "Simple sentences," and "Compound sentences (coordination)" is adapted from 11.7: "[Coordination and Subordination](#)" in Athena Kashyap and Erika Dyquisto's text *Writing, Reading, and College Success: A First-Year Composition Course for All Learners*. License: CC BY SA.

Additional text from "Connecting independent clauses" to "Varying your sentence types" is adapted from 7.4 "[Revision Stage 3: Sentences, Words, Format](#)" in Athena Kashyap and Erika Dyquisto's text *Writing, Reading, and College Success: A First-Year Composition Course for All Learners*. License: CC BY SA.

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6.13: Language Toolkit

About this toolkit

This toolkit is a reference that you can use to check your work.

Strong verbs

You want to use strong verbs. To check for weak verbs, look to see if you are using "be" and "do" plus a noun to do the work of a verb. Often, you can replace these with one strong verb.

Here are some examples and revisions. The weak verbs and replacements are indicated in brackets.

- The [planting was done] by the whole community.
 - The whole community [**planted**] the garden.
 - Next, they will [do a study] on the effect of the garden on the health of the community.
 - Next, they will [**study**] the garden's effect on the community's health.
 - We [have a strong belief] in food equity.
 - We [**strongly believe**] in food equity.
-

Clear pronoun reference

In your writing, watch for the pronouns: it, they, them this, that, these, those. Check to make sure it is clear what they refer to.

Here are some examples and revisions. The unclear pronouns and replacements are indicated in brackets.

- [It] says in the newspaper that the liquor store has been turned into a small grocery store.
 - [**According to the article's author**], the liquor store has been turned into a small grocery store.
 - At the store, [they] used to only sell packaged foods; now it has fresh foods, too.
 - [**The store**] used to only sell packaged foods; now it has fresh foods, too.
 - Fresh foods are often more expensive and can take longer to prepare. [This] is a potential disadvantage.
 - Fresh foods are often more expensive and can take longer to prepare. [**These factors**] are potential disadvantages.
-

Passive vs. active voice

When you are using passive voice, make sure it is the best choice. In your writing, check for the object in the subject position and past participle form (to be + ed).

Here are some examples and revisions. The changes are indicated in brackets.

- My garden plot [was planted] yesterday.
 - [**I planted**] my garden plot yesterday.
 - The lettuce [was washed] thoroughly by her aunt.
 - [**Her aunt washed**] the lettuce thoroughly.
 - Organic food [has gotten] more attention in recent years.
 - [**Consumers have given more attention to**] organic food in recent years.
-

Using a dictionary and thesaurus

A dictionary or thesaurus can help you decide the most effective word(s) to use in your writing.

Most dictionaries provide the following information:

- **Spelling.** How the word and its different forms are spelled.
- **Pronunciation.** How to say the word.

- **Part of speech.** The function of the word.
- **Definition.** The meaning of the word.
- **Synonyms.** Words that have similar meanings.
- **Etymology.** The history of the word.

Like a dictionary, a thesaurus is another valuable writing tool.

- A thesaurus gives you a list of synonyms, words that have the same (or very close to the same) meaning as another word.
- It also lists antonyms, words with the opposite meaning of the word.
- A thesaurus will help you when you are looking for the perfect word with just the right meaning to convey your ideas.
- It will also help you learn more words and use the ones you already know more correctly.

It is important to think about the connotations of the words you are using.

- A connotation is the emotional or cultural meaning attached to a word.
- The connotation of a word can be positive, negative, or neutral.

Using a dictionary or thesaurus can be difficult sometimes if you don't know the connotations of a word because you risk using a word in the wrong way. If you aren't sure whether you are using a word with the right connotation, look up the word in sentences on the internet and see how it's used in context. You can also ask your instructor or a tutor.

Coordination cheat sheet

Table 6.13.1 explains the logic that each coordinating conjunction represents.

