

Synthesis

SYNTHESIS

Integrated writing skills for advanced students of ESOL

TIMOTHY KRAUSE

Portland, Oregon



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CONTENTS

UNIT 1

1.1 GETTING STARTED: Welcome!	3
1.2 GETTING STARTED: Using Correction Codes	5
1.3 GETTING STARTED: Avoiding Plagiarism	9
1.4 GETTING STARTED: Setting Up a Google Doc	11
1.5 GETTING STARTED: Submitting a Writing Sample	13
1.6 GETTING STARTED: Finding Helpful Resources	14

UNIT 2

2.0 WARM-UP WRITING	17
2.1 VOCABULARY: Academic Word List 01	18
2.2 THE BIG PICTURE: Really? Writing? Again?	20
2.3 GRAMMAR: The Four Most Common Errors in ESOL Writing – and How to Fix Them	23
2.4 COMPOSITION: Analyze Your Errors	28
2.5 GETTING READY TO WRITE: The P.O.W.E.R. Writing Process	29
2.6 SELF-REFLECTION: What Makes a Good Academic Research Essay?	33

UNIT 3

3.0 WARM-UP WRITING	37
3.1 VOCABULARY: Academic Word List 02	38
3.2 THE BIG PICTURE: What Does the Instructor Want? Understanding the Assignment	40
3.3 GRAMMAR: Verbs – It's All about Time, Attitude, and Relationships	43
3.4 COMPOSITION: Basic Essay Structure	51
3.5 WRITE: Instructions for Essay 01	53
3.6 SELF-REFLECTION: Why Do We Learn to Write an Academic Research Essay?	55

UNIT 4

4.0 WARM-UP WRITING	59
4.1 VOCABULARY: Academic Word List 03	60
4.2 THE BIG PICTURE: Moving Beyond the Five-Paragraph Essay	62
4.3 GRAMMAR: Reported Speech	66
4.4 COMPOSITION: The Three-Story Thesis	71
4.5 GETTING READY TO WRITE: Adding Citations	74
4.6 SELF-REFLECTION: What Are Your Strengths and Weaknesses in Writing an Academic Research Essay in English?	77

UNIT 5

5.0 WARM-UP WRITING	81
5.1 VOCABULARY: Academic Word List 04	82
5.2 THE BIG PICTURE: Finding Outside Sources of Information	84
5.3 COMPOSITION: The CRAAP Test	87
5.4 GRAMMAR: Using the Passive Voice	89
5.5 WRITE: Instructions for Essay 02	93
5.6 SELF-REFLECTION: How Does the Use of Outside Sources of Information Affect the Quality of Your Academic Research Essay?	95

UNIT 6

6.0 WARM-UP WRITING	99
6.1 VOCABULARY: Academic Word List 05	100
6.2 THE BIG PICTURE: Using Outside Sources of Information	102
6.3 GRAMMAR: Using Noun Clauses	106
6.4 COMPOSITION: Parallel Structure	113
6.5 GETTING READY TO WRITE: Digging Deeper	115
6.6 SELF-REFLECTION: Review and Revise 01	117

UNIT 7

7.0 WARM-UP WRITING	121
7.1 VOCABULARY: Academic Word List 06	122
7.2 THE BIG PICTURE: Back to Basics — The Perfect Paragraph	124

7.3 COMPOSITION: Transitions between Ideas	128
7.4 GRAMMAR: Using Adjective Clauses	130
7.5 WRITE: Instructions for Essay 03	136
7.6 SELF-REFLECTION: Review and Revise 02	138
<u>UNIT 8</u>	
8.0 WARM-UP WRITING	141
8.1 VOCABULARY: Academic Word List 07	142
8.2 THE BIG PICTURE: Intros and Outros	144
8.3 GRAMMAR: Using Adverb Clauses	147
8.4 COMPOSITION: Revising Your Thesis Statement	152
8.5 GETTING READY TO WRITE: Sewing Pieces of Writing Together	153
8.6 SELF-REFLECTION: Review and Revise 03	156
<u>UNIT 9</u>	
9.0 WARM-UP WRITING	159
9.1 VOCABULARY: Academic Word List 08	160
9.2 THE BIG PICTURE: Clarity and Concision	162
9.3 GRAMMAR: Using Gerunds and Infinitives	165
9.4 COMPOSITION: Be a Better Editor	168
9.5 WRITE: Instructions for the Organic Research Paper	172
9.6 SELF-REFLECTION: Review and Revise 04	174
<u>UNIT 10</u>	
10.0 WARM-UP WRITING	177
10.1 VOCABULARY: Academic Word List 09	178
10.2 THE BIG PICTURE: Getting the Mechanics Right	180
10.3 GRAMMAR: Using Prepositional Phrases	182
10.4 COMPOSITION: Be a Better Proofreader	185
10.5 WRITE: Instructions for the Self-Reflection Essay	187
10.6 SELF-REFLECTION: Practice Final Exam	189
APPENDIX A: Sample Grading Rubrics	193

APPENDIX B: Model Essays and Organic Research Papers	197
APPENDIX C: Peer Review Forms	198
APPENDIX D: Vocabulary Lists	199
APPENDIX E: Acknowledgments	203
APPENDIX F: A Note to Instructors	204

UNIT 1

Welcome! This initial unit introduces you to the course and shares with you some important information you need to know before you begin, such as special error correction codes your instructor will use to give you feedback. You will also take a moment to consider the concept of plagiarism and how to avoid it in your writing. These and other resources will be important to keep on hand throughout the course, so be sure these things are clear before moving on to the next unit.

LEARNING OBJECTIVES

By the end of this week, you should be able to ...

1. Describe this course and its content.
2. Recognize common ESOL correction codes and the errors they represent.
3. Define academic plagiarism and explain why it is not acceptable in U.S. colleges and universities.
4. Identify resources that will be helpful when writing.

LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Read about the general content of this course.
2. Read about common ESOL correction codes and take an ungraded (but required) quiz to practice what you've learned.
3. Read text and watch a video about plagiarism; then take an ungraded (but required) quiz to practice what you've learned.
4. Visit websites that offer useful resources to writers.



1.1 GETTING STARTED: WELCOME!

AN INTEGRATED APPROACH

This is an academic writing course for upper-level students of ESOL (English for Speakers of Other Languages). But it's really a lot more than that. This course offers an integrated approach to metacognition and critical thinking skills, research and source evaluation skills, standard composition and grammar skills, and, of course, academic vocabulary skills. What does that mean? Well, it means we won't just study one part alone, such as grammar. We study different parts of writing, and we learn how each of these tools works together.

This course also takes a particular approach to the writing process. For example of course we will edit multiple drafts of the same essay in order to improve. However, we will also explore the advantages of writing about a single topic from different perspectives and then editing those pieces together into an organic research essay.

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



"synthesis: (noun) /'sɪnθəsis/ a combination of different ideas or styles that forms a new idea or style" –
Macmillan American Dictionary

A CENTRAL THEME

This term, you will research and write about technology in your career. Why? Technology surrounds you. And it's not all about computers or the internet. In almost every job, you use some special tool to do your work. When you look more closely at the technology you use, you can better understand the problems it solves — and sometimes creates. Through research, you will explore these ideas and implications. By the end of this course, you will have the necessary skills and confidence to write a formal research paper as well as an informal self-reflection ... two different, but essential styles of academic writing.

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

- **Grammar** – You probably already know how to form complex grammar, including noun clauses, adjective clauses, and adverb clauses. Now you'll learn more about when and why you use them. After you practice them, you'll begin to use them more and more in your writing.
- **Composition** – You probably already know that writing is a process. Now you'll make the most of each step as you plan, organize, write, edit, and revise three short essays and four self-reflections. You'll learn to sew together pieces of writing to form a complete and cohesive report.
- **Vocabulary** – You probably already know basic writing terms, such as transition words and other types

of vocabulary for specific kinds of essays. Now you'll study academic words that will make your writing more efficient and more effective by being more specific.

- **Research** – You probably already know how to find information on the internet, but now you'll discover other useful sources of data. You'll learn to evaluate those sources carefully in order to choose the best details to support the ideas and opinions in your writing.

1.2 GETTING STARTED: USING CORRECTION CODES

Before you begin writing, it's useful to establish some basic ways to communicate with your instructor about your work. Many instructors use special **correction codes**, such as those listed the table below, to provide you with quick and efficient feedback about errors in your writing. For example, you may see a comment from your instructor that says "S-V". If you look at the chart, you will see that "S-V" means "subject-verb agreement" error. The table below also gives you a short explanation of the error. Print or download this table. Use it to answer the questions in the exercise that follows. Then save the table to interpret feedback from your instructor about the essays that you write later in this course. If you have questions, be sure to ask now.



Code	Type of Mistake	Explanation
s-v	subject-verb agreement	Do your subject and verb agree? In present simple tense make sure you use the third person -s for singular subjects.
vt	verb tense	You used the wrong verb tense. Check whether you should be using the past, present, or future here. Then decide if you need the simple, continuous, or perfect form. Do your time phrases agree?
#	singular or plural	You need to change the noun to either a singular or plural form. Is the noun countable or uncountable? Are you writing something in general? Check for words like “many” or a number or “one of ...”
pro	pronoun	You used the wrong pronoun, or you shouldn’t be using a pronoun here. Avoid <i>you</i> , <i>we</i> , and <i>I</i> in academic writing (use the third person).
wf	word form	The word is right, but you need to change it to the verb, noun, adjective, or adverb form of the word.
vf	verb form	Some verbs are followed by gerunds (-ing), or by an infinitive form of the verb (<i>to</i> + verb). Remember that after a preposition, you must use a gerund.
art	article	You are missing <i>a</i> , <i>an</i> , or <i>the</i> — or you are using the article incorrectly.
prep	preposition	This word needs a preposition. Look for an example sentence in a dictionary.
ww	wrong word	The word doesn’t make sense here. Choose a different word.
wc	word choice	The word is not the best word, or it is not the most natural word to use. Be specific. Be academic.
wo	word order	The words are in the wrong order.
c/s	comma splice	You have separated two sentences with a comma.
pass	passive voice	Either you should be using passive voice here, or the passive form you used has an error.
frag	fragment	Your sentence might be missing a subject or a verb—or the sentence is not a complete idea.
p	punctuation	Add punctuation, or you have used the wrong punctuation.
t	transition	You need a transition word or phrase here to help guide the reader.
?	huh?	I can’t understand what you are trying to say here. Please revise.
sp	spelling	You’ve spelled the word incorrectly. Please check a dictionary.

QUIZ

1. If you see an correction code with just a question mark (?), what should you do?

- A. Rewrite the sentence another way.
- B. Ask the teacher a question.
- C. Change the sentence into a question.

2. What does the code “ART” mean?

- A. You have a mistake involving *a*, *an*, *the* or zero article.
- B. Your writing is too artsy.
- C. You should refer to the American Rhetoric Text for help.

3. Which sentence is an example of an S-V error?

- A. The child eat candy every day.
- B. The dog ran in the park.
- C. The man works at a bank.

4. What error code might you give the following sentence? **The water flowed quicker over the river banks and flooded the town.**

- A. VT
- B. Prep
- C. WF

5. What does the code “SP” mean?

- A. Be specific.
- B. Check spelling.
- C. It’s special.

6. Identify the error in this sentence: **So many students study English classes at Portland Community College are not always easy.**

- A. It is a comma splice. A coordinating conjunction should be added to separate the independent clauses.
- B. It is a fragment. It is not a complete sentence.
- C. It is a run-on sentence. Punctuation should be added to separate the independent clauses.
- D. There is no error in the sentence.

7. What does the code “PRO” mean?

- A. professional
- B. pronoun
- C. process

8. Which error code would apply to the following sentence: **You can do tonight, the homework?**

- A. WO
- B. C/S
- C. P
- D. SV

9. What does the code “C/S” mean?

- A. Good point; the teacher can see what you mean.
- B. You should add a comma to your sentence.
- C. Your sentence has a comma splice.

10. The following sentence has a FRAG error: **Many students happy about spring in Portland.** What does FRAG mean?

- A. FRAG stands for fully recognized and graded; this means that the sentence is understandable, but not perfect, so it will receive a lower grade.
- B. FRAG means fragment, or only a part of something, not the whole thing. So this is not a complete sentence. It is missing either a subject or a verb, or it does not express a complete idea.
- C. FRAG means “fragile”. In other words, this sentence has a good idea, but it is not written well. It needs to be stronger.

1.3 GETTING STARTED: AVOIDING PLAGIARISM

One more significant topic to address before you start writing is **plagiarism**.

Plagiarism is using someone else's words or ideas without giving them credit. In some cultures around the world, this may not be a big deal. However, it is unacceptable in U.S. colleges. It is considered the same as stealing. (Of course, some things are "common knowledge" such as *the U.S. is in North America*, and you don't have to cite a source of information for that.)

If you plagiarize, then you will probably get a 0 on the assignment — and you will still have to rewrite it! Now you have twice as much work to do, and nobody wants that! Plus, if you plagiarize repeatedly, your instructor will need to report you to the Dean and you may fail the course. In some schools, students who plagiarize repeatedly are even asked to leave the school — it's that serious!



Fortunately, this class will teach you how to avoid plagiarism by:

- using your own ideas
- using data (such as facts and statistics) — and citing the source (telling your reader where you got the information)
- paraphrasing the ideas of others (expressing the idea in your own words) — and citing the source (telling your reader where you got the information)
- quoting the words of others (repeating the exact words of the author inside "quotation marks") — and citing the source (telling your reader where you got the information)

Do you see a pattern in the list above? That's right — it's all about knowing when and how to cite your sources. And that is something we will study in this course.

WATCH

To get started, please watch this short video to learn more about what plagiarism is and how to avoid it:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=527#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



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

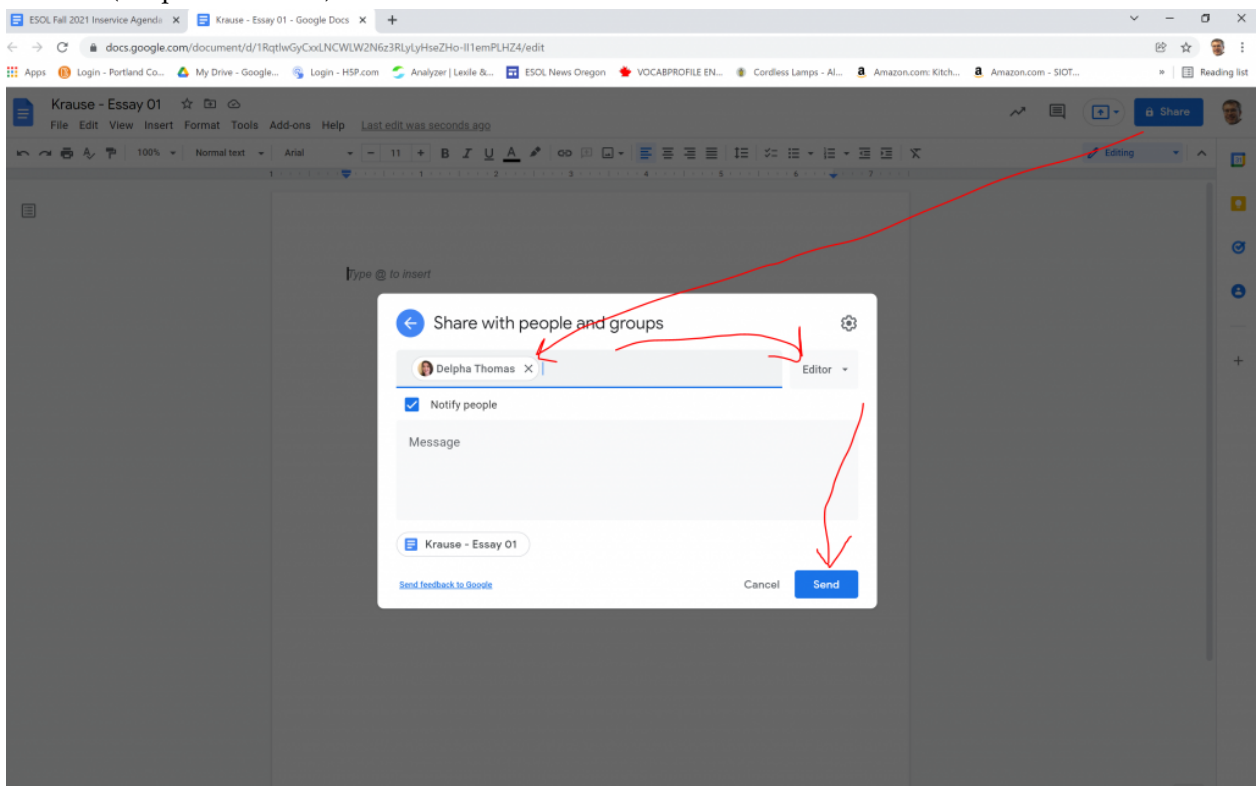
<https://openoregon.pressbooks.pub/synthesis/?p=527#h5p-39>

Video: Modern Librarian Memoirs. “How to Avoid Plagiarism in 5 Easy Steps.” www.youtube.com, 5 Apr. 2018, www.youtube.com/watch?v=WV2-cmi19sg&t=1s. Accessed 30 Dec. 2021.

1.4 GETTING STARTED: SETTING UP A GOOGLE DOC

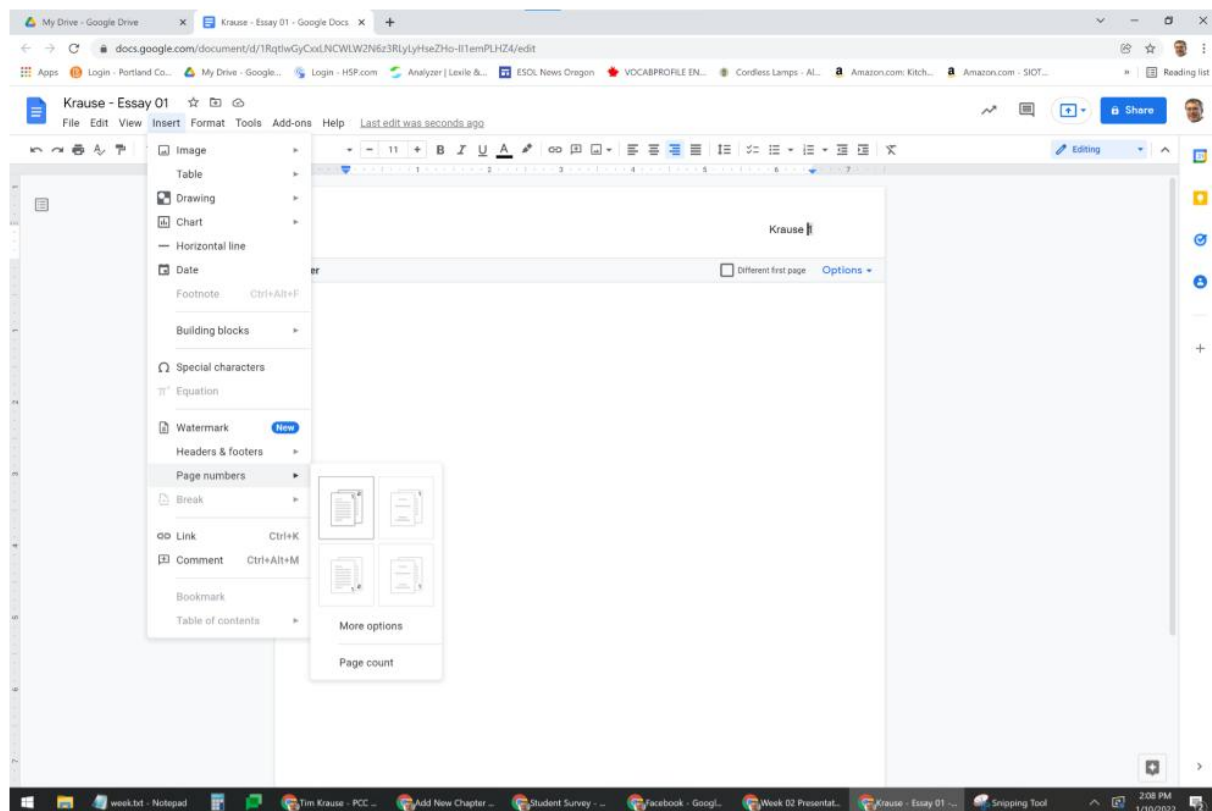
If your writing instructor asks you to submit your work using Google Docs, here are a few easy steps to set up your file before you begin writing your essay:

1. Open a new, blank Google Doc. *Tip: Sometimes it's easiest to enter from your college Gmail account by clicking on the Google Apps icon (the nine little squares in a grid) and then Docs.*
2. Give the document a name by clicking in the box in the upper-left hand corner. *Tip: Be specific so that it is easy to find later (for example: Krause – Essay 01).*
3. Click the Share button in the upper right-hand corner to share the document with your instructor; type your instructor's email address in the pop-up window. Make sure that your instructor's role says "Editor" (see picture below). Then click Send.



4. From the menu bar near the top, click Format > Line and Paragraph Spacing > Double to use double-spaced lines.
5. From the menu bar near the top, click Insert > Page Numbers > upper-right picture to put page numbers in the upper right of the header of each page. Click the space before the page number and type your last name and then a space (see the example in the image below). The click anywhere below the header to

return to the body of the document.



6. In the upper left-hand corner of the document itself, type:

Your Name

Level 8 Writing

January 13, 2022

7. On the next line, type the title of your essay. Use the Center Align button in the toolbar to place the text in the center of the page.
8. Press Enter and click the Left Align button to start the first paragraph at the left margin. Press the computer's Tab key to indent the first line of the paragraph.

1.5 GETTING STARTED: SUBMITTING A WRITING SAMPLE

Many writing instructors will want you to provide a writing sample. Why? Well, a writing instructor can look at your writing sample and quickly see what you already know about the common rules of grammar, spelling, punctuation, and capitalization. They can also get a good feeling for your natural range of vocabulary as well as a clear picture of how you organize your ideas. And if a writing instructor asks for a writing sample during class, then they can also judge your level of fluency, that is, how much and how accurately you can write within a certain time. So you can see that instructors can learn a lot about a student's current abilities, and that will help to guide the instructor when choosing topics to focus on during the course. For example, if students demonstrate that they can already write clear topic sentences, then the instructor will focus on other things. Finally, it's very useful to compare a writing sample from the beginning of the course with a writing sample from the end of the course in order to show improvements in your writing over time.



ACTIVITY

Follow your teacher's instructions to write a short essay. Don't worry about research yet; just use your own ideas. Use this short essay to show what you already know about standard grammar and vocabulary as well as clear organization and formatting. Your instructor will give you feedback in your Google Doc. You will use this feedback to analyze your writing in the next unit.

Topic: What is your favorite app or computer program? Describe it. What is its purpose? What does it do? Who uses it? When do they use it? Where do they use it? Why do they use it? What are its advantages and disadvantages? What do you wish it could do?