Table 6.13.1: coordinating conjunctions

Function or logic	Coordinating conjunction	Example
cause	for	Many Americans suffer from hunger, for food scarcity is a serious social issue in this country.
addition	and	People have begun paying more attention to the health benefits of organic foods, and it is no surprise that many grocery stores have expanded their organic sections.
choice or alternative (negative)	nor	The neighborhood has never had a grocery store, nor has it had a community garden.
contrast	but	Organic grocery stores seem to be everywhere, but it's still hard for many people to access them.
choice or alternative	or	Some environmental experts have commented that California's water supply can support its population, or it can support its agriculture -- but not both.
contrast	yet	California is suffering from a catastrophic drought, yet most of the nation's produce is grown here.
effect	so	Public transportation can be unreliable, so if you buy a gallon of milk and take the bus, the milk may spoil by the time you get home.

Transitions cheat sheet

Table 6.13.2 explains the logic that each subordinating conjunction represents.

Table 16.13.2: Transitions

Function or logic	Transitions	Example
Addition	also, furthermore, moreover, similarly, likewise	Community gardens are places that allow people to provide food for themselves; moreover, this food is frequently more nutritious than what can be bought at grocery stores.
Contrast	instead, however, otherwise	Research on Google Maps shows that there are at least ten corner liquor stores in West Oakland; however, there are no supermarkets like Whole Foods.
Emphasis	namely, certainly, indeed	It is important to draw attention to food inequity; indeed, many people are unaware that it exists at such high levels in the United States.
Cause and Effect	accordingly, as a result, consequently, hence, thus, therefore	There are insufficient outlets for fresh food in their community; therefore, it's hard for residents of West Oakland who live in food deserts to access healthy produce.
Time	finally, next, subsequently, then, after	First, we are going to take a survey of the neighborhood's needs; then, we can write a proposal.
Condition	otherwise	On Tuesdays Mandela Foods delivers fresh fruits and vegetables to corner stores in West Oakland; otherwise, people have to travel a great distance to buy produce.
Choice or Alternative	alternatively, on the other hand, conversely	Community gardens are one solution to food deserts; on the other hand, it's not always realistic that people will have the time and energy to grow food for themselves.

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Some examples of coordination and transition words adapted from "[Accessibility and Affordability of Healthy Food Dependent Upon Socioeconomic Status](#)", an essay by Amanda Wu. License: CC BY.

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"Coordination Cheat Sheet" and "Transitions Cheat Sheet" are adapted from 11.7: "[Coordination and Subordination](#)" in Athena Kashyap and Erika Dyquisto's text *Writing, Reading, and College Success: A First-Year Composition Course for All Learners*. License: CC BY SA.

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6.14: Takeaways

Summary

In this chapter, we:

- Became familiar with and identified elements of clarity and style in a variety of writing
- Identified common errors that impede clarity and learned to self-edit
- Eliminated wordy constructions and varied sentence types
- Applied key ideas and strategies from the chapter to your own writing

Questions for reflection

- What is academic writing and how does it differ from other writing that you do?
- How can using strong verbs and avoiding wordiness make your message stronger?
- What are some factors that contribute to the tone of a piece of writing?
- What is one aspect of writing with clarity that you want to focus on improving?
- What is one aspect of writing with style that you want to focus on improving?
- Look back at the [6.2 Sample Student Research Essay - Food Deserts](#). Remembering that this is a draft, what are some ways that Amanda makes her ideas clear for her readers? Now, examine her style and tone. What does she do successfully? For example, what are some ways you can tell this is academic writing? What, if anything, would you recommend to improve her essay in terms of clarity and style?"

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6.15: Answer Key- Clarity and Style

6.3: Finding Your Academic Voice

Analyzing academic voice

The first excerpt starts with a hook -- a question or questions to get the reader interested in the topic. After the hook, Amanda continues with a personal story in the first person. Next, the writer continues discussing a personal experience. Although this experience is related, it's not exactly the same topic, and it's unclear what the main idea is.

The second excerpt begins the same way, but Amanda continues in the third person and it's clear that the information is unified around one single topic. The information in the second part of the excerpt clearly relates back to the initial questions.

Based on what we know about academic writing, the second excerpt, which is a revised version of the first, is a closer fit to our definition. It's a more effective example of academic writing.

6.7: Using Active Voice

Identifying active vs. passive voice

Sentence 1 is best because it is in active voice: it focuses on the subject (pesticides) doing actions (eliminating, killing) to objects (destructive insects, bees).

Sentence 2 is in passive voice: it technically conveys the same information, but it focuses on the objects (destructive insects, bees) and adds the subject (pesticides) in a way that sounds like extra information. It's not wrong, but it's less clear.

Sentence 3 is in passive voice and doesn't name the subject (pesticides) at all.

Identifying passive voice in a paragraph

These sentences use passive voice:

1. It's difficult for people of lower socioeconomic status who live in food deserts to access healthy food because not enough fresh produce is sold by stores in their communities.
2. As specified by FARA, 33% of residents in West Oakland are at least one mile away from any supermarket, and vehicles are not owned by one-third of its residents.
3. Given the facts above, it can reasonably be assumed that if people don't have a car and taking the bus is needed to access healthy food, it will cause inconvenience and their willingness to purchase healthy food will be diminished.

How could you revise each sentence to use active voice? Ask yourself who or what is doing the action in each clause, and make that the subject. Here are possible revisions:

1. It's difficult for people of lower socioeconomic status who live in food deserts to access healthy food because not enough stores in their communities sell fresh produce.
2. As specified by FARA, 33% of residents in West Oakland are at least one mile away from any supermarket, and one-third of its residents do not own vehicles.
3. Given the facts above, it can reasonably be assumed that if people don't have a car and need to take the bus to the market, they will be less willing to purchase healthy food.

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CHAPTER OVERVIEW

7: Instructor Resources

Explore readings and ways to use this text.

[7.1: Letter to Instructors](#)

[7.2: Suggested Supplementary Readings](#)

[7.3: Suggested Assignments and Activities](#)

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7.1: Letter to Instructors

Introduction

Dear instructors,

Welcome to Reading, Writing, Researching, and Reasoning: An Advanced ESL Text. We hope that you can use this book to help teach your advanced ESL students the skills and practices of college level reading and writing.

About us

This book was created through an OER grant from the Academic Senate of the California Community College. All of the contributors are California Community College instructors. We were inspired to create this text because we could not find other texts with the challenging content we hope to teach, themes and topics that are most relevant to our students, and a focus on “just in time” language teaching.

However, we are first and foremost teachers, not professional textbook writers. This book is the result of a bottom-up process, generated through our own experience of seeing what worked. As an OER text, we see it as part of an iterative, ongoing process. We hope that you will use what works for you and continue to adapt and develop the materials.

We also bring to this project our own teaching styles and diverse ways of categorizing information. This can be seen in some slight differences in style between the different chapters. We see this as a benefit and hope that you will find material in here that matches your own teaching style, as well as something that will show you a new way of looking at the material.

Our guiding principles

As instructors, we value sharing sample writing assignments for students to analyze. As such, we have included at least one sample writing in each chapter. They represent different genres including a reading response journal, a summary/response essay, and research-based essays.

We also link the reading and writing processes by assigning several thematically related texts for students to read and write about. In this book, each chapter has a social justice–oriented thematic focus with several related texts and related writing samples from our own students. We also seek to keep all examples on topic and appropriately academic so that students can be exposed to the kind of texts that they are expected to produce.

Another purpose in including authentic texts is to provide students the chance to inductively analyze writing choices made by these professional writers and explore how that influences the reader and how they could incorporate the same skills into their own writing. In this book, you can see this process through the sequence of “notice this”, “try this”, and “apply this” activities in each chapter.