1.6 GETTING STARTED: FINDING HELPFUL RESOURCES

Finally, here are some links to helpful resources to use during this course:

- Citation-maker: [MyBib.com](https://www.mybib.com/)
- Dictionary: [Cambridge English Learners Dictionary](https://dictionary.cambridge.org/)
- Thesaurus: [Thesaurus.com](https://www.thesaurus.com/)
- Plagiarism checkers (imperfect!): [Small SEO Tools](#) and [Que Text](#)
- Artificial intelligence (AI) checkers (imperfect!): [GPTZero](#) and [ZeroGPT](#)
- Special Google research tools: [Google Scholar](https://scholar.google.com/) and [Google News](https://news.google.com/)



UNIT 2

OVERVIEW

In this unit, you will lay the foundation of your work this term by thinking about writing in general: the characteristics of strong writing; the writing process and the role of metacognition; the common errors ESOL students make, how to spot them and how to fix them; and how to choose a clear topic for your research paper.

LEARNING OBJECTIVES

By the end of this unit, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Explain metacognition and its relevance to writing in college.
3. Describe the four most common errors in ESOL writing and how to fix them.
4. Correct errors in your own writing.
5. Describe the P.O.W.E.R. writing process.
6. Identify generally accepted characteristics of strong academic research writing.
7. Choose a research topic with the help of the instructor.



LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

- Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
- Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
- Analyze feedback on your writing to identify common errors and make corrections.
- Discuss research topic ideas.
- Discuss what makes a good academic research essay.

2.0 WARM-UP WRITING

At the start of every unit is a very short warm-up writing task like this. The purpose is to get you thinking about writing — and writing about writing. Draft your answer and then share it with your classmates and instructor.

Take a few minutes to answer the question below in one or two sentences.

What is good writing?



2.1 VOCABULARY: ACADEMIC WORD LIST 01

At the beginning of every unit, you study 10 new academic vocabulary words. You will see these words in the things you read, but they are also very useful in your writing in college. For a complete list of all vocabulary words in this course, see Appendix D. Tip: Don't complete this whole page in one day. Rather, divide this work across three days: dictionary work one day, practice exercises another, and the quiz on yet another day. And remember that old-fashioned flashcards are still a very useful way to learn new words!

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in "quotation marks" followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- analysis
- assumption
- consequently
- focus
- motivation
- precise
- priority
- relevant
- scope
- significant

Example:

analysis (noun) "a process of studying or examining something in detail in order to understand it or explain it" (*Macmillan American Dictionary*). My doctor studied all of my records and gave me her analysis of my health condition; she said I should exercise more because I need to lose weight.

PRACTICE

Use these exercises to practice this week's vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=28#h5p-40>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. The storm will bring a lot of snow. _____, school may be cancelled.
2. His _____ was wrong because he did not have all the facts.
3. That book is about German, but I am studying English. Therefore, it is not _____ to me right now.
4. _____ mail will arrive before regular mail because it is processed first.
5. I don't know why she did that. Her _____ is not clear to me.
6. Grammar is within the _____ of a writing class, but pronunciation usually is not.
7. It is difficult to _____ on my homework when my friends are watching a funny movie.
8. Our classes are not full. There has been a _____ drop in enrollment this year.
9. The _____ of the sales data showed no improvement over the past six months.
10. I couldn't find the restaurant. Can you give me more _____ directions?

2.2 THE BIG PICTURE: REALLY? WRITING? AGAIN?



Yes. Writing. Again. Obviously you can write. And in the age of social media and smartphones, you might be writing all the time, perhaps more often than speaking. So why spend more time and attention on writing skills?

Research shows that deliberate practice — that is, close focus on improving one's skills — makes a difference. Practicing writing skills will improve your writing much more than simply producing page after page in the same old way. And writing well is going to save you a lot of time and hassle in your studies, advance your career, and promote better relationships and a higher quality of life off the job.

Also consider this: the Association of American Colleges and Universities conducted a survey of employers in 2021. The survey found:

- 90% of employers say that the ability to communicate effectively in writing is an important skill
- 91% of employers say that the ability to analyze and interpret data is an important skill
- 93% of employers that the ability to locate, evaluate, and use information in decision making is an important skill

- 95% of employers say that critical thinking is an important skill

In other words, these companies want to hire employees who can think critically and write effectively. You have to be someone who can find, evaluate, analyze, and use information carefully. These are important skills not only in college, but also in life after college.

Now maybe you think you are already a good writer. Maybe your teachers gave you positive feedback. It's important to note, however, that writing in a U.S. college — especially after you leave an ESOL program—is different. How? Keep reading...

STUDENTS DRIVE THEIR OWN LEARNING

The assumption behind high-school instruction in the U.S. — and perhaps in your home country — is that the teacher is the engine of learning. Consequently, a lot of time is spent in lectures. Homework is for practice, and teachers often tell students what to do every day. Some of that happens in ESOL classes, too.

However, the assumption behind college instruction is that students are the engine of learning. The most important learning happens outside of class while students are working through a difficult reading or other challenging task *on their own*. Most college classes meet only 1-3 times a week for a total of about 3-4 hours. Consequently, college instructors think of class meetings as an opportunity to prepare you for the work that you'll be doing on your own. Sometimes that involves sharing information. More often, instructors want to provide you with material not in the reading, or they want to provide you with an active learning experience based on what you read at home. When you come to class, the assumption is that you did your homework, and you are ready for something new.

COLLEGE PROFESSORS ALSO EXPECT A DIFFERENT KIND OF WRITING

College writing is different, too. By now, you probably know well the rules of standard academic English, such as grammar and mechanics, paragraphing, and the use of thesis statements. These are basic practices, and your teachers have given you a wonderful gift in helping you master them. However, do you remember the familiar five-paragraph essay? Well, that is no longer enough.

College writing assignments require you to apply those skills to new intellectual challenges. Professors assign papers because they want you to think deeply about important questions in their fields. To your instructors, writing is for working out complex ideas, not just explaining them. It requires original and ambitious thinking, not just reporting.

Writing a paper isn't about getting the "right answer" and adhering to basic rules. It's about joining an academic conversation with something original to say. You're writing to learn, writing to develop, writing to think — not just writing to express.

SO WHAT DO PROFESSORS WANT?

Good writing assignments are supposed to be challenging to write, and professors are, above all, looking for your own self-motivated intellectual work. Professors want to see that you've thought through a problem and taken the time and effort to explain your thinking in precise language. The Association of American Colleges and Universities brought together instructors from across the country to discuss the knowledge and skills that all students need. These are what most instructors agree on:

- You know who will be reading your work — and why (*this makes your writing relevant*)
- You understand well the subject of your writing (*this makes your writing useful*)
- You use standard formatting, grammar, punctuation, spelling, and capitalization (*this makes your writing*

clear)

- You use good sources of information (*this makes your writing reliable*)
- You use interesting vocabulary and language (*this makes your writing enjoyable*)

DISCUSSION

When you stop to think about these things — that is, when you stop to think about how you think about how you write — that is what we call metacognition. Let's find out more about metacognition. First, watch the short video below. Then answer this question: How can the concept of metacognition help you become a better writer?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=35#oembed-1>

Optional

- If you're still unclear what metacognition means, watch this short video titled "[What Is Metacognition](#)".
- If you like this video and want to watch others, go to: "[How to Get the Most out of Studying: A Video Series](#)".

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

Video from: Samford University. "How to Get the Most out of Studying: Part 1 of 5, 'Beliefs That Make You Fail... Or Succeed.'" [www.youtube.com](https://www.youtube.com/watch?v=RH95h36NChI&t=2s), 16 Aug. 2011, www.youtube.com/watch?v=RH95h36NChI&t=2s. Accessed 17 Jan. 2022.

2.3 GRAMMAR: THE FOUR MOST COMMON ERRORS IN ESOL WRITING – AND HOW TO FIX THEM

When you apply metacognition to your writing, the first thing you might realize is that we all make mistakes. It's natural. It's a part of learning. And we even have a name for it: "trial and error." In other words, you try something new. You make a mistake. You learn from your mistakes. In some ways, it's a good way to learn because the information is presented to you in context. You see how the grammar rule is really applied. And that helps you to understand it better and remember it.



Four types of grammar errors are responsible for the majority of mistakes students make. In other words, if you learn how to recognize and fix these four errors, your writing will instantly improve a great deal! You probably have already heard of these four types of errors, but if you are still making these errors, then it's good to review.

Watch each video below. Use the self-scoring exercises to check your knowledge. These are not graded; they are only for practice. Then take a quiz to show what you have learned.

1. SUBJECT-VERB AGREEMENT

In English, a singular subject requires a singular form of the verb. A plural subject requires a plural form of the verb. This is usually only a problem when writing in the present tense. For example:

One cat lives in the gray house, but three dogs live in the brown house.

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

There are some exceptions, of course, for collective nouns, gerunds, etc. Watch this video to learn more:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=41#oembed-1>

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=41#h5p-1>

2. SENTENCE FRAGMENTS

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

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

Remember this: a complete sentence requires a subject, a verb, and a complete idea. Usually, sentence fragments can be corrected by adding information to make a complete idea, or attaching the fragment to the sentence before or the sentence after — often as a dependent clause. Watch this video to learn more:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=41#oembed-2>

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=41#h5p-2>

3. AND 4. RUN-ON SENTENCES AND COMMA SPLICES

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

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

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

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

Here are three simple ways to fix them:

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

Watch this video to learn more:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=41#oembed-3>

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=41#h5p-3>

QUIZ

1. Identify this sentence: **I want to go to the university, I want to study medicine or physical therapy.**

- A. This is a run-on sentence.
- B. This is a fragment.
- C. This sentence is OK.
- D. This is a comma splice.

2. Much of the work they do _____ to help the homeless.

- A. am

- B. is
- C. are

3. Identify this sentence: **Being very tall an advantage when playing basketball.**

- A. This is a comma splice.
- B. This is a run-on sentence.
- C. This is a fragment.
- D. This sentence is OK.

4. Identify this sentence: **The tragedy in New York one of the worst in US history.**

- A. This is a fragment.
- B. This is a run-on sentence.
- C. This is a comma splice.
- D. This sentence is OK.

5. A sentence fragment is a piece of a sentence, but not a complete sentence.

- A. True
- B. False

6. I'm going on vacation next week, but all of my clothes _____ already packed.

- A. are
- B. am
- C. is

7. Identify this sentence: **I went to the animal fair, the birds and the beasts were there, the big baboon by the light of the moon was combing his auburn hair.**

- A. This is a comma splice.
- B. This is a fragment.
- C. This is a run-on sentence.
- D. This sentence is OK.

8. Identify this sentence: **Many libraries are taking steps to preserve their old and valuable books.**

- A. This is a comma splice.
- B. This is a run-on sentence.
- C. This sentence is OK.
- D. This is a fragment.

9. Both of my parents _____ now retired.

- A. is
- B. are
- C. am

10. He has many hobbies, but most of his time _____ spent building model planes.

- A. am
- B. are
- C. is

Some text has been adapted from [United States Bill of Rights](#), [Cesar Chavez](#), and [Albert Einstein](#) by Wikipedia, licensed under CC BY-SA 3.0.

Videos from Smrt English. "Run-on Sentences and Comma Splices." www.youtube.com, 15 Nov. 2012, www.youtube.com/watch?v=mQfjdhyeQfU. Accessed 16 Jan. 2022. "Sentence Fragments." YouTube, 15 Nov. 2012, www.youtube.com/watch?v=r-Wcr4Wgf7U. Accessed 16 Jan. 2022. "Subject Verb Agreement." [Www.youtube.com](http://www.youtube.com), 15 Nov. 2012, www.youtube.com/watch?v=UKm98TVFTQ4. Accessed 16 Jan. 2022.

2.4 COMPOSITION: ANALYZE YOUR ERRORS

Another form of metacognition in writing is self-analysis. That means you analyze your own writing for patterns of errors and you think about how you can make improvements. Before you start this task, wait for your instructor's feedback about your writing sample from Unit 1. Read your instructor's comments carefully and analyze your errors. Then answer these three questions about your writing:

1. **What is the most common type of error that you make?**
2. **How do you correct that error now?**
3. **How will you prevent that error in the future?**

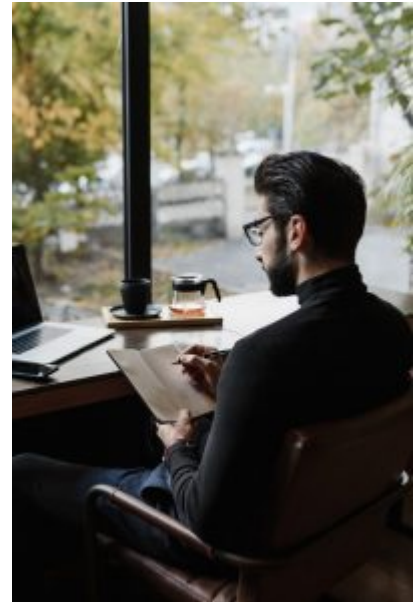


2.5 GETTING READY TO WRITE: THE P.O.W.E.R. WRITING PROCESS

In this course, you will focus on both the process of writing and the product of writing. That's because writing is recursive. Recursive means circling back and repeating some steps in the process. As many people say, "good writing comes from rewriting." It's more than sitting down and typing something. Please avoid the "one and done" attitude (writing one draft and stopping). That approach will not help you now, and it will not help you in the future.

YOU HAVE THE P.O.W.E.R.

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



P = Prewriting

Collect your information. This might mean making a list, drawing a mind map, or free-writing. However, it might also mean more formal research at the library or online. (Important: If you use information from another source such as a book or website, remember to save the details about that source so that you can tell your reader where the information came from.)

O = Organization

Now you need to take those pieces of information — the combination of your research and what you know — and create a map of your essay. This might be a formal outline. It might be a graphic organizer. It might even be a simple list of information with similar items grouped together or put in order. This is when you can check for missing information and also start to see the flow of your essay.

W = Writing

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

E = Evaluate

Now is the time to stop and think more critically about what you write. Ask yourself these questions:

- Did I explain everything in detail?
- Is everyone related to my topic?
- Does it flow well? Is everything in a logical order or sequence?
- Does it make sense?

- Have I cited my sources? In other words, have I told my readers where I got my information?

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

R = Revising and Editing

This step has two parts: revising and editing.

Rewriting makes big changes — and that's OK! You can add, delete, or move words, sentences, or even whole paragraphs! This is a natural part of the writing process.

When you think you have finished, then it's time for editing. In this phase, you look at the little things: grammar, spelling, capitalization, punctuation, and formatting. Follow the instructions on the assignment sheet to make sure that your essay looks as good as the information it contains.

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=54#h5p-4>

ACTIVITY

CHOOSING YOUR TOPIC

In this course, you write a series of essays. At the end of the course, you combine these individual essays into one formal research paper. But first, you need to choose a topic. The theme is technology in your career or hobby. Here are some examples from previous students:

- How 3D Printing Could Change the Fashion Industry
- Uses of the iPad For Pedagogical Purposes in Early Childhood Education in the U.S.
- Benefits of Technology in the Fight against Breast Cancer
- The Role of Contemporary Technologies in the Music Festivals Industry of the 2020s
- If Space Travel Would Be Common, What Would Happen?
- Cloud Accounting – Accounting of the Future

First, choose a topic that you want to write about. You will use this one topic throughout the course. Remember: Your topic will be about technology in your career or hobby.

Second, answer these questions about your topic:

1. What is the field/industry/career you want to write about?
2. What is the technology or technologies you want to write about?

Here is a sample research proposal in the form of a brief email from a student to an instructor:

Hello,

Here is my proposal for a research topic for Level 8 Writing.

I am interested in writing about the fashion industry.

I want to learn more about the effects of 3D printing on fast fashion.

Please let me know if this topic works for this project.

Thank you.

In the example above, you can see that **fashion** is the *career* of this student, and **3D printing** is the *technology* they want to research and write about.

NARROWING YOUR TOPIC

Some text has been adapted from Advanced Writing Handbook for ESOL, Fourth Edition, by John Sparks, Portland Community College

Narrowing the topic of your paper is an important skill to practice. It means making your topic more specific. And it makes your job as a writer easier, but it also makes your writing more interesting and useful for your reader. If you choose a very general subject, you might end up writing a whole book! Imagine an assignment to write about your city. There is way too much to say about Portland for a research paper of only a few pages. The result would be too vague (general and unclear) to be interesting or useful. Therefore, you must narrow your topic so that you can tell your reader as many interesting details as possible.

Example #1: My city

Step 1: Portland

Step 2: Portland: downtown

Step 3: Portland: downtown: waterfront park

Step 4: Portland: downtown: waterfront park: summer

Step 5: Portland: downtown: waterfront park: summer: during a festival

Step 6: Portland: downtown: waterfront park: summer: during a festival: at night

Notice that even steps 2 and 3 are still too vague. Will your paper be about shopping? Protests and demonstrations? Homeless people? Recreation? Litter? It's unclear. However, by step 6, you now have a more specific topic that is interesting and useful to your reader: Portland's downtown waterfront park in summer during a festival at night.

Example #2: Technology in my career or hobby

Step 1: Teaching

Step 2: Teaching English

Step 3: Teaching English remotely

Step 4: Using Zoom to teach English remotely

Step 5: Using Zoom to teach English grammar remotely

Step 6: The best ways to use Zoom to teach English grammar remotely

Do you see how Step 6 is a much more focused, useful, relevant, and interesting topic for a short essay? You know exactly the information that you need to research, and you know exactly the information that you are going to share with your readers.

Example #3: Technology in my career or hobby

Step 1: Clothing

Step 2: Technology in clothing

Step 3: Technology in clothing to stay healthy

Step 4: Technology in clothing to measure vital signs to stay healthy

Step 5: Future technology in clothing that measure vital signs to stay healthy

Step 6: What are examples of future technology in clothing that measure vital signs in order to stay healthy?

Practice

Choose one of the following options to practice narrowing the topic:

Option 1: Social Media

Option 2: Family

Option 3: Entertainment (music, movies, books, art, etc.)

Apply

Think about the technology that you chose to write about in this course. Now use this method to narrow your topic further.

2.6 SELF-REFLECTION: WHAT MAKES A GOOD ACADEMIC RESEARCH ESSAY?

Each unit now ends by writing a short self-reflection in a journal, a notebook, papers in a special file, or even just a Google document — anywhere you can write and share ideas now, and then revisit them in a few weeks. Remember, too, a self-reflection is personal, so you can write these in an informal style without any special research.

Take a minute to think about what we have discussed in class and what you already know. Then write a paragraph to answer these questions:

What makes a good academic research essay? Describe it. What does it require? What do you have to do? What is expected?



UNIT 3

OVERVIEW

In this unit, we learn how to figure out what the instructions in a writing assignment really mean, and how we can use that information in our own writing in college. We'll highlight the purposes of this kind of writing, and we'll also review verb tenses and basic essay structure. And we'll write the first draft of our first essay.



LEARNING OBJECTIVES

By the end of this unit, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Define critical thinking and describe its role in writing in U.S. colleges.
3. Demonstrate accurate use of verbs in a variety of forms and use them in writing appropriately.
4. Describe basic essay structure and apply it to a writing assignment.
5. Explain the purposes of academic research writing.
6. Demonstrate awareness of expectations for Essay 01 and prepare it according to standard conventions and expectations.

LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Discuss the purposes of academic research writing.
4. Analyze the assignment instructions and model essays, and then write the first draft of Essay 01.

3.0 WARM-UP WRITING

Take a few minutes to write a sentence or two. Think back to what you studied in Unit 2. Then answer the question:

What is important to remember about the writing process?



3.1 VOCABULARY: ACADEMIC WORD LIST 02

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- clarify
- complex
- comprehensive
- conclude
- criteria
- issue
- perspective
- previous
- sequence
- specific

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=201#h5p-41>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. Clear grammar, interesting vocabulary, and useful content are three _____ for a strong essay.
2. Global warming is a serious _____ for everyone because it is causing climate change.
3. This article gives only a few points of information. It is not very _____.
4. This is a _____ assignment. It requires many different sources of information, and it has many different steps.
5. You are wet. You have an umbrella. Therefore, I can easily _____ that it is raining outside.
6. Your writing should always have lots of _____ details, such as examples, reasons, quotes, facts, figures, statistics, etc.
7. Why is this classroom so messy? Did the _____ class have a party?
8. You grew up in the city. I grew up in the country. I think you have a different _____ than I do on this topic.
9. Introduction, body, conclusion — that's the _____ of paragraphs in any basic essay.
10. I'm not sure I understand. Would you please _____ your request?

3.2 THE BIG PICTURE: WHAT DOES THE INSTRUCTOR WANT? UNDERSTANDING THE ASSIGNMENT



WHO ARE YOU WRITING FOR? WHY ARE YOU WRITING?

The first rule of good communication is to know your audience. This is where writing papers for a college class gets kind of weird. Who is your audience? Usually your teacher is the only one who will read it. But writing to the teacher is not the goal of a college research paper. The goal is to be able to share information effectively and efficiently with colleagues.

To do that, imagine yourself writing for a group of peers who have some basic knowledge of the field but are unfamiliar with the specific topic you're discussing. Imagine them being interested in your topic but also busy; try to write something that is well worth your readers' time.

Before you start, you should also clarify the purpose of your writing and let that purpose shape your decisions. Each assignment is about your learning. One first-year student said: "I think that every course, every assignment, is a different little puzzle I have to solve. What do I need to do here? When do I need to do it, and how long will it take? What does this teacher expect of me?" The answers to those questions will help you stay focused and succeed.

THE WRITING PROMPT: WHAT DOES “ANALYZE” MEAN ANYWAY?

Often, the handout explaining the assignment — what professors call the writing prompt — will explain the purpose of the assignment, the requirements (length, number of sources, etc.), and the criteria for evaluation. Sometimes, though, you will encounter the surprising situation in which you understand every single sentence in the prompt, but you still have absolutely no idea how to start. No one is doing anything wrong in a situation like that. It just means that further discussion of the assignment is in order. Here are some tips:

1. **Focus on the verbs.** Look for verbs like *compare*, *explain*, *justify*, *reflect* or the all-purpose *analyze*. These are keywords that will help you understand what you are expected to do with the information.
2. **Put the assignment in context.** Many professors think in terms of assignment sequences (the order of things). For example, a social science professor may ask you to write about a controversial issue three times: first, arguing for one side of the debate; second, arguing for another; and finally, from a more comprehensive and nuanced perspective, using text produced in the first two assignments. A sequence like that is designed to help you think through a complex issue. You will also work through multiple drafts. These assignments help ensure that you’re on the right track, beginning the research process long before the final due date, and taking the time to revise your thesis, find additional sources, or reorganize your information.
3. **Ask for clarification.** Post a question to your class Q&A discussion forum, and you’ll probably get a quick answer from a classmate. If something is still unclear, you can send an email to your instructor, or ask your question at the next class. If you have a question, then it’s likely others do, too!