Using this book

This book follows the general course of one of our own reading and writing classes, in which we first address reading strategies, and then focus on essay structure through a shorter essay. After that, we assign a longer research paper that includes a focus on research strategies as well as more in-depth looks on refining a paper through exploring sources and exploring logic, and finally revision for clarity and style. However, each of these skills is a recursive process that is repeated throughout the semester with increasing complexity.

Thus, we do not envision this as a textbook that will be read straight through from Chapter 1 to Chapter 6. Instead, you are perhaps more likely to use it as a reference text and assign specific activities to students as needed, and you may use the sample student essays to teach multiple skills. Each chapter also has a language toolkit which is a concise reference that you can encourage students to save and refer back to throughout the semester.

While you may be excited to explore the themes of the topics, you are also encouraged to apply the activities to your own readings and themes. For this reason, the examples on each individual page do not build cumulatively; students should be able to understand the readings or text of any individual page with only the briefest of background information.

Lastly, we want you to make this your own. You are encouraged to change, add, or edit to make this fit into your own teaching style and class. You can also copy text into your own LMS site. We only ask that you maintain the licensing on any adaptations, as that is a requirement of our CC BY NC Creative Commons licensing.

We are curious to hear about what worked for you and your suggestions for revision, as well as seeing what sample work your students have produced. Please send all comments to Gabriel Winer (gwiner@peralta.edu) and Elizabeth Wadell (ewadell@peralta.edu).

Happy teaching!

Anne Agard, Laney College

Claire Corcoran, City College of San Francisco

Marit ter Mate-Martinsen, Santa Barbara City College

Susie Naughton, Santa Barbara City College

Cynthia Spence, Imperial Valley College and College of the Desert

Elizabeth Wadell, Laney College

Gabriel Winer, Berkeley City College

Jenny Yap, Berkeley City College

Clara Zimmerman, Porterville College

May, 2022

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7.2: Suggested Supplementary Readings

Chapter 1

- [The Reasons We're Here: Oral Histories of Immigration at Portland Community College](#)
- 'What was left behind was a broken family': Undocumented Michiganders describe the toll of life without driver licenses
- No, undocumented immigrants don't commit more crime. Research shows they commit a lot less: New study undermines claims of a dangerous border

Chapter 2

Videos

- [Implicit Bias: Peanut Butter and Jelly](#)
- [The Danger of a Single Story](#)

Openly licensed Readings

- [Stereotypes and Prejudice](#)
- [Stereotypes](#)
- [More women in a STEM field leads people to label it as a 'soft science,' according to new research](#)

Chapter 3

- [This community college has 1 full-time Black faculty member out of 165. Why campuses struggle with diversity](#)
- [California's failure to diversify community college faculty tied to arcane state law](#)
- [Calls to change funding to increase faculty diversity at California Community Colleges](#)
- [How can California's community colleges increase faculty diversity?](#)
- [What is at stake with Nikole Hannah-Jones being denied tenure | Siva Vaidhyanathan](#)
- [I prepare aspiring teachers to educate kids of color – here's how I help them root out their own biases](#)
- [4 ways to get more Black and Latino teachers in K-12 public schools](#)

Chapter 4

Readings

- [Bilingualism: how to get your child to speak your language – and why it matters](#)
- "The Importance of Maintaining a Heritage Language while Acquiring the Host Language" (2015). Honors College Theses. 34.
- [Shared Language Erosion: Rethinking Immigrant Family Communication and Impacts on Youth Development](#)

Podcast

[Life Kit: How to Learn a Heritage Language](#)