RUBRICS AS ROAD MAPS

A rubric is a set of grading criteria. For example, *grammar is worth a part of your grade, and here are the things the instructor is looking for*. If a professor provides a grading rubric with an assignment prompt, you can be sure that he or she will use it to grade your paper. Look in Appendix A of this textbook for examples of rubrics that your instructor might use to evaluate your writing in this course. Read them over carefully before you begin — and then check it again as you work.

Think of rubrics as road maps, displaying your destination, rather than a GPS system directing every move you make. But even the best rubrics aren’t completely clear. They simply can’t be. A big part of what you’re learning, through feedback from your professors, is to judge the quality of your writing for yourself. Therefore, what your professor wants, in short, is critical thinking.

WHAT’S CRITICAL ABOUT “CRITICAL THINKING”?

Critical thinking is when you analyze the facts before accepting or forming an opinion or conclusion. According to the Association of American Colleges and Universities, you must ...

1. “clearly state and comprehensively describe the issue or problem”
2. “independently interpret and evaluate sources”
3. “thoroughly analyze assumptions behind and context of your own or others’ ideas”
4. “argue a complex position and one that takes counter-arguments into account”
5. “arrive at logical and well informed conclusions”

In your previous writing classes, you may have been asked to provide some evidence—information about your thesis from outside sources. Writing in this course — and beyond — will take that further. Instructors want you to explain your claims in a clear, complete, and compelling way. And professional jobs, too, demand critical

thinking. So it's pretty easy to imagine how critical thinking helps one make much better decisions in all aspects of life. Embrace it. Learn from it.

DISCUSSION

Let's talk more about critical thinking. First, watch this video. Then answer these questions: What is critical thinking? Why is it important to academic writing?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=207#oembed-1>

Optional

- If you're still unclear what critical thinking is, watch this video: ["What Is Critical Thinking?"](#)

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

Video from: BBC Learning English. "Study Skills – How to Think Critically." [www.youtube.com](https://www.youtube.com/watch?v=FMt_RIR_JHo&feature=emb_logo), 22 Nov. 2017, www.youtube.com/watch?v=FMt_RIR_JHo&feature=emb_logo. Accessed 30 Dec. 2021.

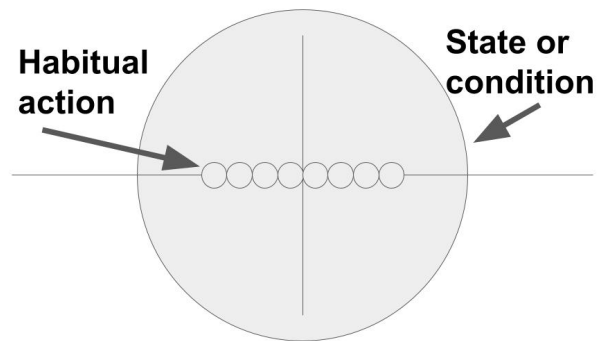
3.3 GRAMMAR: VERBS – IT'S ALL ABOUT TIME, ATTITUDE, AND RELATIONSHIPS

You probably have been studying the different verb tenses for several years. So this is just a review. If you feel you need more instruction or practice, please speak with your teacher.

PRESENT TENSE

This verb tense ...

- shows present state or condition: *Brenda is happy.*
- shows a general fact or something that is always true: *Hot air rises.*
- shows habitual action: *Many people drink coffee every morning with breakfast.*
- is used in research writing to report what others have said or done: *In this article, Darwin presents evidence for the development of life.*
- is used for definitions/explanations: *Picture B replaces Picture A as shown on page 2.*
- shows future possibility in conditional and time clauses: *Gary will pay you \$50.00 if he likes your work.*
- is used to show future events that are considered certain to happen: *The plane leaves at 10:15 tonight.*

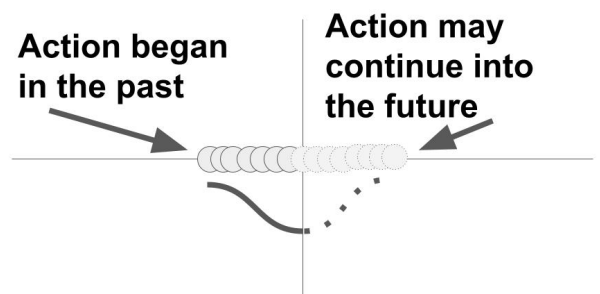


If you see a frequency adverb, use the present tense. Some examples of frequency adverbs are: *always, frequently, generally, never, occasionally, often, rarely, seldom, sometimes, usually*. Example: *Students often have difficulty deciding on a major.*

PRESENT PROGRESSIVE/CONTINUOUS TENSE

This tense shows action as a process that is incomplete now but will end. With an adverb of frequency, this tense can show habitual action and in certain situations it can show future action.

- *Our dog is chasing your cat.* (action now in progress)
- *The dog is usually chasing the cat.* (habitual action)
- *Our dog is coming home from the animal hospital tomorrow.* (a future event that you are looking forward to now)



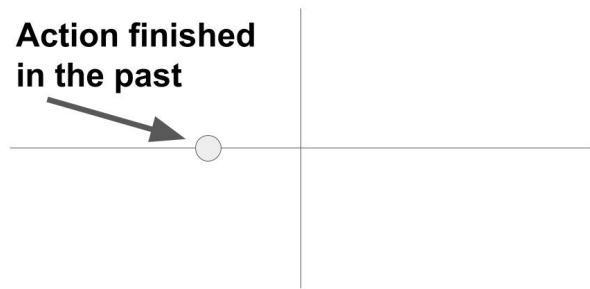
Clues such as the following are often used with the present progressive/continuous tense: *Look! Listen! Right now, this period, today, this week, at the present time, currently, at this moment, for the time being, temporarily*. Example: *Thinh is taking an art workshop this term.*

PAST TENSE

This tense is used for events that happened at a specific time in the past. Use the past tense for a single event or for events that took place over a period of time if that period is finished. This tense is used to tell a story, discuss history, or for repeated/habitual actions that no longer occur.

- *I called a Lyft driver at 2:30 this afternoon.* (single event, finished)
- *Our neighbor's dog barked at the neighbor's cat every night last week.* (repeated action, finished)

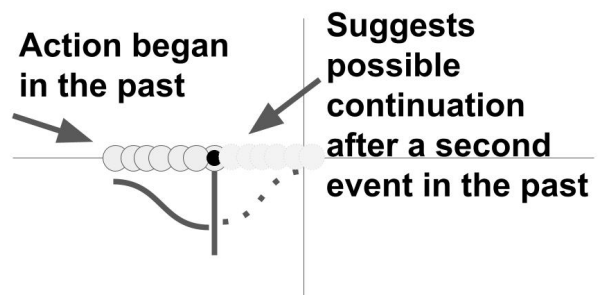
The past tense is used to express a completed action that took place at a specified time in the past. The specified time is either stated or implied. Example: *Our friends arrived late for the concert last night.*



PAST PROGRESSIVE/CONTINUOUS TENSE

This verb tense is used:

- to show duration, with emphasis on the length of time, of an act that is no longer going on: *We were waiting for that plane to arrive for six hours before it came.*
- for an action in the past that was not completed in the time period mentioned: *They were shopping for a new car yesterday.* (They didn't find one.)
- for an action that was going on at a time in the past when something else happened: *While Juan and I were watching television, lightning struck the roof of the garage.*

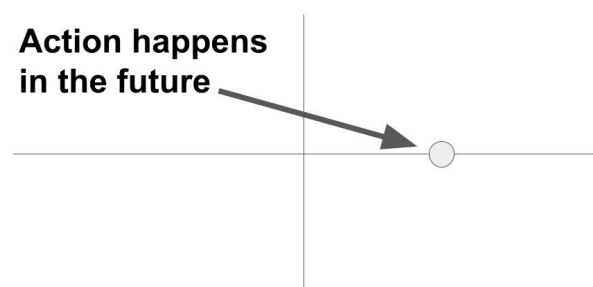


The past continuous tense is used in sentences with the two past actions to show that, while one action was going on, another action occurred. The past continuous describes the longer action; the past tense describes the shorter action. While and as are often used with the past continuous form. Example: *While the farmers were planting crops, a windstorm struck.*

FUTURE TENSE

This tense is used to show future events: *The art class will visit the museum tomorrow.* (This tense is often used when the decision is newly made or when someone in authority gives an order.)

The future tense is used to express an action that will occur at some time in the future. Sentences in future time often contain time clauses, beginning with such words as *when, after, before, as soon as, until* and *while*. Example: *The writers of the TV show will consult the guest star before they finish the story.*

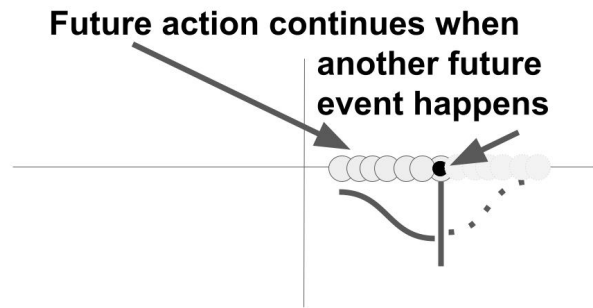


FUTURE PROGRESSIVE/CONTINUOUS TENSE

Use this tense to emphasize duration, intention, or a temporary condition in the future.

- *Sometimes I think I will be studying English for the rest of my life.*
- *I will mail that package for you since I will be walking by the post office this afternoon.*
- *Our salesman will be visiting you soon to take your order.*

The future progressive/continuous tense is used to describe an action that will be in process at a particular time in the future, often in relation to another action. Example: *Mai can't play soccer next Sunday because she will be working.*

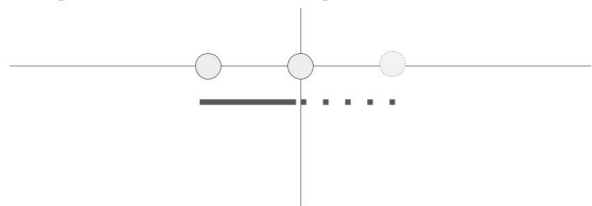


PRESENT PERFECT TENSE

This tense is used:

- to show an action that began in the past and is still going on: *I have not finished that homework assignment yet.*
- to show an action that began in the past and was finished at an indefinite time but is closely related to the present and/or future: *Benjamin and Irving have recently announced their engagement.* (They are still engaged.)

Action started in past and continues to present with unspecified end date



Words often used to show continued action from the past to the present (present perfect tense) are: *since, for, up to the present, until now, so far, for the past hour, for the past few days, in a long time, for a short time, in quite a while, all day, all week, lately.* Example: *Mbacke and Amari have worked together as business partners for 12 years.*

Present perfect tense can also be used for action completed at some point from the past to the present. The intention is simply to state an action took place one or more times; often it is implied that the action may occur again in the future. Words commonly used are: *many times, several times, once, twice, three times (etc.), ever, finally, just, already, recently.* The words *not, never, still* and *yet* are used with the negative. Example: *City workers have just repaired one of the damaged bridges.*

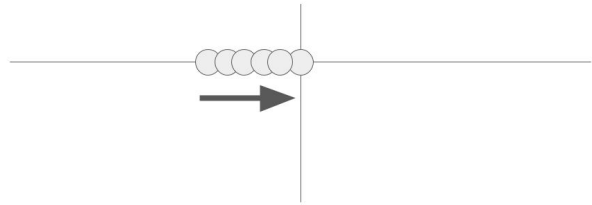
PRESENT PERFECT PROGRESSIVE/CONTINUOUS TENSE

This tense is used to show incompleteness or indefiniteness very close to the present time, often contrasted with now. It shows that the activity is very recent.

- *Raksha has been asking about you.*
- *Ms. Goldstein has been trying to call her doctor all morning.*

Length of time is mentioned or implied with the present perfect continuous tense. Example: *Because of poor sales, corporate profit has been decreasing lately.*

Action started in past and continues until now

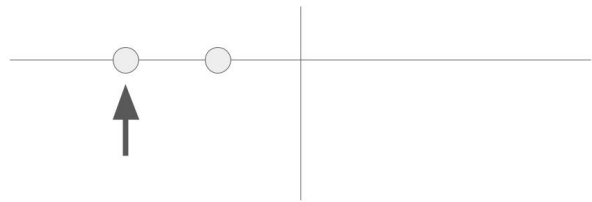


PAST PERFECT TENSE

This tense is used to show action in the past that happened before some other action in the past (shown by a past tense verb): *Before she came to PCC, Laura had taught in Japan for two years.*

The past perfect tense is used in sentences with two past actions to show that one of the actions was completed before the other action. Use the past perfect tense for the first completed action, and use the past tense for the second completed action. Example: *Vincent suddenly realized that he had seen the film.* Sometimes you'll see these words used with the past perfect tense: *before, many times, several times, once, twice, ever, already, just, by the time, still, yet.* Example: *Before America gained independence, it had been a British colony.*

Past action completed before another past event



PAST PERFECT PROGRESSIVE/CONTINUOUS TENSE

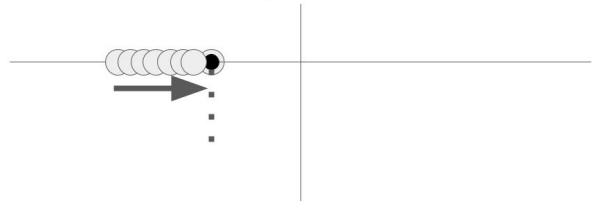
This tense is used to show that:

- an action in the remote past was temporary, or
- the time it lasted is important, or
- that an action was going on when something else happened.

For example:

- *Susana had been looking for a new roommate for six weeks before she finally found one.* (temporary)
- *Women had been demanding the right to vote for many years before they finally got it.* (length of time is important)
- *Many people had been swimming in the ocean when the shark was sighted.* (the actions going on when something else happened)

First past action was in progress when a second past event occurred



- *How long had you been looking for a roommate before you finally found one?* (yes, we can use this tense in a question)

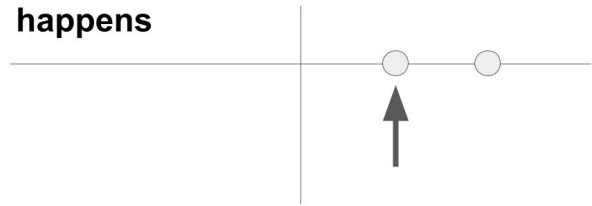
The past perfect continuous tense is used in sentences with two past actions to emphasize the fact that the first action had been continuous before the second action took place. Length of time is mentioned or implied with the past perfect continuous tense. Example: *Vy and Tomas had been talking on Zoom for several minutes when their internet suddenly stopped working.*

FUTURE PERFECT TENSE

This tense is used to show an action that will be completed in the future. Example: *By the end of the winter season, more tourists will have visited Mt. Hood than ever before.*

The future perfect tense is used to describe an action that will have been completed by a certain time in the future, often in relation to another action. Example: *Although the incident is disturbing to you now, in a few months you will have forgotten all about it.*

First action in future is completed before a second event in future happens



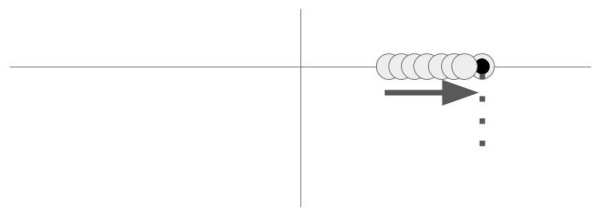
FUTURE PERFECT PROGRESSIVE/CONTINUOUS TENSE

Use this tense to combine the ideas of completeness and duration of time in the future. For example:

- *Soon he will have been studying at PCC for six months.*
- *The hikers started out at sunrise this morning; by 8:00 they will have been walking for three hours.*

The future perfect progressive/continuous tense is used to describe an action in the future which will have been going on up to a certain designated time or in relation to another action. The length of time is often mentioned with future perfect continuous action. Example: *Ignacio will have been writing letters for a few hours when his wife returns.*

First future action in progress when a second future event occurs



COMPARISON OF THE 12 VERB TENSES

Look at how the 12 verb tenses change the time, attitude, and relationships ... when eating pizza!

The 12 Verb Tenses

	Past	Present	Future
Simple	I <i>ate</i> pizza yesterday. S + V₂ + O	I <i>eat</i> pizza everyday. S + V₁ + O	I <i>will eat</i> pizza tomorrow. S + 'will' + V + O
Continuous	I <i>was eating</i> pizza when you arrived. S + 'was/were' + (V+ing) + O	I <i>am eating</i> pizza right now. S + 'am/is/are' + (V+ing) + O	I <i>will be eating</i> pizza when you arrive. S + 'will be' + (V+ing) + O
Perfect	I <i>had eaten</i> all of the pizza when you arrived. S + 'had' + V₃ + O	I <i>have eaten</i> all of the pizza. S + 'have/has' + V₃ + O	I <i>will have eaten</i> all of the pizza by the time you arrive. S + 'will have' + V₃ + O
Perfect Continuous	I <i>had been eating</i> pizza for 2 hours when you arrived. S + 'had been' + (V+ing) + O	I <i>have been eating</i> pizza for 2 hours. S + 'have/has been' + (V+ing) + O	I <i>will have been eating</i> pizza for 2 hours when you arrive. S + 'will have been' + (V+ing) + O

Legend: S = Subject O = Object V = Verb (V₁ = present / V₂ = past / V₃ = past participle)

WHERE TO GET MORE INFORMATION

If you want more instruction and examples, here is [a verb tense review handout](#).

You might also be interested in some of the videos in this [SmrtEnglish video playlist](#) (look for the ones about verbs!).

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=214#h5p-8>

QUIZ

1. We walked in the opposite direction as soon as we realized that we _____ the wrong path.

A. had taken

- B. were taken
- C. have taken
- D. took

2. Masaya couldn't come to the telephone when Miss Tsuji called him because he _____ in the laboratory.

- A. was working
- B. worked
- C. has been working
- D. had been working

3. The deficit _____ so large, we will probably have to pay additional taxes.

- A. grows
- B. was growing
- C. has grown
- D. is growing

4. What a lovely night! The moon _____ brightly.

- A. shines
- B. is shining
- C. shined
- D. was been shining

5. By next October that couple _____ together for 25 years.

- A. will be performed
- B. will have been performing
- C. have performed
- D. will perform

6. By this time next week, the winners _____ their awards.

- A. will be received
- B. will have receive
- C. will have received
- D. will have been receiving

7. For some time, Jeff _____ his paintings to the Perison Art Gallery.

- A. is selling
- B. has sold
- C. has been selling
- D. was sold

8. If they _____ everyone can have a chance to speak.

- A. took turns answering
- B. take turns answering
- C. are take turns answering
- D. would take turns answering

9. Matthew _____ her, but he changed his mind.

- A. was planned to call
- B. would have call
- C. would call
- D. was going to call

10. Last month I read a book about the ethics of a primitive society. This month _____ a recently published historical novel.

- A. I've reading
- B. I'd been reading
- C. I was reading
- D. I'm reading

Some text has been adapted from a grammar packet prepared by ESOL instructors at the Rock Creek campus of Portland Community College.

The grammar chart about eating pizza has many incarnations on the internet and is believed to be in the public domain.

3.4 COMPOSITION: BASIC ESSAY STRUCTURE

THE MAGIC OF THREES

Before you start writing, it's important to picture the final product. What will it look like? What shape does it have? What is its structure? Whether you're writing a simple descriptive essay or a complicated academic research paper, the structure is basically the same: introduction, body, conclusion. Yes, there are variations within each of these parts, but most academic writing shares these same three parts. In fact, three is a magic number in writing. Take a look at this chart, and you'll see:



A COMPLETE SENTENCE
subject + verb + complete idea

A COMPLETE PARAGRAPH	A COMPLETE ESSAY
TOPIC SENTENCE (states topic + claim)	INTRODUCTION (hook; background information; and topic + claim = thesis)
SUPPORTING SENTENCES (gives details to explain claim)	BODY PARAGRAPHS (each paragraph provides a main idea and supporting details to explain the thesis)
CONCLUDING SENTENCE (ends discussion by reviewing topic + claim)	CONCLUSION (restates thesis in a new way; wraps up discussion sometimes with prediction, suggestion, or opinion)

Did you also notice how [a complete paragraph](#) mirrors a complete essay?

Watch this video to learn more:



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/synthesis/?p=226#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=226#h5p-10>

Video from Smrt English. “Basic Essay Structure.” YouTube, 15 Nov. 2012, www.youtube.com/watch?v=7P4fzbzwwAg. Accessed 29 Dec. 2021.

3.5 WRITE: INSTRUCTIONS FOR ESSAY 01

TOPIC

Imagine that you are writing for a website that publishes reports about new technologies in your career. Write a report for your colleagues that describes the technology you mentioned in your original topic proposal. First, give background information about the field you work in (or your hobby) and why this technology is useful or important. Then focus on describing the technology itself: What is it? What does it look like? What is it made of? Who uses it? When do they use it? Where is it used? What is its function or purpose? How does it work?



GUIDELINES

- Write 2 to 3 pages double-spaced. The exact number of pages, paragraphs, or words is not important. The important thing is that your ideas are clear, complete, and compelling.
- Give your essay a title. Capitalize the first letter of each major word (do not capitalize conjunctions, prepositions, or articles unless they are the first word of the title). Use the CENTER button on the Google Docs or Word toolbar to center the title automatically and accurately.
- Use as many body paragraphs as necessary. Each body paragraph needs a clear topic sentence and supporting ideas. Use a variety of sentence types. Use your computer's TAB key to indent the first line of each paragraph.
- Include an introduction with a thesis statement that contains a clear topic and claim followed by a preview of the main points.
- Support your ideas with specific details, descriptions, examples, and information from at least one outside source. We will learn formal citations for the second essay. Until then, use a simple attribution such as this: According to *Title of Work* by Author Name (YEAR), [paraphrase] or "quoted material."

Example:

According to *Excellent English* by Timothy Krause (2019), the evidence is clear. "Students who can write well will receive higher pay," says Krause.

- The conclusion should restate the thesis (topic + claim) in light of the information you provided in the body.
- For academic writing, use a formal tone. Write in third person, not first or second person (don't use *I*, *we*, or *you*).
- Use academic vocabulary. Use transition signals (*first*, *next*, *also*, *however*, etc.) to guide the reader.
- Remember to edit, proofread, and revise carefully, paying close attention to grammar and mechanics. Review the grading rubrics below and double check your essay for comma splices, subject-verb

agreement, word forms, punctuation and spelling.

- Do your own work; do not plagiarize.

Formatting

All out-of-class writing assignments must be typed. Use a regular font (not too big or little or crazy — for example: Times Roman 12). Assignments must be double-spaced (skip a line). Use approximately one-inch margins on all sides. Include your name and date in the upper left-hand corner. Put the page number in the upper right-hand corner with your last name like this: Krause 1 [but you should use your own last name].