Chapter 5

- **Journal article:** [Issues Surrounding Behavior towards Discarded Textiles and Garments in Ljubljana](#)
- [Millennial Perceptions of Fast Fashion and Second-Hand Clothing: An Exploration of Clothing Preferences Using Q Methodology](#)
- [The global environmental injustice of fast fashion - Environmental Health](#)
- [Fast fashion avoidance beliefs: Korea and Spain](#)
- [Slow Fashion in a Fast Fashion World](#)
- [Water Pollution and the Textile Industry in Bangladesh: Flawed Corporate Practices or Restrictive Opportunities?](#)
- [The Great Debate: Should we boycott fast fashion brands? Is it better to stop buying altogether](#)
- [Waste Couture: Environmental Impact of the Clothing Industry | Environmental Health Perspectives | Vol. 115, No. 9](#)
- [Open letter to European Commissioners: Kalpona Akter calls for strong protections against violations and access to justice for victims](#)
- [Consumer Attitude towards Sustainability of Fast Fashion Products in the UK](#)

- [Examining climate change and sustainable/fast fashion in the 21st century: 'Trash the Runway'](#)
- [9. CSR and Sweatshops – Good Corporation, Bad Corporation: Corporate Social Responsibility in the Global Economy](#)
- [‘Plastic-free’ fashion is not as clean or green as it seems](#)
- [Chinese brides wear as many as five dresses – yet provide inspiration for a sustainable fashion future](#)
- [Creating justice for Bangladeshi garment workers with pressure not boycotts](#)
- [Untrustworthy memories make it hard to shop ethically](#)
- [Fast fashion lies: Will they really change their ways in a climate crisis?](#)
- [For a true war on waste, the fashion industry must spend more on research](#)
- [The True Cost: The Bitter Truth behind Fast Fashion](#)

Chapter 6

Video

TED Talk: Rod Finley A guerrilla gardener in South Central LA

Readings

- [Healthy to eat, unhealthy to grow: Strawberries embody the contradictions of California agriculture](#)
- [A global mask shortage may leave farmers and farm workers exposed to toxic pesticides](#)
- [Problems as Product](#)
- [California's water paradox: why enough will never be enough](#)
- [Food and Choice](#)
- [Hey foodie, do you know where your meal came from?](#)
- [For a sustainable future, we need to reconnect with what we're eating – and each other](#)
- [The Dirt on Soil Loss from the Midwest Floods](#)
- [Seed Libraries Fight for the Right to Share](#)
- [Cold, Hard Harvest: Making the Case for Frozen Produce](#)
- ['Upcycling' promises to turn food waste into your next meal](#)
- [3 billion people cannot afford a healthy diet](#)
- [How urban planning and housing policy helped create 'food apartheid' in US cities](#)
- [Why community-owned grocery stores like co-ops are the best recipe for revitalizing food deserts](#)
- [Eliminating food deserts won't help poorer Americans eat healthier](#)
- Student Essay: [“Accessibility and Affordability of Healthy Food Dependent Upon Socioeconomic Status”](#)

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7.3: Suggested Assignments and Activities

Possible assignments and activities by chapter

Note to instructors: these ideas are not intended to be comprehensive, but as possible starting places that may be useful to teachers new to the field, to integrated reading, writing, research, and reasoning, or to this level; we know you have your own themes, routines, and tasks for your students.

1: Critical Reading

Provide a reading from a current newspaper, a TED talk with a transcript, an excerpt of a textbook, or whatever reading the class is already assigned. Ask students to do any of the following with the text:

- Before reading, students skim the text and do the [4 Ps](#), first on their own and then with a partner/small group
- Before reading, students work with a partner/group to add ideas to a [KWL+ table](#). Some possible ways to do this:
 - make and print a handout with a table as in the chapter
 - project the handout on a whiteboard and have students write on the board
 - have them use Google docs to collaborate
 - simply have them make their own table on paper
- For classwork/homework, they read the text and complete the second two columns, then discuss on return or in an online discussion.
- [Questioning for active reading](#): Before reading, students skim the text and discuss their answers to the "Before Reading" questions with a partner/small group. For classwork/homework, ask them to choose a few questions from the "During Reading" and "After Reading" columns to write answers to, in an online discussion or as notes to bring to a class discussion. Also ask them to add their own questions. These answers can serve as the start of response journals, essays, debates, etc.
- Students [annotate the text](#), alone, in pairs, or in groups, using one of these methods:
 - traditional pen on paper
 - [Perusall](#)
 - GoogleDocs comments feature
- Students find the [topic, main idea, supporting reasons, and details](#), and discuss in groups.
- Jigsaw: Provide small groups of students with 2-4 different short readings on the same topic. They read, find the [topic, main idea, supporting reasons, and details](#) in their "home groups," then rearrange into groups with students who started with different texts. Then the new groups compare the main ideas/positions of the different texts.
- Students identify examples of [ethos, pathos, and logos](#) in the text in pairs/groups. They take turns reading an example they have found of one rhetorical appeal and having other teams guess which type it represents.
- Gallery walk: pairs or small groups of students write a [summary of the text](#) on poster paper or on a whiteboard. Then they circulate and discuss the accuracy of the other groups' summaries.
- Students [choose a few powerful quotes](#) from the reading and explain why they chose each. Collect the quotes, through an online discussion, a Google Doc, or on poster paper. Use [Socrative](#), [Poll Everywhere](#), the Zoom poll feature, or simply post-its/tallies to have students vote on which are the most powerful quotes, or which quote best supports an assertion.
- Students complete an [analysis paragraph](#) or [reading response journal](#), then share and discuss.
- Students post reading responses with quotes and analysis and respond to each other in an online discussion. Here is an example of instructions for [Reading Response canvas discussions](#).

2: Organization and Cohesion

- Students vote on the best [thesis statement](#) out of a few choices, all on the same topic, and justify their choices.
- Students read an essay with the thesis statement redacted and try to write one that fits.
- Students read the [introduction](#) and/or [conclusion](#) paragraphs from each other's papers, from a corpus such as the [Michigan Corpus of Upper-Level Papers](#), or from the beginnings of chapters in a book or articles in a magazine. They categorize the type of hook or "food for thought" the author used, and evaluate the effectiveness/suggest alternatives.

- Students do a gallery walk of sample [introduction](#) paragraphs and mark which ones do and do not have strong hooks, clear background knowledge, and argumentative thesis statements.
- Students write their [thesis statement](#) on papers or a Google document. Together, the class analyzes the statements to decide if each is arguable, specific, and not just personal opinion, and comes up with ideas for improving those that need work.
- Students analyze [body paragraphs](#) written by classmates.
- Students read an essay with the topic sentences redacted and try to write ones that fit.
- Students do a reverse-outline with their own or another essay: make a copy of the draft (in a word program). Delete everything except the thesis statement and topic sentences. Does the remaining skeleton read like one logical paragraph (except the concession/counterargument ones - they might be a little illogical as stand-alone sentences)?
- Students create a [reverse outline](#) of their work, then use it to give a mini presentation to their peers. Finally, they take notes on areas that were difficult to prepare or confusing for peers. Alternatively, students can draw a picture of their essay showing the connections between different parts, and perhaps even creating some [bridges](#).
- Students read any text and identify/categorize the words that create [cohesion](#).
- Students read each other's drafts and identify places where transitions, demonstrative pronouns + summarizing nouns could add cohesion.
- Students read each other's drafts or list of topic sentences and help generate possible [bridges](#).
- Students visit stations with key questions for revising each section of their essay.

3: Research

- [Example short research paper assignment.docx](#)
- Loyola Marymount University has an excellent webpage with activities to walk students through the steps of [developing a research topic](#).
- Students bring or post their preliminary topic choices, then work in pairs/small groups to explore and refine their [research questions](#)
- Students work in pairs or small groups to develop a list of [keywords, synonyms, and subject search terms](#) for their research questions.
- Students evaluate a few sources on the same topic using this [Source Evaluation Checklist](#) from Excelsior OWL.
- As a preliminary step toward a research paper, assign an [annotated bibliography](#).
- Students write their research topics and [key words](#) on a forum or poster paper for a gallery walk. Peers respond by brainstorming their own key words to add.
- Students write their preliminary thesis on a discussion form or poster paper for a gallery walk. Peers write what they already know about this topic. Students use that information to plan how much background information to present and how best to persuade readers.

4: Integrating Evidence

- Students find and identify different [types of evidence](#) in an article
- Students identify and evaluate the [in-text citations](#) in classmates' drafts
- Students [choose the best text evidence](#) from an article to support a point.
- Students practice [introducing and explaining text evidence](#) in a reading-response journal
- Students compare an original text to a student paraphrase or summary and evaluate for possible [plagiarism](#)
- Kinesthetic introduction to MLA/Works Cited pages: Give students an essay and the citations for that essay cut into strips. Have students organize the citations in the way that makes the most sense to them and then check to see if it is correct. The goal is for students to inductively realize that connection between an in-text citation and Works Cited page citation so they can see how organizing the Works Cited page alphabetically by last name is logical for the reader.
- Format Fixing Gallery Walk: Print out the first pages and the Works Cited pages of several student paper drafts in progress (with names redacted). Tape them around the walls. Briefly review the rules for [general manuscript formatting and formatting the Works Cited page](#). Students circulate in small groups and put post-its with errors on classmates' papers. Then the authors collect their own papers with the post-its still attached.
- Students are given a paper draft that is missing evidence, as well as a few sample texts that they have already read that can be used to provide evidence. In groups, students make posters by physically cutting out quotations from the texts and pasting them

onto the sample paper, adding introductions, square brackets, ellipses, and citations as appropriate. Then, students review the posters from other groups and discuss the different choices that were made.

5: Analyzing Arguments

- Slideshow: [Review of Rhetorical Appeals: Logos, Pathos, or Ethos](#)
- Students read a current opinion piece, TED talk with transcript, excerpt from a book, or classmates' essays.
 - They identify examples of [ethos](#), [pathos](#), and [logos](#) in pairs/groups or as an online discussion.
 - Teams take turns reading out an example they have found of one rhetorical appeal and having other teams guess which type it represents.
 - Students identify/explain how a writer uses similes, metaphors, imagery, and narrative examples to build [pathos](#) in expository texts. They add these elements to their own writing.
 - Students identify and categorize ways the writer uses [ethos](#)
 - Students uncover the [logical syllogisms](#) implicit in the argument
 - Students find and explain any [logical fallacies](#). [Note: this may work better if you provide a text that clearly uses one or more fallacies.]
 - Students identify the places in a text where the author is explaining [other perspectives](#). They point out the language patterns that indicate a change in perspective. They discuss whether the writer is making a concession, refuting a counterargument, or a combination.
 - Students debate a topic and then use the most persuasive arguments to develop their [counterargument](#).
 - Instructor presents a statement such as "we will have more homework in this class, unless you can convince me not to." Students work in groups to prepare their most convincing arguments. After they present, students and instructor analyze what made the arguments convincing (ie, [ethos](#), [pathos](#), and [logos](#); [concession and counterargument](#); and/or [hedging language](#)). Then, students review their essay drafts to see if they use these same factors in their writing.
 - Students write the main argument of their paper on paper (for a gallery walk) or in an online forum or record a voice forum. Peers respond to classmates pointing out possible areas where someone might disagree. Students then use that feedback to develop their [concession and counterargument](#).
 - Students identify [hedging language](#) and add it to their own writing.