GRADING

Each draft is worth 10 points, however each draft is graded differently. The grading rubric for the first draft awards more points for content and organization, while the grading rubric for the second draft awards more points for grammar and mechanics.

- Grading Rubric for Draft Essay – See Appendix B
- Grading Rubric for Revised Essay – See Appendix C

MODEL ESSAY

Look in Appendix B for an example of a finished essay.

ANALYZE THE ASSIGNMENT

1. What is the purpose of this essay?
2. Who is your primary audience for this essay?
3. What type of essay will this be? What will you say or show?
4. What voice or point of view should you use in this essay?
5. What evidence should you use to support your ideas?
6. How long should this essay be?
7. When is the draft version of this essay due?
8. How will you submit the first draft of your essay?
9. When is the revised version of this essay due?
10. How will you submit the revised version of your essay?

3.6 SELF-REFLECTION: WHY DO WE LEARN TO WRITE AN ACADEMIC RESEARCH ESSAY?

Take a minute to think about what we have discussed in class and what you already know. Then write a paragraph to answer these questions:

Why do you learn to write an academic research essay? What can you learn from the experience? How will this help you in your education? How will this help you in your life?



UNIT 4

Now that you've reviewed the basics, you're ready to move on — specifically beyond the simple thesis and five-paragraph essay structure. We'll learn more about this, as well as more grammar and vocabulary, in this unit.

LEARNING OBJECTIVES

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

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Explain the difference between a five-paragraph essay and an organic research paper, and begin to use the latter format appropriately when writing new essays in this course.
3. Describe and produce a three-story thesis, and use it appropriately when writing new essays in this course.
4. Describe and produce direct and indirect speech, and use both forms appropriately when writing new essays in this course.
5. Describe the roles of facts, quotes, paraphrases, and citations in academic writing, and use them appropriately when writing new essays in this course.
6. Demonstrate editing and revising skills.
7. Identify personal strengths and weaknesses in writing an academic research essay in English.



LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Prepare the second draft of Essay 01 according to feedback from the instructor and peer(s).
4. Reflect on your personal skills in writing in English.

4.0 WARM-UP WRITING

How many different verb tenses can you use in one short paragraph?

Choose one of the topics below (or choose your own topic).

Write for about 10 minutes.

Try to include as many different verb tenses as you can in one paragraph.

Topics:

- Your first job
- Your first day at college
- Your first romantic date
- Your first day as a new parent



How many different verb tenses were you able to use? If it wasn't many, don't worry. This was only a challenge. It's rare for one paragraph to have many different verb tenses. However, it's useful to know how and when to use them all, especially in academic writing.

4.1 VOCABULARY: ACADEMIC WORD LIST 03

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- consist
- contemporary
- evidence
- impact
- integrate
- obvious
- policy
- structure
- sustain
- tradition

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=257#h5p-42>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. I don't like to read historic novels in class. I wish we could read a _____ novel instead.
2. Unemployment is the most _____ effect of the recession; it's easy to notice.
3. My family has a _____ of going to a cabin on the lake every summer.
4. The judge demanded more _____ before she decided if the man was guilty or innocent. She wanted to see proof.
5. How will you _____ these new ideas with your existing plans? Will you be able to do both together?
6. This cake _____ mainly of flour, butter, and sugar. Those are the ingredients.
7. PCC has a _____ that says you cannot park in the church parking lot during the evenings.
8. Less demand for our product will definitely _____ our sales — and that will affect our profit, too.
9. The _____ of a basic essay is always introduction, body, and conclusion.
10. He is very shy, and so he cannot _____ a conversation for a long time.

4.2 THE BIG PICTURE: MOVING BEYOND THE FIVE-PARAGRAPH ESSAY



The skills that go into a very basic kind of essay — often called the five-paragraph essay — are indispensable. If you're good at the five-paragraph theme, then you're good at identifying a clear thesis, arranging cohesive paragraphs, organizing evidence for key points, and connecting your main idea to the world through the introduction and conclusion.

In college, you need to build on those essential skills. The five-paragraph essay by itself is bland and formulaic. In other words, it is not very interesting to read, and it doesn't feel very natural. More importantly, it doesn't get you (or your reader) to think very deeply. Your professors are looking for a more ambitious, arguable, and compelling thesis with real-life evidence for all key points — all in a more organic (less artificial) structure.

What does that look like?

The five-paragraph essay, outlined below in Figure 3.1 is probably what you're used to: the introduction starts general and gradually narrows to a thesis, which readers expect to find at the very end of that paragraph. In this format, the thesis uses that magic number of three: three reasons why a statement is true. Each of those reasons is explained and justified in the three body paragraphs, and then the conclusion restates the thesis before gradually getting broader. This format is easy for readers to follow, and it helps writers to organize their points and the evidence that goes with them. That's why you learned this format.

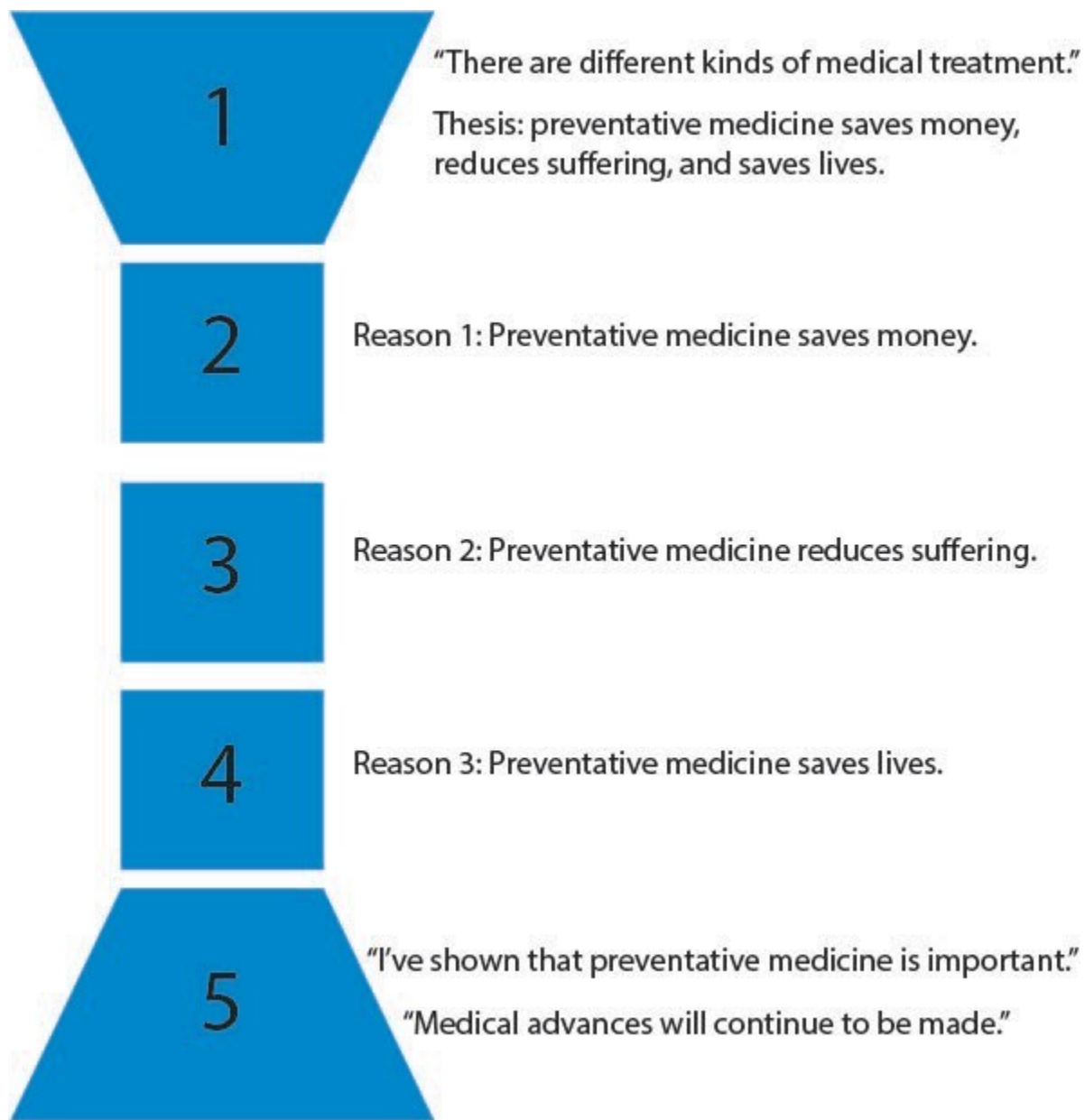


Figure 3.1 The traditional five-paragraph essay structure

Figure 3.2, in contrast, represents a paper on the same topic that has the more organic form that is expected in college. The first key difference is the thesis. Rather than simply presenting a number of reasons to think that something is true, it puts forward an arguable statement: one with which a reasonable person might disagree. An arguable thesis gives the paper purpose. It surprises readers and draws them in. You hope your reader thinks, "Hm. Why would they come to that conclusion?" and then feels compelled to read on.

The body paragraphs, then, build on one another to carry out this ambitious argument. In the classic five-paragraph essay (Figure 3.1), it probably is not important which of the three reasons you explain first or second. In the more organic structure (Figure 3.2), each paragraph specifically leads to the next. If you changed the order of the body paragraphs, then the essay would not make sense.

The last key difference is seen in the conclusion. Because the organic essay has a thesis that does not have an

obvious conclusion, the reader comes to the end of the essay thinking, “OK, I’m convinced by the argument. What do you, the author, make of it? Why does it matter?” The conclusion of an organically structured paper has a real job to do. It doesn’t just reiterate the thesis; it explains why the thesis matters.

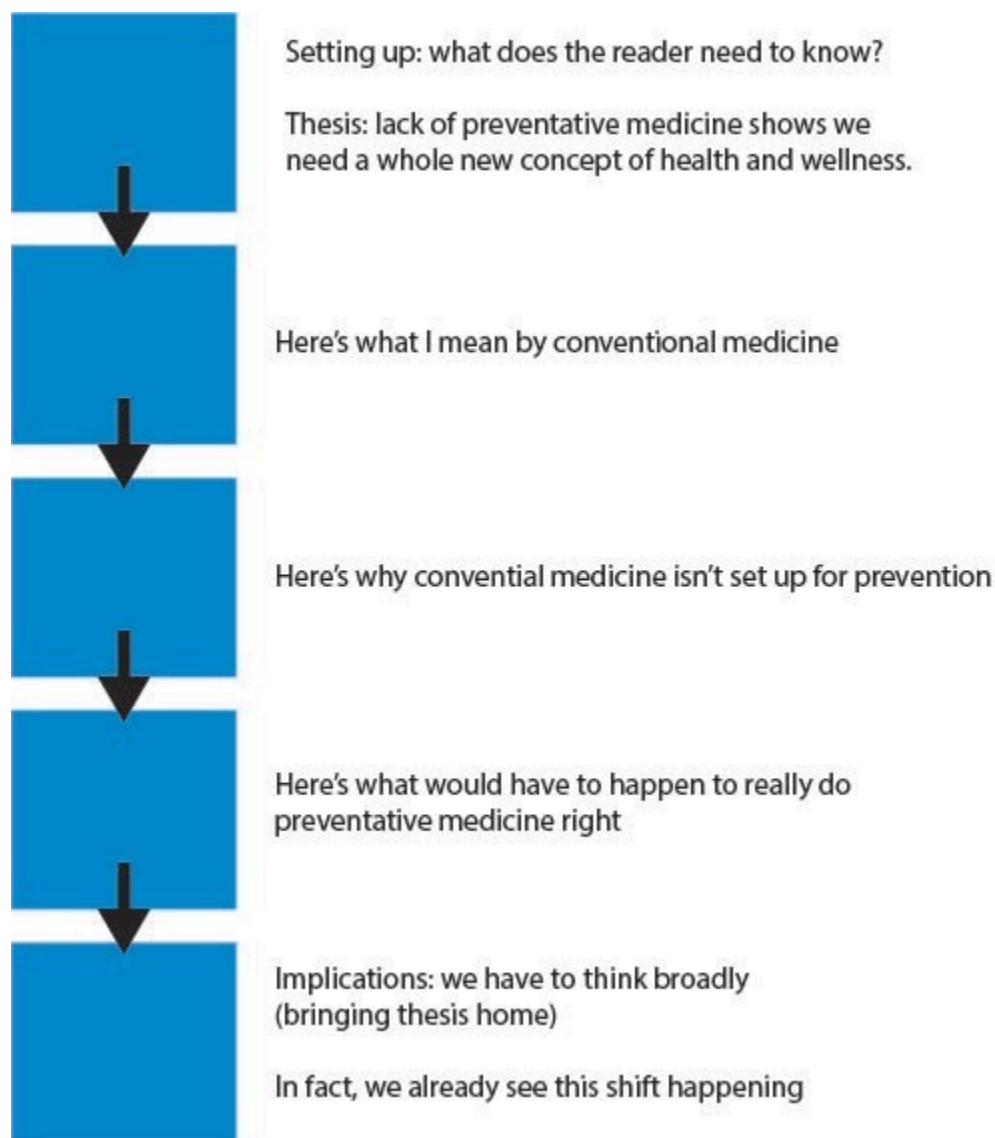


Figure 3.2 The organic research essay structure

All that time you spent mastering the five-paragraph form in Figure 3.1 was not wasted. There’s an idiom in English: *You have to know the rules before you can break the rules*. But now is the time to move beyond an obvious thesis, loosely related body paragraphs, and a repetitive conclusion. Now is the time for you to move beyond the five-paragraph essay.

Watch this video to learn more about moving beyond the five-paragraph essay to an organic research essay:





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=270#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=270#h5p-12>

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

Video from: The Nature of Writing. “What’s Wrong with the Five Paragraph Essay and How to Write Organically (Animated Video).” Wwww.youtube.com, 3 Sept. 2019, www.youtube.com/watch?v=ZA1cAGVBEXU. Accessed 30 Dec. 2021.

4.3 GRAMMAR: REPORTED SPEECH

Another new element of academic writing is to use information from outside sources as evidence to support your thesis. This means you will need to report what others have said or written. This is, not surprisingly, called reported speech. It's very common in research and academic writing, but it's important to learn how to do this correctly so that you avoid plagiarism.

There are two basic ways: direct speech and indirect speech. Direct speech is an exact account of what someone said or wrote. To include direct speech in your writing, enclose the words in "quotation marks." Indirect speech is a restatement of what someone said or wrote. Indirect speech does not use the person's exact words. You do not need to use quotation marks for indirect quotations.



DIRECT SPEECH (QUOTING)

One way to report what a person said or wrote is to repeat their exact words. This is called direct speech. The person's words are called a quotation.

To use direct speech, you must repeat the person's words exactly. You use a verb of attribution and specific punctuation. Quotation marks show readers another person's exact words. Often, you will want to identify who is speaking. You can do this at the beginning, middle, or end of the quote. Notice the use of commas and capitalized words.

Look at these examples:

- *"I'm no prophet. My job is making windows where there were once walls," said philosopher Michel Foucault.*
- *Michel Foucault said, "I'm no prophet. My job is making windows where there were once walls."*
- *"I'm no prophet," said philosopher Michel Foucault. "My job is making windows where there were once walls."*

They all mean exactly the same thing. The difference between these three options is merely a matter of style. What is important, however, is the punctuation. Pay attention to quotation marks, commas, periods, and spaces.

Use single quotation marks to enclose a quote within a quote. For example: "He said, 'The futurist told me to buy stock in plastics.'"

Remember:

- A quotation must be exactly the same as the original text.
- A quotation must use "quotation marks" surrounding the exact text.
- A quotation must give credit to the original author or speaker.

- Normally, put a comma or a period before the first quotation mark and also before the second quotation mark. Here are two examples of this:
 - *According to Sports Illustrated, “Eliminating drug use from Olympic Sports would be no small challenge.”*
 - *“Eliminating drug use from Olympic Sports would be no small challenge,” according to Sports Illustrated.*

INDIRECT SPEECH (PARAPHRASING)

Another way to report what a person says is indirect speech. Here, you don’t need to use the other person’s exact words. In informal situations, you may change only a word or two (such as the verb tense). Other times, such as in formal academic research writing, you paraphrase, or say the same thing using different words or a different word order. When you paraphrase, you usually use a verb of attribution followed by a noun clause, often introduced by the relative pronoun *that*. Here’s how you can paraphrase the example from above:

- *Philosopher Michel Foucault says he doesn’t see the future, but instead helps people find ways to put windows in walls.*
- *Michel Foucault says he’s not a philosopher; rather, he helps people see beyond what is immediately in front of them.*

The 4 Rs of paraphrasing

According to the Virtual Library, here are four steps to paraphrase:

1. **Reword** the text by using synonyms or different parts of speech; change verb tense or change active verbs to passive and vice versa.
2. **Rearrange** by moving words to make new sentences or reorganize the sentences in a passage.
3. **Realize** that not all words or phrases can be changed; you won’t be able to replace names, dates, titles, or technical words.
4. **Recheck** your work to make sure it carries the same meaning as the original; a paraphrase does not add or omit any information, and it does not include your personal opinion.

NOTE: In formal academic writing, we often use a reporting verb in the present simple tense. Example: *The author of this book suggests that the real reason for the wildfires was human carelessness.*

Let’s look at another example:

Using quotation: *Many people believe they can get more done if they do several things at the same time. However, Steven Pinker disagrees. In his article “Mind Over Mass Media” in The New York Times (2010), Pinker says, “Genuine multitasking, too, has been exposed as a myth, not just by laboratory studies but by the familiar sight of an S.U.V. undulating between lanes as the driver cuts deals on his cellphone” (A31). Pinker goes on to explain that there are better ways to be more effective and efficient ...*

Using paraphrase: *Many people believe they can get more done if they do several things at the same time. However, Steven Pinker disagrees. Pinker (2010) writes that people cannot really do more than one thing at a time; one can see this from scientific research projects and also from just watching a car moving unpredictably down the highway while the driver is talking on a cell phone (A31). Pinker goes on to explain that there are better ways to be more effective and efficient ...*

Note the three steps we took in making this paraphrase:

1. We defined the key term. (“Genuine multitasking” = “do more than one thing at a time”)

2. We used different vocabulary. (“laboratory studies” = “scientific research projects”; “an S.U.V. undulating between lanes” = “a car moving unpredictably down the highway”)
3. We used different grammar. (“has been exposed” = “one can see”; “by the familiar sight” = “from just watching”)

Remember:

- A paraphrase has the same meaning (all main ideas included; no new ideas added).
- A paraphrase is different enough to be considered your own words (uses no more than a few words in a row from the original source; changes vocabulary and grammar as much as possible)
- A paraphrase refers to (cites) the original source.

PRACTICE

Use the following exercise to check your understanding. This exercise is for practice; it is not graded, and you may complete it as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=289#h5p-14>

QUIZ

1. Which of the options below describes this sentence best? **The artist said the studio smelled like “paint and possibility.”**
 - A. The sentence uses a quotation to explain what the artist said.
 - B. There is no paraphrase (because there are “quotation marks”), but there is also no direct speech because the quote is not a full sentence.
 - C. The sentence uses a quotation, but the whole sentence is incomplete and therefore only a fragment.
 - D. The sentence paraphrases what the artist said.
2. Paraphrasing, which is also called “indirect speech,” uses the exact same words as the original source.
 - A. True
 - B. False
3. Here is a sentence from an article by Mary Lynch: **The value of education is more than knowledge.** How would I report this as indirect speech (paraphrase)?
 - A. The value of education is more than knowledge, believes Mary Lynch.
 - B. In Mary Lynch’s opinion, “The value of education is more than knowledge.”

- C. Mary Lynch suggests that knowledge is not the only important thing about learning.
 - D. Mary Lynch says education and training are very important.
4. Here is a sentence from an article by Doug Drial: **Oregon became a state on February 14, 1859.** How would I report this as direct speech (quotation)?
- A. Doug Drial writes Oregon as a state in 1859.
 - B. According to Doug Drial, February 14, 1859 was the date when Oregon became a state.
 - C. Doug Drial says Oregon became a state on February 14, 1859.
 - D. Doug Drial says, "Oregon became a state on February 14, 1859."
5. In formal academic writing, we should ...
- A. use a variety of both direct and indirect speech
 - B. use only direct speech
 - C. always use only my own ideas and never support from outside sources
 - D. use only indirect speech
6. Which of the following are ways to help you paraphrase? (choose all that apply)
- A. change only the punctuation
 - B. change the word forms
 - C. change the word order
 - D. use the other person's exact words
 - E. use synonyms
 - F. use quotation marks
 - G. change the verb tense
 - H. use a metaphor or simile
7. In formal academic writing, you usually use the _____ tense to report what others have said or written.
- A. present perfect
 - B. simple future
 - C. simple present
 - D. simple past
8. A comma or period usually goes outside (after) the quotation mark.
- A. True
 - B. False
9. Which of the following uses correct grammar?
- A. My teacher said me to cite my outside sources of information.
 - B. My teacher told me to cite my outside sources of information.
 - C. My teacher says me to cite my outside sources of information.

D. My teacher tells to cite my outside sources of information.

10. A quotation, which is also called “direct speech,” must use the speaker’s or writer’s exact words.

A. True

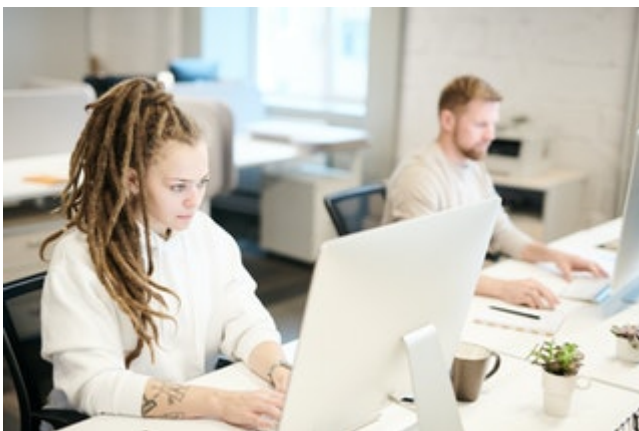
B. False

Some text has been adapted from “Quotation Marks | English 112: Exposition and Persuasion.”
Courses.lumenlearning.com, courses.lumenlearning.com/ivytech-engl112/chapter/quotation-marks/.
Accessed 29 Dec. 2021.

4.4 COMPOSITION: THE THREE-STORY THESIS

Another way to improve your academic writing is to write a better thesis statement. You already know that a strong thesis statement is more than just naming the topic. It includes some sort of claim, or what the author (in this case, you!) wants to say about the topic. If you can do that, then you are ready to take it a step further by exploring the ideas below.

WHAT MAKES A GOOD THESIS IN COLLEGE?

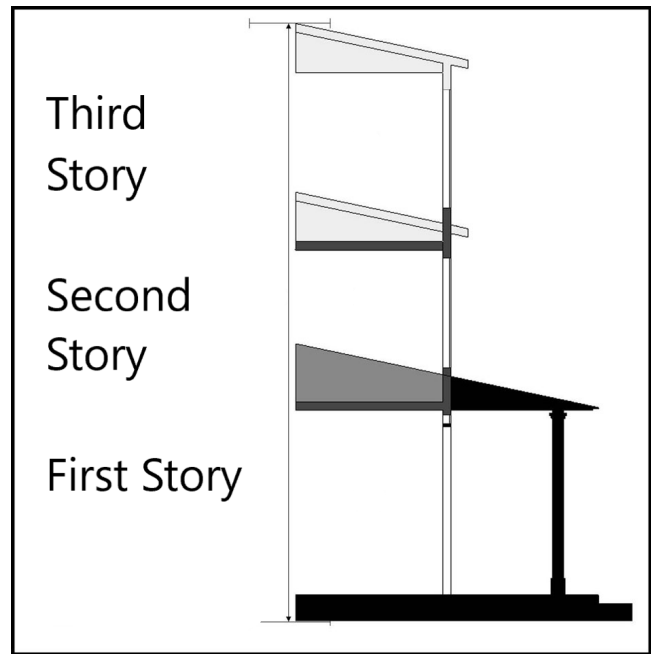


1. **A good thesis is not obvious.** Teachers before ESOL Level 8 needed to make sure that you mastered the basic form of the essay. Therefore, they were mostly concerned that you had a clear and consistent thesis, even if it was something obvious like “sustainability is important.” College instructors, however, fully expect you to produce something more developed.
2. **A good thesis is arguable.** This means that it’s worth questioning or debating: it’s something with which a reasonable person might disagree. A thesis like “sustainability is important” isn’t at all difficult to argue for, and the reader would have little motivation to read the rest of the paper. However, an arguable thesis like “sustainability policies will fail if they do not include social justice,” brings up some interesting questions. Thus, the arguable thesis makes the reader want to keep reading.
3. **A good thesis is specific.** Don’t just say that a particular policy is effective or fair; say what makes it so.
4. **A good thesis includes implications.** In other words, why does it matter? What are the consequences? Why do you care? And why should the reader care?

There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors who have no aim beyond their facts are one-story men. Two-story men compare, reason, generalize using the labor of fact collectors as their own. Three-story men idealize, imagine, predict—their best illumination comes from above the skylight. — Oliver Wendell Holmes, Sr.

One way to strengthen your thesis statement is to write it as a three-story thesis. Here, when we talk about “story,” we mean “level” or “floor” (like a three-story building). Each “story” builds upon the previous one to make a strong structure. You can think of it this way:

- One-story theses state inarguable facts. What’s the background?
- Two-story theses bring in an arguable (interpretive or analytical) point. What’s your main idea?
- Three-story theses place that point within its larger, compelling implications. Why does it matter?



For example, imagine you have been assigned a paper about the impact of online learning in higher education. To outline this example:

- First story: *Online learning is becoming more common and takes many different forms.*
- Second story: *While most people see it as a transformation of higher education, it is better to think of online learning as an extension of higher education because it reaches learners who do not want to participate — or cannot participate — in traditional campus-based education.*
- Third story: *Online learning appears to be one way to better integrate higher education with other institutions in society since online learners integrate their educational experiences with other parts of their life, promoting a better flow of ideas between college and the rest of society.*
- Final thesis (all three stories combined): *Online learning is becoming more common and takes many different forms. While most people see it as a transformation of higher education, it is better to think of online learning as an extension of higher education because it reaches learners who do not want to participate — or cannot participate — in traditional campus-based education. Online learning appears to be one way to better integrate higher education with other institutions in society since online learners integrate their educational experiences with other parts of their life, promoting a better flow of ideas between college and the rest of society.*

Here’s another example of a three-story thesis:

- First story: *Edith Wharton did not consider herself a modernist writer, and she did not write like her peers.*
- Second story: *However, in her work we can see her thinking about both the questions and forms that fascinated modernist writers of her time. While not a modernist herself, she did engage with modernist themes and questions.*
- Third story: *Thus, it is more revealing to think of modernism as a conversation rather than a category or practice.*
- Final thesis (all three stories combined): *Edith Wharton did not consider herself a modernist writer, and she did not write like her peers. However, in her work we can see her thinking about both the questions and forms that fascinated modernist writers of her time. While not a modernist herself, she did engage with modernist themes and questions. Thus, it is more revealing to think of modernism as a conversation rather than a category or practice.*

PRACTICE

Use the following exercise to review what you've learned. You can complete this exercise as many times as you want; it is not graded.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=277#h5p-13>

DISCUSSION

Let's try writing a three-story thesis. Here is a list of one-story theses. Choose one to rewrite. Make it a full three-story thesis (in other words, it should have three sentences).

- Television programming includes content that some find objectionable.
- The percent of children and youth who are overweight or obese has risen in recent decades.
- First-year college students must learn how to independently manage their time.
- The things we surround ourselves with symbolize who we are.

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

Image adapted from [Tampa, Florida Code of Ordinances](#).

4.5 GETTING READY TO WRITE: ADDING CITATIONS

When you write a formal, academic research essay, you need to present your own ideas and then explain or prove those ideas with different types of supporting details. Those supporting details usually come from outside sources of information. In order to avoid plagiarism, you need to acknowledge those authors. We call this citing our sources, or adding citations. Citations tell the reader where information in your paper came from; it allows them to find the same information and demonstrates credibility.



For example, you might just mention a specific number, such as the population of Portland. However, you didn't count all those people yourself; someone else did. So you must acknowledge that source of information. In this case, you might write something like this: *According to the U.S. Census Bureau, the population of Portland, Oregon in 2010 was 585,340.* In that sentence, we identified the U.S. Census Bureau as our source of information. If a reader wants to check our data, they know where to look.

We cite our sources of information using the MLA style. MLA means Modern Language Association. Citations are both in the middle of your writing and at the end of your paper.

Watch this video to learn more about citations:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=300#h5p-16>

You must cite the source of every piece of outside information. If you use a supporting detail from an outside source of information you must cite it. If you use a quotation from an outside source of information, you must cite it. If you paraphrase information from an outside source, you must cite it. Every source must be cited both in the text and on a Works Cited page.

When do you NOT need citations? You do not need to cite yourself when you use your own words to express your own ideas. You do not need to cite common knowledge (example: *There are 24 hours in a day.*)

There are two types of citations:

- **In-text citations:** a brief note in the text of the paper where the quotation or paraphrase appears
- **Bibliography citations:** complete information on a separate page at the end of the paper

IN-TEXT CITATIONS

This type of citation generally uses the author's last name and the page number of the information. However, there are several ways to include these two pieces of information. The page number goes in parentheses after your quote or paraphrase. If you do not use the author's name in the sentence, then include that inside the parentheses, too. Here are three examples using the same citation:

- *Jorge Garcia stated that South American poetry featured "a sense of magical realism found only in Latin America" (362).*
- *South American poetry often features "a sense of magical realism found only in Latin America" (Garcia 362).*
- *Garcia clearly argues that magical realism in poetry originates in Latin American literature (362).*

But what if your source does not have an author? Then use the article title instead. For example:

- *Air compressors manufactured by AC/DC Inc. are more reliable than those built by its competitor, JoGen Technology ("Compressed Air: High Tech for Low Prices" 44).*

No page number (for example, if you are using a web page)? Then just skip that part. For example:

- *Mark Romero says, "Air traffic control is ready for new technology," and he wants to be the one to design the new computers ("Highways in the Sky").*

BIBLIOGRAPHY CITATIONS

The last page of your paper is called the "Works Cited" page. Here, you must include every source that you cite in your paper. This is where you give the reader all the information they need to be able to find your source. You start a new page. You include each source of information in MLA format. You arrange the sources in alphabetical order by the first word of the citation. You use hanging indents (these are opposite paragraph format: the first line begins at the margin and the lines that follow are indented). Here is an example:

Works Cited

"About CJ Patrol." *CJ Patrol*, 2018, www.cjpatrol.org/about/. Accessed 7 Dec. 2019.

Dixon, Shane. "No Cops after Dark? Oregon Town to Use Cameras, Citizen Patrols to Police Streets at Night." *Oregonlive*, 2 Dec. 2019, www.oregonlive.com/crime/2019/12/no-cops-after-dark-oregon-town-to-use-cameras-citizen-patrols-to-police-streets-at-night.html. Accessed 7 Dec. 2019.

Hale, Jamie. "First Day Hikes Returning to Oregon State Parks on New Year's Day." *Oregonlive*, 11 Dec. 2019, www.oregonlive.com/entertainment/2019/12/first-day-hikes-returning-to-oregon-state-parks-on-new-years-day.html. Accessed 13 Dec. 2019.

Noori Farzan, Antonia. "A Small Town Can't Afford Cops at Night. So It's Turning to Cameras Watched by Citizen Patrols." *The Washington Post*, 3 Dec. 2019, www.washingtonpost.com/nation/2019/12/03/cave-junction-oregon-citizen-patrols-cameras-police/. Accessed 7 Dec. 2019.

It looks complicated, but here you can let the computer do the work for you. The Works Cited page is the

only place where you can simply copy-and-paste information from a website. There are two ways to make the citations for your Works Cited page.

- **Library database:** When you find information in the library, use the library database to create the citation for you. Look for the “CITE” or “CITATION” button and choose MLA. Copy and paste this information into your Works Cited list.
- **MyBib.com:** When you find information on the internet, use [MyBib.com](https://mybib.com) to make your citations. Then copy and paste this information into your Works Cited list. Here is a video about how to use this website:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=300#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=300#h5p-17>

OPTIONAL

For more information, check out these resources:

- [PCC Library MLA reference guide](#)
- [NCSU citation tutorial](#)

Some text has been adapted from: Purdue Writing Lab. “MLA In-Text Citations: The Basics // Purdue Writing Lab.” Purdue Writing Lab.

Videos from: Burke, Anne. A (Very) Brief Introduction. 2014, www.lib.ncsu.edu/tutorials/citation/. Accessed 29 Dec. 2021. (CC BY-NC-SA 4.0) and Tedone, Diana. “How to Use MyBib.” YouTube, 5 Mar. 2019, www.youtube.com/watch?v=h1vutetyhYQ. Accessed 29 Dec. 2021.

4.6 SELF-REFLECTION: WHAT ARE YOUR STRENGTHS AND WEAKNESSES IN WRITING AN ACADEMIC RESEARCH ESSAY IN ENGLISH?

In order to become a better writer, it's useful to stop and consider your current abilities. What do you already know and do well? What do you still need to learn or improve? First, read the list of academic writing skills below. Think about the feedback that you have received from your instructor. Then write two paragraphs that answer these next two questions (write one paragraph for each question):

- **What are your strengths in writing an academic research essay in English?**
- **What are your weaknesses in writing an academic research essay in English?**



ACADEMIC WRITING SKILLS

- Getting ideas, planning, and organizing my essay
- Writing thesis statements for an essay
- Writing effective introduction and conclusion paragraphs
- Developing and supporting my ideas with good examples and complex sentences
- Organizing my ideas logically into strong paragraphs
- Using grammar correctly (verb tenses, subject-verb agreement, etc.)
- Using vocabulary correctly (including spelling)
- Using MLA format to cite information that I use from other sources
- Identifying and evaluating secondary sources of information to support my own ideas or opinions
- Summarizing and paraphrasing information from other sources
- Editing and proofreading, finding and correcting mistakes

UNIT 5

In this unit, we start to look more closely at our outside sources of information. How do we find them? What do we look for? How do we start to incorporate them into our writing? Of course, there's also new academic vocabulary and grammar, and we begin to work on a new essay style: problem and solution.

LEARNING OBJECTIVES

By the end of this unit, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Identify, describe, and evaluate potential outside sources of information.
3. Explain the CRAAP test and apply it to outside sources of information to determine credibility.
4. Demonstrate accurate use of passive voice and use it in writing appropriately.
5. Demonstrate awareness of expectations for Essay 02 and prepare it according to standard conventions and expectations.
6. Explain the role of outside sources of information in academic writing.



LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Analyze the assignment instructions and then write the first draft of Essay 02.
4. Discuss the role of outside sources of information in academic writing.

5.0 WARM-UP WRITING

Let's practice reported speech. Read the text in the box below. It includes things different sources have said. Report what two people said. Choose one source to quote. Choose another source to paraphrase. Be sure to write in complete sentences and pay special attention to punctuation.



- Good writing is like a windowpane.
GEORGE ORWELL (a famous author)
- The connection between good notes and good grades is undeniable.
COLLEGE ADVICE 101 (a book)
- Life without love is like a tree without blossoms or fruit.
KHALIL GIBRAN (a poet)
- Last year, obesity affected about 13.7 million children in the U.S.
CDC (a government agency)
- Good writing will bring you to places you don't even expect.
JAMES GANDOLFINI (an actor)
- As of January 7, 2022: there were 10,451 new cases of COVID-19, bringing the state total to 459,700.
OREGON HEALTH AUTHORITY (website)

5.1 VOCABULARY: ACADEMIC WORD LIST 04

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- academic
- access
- available
- cite
- cycle
- initial
- source
- task
- trend
- vary

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=324#h5p-43>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. Let's get together next week. What days are you _____ to meet?
2. We've seen a _____ toward more international students in English classes. Enrollment has increased over the past five years.
3. If you use information from a book, periodical or website, you must always _____ your source so that readers know where it came from.
4. She is one of a few assistants who have direct _____ to the president. She can meet or talk with him any time.
5. Where did you get that information? What is its _____ ?
6. My _____ thought was to stay home, but later I changed my mind and went to the party anyway?
7. The body paragraphs may _____ , but the basic essay structure remains the same.
8. The washing machine has only one _____ : wash, rinse, repeat.
9. Portland Community College offers classes for both _____ study and professional training.
10. The house needs cleaning, and our first _____ should be to sweep the floors.

5.2 THE BIG PICTURE: FINDING OUTSIDE SOURCES OF INFORMATION



SOME SOURCES ARE BETTER THAN OTHERS

You probably know by now that if you cite Wikipedia as a source of information, your instructor will be unhappy. Why do instructors consider Wikipedia a poor source of information? And what are good sources of information? The table below summarizes types of information sources in four levels. All sources have their legitimate uses (even Wikipedia!), but those in the top levels are preferable for academic writing because they are more objective, reliable, and credible.

Level	Type	Content	Uses	How to Find Them
1	Peer-reviewed academic publications	Rigorous research and analysis	Provide strong evidence for claims and references to other high-quality sources	Google Scholar, library catalogs, and academic article databases
2	Reports, articles, and books from credible non-academic sources	Well researched and even-handed descriptions of an event or state of the world	Initial research on events or trends not yet analyzed in the academic literature; may reference important Level 1 sources	Websites of relevant agencies, Google searches using (site:*.gov or site: *.org), academic article databases
3	Short pieces from newspapers or credible websites	Simple reporting of events, research findings, or policy changes	Often point to useful Level 2 or Level 1 sources, may provide a factoid or two not found anywhere else	Strategic Google searches or article databases including newspapers and magazines
4	Agenda-driven or uncertain pieces	Mostly opinion, varying in thoughtfulness and credibility	May represent a particular position within a debate; more often provide keywords and clues about higher quality sources	Non-specific Google searches

FINDING THE GOOD STUFF

Our college library pays big money to subscribe to databases for Level 1 articles. Often they have the full-text of the articles right there for you to save or print. We will visit the library to learn how to use its database, and the librarians are always available to help you, too.

Another increasingly popular article database is Google Scholar (www.scholar.google.com). It looks like a regular Google search, but it searches more academic work. A similar one for periodicals is Google News (www.news.google.com). Just remember that Google — a private corporation — uses its computer programs to determine which articles to show you, and so you may or may not be seeing everything. Therefore it's best to check multiple sources, such as both the library and sites like Google.

Tip: Don't pay for an article for this course. If a web page asks you to pay to access an article, then check first with a librarian! They can often find you the same or similar article for free.

DISCUSSION

Let's talk more about why some outside sources of information are better than others. First, watch the video below. Then write a healthy paragraph answering this question: Why are some sources of outside information better than others? Give examples of strong and weak sources. Explain why they are strong or weak.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=328#oembed-1>

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022.
CC BY-NC-SA

Video from: NCSU Libraries. "Evaluating Sources for Credibility." [www.youtube.com](http://www.youtube.com/watch?time_continue=1&v=PLTOVoHbH5c&feature=emb_logo), 9 June 2015, www.youtube.com/watch?time_continue=1&v=PLTOVoHbH5c&feature=emb_logo. Accessed 17 Jan. 2022.

5.3 COMPOSITION: THE CRAAP TEST

You have started to learn about where to find outside sources of information. You have started to learn about which types of sources are more credible than others. That's a great start!

Soon you will have found the article that you think works well for your academic research essay. Maybe you found it online, and it looks reliable. Or maybe you found it in the library, and so you think it is reliable. However, not everything you read online is reliable. And not everything you find in the library is true. You must use your critical thinking to determine the credibility of each and every outside source of information that you want to use in your writing.



The solution? Use the CRAAP test! (NOTE: “crap” is slang for 🍌 — which is what we don’t want — but “CRAAP” is an abbreviation for currency, relevancy, authority, accuracy, and purpose.)

To learn more about the CRAAP test, watch this video:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=335#oembed-1>

Then download this handout from the Meriam Library of the California State University, Chico, titled [Evaluating Information: Applying the CRAAP Test](#) to use throughout this term.

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=335#h5p-19>

Video from: Wintec City Library. "The C.R.A.A.P Test." www.youtube.com, 25 Nov. 2019, www.youtube.com/watch?v=ieaCVPu6Zec. Accessed 30 Dec. 2021.

5.4 GRAMMAR: USING THE PASSIVE VOICE

English has two “voices” — active and passive.

In an active voice sentence, the subject does the action of the verb. If there is an object, it receives the action of the verb.

In a passive voice sentence, the subject is the receiver of the action of the verb. The do-er of the action of the verb is optional; if it is named, it is the agent and usually follows the preposition “by”.

Passive voice sentences are very common in academic writing because they make the information feel neutral or objective. Furthermore, sometimes the writer does not know or does not want to name the subject.



Only transitive verbs (verbs followed by an object) can be made passive. To make an active sentence passive, the subject and the object change places. If the active voice verb is intransitive (not followed by an object), then there is nothing to become the subject of the passive voice. For example:

- **Active:** *She bakes a cake.* (active voice with an object of the verb)
Passive: *A cake is baked by her.* (passive voice with an agent)
- **Active:** *I laugh.* (active voice but no object — and laugh never has an object)
Passive: Here, the passive voice not possible because there is no object in the active sentence.

HOW DO YOU FORM A PASSIVE VOICE SENTENCE?

To form the passive voice, use this formula: (be) verb plus the past participle. For example: *is baked*

The subject and object of the active sentence change places. For example:

- **Active:** *Mom bakes a cake.*
Passive: *A cake is baked.*

Optional: You can use “by” before the do-er of the action, if you want or need to include it. For example: *A new cake is baked by Mom every week.*

WHEN DO YOU USE A PASSIVE VOICE SENTENCE?

1. When you don’t know (or it isn’t important) who does something. For example: *The house was built in 1911.* (it is not important who built it)
2. When you want to emphasize the object more than the subject. For example: *The scientific discovery was made in 1950.* (the discovery is more important than who made it)

Note: When a sentence has both a direct object and an indirect object, either object can become the subject of the passive sentence. When the indirect object becomes the passive subject, no additional words are added to

the sentence. However, when the direct object becomes the passive subject, the preposition “to” is usually added in front of the indirect object. Compare these sentences:

- **Active:** *People gave the earthquake victims some food.*
Passive: *The earthquake victims were given some food.*
Passive: *Some food was given to the earthquake victims.*

Watch these four short videos to learn more about the passive voice:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=340#oembed-1>



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=340#oembed-2>



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=340#oembed-3>



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=340#oembed-4>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=340#h5p-20>

QUIZ

1. How do you form the passive voice?
 - A. "be" verb + past participle
 - B. "have/has" + past participle
 - C. "have/has" + present participle
 - D. "be" verb plus + present participle
2. Verbs that cannot have an object are called intransitive verbs. These kinds of verbs cannot be changed into passive voice.
 - A. True
 - B. False
3. In a passive voice sentence, what does the action of the verb?
 - A. subject
 - B. agent
 - C. article
 - D. object of the verb
4. Read this sentence: **Someone was cooking beans last night.** Which of the following is the correct passive voice form of the sentence?
 - A. Beans was cooking someone last night.
 - B. Someone was being cooked beans last night.
 - C. Beans was being cooked last night by someone.
 - D. Beans were being cooked last night by someone.
5. Change this sentence from active voice to passive voice: **Some people use cell phones for navigation.**
6. Change the sentence from active to passive voice: **Someone might have stolen your tickets.**
7. Change the sentence from passive voice to active voice: **Video games are played by teenagers.**
8. Change the sentence from passive voice to active voice: **America has been changed by technology for years.**
9. Change this sentence from active voice to passive voice: **A worker built that car in Korea.**
10. Change the sentence from passive voice to active voice: **A test will be taken by students in June.**

OPTIONAL: WHERE TO GET MORE INFORMATION

If you want more instruction and examples about the passive voice, try these links:

- [English First: Passive Voice](#)
- [ThoughtCo: Passive Voice Usage and Examples for ESL/EFL](#)
- [Towson: Active/Passive Voice](#)

Videos from: Smrt English. "Passive with Modals." www.youtube.com, 2 July 2013, www.youtube.com/watch?v=v-2xg6IIRNw. Accessed 30 Dec. 2021. "Passive with the Present Perfect." www.youtube.com, 3 July 2013, www.youtube.com/watch?v=26NhDja68T0&t=1s. Accessed 30 Dec. 2021. "The Active & Passive Voices #1." www.youtube.com, 2 Jan. 2013, www.youtube.com/watch?v=-rlvWoNNrcs. Accessed 30 Dec. 2021. "The Active & Passive Voices #2." Wwww.youtube.com, 3 July 2013, www.youtube.com/watch?v=JJ6bSNimM0o. Accessed 30 Dec. 2021.

5.5 WRITE: INSTRUCTIONS FOR ESSAY 02

TOPIC

Write another report for the website that serves people working in your industry. Describe a problem related to the technology that you described in Essay 01. Then describe one or more solutions to solve this problem. You have two options:

1. Describe a problem your industry had in the past and how this technology has solved it ...OR...
2. Describe a problem that this new technology has now created and how your industry will solve that problem.



GUIDELINES

NOTE: The new instructions are in bold.