6: Clarity and Style

- Students read a current opinion piece, TED talk with transcript, excerpt from a book, or classmates' essays.
 - They identify features of [academic voice](#) or compare two texts to determine which one uses more academic voice.
 - They identify places where [stronger and more specific word choices](#) could improve a sentence.
 - They identify places where the [active voice](#) could improve a sentence.
 - They identify examples of [wordiness](#) and revise. Challenge: reduce the word count of a paragraph by x number, maintaining or even improving the communication of the full meaning.
 - They identify the [tone](#) of a text and point out specific clues that indicate that tone.
 - They analyze the text for [sentence variety](#). Challenge: Take a paragraph made of all simple sentences, and combine the sentences in the most effective ways.
- Students read a series of short articles on the same topic such as the [Suggested Supplementary Readings](#). Students compare the [tone](#) of each and make a list explaining what factors influence the tone.
- In groups, students take a short academic text and "translate" it into another genre like a social media post. Then, they take a non-academic text on the same topic such as a social media post and "translate" it into [academic voice](#). Afterwards, they reflect on the changes they made to each and review some of their own writing for areas to tighten the academic voice.
- Students trade paragraphs from their drafts and revise the peer's paragraph to improve the [word choice](#), [academic voice](#), [wordiness](#), [tone](#), and [sentence variety](#). Then, the original writer examines the revision to see if their meaning is intact and decides which of the changes to include in the final draft.

General class activities that can be adapted to different content

Example syllabi

- [Example Syllabus #1.docx](#)
- [Example Syllabus #2.docx](#)

Example assignments and rubrics

- [Example Summary Assignment.docx](#)
- [Example Synthesis Assignment.docx](#)
- [Example Annotated Bibliography Assignment.docx](#)
- 1A research paper rubric available on request from gwiner@peralta.edu (for courses one or two levels below transfer-level English, you can use the same rubric but add points to the score for the class assignment grade)

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Glossary

Glossary

analyze | Carefully study and explain the importance of a piece of information, a problem, a pattern, etc.

annotate | Write notes directly on a text, including questions, comments, critiques, or explanations.

audience | Who the writer imagines are the readers of their text. Writers think about what the audience already knows and how to connect with them.

cite | Showing where an idea comes from; giving credit to the source.

claim | A writer's opinion or position. It should be supported by evidence. Used as a reporting verb, *claim* implies that the author may not have strong evidence to support their point.

cohesion | Strategies writers use to connect ideas, make writing flow, and help readers easily follow the text structure.

coordination | Joining two or more ideas that are the same level or type.

credential | Someone's qualifications or expertise. It can be a degree, certificate, or life experience.

credible | Trustworthy; can be believed.

current | Recent or related to today.

database | A collection of articles that is owned by a library.

deductive | A type of logical structure that starts with a more general statement and shows how a specific conclusion follows.

distinct | Different, separate.

engage | Participate; be actively involved in an activity; get someone else to do that.

evaluate | Judge the value or effectiveness of an idea, position, or work of art/writing, and give reasons to support the judgment.

evidence | Support for claims. It can include statistics, facts, quotes, and examples.

explicit | Directly stated.

imply | Meaning folded in or suggested, not directly stated.

interpret | Explain the deeper meaning or significance of something.

key word | In research, words that describe the main topic you are looking for; in paraphrasing, words it's OK to copy because they can't be paraphrased and you need them to accurately say the same idea

misconceptions | Wrong ideas based on untrue information or faulty logic.

paraphrase | Say someone else's same idea in different words, with different sentence structure.

purpose | The reason behind a piece of writing. A writer is persuading their audience to think, feel, learn, or do something.

refute | Argue against an idea; prove why they are wrong.

research | Finding and analyzing information about a topic to get new knowledge

revise | Change or improve a piece of writing through multiple drafts. It can include changing, adding, deleting, or rearranging ideas or words.

rhetoric | The art of writing or speaking effectively, especially to persuade the audience to do or believe something.

scholarly | A work that is written by an academic and published in a scholarly peer-reviewed journal.

search engine | A program that searches the internet, such as Google or Baidu.

source | The place a writer got information from, e.g. an article or book.

subject term | Words or phrases that describe the content of an article in the database. These are assigned by the database, and each database has a specific list of subject terms.

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