- Write 2 to 3 pages double-spaced. The exact number of pages, paragraphs, or words is not important. The important thing is that your ideas are clear, complete, and compelling.
- Give your essay a title. Capitalize the first letter of each major word (do not capitalize conjunctions, prepositions, or articles unless they are the first word of the title). Use the CENTER button on the Google Docs or Word toolbar to center the title automatically and accurately.
- Use as many body paragraphs as necessary. Each body paragraph needs a clear topic sentence and supporting ideas. Use a variety of sentence types. Use your computer's TAB key to indent the first line of each paragraph.
- Include an introduction with a thesis statement that contains a clear topic and claim followed by a preview of the main points.
- **Support your ideas with specific details, descriptions, examples, and information from at least THREE outside sources. Use MLA style for both in-text citations and a Works Cited page. You must cite anything that is not common knowledge. Remember that a Works Cited page will begin a new page at the end of your document.**
- The conclusion should restate the thesis (topic + claim) in light of the information you provided in the body.
- For academic writing, use a formal tone. Write in third person, not first or second person (don't use *I*, *we*, or *you*).
- Use academic vocabulary. Use transition signals (*first*, *next*, *also*, *however*, etc.) to guide the reader.
- Remember to edit, proofread, and revise carefully, paying close attention to grammar and mechanics. Review the grading rubrics below and double check your essay for comma splices, subject-verb agreement, word forms, punctuation and spelling.

- Do your own work; do not plagiarize.

Formatting

All out-of-class writing assignments must be typed. Use a regular font (not too big or little or crazy — for example: Times Roman 12). Assignments must be double-spaced (skip a line). Use approximately one-inch margins on all sides. Include your name and date in the upper left-hand corner. Put the page number in the upper right-hand corner with your last name like this: **Krause 1** [but you should use your own last name].

GRADING

Each draft is worth 10 points, however each draft is graded differently. The grading rubric for the first draft awards more points for content and organization, while the grading rubric for the second draft awards more points for grammar and mechanics.

- Grading Rubric for Draft Essay – See Appendix B
- Grading Rubric for Revised Essay – See Appendix C

MODEL ESSAY

Look in Appendix B for an example of a finished essay.

ANALYZE THE ASSIGNMENT

1. What is the purpose of this essay?
2. Who is your primary audience for this essay?
3. What type of essay will this be? What will you say or show?
4. What voice or point of view should you use in this essay?
5. What evidence should you use to support your ideas?
6. How long should this essay be?
7. When is the draft version of this essay due?
8. How will you submit the first draft of your essay?
9. When is the revised version of this essay due?
10. How will you submit the revised version of your essay?

5.6 SELF-REFLECTION: HOW DOES THE USE OF OUTSIDE SOURCES OF INFORMATION AFFECT THE QUALITY OF YOUR ACADEMIC RESEARCH ESSAY?

We have started to study how to use outside sources of information in your academic research essay. Will this improve your writing? How? Write a healthy paragraph that answers this question:

How does the use of outside sources of information affect the quality of your academic research essay?



UNIT 6

In the last unit, we talked a lot about how to find good information from outside sources. Now we will focus on how to use that information in our writing. Formatting is only part of the lesson. It's also important to think about how the information supports or proves our thesis. And, as always, we will continue to strengthen our academic vocabulary and grammar along the way.

LEARNING OBJECTIVES

By the end of this week, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Construct a quotation sandwich and use it in writing appropriately.
3. Demonstrate accurate use of noun clauses and use them in writing appropriately.
4. Demonstrate accurate use of parallel structure and use it in writing appropriately.
5. Produce second drafts of the first reflection and Essay 02.

LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Review feedback on the first reflection and Essay 02 and use that information to edit your writing.



6.0 WARM-UP WRITING

Write the same sentence in two ways: active voice and passive voice.

For example:

Active: *The teacher always posts the grammar lessons to our class website.*

Passive: *The grammar lessons are always posted to our class website by the teacher.*



6.1 VOCABULARY: ACADEMIC WORD LIST 05

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- assert
- attribution
- claim
- contend
- convey
- implication
- method
- quotation
- paraphrase
- restrict

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=366#h5p-44>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. He always manages to _____ his point of view, and he expects everyone to listen to what he has to say.
2. I love that _____ from Martin Luther King, Jr. His words are always inspiring!
3. We need to consider the financial _____ of these changes. What will be the consequences?
4. In this article, the authors make a _____ that Portland receives more rain than Seattle. That's what they believe.
5. To assert and to _____ both have a meaning that is almost the same as "to claim."
6. The _____ of that information belongs to the U.S. Census.
7. If you want to lose weight, then you must _____ the number of calories that you eat.
8. Please _____ my apologies to your sister and let her know that I am sorry.
9. How do you study new vocabulary? What is your _____?
10. That quotation from your source is difficult to understand. I think you should _____ it because your own words will be better.

6.2 THE BIG PICTURE: USING OUTSIDE SOURCES OF INFORMATION



A strong academic research essay needs strong evidence (proof). The credibility of your sources of outside information is one key part of this evidence. However, the way that you use outside sources of information is also important. Sometimes you're citing a source that provides strong evidence for your point; at other times you're summarizing someone else's ideas in order to explain how your claim is different.

When you think you found information useful for your academic research essay, stop and ask yourself these questions:

- Do you really understand the information from the outside source?
- How much of the information source do you need in your essay? A word or phrase? A sentence? A whole paragraph?
- Can you paraphrase the information? Or do you need to quote the author's actual words?

When you are ready to proceed, remember this: Information from outside sources cannot stand alone. You must provide context to your paraphrase or quotation. You must help your reader see how the information is relevant and connected. One easy method is to make a "quotation sandwich." This method makes sure that information from outside sources is always supporting your own ideas or claims, not taking their place.



THE “QUOTATION SANDWICH”

Writing an academic research essay is like having a conversation with outside sources of information. Just as with a friend or colleague, conversation is a two-way street. This is the “they say / I say” approach to academic writing. It’s a natural back and forth in which you use outside sources to support your own claims — or as something to argue against — in order to illustrate a point. The “quotation sandwich” is one very effective way to do this. And here’s how it is done.

As you can imagine, most sandwiches have two pieces of bread with a filling in the middle. A “quotation sandwich” is similar. You, your voice, is the bread. The quote, your source’s voice, is the filling. When you put it all together, you’re providing your reader with the necessary context to understand why you are using the quote (relevance) and what it means to your thesis (implication).

Remember, quotes alone don’t make your point for you. Like your instructor, they can’t do your work for you; they can only help you. You have to do the heavy lifting by providing context.

Here’s another way to look at how to make the three ingredients of a “quotation sandwich”:

- The first sentence (the top layer of bread) is your claim that you want to make related to your thesis.
- The second sentence has two parts (think of it as the peanut butter and the jelly): the introduction to the quotation and the quotation itself
- The third sentence (the bottom layer of bread) is an interpretation or explanation of the quotation and how it relates to your claim

Let’s look at an example. Try to identify the three parts of this “quotation sandwich” below:

Great respect is often awarded to people who claim to have a lot of experience, but that experience is not necessarily always filled with success. The prolific Irish playwright and poet Oscar Wilde, for example, suggested that “Experience is simply the name we give our mistakes” (“BrainyQuote”). In other words, the wisdom that is associated with experience is based as much on a person’s failures as it is on their successes.

Works Cited

“BrainyQuote.” BrainyQuote, BrainyQuote, 2019, www.brainyquote.com/authors/oscar-wilde-quotes. Accessed 1 Dec. 2019.

Here’s the sample “quotation sandwich” again, this time with a description of each layer:

Text	Description
<i>Great respect is often awarded to people who claim to have a lot of experience, but that experience is not necessarily always filled with success.</i>	The first sentence introduces my point: We respect people who have a lot of experience because we often equate experience with multiple successes; however, sometimes a person with a lot of experience has also failed many times.
<i>The prolific Irish playwright Oscar Wilde, who arguably had as many flops onstage as hits, suggested that "Experience is simply the name we give our mistakes" ("BrainyQuote").</i>	In the second sentence, I begin to have a conversation with my outside source. This is the "they say" part of the "they say/I say" conversation. But I want to make sure you understand who the source is and why he is an authority on this. So I introduce him before actually giving the quotation. The order of these two elements is less important than the information it conveys. Finally, note that I have included an in-text citation in MLA format.
<i>In other words, the wisdom that is associated with experience is based as much on a person's failures as it is on their successes.</i>	The third sentence provides an interpretation or explanation of the quote within the context of my argument or thesis. This is the "I say" part of the "they say/I say" conversation. Here, I'm answering the questions: What does it mean? Why am I telling my readers this?
<i>Works Cited</i>	
<i>"BrainyQuote." BrainyQuote, BrainyQuote, 2019, www.brainyquote.com/authors/oscar-wilde-quotes. Accessed 1 Dec. 2019.</i>	To practice MLA citation, I have also included the source reference as it would appear on a Works Cited page at the end of my essay.

VERBS OF ATTRIBUTION

Yourdictionary.com defines attribution as "the act of giving someone credit for doing something." In the previous sentence, I used the verb "defines" as a verb of attribution. I wanted you to know who or what provided that information.

The verb "to say" does the job of attribution all right, but it's neither precise nor interesting. And in a long essay with multiple quotes and paraphrases, repeated use of the same verb of attribution can be distracting and boring. Furthermore, some editors restrict the verb "to say" for use only when someone was actually uttered aloud, though in real life we tend to use it even when reporting written communication (for example, The red sign says "Stop.>").

Some common verbs of attribution include:

- states
- argues
- contends
- suggests
- claims
- offers
- writes
- answers
- asks
- relates
- asserts
- concludes
- points out

NOTE: All of these examples are in the present simple verb tense because we usually use the present simple verb tense when using information from outside sources. In some ways, that makes it easier for us to control verb form; however, we must remember to proofread carefully for subject-verb agreement (a singular subject requires a singular form of the verb, while a plural subject requires a plural form of the verb).

DISCUSSION

Quotation sandwiches are good for you and your writing! Let's try to make some. First, watch the video below. Then think of your favorite quotation by a famous person or search the internet for one. Share that quotation here in the form of a quotation sandwich. You should use at least three sentences:

1. Some sort of claim that you want to make
2. The quotation that supports your claim (including the person's name)
3. Your interpretation or explanation of the quotation



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openoregon.pressbooks.pub/synthesis/?p=370#oembed-1>

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, [milneopentextbooks.org/writing-in-college-from-competence-to-excellence/](https://openoregon.pressbooks.pub/synthesis/?p=370#oembed-1). Accessed 16 Jan. 2022.
CC BY-NC-SA

Video from: Gielissen, Theresa. "How to Do Quote Sandwiches." [www.youtube.com](https://www.youtube.com/watch?v=z9qzqq1T6AM&feature=emb_imp_woyt), 17 Nov. 2017, www.youtube.com/watch?v=z9qzqq1T6AM&feature=emb_imp_woyt. Accessed 17 Jan. 2022.

6.3 GRAMMAR: USING NOUN CLAUSES

Noun clauses are very helpful to academic writing for many reasons. The most important, perhaps, is that they are an important part of reported speech. For example, when you write *The computer scientist at Google says that*, you will be using a noun clause to complete the sentence. But noun clauses are also important to academic writing because they help give form to abstract ideas. An example of this is: *How this technology works is important to understand*. In this case, we are not talking about the physical form of the technology or even the work that it does; instead, we are talking about the way it works. As you can see, noun clauses are essential for academic writing!



A CLOSER LOOK

A clause is a group of words with a subject and a verb.

A clause can be independent. That means it has a subject and a verb, and it expresses a complete idea. A simple sentence is an independent clause.

A clause can be dependent. That means it has a subject and a verb, but it does not express a complete idea. It must be attached to an independent clause to make sense.

A noun clause is a dependent clause that works like a noun. It can serve as a subject or object. For example:

- ***What the doctor said*** was very important. (subject)
- The weather website says ***that it might snow tomorrow***. (object)

A noun clause frequently follows certain adjectives, nouns, and verbs. For example:

- The author of the report says ***that the majority of students prefer to continue to study remotely on Zoom***.
- Many people hold the belief ***that marijuana should be legal everywhere***.
- She insisted ***that her cousin had lied about the money***.

RELATIVE PRONOUNS

A noun clause begins with a relative pronoun. Here are some of the most common ones:

who, whom, which, how, what, when, whether, where, why, if, that

and

whoever, whomever, whichever, however, whatever, whenever

The relative pronoun is usually followed by the subject and verb of the clause. However, sometimes the words *who*, *what*, and *which* are both the relative pronoun and the subject of the clause. When a *that* clause is the subject of the sentence, the word *that* is necessary. In all other cases, the word *that* is optional when it begins a noun clause. Formal academic writing usually uses *that* whereas informal speaking often omits it. For example:

- *So it is clear now that eating a balanced diet is important for your health.*

The sentence above can be reduced to:

- *So it is clear now eating a balanced diet is important for your health.*

FUNCTIONS OF A NOUN CLAUSE IN A SENTENCE

As a noun, a noun clause can be the subject, object of the verb, or object of a preposition. It can also be a complement.

Subject

Here is an example where a noun clause is the subject of the sentence (a second noun clause forms a subject complement, which is described later):

- ***What this research revealed ... was that the COVID vaccine helped to prevent many deaths.***

In the sentence above, the noun clause is the subject of the sentence. The whole idea of *what this research revealed* is the subject of the verb *was*.

The structure is [relative pronoun] + [subject of the clause] + [verb of the clause].

Object of the verb

The noun clause can also act as an object of the verb. For example:

- *So hopefully you can see now **that pets help to prevent depression in many people ...***

The structure is [relative pronoun] + [subject of the clause] + [verb of the clause]. In the sentence above, the noun clause is the object of the verb *see*.

Object of a preposition

The noun clause can also act as an object of a preposition. For example:

- *The race car driver wrote a short novel about **how he won four national competitions.***

In the sentence above, the noun clause is the object of the preposition *about*.

The structure is [preposition] + [relative pronoun] + [subject of the clause] + [verb of the clause].

Complement

We sometimes use a noun clause after a be verb as a complement to identify or complete the meaning of the subject. For example:

- *What this research revealed was **that the COVID vaccine helped to prevent many deaths.***

We sometimes use a noun clause after a linking verb + adjective to express an attitude or degree of certainty about something. In the sentence above, the second noun clause (*that the COVID vaccine helped to prevent many*

deaths) acts as a subject complement. It follows a be verb and identifies or explains what the research revealed. This is called a subject complement. For example:

- *I am not surprised **that you need a good night's sleep to do well on the test.***

In the sentence above, the linking verb is followed by an adjective and then the noun clause. This is called an adjective complement.

HOW DO YOU FORM A NOUN CLAUSE?

There are three ways to form noun clauses:

- Begin with *that*
- Begin with *if* or *whether*
- Begin with a question word such as *who, what, where, when, how*

That clauses

These can come at the beginning of the sentence and act as the subject. In this case, the word *that* cannot be omitted. For example:

- ***That she loves me** is certain.*

These can come after certain nouns such as *idea, thought, belief, opinion, claim, statement*. For example:

- *It is our opinion **that the COVID pandemic is a very serious problem.***

These can come after the verb of the independent clause. In this case, the dependent clause is embedded in the independent clause and functions as the object. For example:

- *I insist **that you come to the party.***

These can come after certain adjectives such as *happy, sad, worried, certain, sure, surprised*. For example:

- *I am certain **that the exam is on Tuesday.***

These can be used to report what someone else said. For example:

- *She said **that she was retiring and moving to Sweden.***

NOTE: Except for the first use described above, *that* can be omitted from the noun clause.

If / whether clauses

These are statements, not questions, that begin with *if* or *whether*. They are often used to integrate a yes/no question into a statement. *Whether* is more formal than *if*. An optional addition is the phrase *or not*. For example:

- *Will she come?*
- *I don't know **whether she will come or not.***
- *Is he interested in buying your car?*
- *I wonder **if he is interested in buying your car.***

Question word clauses

Although these clauses begin with question words, they are not questions, so they follow the regular subject-verb order. There are two patterns.

1. *who* and *what* may act as the subject of the noun clause:

- *I don't know **who is coming to the party.***
- *He saw **what happened.***

2. *who, what, when, why, where, how, how much, how long* begin the clause and are followed by a subject:

- *I wonder **where she went.***
- *I heard **what you said.***

Watch this short video to learn more about noun clauses:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=378#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=378#h5p-22>

QUIZ

1. Does anybody know _____ on the ground?

- A. that how long this plane will be
- B. how long this plane will be
- C. how long will be this plane
- D. how long will this plane be

2.

"This restaurant is very expensive!"

"It is, but you should order what you want. This is a very special occasion."

Identify the noun clause in the conversation above. What is its function here?

- A. object of a preposition
 - B. object of the verb
 - C. subject
 - D. complement
3. "Did you remember to tell Mark _____ he should bring to the meeting tomorrow?"
- A. what
 - B. that what
 - C. if
 - D. that
4. Edward's interview was very intense. The interviewer wanted to know many facts about his personal life, and even asked him _____ had ever used any illegal drugs of any kind.
- A. that he
 - B. if or not he
 - C. that if he
 - D. whether or not he
5. A noun clause is always a dependent clause. Therefore it is never a complete sentence by itself. It must always be attached to an independent clause.
- A. True
 - B. False
6. Is it true _____ about you?
- A. what did he say
 - B. what he said
 - C. what said he
 - D. what he did say
7. Compare:

A. I insist that you come.

B. I insist you come.

- A. Both A and B have correct grammar.
- B. A is correct, but B is not.
- C. B is correct, but A is not.
- D. Neither A nor B is correct.

8. Compare:

A. That she loves me is uncertain.

B. She loves me is uncertain.

- A. Both A and B have correct grammar.
- B. A is correct, but B is not.
- C. B is correct, but A is not.
- D. Neither A nor B is correct.

9. Rewrite the sentence as indirect speech. Use a noun clause.

Maria asked, "Where do you live?"

10. Rewrite the sentence as indirect speech. Use a noun clause beginning with "if".

Maria asked, "Does Van Huong live here?"

OPTIONAL: WHERE TO GET MORE INFORMATION

If you want more instruction and examples about the noun clauses, try these links:

- [SmrtEnglish Video: Noun Clauses \(full class with Shaun\)](#)

- EnglishSentences.com: Noun Clauses

Video from: Benn, Adam. "Advanced English Grammar: Noun Clauses." YouTube, 12 July 2016, www.youtube.com/watch?v=9SrEEPt4MQA. Accessed 29 Sept. 2020.

6.4 COMPOSITION: PARALLEL STRUCTURE

What is parallel structure? It's the practice of using the same form for similar items. Parallel structure can be applied to a single sentence, a paragraph, or even multiple paragraphs. Compare the two following sentences:

- *Walid enjoys running, to swim, and biking.*
- *Walid enjoys running, swimming, and biking.*

Was the second sentence a smoother read than the first? The second sentence uses parallelism — all three verbs are in the same *-ing* form — whereas in the first sentence two use *-ing* form and one does not. Parallelism improves writing style, and it makes sentences easier to read and understand. Parallelism is like running in the same direction. It would be disruptive to see a runner running the wrong way in a race.

Compare the following examples:

- Without parallelism: *She likes cooking, jogging, and to read.*
 - Parallel: *She likes cooking, jogging, and reading.*
 - Parallel: *She likes to cook, jog, and read.*
- Without parallelism: *The dog ran across the yard and jumped over the fence, and down the alley he sprinted.*
 - Parallel: *The dog ran across the yard, jumped over the fence, and sprinted down the alley*

Parallelism can also involve repeated words or repeated phrases. For example:

- *"The inherent vice of capitalism is the unequal sharing of blessings; the inherent virtue of socialism is the equal sharing of miseries." —Winston Churchill*

Notice above how the first independent clause and second independent clause mirror each other. In other words, they use the same sentence structure.

- *"Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty." —John F. Kennedy*

Notice above how the speaker uses verbs-and-objects: *pay any price, bear any burden, meet any hardship, support any friend, oppose any foe*

- *"And that government of the people, by the people, for the people, shall not perish from the earth." —Abraham Lincoln, Gettysburg Address*

Notice the prepositional phrases: *of the people, by the people, for the people*

When used this way, parallelism makes your writing or speaking much stronger. These repeated phrases seem



to bind the work together and make it more powerful. This use of parallelism can be especially useful in writing conclusions of academic papers or in persuasive writing.

Watch this short video to learn more about parallel structure:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=384#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=384#h5p-23>

OPTIONAL: WHERE TO GET MORE INFORMATION

If you want more instruction and examples about parallel structure, try these links:

- [OWL: Parallel Structure](#)
- [IUP: Parallel Structure](#)

Some text was adapted from “Parallel Structure | College Writing.” Courses.lumenlearning.com, courses.lumenlearning.com/suny-esc-wm-englishcomposition1/chapter/text-parallel-structure/. Accessed 30 Dec. 2021.

Video from: Smrt English. “Parallel Structure or Parallelism.” www.youtube.com, 15 Nov. 2012, www.youtube.com/watch?v=qvDNvS2M3QA. Accessed 30 Dec. 2021.

6.5 GETTING READY TO WRITE: DIGGING DEEPER

An important part of revising your writing is to identify areas that need further development. Perhaps you need to better define an important term or process. Maybe you need to identify a person or place. More often you need additional examples or descriptions so that your readers can better envision your topic. Sometimes just additional context helps to demonstrate why something is important. Adding these kinds of specific supporting details helps to prevent vague or superficial writing, and it makes your writing more interesting to read, too!



ACTIVITY

Start by reviewing your research topic and thesis. Think about the feedback you have received from your instructor, your classmates, and/or tutors. Then choose one specific point in one of your essays that needs expansion or more explanation. For example: if an essay suggests that smart clothing can help doctors and patients, it would be useful to have a detailed example of this from real life to show readers what this looks like and how it works. Or, alternatively, more information about the costs of research and development. The author can do additional research to find more specific supporting details to help readers better understand the idea that smart clothing can help doctors and patients.

1. Brainstorm: Choose a detail that needs more explanation or specific information.
2. Research: Use the library database and/or Google to add some additional specific details to your topic.
3. Write: Write a short paragraph of new information to add to your essay. Use some details from your new source.
4. Cite: Include both an in-text citation and a Works Cited page for the data that you use. See the example below.

Example

Additional research question: *What are the specific types of data collected by smart underwear?*

Smart clothing — specifically smart underwear — can collect biometric data that can be useful to both athletes and anyone who cares about their health. The most common measurement, of course, is pulse, body temperature, respiration, and blood oxygen (Paret and Cre’go 204). However, movement sensors that use accelerometers and gyroscopes can also provide feedback on more unusual things, such as posture and muscle tension (“Wearable Stretch Sensors Making Underwear Into ‘Underwearables’ In 2017 – StretchSense”). Therefore, users can easily monitor their health and track their workout performance over time.

Works Cited

Paret, Dominique, and Pierre Cre'go. *Wearables, Smart Textiles & Smart Apparel*. London, UK; Kidlington, Oxford, 2019.

"Wearable Stretch Sensors Making Underwear Into 'Underwearables' In 2017 – StretchSense." *StretchSense*, 26 Jan. 2017, stretchsense.com/article-resources/blog/wearable-stretch-sensors-making-underwear-into-underwearables-in-2017/. Accessed 31 Jan. 2020.

6.6 SELF-REFLECTION: REVIEW AND REVISE 01

At the beginning of this course, you wrote a response to this discussion question: *What makes a good academic research essay?* Now it's time to go back and revise your work. First, read your original response again. Then read your instructor's feedback. Think about all that you have studied in class so far. How has your thinking changed? What can you add? How can you edit your paragraph to make it better? Write a second draft of this self-reflection paragraph.



UNIT 7

We've pushed forward a lot. We've addressed metacognition, critical thinking, source evaluation, and MLA formatting and citation. Wow! Now it's time to take a breath and review some basics so that our writing is as strong as it can be.

LEARNING OBJECTIVES

By the end of this unit, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Describe clarity and coherence in writing and apply those characteristics in writing appropriately.
3. Demonstrate accurate use of adjective clauses and use them in writing appropriately.
4. Demonstrate awareness of expectations for Essay 03 and prepare it according to standard conventions and expectations.
5. Produce a second draft of the second reflection.



LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Analyze the assignment instructions and then write the first draft of an essay.
4. Review feedback on the second reflection and use that information to edit your writing.

7.0 WARM-UP WRITING

Share an idea for an invention that would make your life easier or more fun. Write one or two sentences. Use at least one noun clause. Underline the noun clause(s).

Example: What I want to invent is a robotic closet. I don't know what to call it, but it will do what I say, such as hang up my clothes for me. It will also help me decide what to wear. The problem is, however, how much it will cost.



7.1 VOCABULARY: ACADEMIC WORD LIST 06

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- affect
- coherence
- creativity
- environment
- facilitate
- institution
- logical
- network
- range
- subsequent

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=401#h5p-45>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. In writing, _____ means everything has a sense of the whole; in other words, all the information is part of one topic.
2. Missing class and arriving late may _____ your grade in this course.
3. It's easier to find a job if you have a wide _____ of professional contacts.
4. Portland Community College is an _____ of higher education, but it is also a center of the community.
5. He's always coming up with new ideas; he has a great sense of _____.
6. You will learn more research strategies in a _____ writing class that begins next term.
7. Portland Community College offers a _____ of services to support students, from the Panther Food Pantry to the Queer Resource Center.
8. Your answer does not make sense. It is not the _____ choice.
9. Transition words _____ a smooth, connected flow for readers.
10. The teacher creates a warm and inviting _____ for students.

7.2 THE BIG PICTURE: BACK TO BASICS – THE PERFECT PARAGRAPH



As Michael Harvey writes in his book *The Nuts and Bolts of College Writing*, paragraphs are “a form of punctuation, and like other forms of punctuation they are meant to make written material easy to read.” Without good paragraphs, you simply cannot clearly convey sequential points and their relationships to one another. So it is important that you continue to study strategies for constructing, ordering, and relating paragraphs in academic writing.

TOPIC SENTENCES

In academic writing, readers expect each paragraph to have a sentence or two that captures its main point. They’re often called “topic sentences.” In academic writing, topic sentences do two things:

- They tell the reader the main point of the paragraph. All the other sentences in this paragraph will offer details to support this main point.
- They explain to the reader how that main idea connects to the overall thesis of the paper. In other words, how does it grow out of the previous paragraph? And how does it feed the paragraph that follows? And, together, how does that support the thesis?

Consider these two examples from a research paper about climate change and global warming:

- Version A: *Now I will write about the biological evidence.*
- Version B: *The biological evidence provides clear support that global warming is affecting more than the environment.*

Both versions convey a topic: biological evidence. However, Version B is doing a lot more than that. In version B, we can see that the writer is using this evidence to support a thesis related to global warming. Furthermore, since the writer says “more than the environment,” we can infer that the previous paragraph was probably about some environmental evidence, such as weather patterns.

Academic readers expect topic sentences to be at the beginning of the paragraph. That helps readers understand your argument. When you’re writing for professors, it is especially effective to put your topic sentences first because they usually convey your own original thinking. It’s a very good sign when your paragraphs are typically composed of a single clear idea followed by evidence and explanation.

Knowing this convention of academic writing can help you both read and write more effectively. When you’re reading a complicated academic piece for the first time, you might want to go through reading only the first sentence or two of each paragraph to get the overall outline of the argument. Then you can go back and read all of it with a clearer picture of how each of the details fit in. And when you’re writing, you may also find it useful to write the first sentence of each paragraph (instead of writing a topic-based outline) in order to map out a thorough argument before getting immersed in details. For example, compare these two ways to organize your ideas before writing (Remember? That’s the “O” part of the P.O.W.E.R. writing process). Which one would help you start writing more easily?

Traditional Outline	Topic Sentence Outline
I. Granovetter’s “Strength of weak ties” a. Definition b. Example—getting jobs	The importance of networking for both career development and social change is well known. Granovetter explains that weak ties—that is, ties among acquaintances—are often more useful in job hunting because they connect job-seekers to a broader range of people and workplaces. ...
II. Creativity in social networks a. Explanation b. Richard Florida’s argument	Subsequent research in network analysis has shown that weak ties can promote creativity by bringing ideas together from different social realms. ... Richard Florida argues that cities would do well to facilitate weak ties in order to recruit members of the “creative class” and spur economic development. ...
III. Implications a. For urban planners b. For institutions of higher education	Florida’s argument can inspire a powerful new approach to strategic planning within colleges and universities as well. ...

COHESION AND COHERENCE

The next task is to make sure that your writing has unity. This depends on cohesion and coherence. Cohesion is about the “sense of flow” (how each sentence fits with the next), while coherence is about the “sense of the whole” (how everything supports the main idea, or thesis).

Watch these two short videos to learn more:





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ENDING YOUR BODY PARAGRAPHS

Some teachers advise you to end each paragraph with a concluding sentence. But that's not a widely held opinion. Most well-written academic papers do not adhere to that structure. The last sentence of the paragraph should certainly be in your own words (not a quote), but as long as the paragraph succeeds in carrying out the task that it has been assigned by its key sentence, you do not need to worry about ending with a sentence that wraps up each paragraph individually. It is more important to make sure the idea or thought flows from one paragraph to the next.

OPTIONAL: WHERE TO FIND MORE INFORMATION

If you want more information and practice, visit [this website about writing strong paragraphs](#).

DISCUSSION

Let's examine the flow of our writing by making a reverse outline of Essay 02 using its thesis statement and topic sentences. Here's how:

1. Start a new document.
2. Copy and paste the your thesis statement from Essay 02.
3. Copy and paste the topic sentence from each of the other paragraphs of your Essay 02.
4. Correct any grammar errors.
5. Read them again and then answer the question: *How do your topic sentences reflect the flow of the thesis?*

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks,

2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022.
CC BY-NC-SA

Videos from: Smrt English. "Unity in English Academic Writing." YouTube, 15 Nov. 2012, www.youtube.com/watch?v=bXOiS0Yq_Qg. Accessed 10 Dec. 2021; and Write to the Top. "Cohesion & Coherence in Essay Writing." www.youtube.com, 11 Jan. 2017, www.youtube.com/watch?v=6piVC5rgWsM. Accessed 30 Dec. 2021.

7.3 COMPOSITION: TRANSITIONS BETWEEN IDEAS

Transition words connect your ideas together. They help your readers to understand your writing by showing relationships among ideas. They show connections between sentences, paragraphs, and sections of your writing. They help your reader understand how to put your separate details together to form a complete idea.

You are probably already familiar with the more common transition words used in academic writing. For example:

- *first, second, third ...*
- *first, next, then, finally ...*



However, writing in college requires you to show your reader more than just sequence. Now you need to show the connections between ideas and explain the reason why one idea comes after another. Without transitions, your writing might seem “choppy” or “disconnected.” Your reader might feel that you are jumping from one idea to the next, and they don’t understand why or how you changed the topic. Transitions are especially important if you write your work in pieces and then try to assemble it later, which is what we do in this course.

Here are some common transitions:

Type of Relationship between Ideas	Transition Words
Similarity	also, in the same way, just as ... so too, likewise, similarly
Contrast	but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet
Order / Sequence	first, second, third, ... next, then, finally
Time	after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	for example, for instance, namely, specifically, to illustrate
Emphasis	even, indeed, in fact, of course, truly
Place / Position	above, adjacent, below, beyond, here, in front, in back, nearby, there
Cause and Effect	accordingly, consequently, hence, so, therefore, thus
Additional Support or Evidence	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion / Summary	finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary

Watch these videos to learn more about some specific transitions words you may not yet use:



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PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=411#h5p-25>

Videos from: Benn, Adam. “Writing – Transitions – in Addition, Moreover, Furthermore, Another.” [www.youtube.com](https://www.youtube.com/watch?v=IsDR3XEv50E), 29 Mar. 2013, www.youtube.com/watch?v=IsDR3XEv50E. Accessed 30 Dec. 2021. “Writing – Transitions – Therefore, Thus, Consequently.” [Www.youtube.com](https://www.youtube.com/watch?v=vL05g8eW10s), 11 June 2013, www.youtube.com/watch?v=vL05g8eW10s. Accessed 30 Dec. 2021. “Writing – Advanced English Transitions: Thereby, Thereof, Hereby, Therein, Wherein, Whereby...” [www.youtube.com](https://www.youtube.com/watch?v=vWQk67meYUA&t=1s), 20 Apr. 2018, www.youtube.com/watch?v=vWQk67meYUA&t=1s. Accessed 30 Dec. 2021.

7.4 GRAMMAR: USING ADJECTIVE CLAUSES

Like noun clauses, adjective clauses are also very important to academic writing. Why? Because they offer more precise description, and that makes your writing more interesting and more useful for your readers. Adjective clauses help you add important supporting details in new and different ways.



A CLOSER LOOK

A clause is a group of words with a subject and a verb.

A clause can be independent. That means it has a subject and a verb, and it expresses a complete idea. A simple sentence is an independent clause.

A clause can be dependent. That means it has a subject and a verb, but it does not express a complete idea. It must be attached to an independent clause to make sense.

An adjective clause is a dependent clause. It works like an adjective. It has a subject and a verb, but it does not express a complete idea. An adjective clause almost always comes immediately after the noun that it describes.

Adjective clauses begin with a relative pronoun.

TYPES OF ADJECTIVE CLAUSES

Here are some examples of relative pronouns and how they are used:

Relative Pronouns	Purposes	Functions	Examples
who	to describe people	subject (or object informal)	Wearing masks is important both for people who are vaccinated and people who are not yet vaccinated. Many people (who) I know enjoy playing soccer. (informal)
which	to describe things	subject or object	I bought my computer, which was expensive, from Best Buy. (subject) Here are the essay instructions, which I think you will find useful. (object)
that	to describe people (informally) or things	subject or object	ESOL classes at PCC will help you to improve the language skills that are necessary for work and life. (subject) Critical thinking is a skill that I know is important in college. (object) Many people (that) I know enjoy playing soccer. (informal)
whom	to describe people	object (formal)	Many people whom I know enjoy playing soccer. (formal)
whose	to describe people	possessive determiner (often followed by a noun)	That class is taught by a teacher whose name I cannot remember right now.
where	to express a place		PCC is a place where diversity is valued.
when	to express a time		There was a scene in the movie when I could predict the ending.
why	to express a reason		The reason why I want to study English is to get a better job.

NOTE: In adjective clauses that use *who*, *that*, and *which* as a subject, the verb of the adjective clause agrees with the noun that the adjective clause describes.

RESTRICTIVE AND NON-RESTRICTIVE ADJECTIVE CLAUSES

Adjective clauses that do not provide essential information are separated from the rest of the sentence by commas. Adjective clauses that provide essential information are not separated from the rest of the sentence by commas. Compare these two examples:

- *René Magritte was a Belgian surrealist artist **who became well known for a number of witty and thought-provoking images.***
- *René Magritte, **who became well known for a number of witty and thought-provoking images,** was a Belgian surrealist artist.*

In the first sentence above, the adjective clause *who became well known for a number of witty and thought-provoking images* is necessary information. It is important to the author/speaker that you know all of this information about the artist.

In the second sentence above, however, the important part is only that Magritte was a Belgian surrealist artist. The other information is extra and not necessary to understand the meaning of the sentence or the intentions of the author/speaker.

NOTE: We do not use the relative pronoun *that* in non-restrictive clauses.

Watch this video to learn more:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=416#oembed-1>

USING ADJECTIVE CLAUSES TO COMBINE SENTENCES – PART 1

Often you can use an adjective clause to combine sentences. You do this to make your writing more interesting and more precise. To do this, you must:

1. Remove a noun (or noun phrase) from one of the sentences.
2. Replace it with a relative pronoun: *who*, *which*, *that*, *whom*, *where*, *when*, *whose* + noun.
3. Make sure the relative pronoun is at the front of the adjective clause.
4. Insert the adjective clause into the other sentence, placing it directly after the noun it is describing.

For example:

- *The orange cat belongs to my neighbor.*
- *The orange cat is pregnant.*

1. Take out *the orange cat* from the second sentence
2. Replace it with a relative pronoun: *which*

3. Make sure the relative pronoun is at the front of the adjective clause
4. Insert the adjective clause into the other sentence, placing it directly after the noun it is describing.
 - *The orange cat, which is pregnant, belongs to my neighbor.* (“belongs to my neighbor” is the focus)
 - *The orange cat, which belongs to my neighbor, is pregnant.* (“is pregnant” is the focus)

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



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<https://openoregon.pressbooks.pub/synthesis/?p=416#h5p-26>

USING ADJECTIVE CLAUSES TO COMBINE SENTENCES – PART 2

This process gets a little confusing when the noun you are working with is a subject in the first sentence but an object in the second. You can still turn the second sentence into an adjective clause by following the same rules. Remember, in formal academic writing, you will usually use *whom* for people. In this case, when the pronoun is replacing an object, you may omit the relative pronoun from the clause. For example:

- *My sister's favorite necklace is a diamond and silver chain.*
 - *I gave the necklace to her.*
1. Take out a noun (or noun phrase) from one of the sentences: *I gave _____ to her*
 2. Replace it with a relative pronoun: *I gave which to her.*
 3. Make sure the relative pronoun is at the front of the adjective clause: *which I gave to her.*
 4. Insert the adjective clause into the other sentence, placing it directly after the noun it is describing.
 - *My sister's favorite necklace, which I gave to her, is a diamond and silver chain.*

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=416#h5p-27>

REDUCING ADJECTIVE CLAUSES

Sometimes we can make adjective clauses shorter. When the relative pronoun functions as an object of the adjective clause, we often omit the relative pronoun. For example:

- *Many people who I know enjoy visiting museums to look at art.*

- *Many people that I know enjoy visiting museums to look at art.*
- *Many people I know enjoy visiting museums to look at art. (informal)*

When the relative pronoun functions as the subject of the adjective clause, it can sometimes be reduced to a phrase. There are two rules:

First, if the adjective clause contains the *be* verb, then omit the relative pronoun and the *be* verb:

- *Students who are skilled in critical thinking will be successful in school.*
- *Students skilled in critical thinking will be successful in school.*

Second, we can sometimes reduce adjective clauses that do not have the *be* verb. Here, omit the relative pronoun and change the verb to the *-ing* (present participle) form:

- *Students who study in college should know about critical thinking.*
- *Students studying in college should know about critical thinking.*

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=416#h5p-28>

QUIZ

- Adjective clauses that do not provide essential information are separated from the rest of the sentence by commas. Adjective clauses that provide essential information are not separated from the rest of the sentence by commas.
 - True
 - False
- Portland Community College is a school _____ you can study English.
 - wherever
 - that
 - which
 - where
- Adjective clauses are usually placed immediately after the noun they describe.
 - True
 - False
- The new tools, _____ were expensive, will save the company a lot of time.

- A. how
- B. that
- C. those
- D. which

5. Use an adjective clause to combine the two sentences below. Be sure to use correct capitalization, spelling, and punctuation.

My English class has a lot of homework.

The class is at PCC.

6. Rewrite the following sentence using a reduced adjective clause. Be sure to use proper capitalization, spelling, and punctuation.

Only some of the students who hope to enter the university will be accepted.

7. Use an adjective clause to combine the two sentences below. Be sure to use correct capitalization, spelling, and punctuation.

We bought a present for our sister.

Her birthday was last Monday.

8. Rewrite the following sentence using a reduced adjective clause. Be sure to use proper capitalization, spelling, and punctuation.

I come from a city that is located in the southern part of the country.

9. Use an adjective clause to combine the two sentences below. Be sure to use correct capitalization, spelling, and punctuation.

There are three women in my English class.

They are from Mexico.

10. Use an adjective clause to combine the two sentences below. Be sure to use correct capitalization, spelling, and punctuation.

There is a new iPhone.

I want to buy it.

OPTIONAL: WHERE TO GET MORE INFORMATION

If you want more instruction and examples about adjective clauses, try these links:

- [SmrtEnglish Video: Adjective Clauses](#)
- [Relative Clause Practice Quiz](#)

Video from: Benn, Adam. "Learn English Grammar: The Adjective Clause (Relative Clause)." YouTube, 15 Nov. 2016, www.youtube.com/watch?v=GpV39YEmh5k. Accessed 27 Aug. 2021.

7.5 WRITE: INSTRUCTIONS FOR ESSAY 03

TOPIC

In Essay 01, you wrote a report about a new technology in your industry. In Essay 02, you wrote a report about a problem that the technology solved or created, and you explained a solution to that problem. Now imagine that your editor wants you to extend your report to include additional discussion of the implications of this technology, problem, and solution. In other words: Why should this technology be used (or not used)? What are the results if this technology is used (or not used)? What are the consequences if the problem is solved (or not solved)? And more importantly, why does it matter?



GUIDELINES

NOTE: The new instructions are in bold.

- Write 2 to 3 pages double-spaced. The exact number of pages, paragraphs, or words is not important. The important thing is that your ideas are clear, complete, and compelling.
- Give your essay a title. Capitalize the first letter of each major word (do not capitalize conjunctions, prepositions, or articles unless they are the first word of the title). Use the CENTER button on the Google Docs or Word toolbar to center the title automatically and accurately.
- Use as many body paragraphs as necessary. Each body paragraph needs a clear topic sentence and supporting ideas. Use a variety of sentence types. Use your computer's TAB key to indent the first line of each paragraph.
- Include an introduction with a thesis statement that contains a clear topic and claim followed by a preview of the main points.
- **Support your ideas with specific details, descriptions, examples, and information from at least ONE NEW outside source. Use MLA style for both in-text citations and a Works Cited page. You must cite anything that is not common knowledge. Remember that a Works Cited page will begin a new page at the end of your document.**
- The conclusion should restate the thesis (topic + claim) in light of the information you provided in the body.
- For academic writing, use a formal tone. Write in third person, not first or second person (don't use *I*, *we*, or *you*).
- Use academic vocabulary. Use transition signals (*first*, *next*, *also*, *however*, etc.) to guide the reader.
- Remember to edit, proofread, and revise carefully, paying close attention to grammar and mechanics. Review the grading rubrics below and double check your essay for comma splices, subject-verb agreement, word forms, punctuation and spelling.

- Do your own work; do not plagiarize.

Formatting

All out-of-class writing assignments must be typed. Use a regular font (not too big or little or crazy — for example: Times Roman 12). Assignments must be double-spaced (skip a line). Use approximately one-inch margins on all sides. Include your name and date in the upper left-hand corner. Put the page number in the upper right-hand corner with your last name like this: **Krause 1** [but you should use your own last name].

GRADING

Each draft is worth 10 points, however each draft is graded differently. The grading rubric for the first draft awards more points for content and organization, while the grading rubric for the second draft awards more points for grammar and mechanics.

- Grading Rubric for Draft Essay – See Appendix B
- Grading Rubric for Revised Essay – See Appendix C

MODEL ESSAY

Look in Appendix B for an example of a finished essay.

ANALYZE THE ASSIGNMENT

1. What is the purpose of this essay?
2. Who is your primary audience for this essay?
3. What type of essay will this be? What will you say or show?
4. What voice or point of view should you use in this essay?
5. What evidence should you use to support your ideas?
6. How long should this essay be?
7. When is the draft version of this essay due?
8. How will you submit the first draft of your essay?
9. When is the revised version of this essay due?
10. How will you submit the revised version of your essay?

7.6 SELF-REFLECTION: REVIEW AND REVISE 02

In Unit 03, you wrote a response to this discussion question: *Why do we learn to write an academic research essay?* Now it's time to go back and revise your work. First, read your original response again. Then read your instructor's feedback. Think about all that you have studied in class so far. How has your thinking changed? What can you add? How can you edit your paragraph to make it better? Write a second draft of this self-reflection paragraph.



UNIT 8

Sometimes the hardest part of an essay is the introduction. Sometimes it's the conclusion. This unit will give you tips for strengthening the beginning and the ending of your writing.

LEARNING OBJECTIVES

By the end of this unit, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Describe attributes of strong introductions and conclusions, and incorporate them in writing.
3. Demonstrate accurate use of adverb clauses and use them in writing appropriately.
4. Combine multiple drafts of a thesis statement into a single new thesis statement in three-story form.
5. Produce second drafts of the third reflection and Essay 03.



LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Review feedback on the third reflection and Essay 03 and use that information to edit your writing.

8.0 WARM-UP WRITING

Once again, share idea for an invention that would make your life easier or more fun. Write one or two sentences. This time, however, use at least one adjective clause. Underline the adjective clause(s).

Example: *I want a robotic closet that picks up my clothes. It should also tell me what to wear. I don't know what to call it, but I need a name that people can remember easily, like Closet Cop!*



8.1 VOCABULARY: ACADEMIC WORD LIST 07

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- brief
- constrain
- controversy
- format
- generate
- major
- phenomena
- potential
- statistics
- version

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=435#h5p-46>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. The thesis is the _____ point that you want to make in your whole essay.
2. What is the _____ for this essay? Does it need to be typed and double-spaced?
3. If you want to _____ a lot of material for writing, there are several ways to brainstorm ideas.
4. Attendance is always low the day after a test; it's one of many strange _____ that a teacher sees.
5. Our small budget will always _____ our big plans for the future. We won't be able to do everything.
6. Despite the research, there is still a great deal of _____ over vaccinations for children. People always have conflicting opinions.
7. In the middle of each class, we have a _____ break. It's only five minutes.
8. What _____ of your essay is this? Is it your first draft or your second draft?
9. This essay has great _____, but you need to do some more research before it gets an A.
10. There are many _____ that prove that the number of crimes has been dropping, not rising.

8.2 THE BIG PICTURE: INTROS AND OUTROS



GETTING STARTED

- *In today's world ...*
- *Throughout human history ...*
- *Since the dawn of time ...*

These opening words are so common in student writing. One reason is that many students are asked to master the five-paragraph format, and that format usually uses the “funnel” introduction, starting very general and gradually narrowing to a specific thesis. As a result, students frequently write introductions for college papers in which the first two or three (or more) sentences are very obvious or too vague. This is the time for you to try something better.

Why? Well, for one thing, those kinds of introductions are often boring and empty of any important meaning. Even worse, these sentences are often wrong. For example, someone may write, “Since the dawn of time, people have tried to increase crop yields.” In reality, people have not been trying to increase crop yields throughout human history — agriculture is only about 23,000 years old, after all — and certainly not since the dawn of time (whenever that was). Finally, sentences that start so broadly, even when factually correct, could not possibly end with anything interesting.

So what should you do? Well, start at the beginning. Start by explaining what the reader needs to know to understand your thesis and its importance. For example, compare the following two paragraphs:

Five-Paragraph Essay Version	Organic Essay Version
Technology existed since the beginning of time. It has always been helpful for everyone. For many years, humans have tried to use technology to improve their lives and make themselves more comfortable. But every technology has some challenge to overcome. Smart clothing is a new technology to benefit all human's health. It can be very useful and even save lives, but it needs power, and that means it needs an electrical outlet. This is a problem for people on the go. New fashion designs can solve this problem by using wireless charging technology.	"Cut the cord!" was a familiar saying among the first fans of streaming services such as Netflix. The phrase encouraged people to leave behind traditional cable TV that relied on a physical cable. It reflected a shift to receiving entertainment by broadband internet connection. Today, even with high-speed wi-fi connections and cloud computing, there is still the ongoing problem of searching for an electrical power outlet to charge one's smartphone or other mobile device. The same problem affects the newest addition to the family of mobile technology: smart clothing and, even more specifically, smart underwear. However, if fashion designers can effectively integrate wireless charging technology into their clothing designs, then their customers will always be dressed for success.

In the first version, there are very general and vague statements. There is little context to understand the new technology, and far less to understand the problem and solution, or its implications. The organic version, on the other hand, compares today's situation with that of an earlier generation. It offers more specifics about the technology, the problem, and the solution. It's both informative and focused.

Students who stick to the five-paragraph theme format sometimes assume that such general and vague statements are needed to start and end an otherwise detailed paper. That is simply untrue. If you must write a vague "since the dawn of time" intro to get the writing process going, then go ahead. Just allow time to rewrite the intro once you have developed your clear thesis.

Here is another example of an excellent introductory paragraph written by former ESOL student Claudia Lorena Vargas. Note how (1) the first sentence has real substance, (2) every sentence is indispensable to setting up the thesis, and (3) the thesis is complex and generates interest to keep reading:

Dating back to about 1,600 B.C., an ancient Egyptian textbook on trauma, known as the Edwin Smith Papyrus, describes multiple cases of tumors or ulcers, although there was no known treatment at that time. Nowadays a cancer diagnosis at least gives a patient the choice between the acceptance of premature death or experiencing a variety of treatment side effects. Women, for example, need to take into consideration all the various treatments available to them for breast cancer, including surgery, radiation therapy and chemotherapy. While each of the various treatment options carry their own risk associated with numerous potential side effects, statistics on chemotherapy will show, however, that in most cases the risks have been outweighed by the treatment's successes. Assisted by the speed of science and technology, advances in cancer treatments are changing the outlook for the future.

Wait! If vague introductory paragraphs are bad, why were you taught them? Well, you were taught the form so that you could later use it to deepen your thinking. You've probably been taught to proceed from "general" to "specific" in your intro and encouraged to think of "general" as "vague". At the college level, however, think of "general" as context: begin by explaining the conceptual, historical, or factual context that the reader needs in order to grasp the significance of the argument to come. In other words, it's less general-to-specific and more context-to-argument.

WRAPPING IT UP

Strong conclusions do two things: first, they bring the essay to a satisfying close and, second, they explain some of the most important implications, or possible consequences. You've probably been taught to re-state your thesis using different words, and it is true that your reader will likely appreciate a brief summary of your overall paper. That's easy enough.

The second task, however, is a lot trickier. A lot of instructors describe it as the "So what?" challenge. You've proven your point about something. Great. So what? In other words, why was it important to think about that

idea? You might imagine a friendly reader thinking, “OK, you’ve convinced me of your argument. I’m interested to know what you make of this conclusion. What is or should be different now that your thesis is proven?” In that sense, your reader is asking you to take your analysis one step further. That’s why a good conclusion is challenging to write. You can’t just relax and say “the end.”

So, what do you do? Remember the three-story thesis? Well, the third story of a three-story thesis connects your ideas to the bigger world. It presents the implications of your idea. If you’ve already articulated a thesis statement that does that, then you’ve already mapped out the conclusion. Your task then is to explain the implications you mentioned. For example, if the last sentence of your three-story thesis says that environmental justice really is the new civil rights movement, then what should people do about it? If your current thesis is a two-story one, then you may want to revisit it after you’ve developed a conclusion you’re satisfied with and consider including the key implication in that thesis statement. Doing so will make your paper stronger from the beginning.

Take a look at the conclusion paragraph of the research paper by former ESOL student Claudia Lorena Vargas:

With advancements in technology, those that have been diagnosed with cancer have many more options for treatment than patients years before them had. While treatment options can vary between minor surgery to complete breast removal, with the addition of radiation or even chemotherapy treatments, the opportunity for survival has increased dramatically. Although cancer has a very long history that is able to be traced back for thousands of years, technology has advanced so much in recent times that those who now have it not only have a better chance of fighting it, but a realistic opportunity of beating it altogether. While not without trials, today’s science and technology has at least given those that receive a cancer diagnosis options for them to consider, and possibly even the opportunity for them to choose how to move forward with the rest of their lives.

Can you see how she not only restated her thesis, but she addressed its implications? ESOL students are often advised to end with an opinion, suggestion, or prediction. Those are forms of implications, but the most effective statement will not be simply your casual observation; instead it will be an informed conclusion that grows from the thesis and is supported by all the information that came in the body of the essay.

DISCUSSION

Think about what you just read about introductions and conclusions. Then write one healthy paragraph with the two points below. Write in complete sentences. Remember to include a clear topic sentence, supporting details, and transitions that link your ideas.

- KNEW: Share something about intros/outros that you already knew.
- NEW: Share something about intros/outros that was new to you.

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

8.3 GRAMMAR: USING ADVERB CLAUSES

The last kind of clause that we will study in this course is the adverb clause. Like the adjective clause, the adverb clause is also a great tool for adding specific supporting detail. It allows you to combine short sentences to improve not only the accuracy, but also the rhythm and flow of your writing. More importantly, adverb clauses really help you to demonstrate the relationships among ideas.

A CLOSER LOOK

A clause is a group of words with a subject and a verb.

A clause can be independent. That means it has a subject and a verb, and it expresses a complete idea. A simple sentence is an independent clause.

A clause can be dependent. That means it has a subject and a verb, but it does not express a complete idea. It must be attached to an independent clause to make sense.

An adverb clause is a dependent clause. It works like an adverb. It has a subject and a verb, but it does not express a complete idea.

Adverb clauses tell when something happened, why it happened, in spite of what happened, where it happened, how it happened, or a condition under which it happened.

An adverb clause may come before the main clause, after the main clause or between the subject and verb of the main clause.

The punctuation depends on the position of the adverb clause. When the adverb clause comes BEFORE the main clause, a comma is used at the end of the adverb clause. Generally no comma is used when the adverb clause comes AFTER the main clause. When the adverb clause comes WITHIN the main clause (between the subject and verb), two commas are used.

Adverb clauses always begin with a subordinating conjunction. The subordinating conjunction expresses relationships of time, place, condition, contrast, cause, manner, or purpose. Some of the subordinating conjunctions, such as *as* and *after*, are identical to prepositions. Unlike prepositions, however, they must be followed by complete clauses.

Here are some examples of subordinating conjunctions and their uses:



Type	Use	Subordinating Conjunctions
Condition	to describe what must happen first so that another thing can happen	if, even if, unless, when, in case, in the event that, provided that
Reason	to describe the cause of an action in the main clause	because, since, as, now that, because of
Contrast	to describe opposite information to something in the main clause	while, although, whereas
Concession	to describe unexpected or surprising information relative to the main clause	although, though, even though
Result	to show what happens after the action of the main clause happens	so, so ... that (so much that, so many that, so few that, so adjective or adverb that), such (a/an) noun that
Purpose	to describe why something happens	so, so that
Time	to describe when the action of the adverb clause happens in relation to the action of the main clause	after, as soon as, before, when, while, until, whenever, as, once, by the time, since
Manner	to describe how or in what way something in the main clause happens	as, as though, as if

Watch this video to learn more:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=444#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=444#h5p-30>

REDUCING ADVERB CLAUSES

You can shorten only time clauses and reason clauses.

You can shorten them only if the subject is the same in both the independent and the dependent clauses.

For example:

- Normal: *After I left home, I began to appreciate my family.* (notice how “I” is the subject in both clauses)
 - Reduced: *After leaving home, I began to appreciate my family.*
- Normal: *Since I was the oldest child in my family, I often had to take care of my younger siblings.*
 - Reduced: *Being the oldest child in my family, I often had to take care of my younger siblings.*
- Normal: *Before he came to the U.S., he received a lot of advice from his parents.*

- Reduced: *Before coming to the U.S., he received a lot of advice from his parents.*
- Normal: *While he was singing, the man started to cry.*
 - Reduced: *While singing, the man started to cry.*

Rules for reducing adverb clauses

1. Delete the subject.
2. Change the verb (if it is an active verb) to a gerund.
If the verb is in a continuous tense, delete the “be” verb and leave the gerund.
If the verb is passive, delete the “be” verb and leave the participle.
3. Use the same rules for commas.
4. Delete any reason words: *because, since, as*. However, be careful, because *since* can also be a time adverb, and if it is used as such, you keep it.

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=444#h5p-31>

QUIZ

1. Rewrite the following sentence using a reduced adverb clause: **I sent you a text after I returned home.**
2. What is the adverb clause in the following sentence: **For an aging athlete, he is a major competitor since he won the triathlon in the last Olympics.**
 - A. for an aging athlete
 - B. he is a major competitor
 - C. since he won the triathlon
 - D. in the last Olympics
3. By itself, an adverb clause is a _____.
 - A. comma splice
 - B. fragment
 - C. complete sentence
 - D. independent clause
4. Adverb clauses always begin with a subordinating conjunction.

A. True

B. False

5. I will save your seat _____ the movie starts.

A. until

B. whereas

C. as if

D. so that

6. Rewrite the following sentence using a reduced adverb clause: **After she was given the award, my daughter posted a picture to Facebook with the trophy.**

7. Rewrite the following sentence using a reduced adverb clause: **After she finished her degree, Lanna got a job in Hollywood.**

8. You can shorten adverb clauses only if the subject is the same in both the independent clause and the dependent clause.

A. True

B. False

9. Which of the following words are subordinating conjunctions?

A. in, on, at, over, under, through

B. first, next, then, finally

C. although, because, even though, after, when

D. for, and, nor, but, or, yet, so

10. Which of the following sentences uses an adverb clause correctly?

A. If he asks where I am then tell him.

B. I read the book that the teacher recommended.

C. Juan, who speaks Spanish, sits next to me at school.

D. We haven't had much snow yet even though it is the middle of winter.

OPTIONAL: WHERE TO GET MORE INFORMATION

If you want more instruction and examples about adverb clauses, try these links:

- [Coursera](#)
- [EngVid](#)
- [English Grammar Revolution](#)
- [English Grammar](#)
- [A4ESL](#)
- [Learning English Feels Good](#)

Video from: Benn, Adam. "Learn English Grammar: The Adverb Clause." www.youtube.com, 3 Apr. 2017, www.youtube.com/watch?v=fkoolJ9MWVE. Accessed 30 Dec. 2021.

8.4 COMPOSITION: REVISING YOUR THESIS STATEMENT

Throughout this term, you have been writing many things about your research topic. Now you should think about how you will begin to put these ideas together into one organic research paper. Right now, you have a separate, but related thesis statement for each essay that you wrote. Now you need to combine these ideas into one new thesis statement that reflects the full scope of your research and writing.

EXAMPLE

Essay 01 Thesis Statement: Today, smart clothing is beginning to have a huge influence on the fashion industry, and many of the new developments are focused on underwear.



Essay 02 Thesis Statement: Even with high-speed wi-fi connections and cloud computing, there is still the ongoing problem of searching for an electrical power outlet to charge one's smartphone or other mobile device. The same problem affects the newest addition to the family of mobile technology: smart clothing and, even more specifically, smart underwear. However, if fashion designers can effectively integrate wireless charging technology into their clothing designs, then their customers will always be dressed for success.

Essay 03 Thesis Statement: With the aging population in the United States, the healthcare industry is growing — and so is its demand for technological solutions that promote longer and healthier lives. So while athletes are the most obvious niche customers of smart underwear, health care — ranging from short-term hospital stays to long-term care to drug research — represents another potential market. Adapting this technology to meet the needs of the healthcare industry could reduce costs for consumers while increasing profits for the smart clothing industry.

New Thesis Statement for Whole Research Paper: Today, smart clothing is beginning to have a huge influence on the fashion industry, and many of the new developments are focused on underwear. Elite athletes already use this technology, but new developments in the health care industry may help make this form of fashion more functional if certain problems can be solved. Once it is also affordable, smart clothing — and especially smart underwear — is sure to be a new staple in a person's everyday wardrobe.

ACTIVITY

You will soon combine all of our essays into a single organic research paper. This paper will need a new introduction with a single clear thesis statement that covers all of your work. Gather the introductions from all three of your essays. Combine your multiple thesis statements into one three-story thesis that covers all of what you have written. Your instructor will provide feedback.

8.5 GETTING READY TO WRITE: SEWING PIECES OF WRITING TOGETHER

It's time! We are finally going to take all of the individual pieces that we have written about technology and sew them together into an organic research paper. Before we start, however, it's important to remind ourselves how an organic research paper is different than a simple five-paragraph essay.

1. One key difference is the thesis statement. An arguable thesis gives the paper purpose, and a three-story thesis gives the writing some weight. It puts the idea into context and identifies consequences.
2. A second key difference is the flow of information. Each body paragraph depends on the one before, and each body paragraph leads into the next. Therefore, if you changed the order of the body paragraphs, then the essay would not make sense.
3. Finally, the conclusion doesn't just signal the end of the essay. And it does a lot more than simply restate the thesis. Now the conclusion explains why the thesis matters.



THESIS STATEMENT

So let's start with the thesis statement. In the previous exercise, we already looked at how to combine your three existing thesis statements into one large enough to describe all of your research on this technology. Go ahead and paste that into a new Google Doc to get started. Here's the example from the previous exercise:

- Today, smart clothing is beginning to have a huge influence on the fashion industry, and many of the new developments are focused on underwear. Elite athletes already use this technology, but new developments in the health care industry may help make this form of fashion more functional. Once it is also affordable, smart clothing — and especially smart underwear — is sure to be a new staple in a person's everyday wardrobe.

BODY PARAGRAPHS

Now focus on the body paragraphs from each writing assignment. Start by collecting just the topic sentence from each body paragraph of each essay assignment and the "Digging Deeper" paragraph. Remember: The topic sentence is often — *but not always* — the first sentence of the paragraph.) For example:

From Essay 01:

- Smart clothing is like a wearable computer that can monitor a person's physical health.
- Underwear, in particular, is receiving a lot of attention.
- Skiin is one of the most popular new companies in this market.
- While the advantages are clear, so are the disadvantages. (charging)

From Essay 02:

- The problem, however, is that these sensors, like all electronics, require a power source to function. *(Notice how this builds from the description of the disadvantages listed in Essay 01.)*
- Wireless charging is one promising solution to this problem.
- A newer form of wireless charging from a company called Energous may make a difference.

From Essay 03:

- So while athletes are the most obvious niche customers of smart underwear, health care — ranging from short-term hospital stays to long-term care to drug research — represents another potential market. *(Notice that this is part of the original thesis of Essay 03; we can recycle it here to improve the flow of information.)*
- With smart clothing, doctors and nurses can easily monitor patients both in the hospital and also at home, which would lower the health care costs by not having to pay for an extended hospital stay.
- According to ICT Results, smart clothing can also be convenient for people with long-term problems.
- Smart clothing can also help drug companies to “better understand how their drugs perform outside the lab.”
- Some negative factors to consider might include cost and safety.

From Digging Deeper paragraph:

- Smart clothing — specifically smart underwear — can collect biometric data that can be useful to both athletes and anyone who cares about their health.

Study the flow of ideas in the topic sentences. Does the sequence make sense? Does one idea lead to the next? Does each idea depend on what came before it? Remember: It’s OK to move whole paragraphs around if it helps the reader better understand your writing.

For example, one edit among the examples above should be to decide where the “Digging Deeper” paragraph should go. It gives more specific description about the technology, so it should probably come before the problem or implications. It should probably be added somewhere with the other information from Essay 01.

Use these topic sentences like a reverse outline and decide the best story to tell about your technology. Once you have the order determined, copy and paste each whole paragraph in its appropriate place.

INTRODUCTION

Now copy and paste the three introductions near the top of your new document. Read them again carefully and choose only the pieces that are still relevant to your new thesis statement. Choose the most effective hook and background information. Add it to the revised thesis statement to complete your new introduction.

CONCLUSION

Do the same with your conclusions. Copy and paste all three conclusions together near the end of the new document. Read them again carefully and choose only the pieces that are still relevant to your new thesis statement. Remember that your new conclusion should answer the question, “So what?” In other words, it needs to explain why the reader should care about the paper at all.

WORKS CITED

Copy and paste all of the citations onto the last page of the new document. Give it the same centered heading

("Works Cited"). Put them in alphabetical order according to the first word of each citation (sometimes that's the last name of the author, and sometimes it's the first word of the title). Remember that this section needs hanging indents, and it needs to start a new page.

TITLE

Now go back to the title and pick (or write) the best one. Use the same size and style of font, but center it on the page. Capitalize the first letter of each word (don't capitalize a preposition, conjunction, or article unless they are the first word of the title or part of a proper noun). Titles should be creative and interesting; ask yourself this: If you saw this title on social media, would you click on it to learn more?

Need a little more explanation? Watch this video from Portland Community College instructor Eric Dodson about [How to Connect Your Essays](#).

EDITING THE DRAFT

After you have all the pieces in place, now you can do a full edit. Read carefully. Pay attention to transitions and vocabulary. Look for these three things in the body of the paper:

1. Are the ideas in the right sequence? Is the information clear?
2. What is missing? What should be added so that the reader can better understand the thesis statement? Is the information coherent?
3. What is no longer needed? What can be deleted because it is no longer relevant to the thesis statement? Is the information concise?

PROOFREADING THE DRAFT

Take a break between editing and proofreading. When you're ready to proofread, focus now on the small details of grammar and mechanics, such as capitalization, punctuation, spelling, and formatting. Check that all citations appear as both an in-text citation and on the Works Cited page (they must be linked by the author's last name or, if there is no author, the title of the publication).

APPLYING FEEDBACK

You will receive feedback on your draft from your instructor and/or tutor. Don't rush through these corrections. Take time to understand the error. You want to understand how to fix it, but you also want to learn to avoid it in the future. And search the whole paper for other instances of that error because your instructor or tutor might only note the first one; it's your responsibility to find and fix them all. Finally, take another break and then proofread one last time before submitting your revised work to your instructor.

THE FINAL PRODUCT

Appendix B has an example of a final organic research paper.

You can also find examples from other students in these three anthologies:

- [Technology Anthology I](#)
- [Technology Anthology II](#)
- [Technology Anthology III](#)

8.6 SELF-REFLECTION: REVIEW AND REVISE 03

In Unit 04, you wrote a response to this discussion question: *What are your strengths and weaknesses in writing an academic research essay in English?* Now it's time to go back and revise your work. First, read your original response again. Then read your instructor's feedback. Think about all that you have studied in class so far. How has your thinking changed? What can you add? How can you edit your paragraph to make it better? Write a second draft of this self-reflection paragraph.



UNIT 9

In this unit, we talk about clarity and concision. That means we will work hard to make our writing both effective and efficient. Let's get to work!

LEARNING OBJECTIVES

By the end of this unit, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Define clarity and concision, and apply those attributes to writing.
3. Demonstrate accurate use of noun clauses and use them in writing appropriately.
4. Demonstrate strategies for effective editing.
5. Demonstrate awareness of expectations for an organic research paper, and write it according to standard conventions and expectations.
6. Produce a second draft of the fourth reflection.



LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Review feedback on the fourth reflection and use that information to edit your writing.
4. Combine all three essays into a first draft of an organic research paper.

9.0 WARM-UP WRITING

One more time, share an idea for an invention that would make your life easier or more fun.

Write one or two sentences. This time, however, include an adverb clause. Underline the adverb clause(s).

Example: *I want a robotic closet that picks up my clothes when I am too lazy. Although I do not know how to make this kind of invention, I know that many people will want to buy it. This is important to me because I have a messy house.*



9.1 VOCABULARY: ACADEMIC WORD LIST 08

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- achieve
- adequate
- alternative
- concise
- identify
- illustrate
- internal
- revise
- role
- seek

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=464#h5p-47>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. In order to maintain good health, proper nutrition is an _____ to medicine.
2. You can _____ your goals by working hard.
3. The instructor's _____ is to help you learn, not manage your time for you. That's your job, not theirs.
4. We do not have _____ time to review all points of grammar today; we will have to finish tomorrow.
5. Can you _____ the main idea of this paragraph? Sometimes it is not easy to see.
6. Good writing comes from rewriting, so you should always leave time to _____ your work before you give it to the instructor.
7. Good writers _____ their ideas with examples, descriptions, and other supporting details. That's how they show what they are thinking.
8. The _____ structure of a paragraph is as important as the organization of the whole essay.
9. Sometimes the information you _____ can be found only in the library and not on Google.
10. Your instructions should be more _____ because nobody will read three pages of notes.

9.2 THE BIG PICTURE: CLARITY AND CONCISION



Focusing only on individual sentences or words can be a problem for writers. That's like driving while looking only a few feet in front of you. Experienced drivers instead take in the larger scene so that they can more effectively identify and avoid potential problems. They turn left; they turn right; they speed up or slow down.

Good writing is like that, too. After you've put in the time and effort to understand the big picture, then most of the small details happen automatically. If you have a strong thesis and a clear sequence of main points and supporting details, then many of the sentence-level issues take care of themselves. Editing shouldn't be difficult.

Good academic writing is a balance between being precise and being easily understood. Some students write too simply and generally. For example, they might use only slang and simple sentences. Others, however, have complicated writing that becomes difficult to understand. Both can be obstacles between you and your reader. Therefore, when you edit, it is important to consider both clarity (are you being clear?) and concision (are you saying only what needs to be said?).

The best way to achieve clarity and concision in writing is to separate the drafting process from the revising process. Remember? *Good writing comes from rewriting.*

REVISE FOR CLARITY

What makes a complex line of thinking easy to follow?

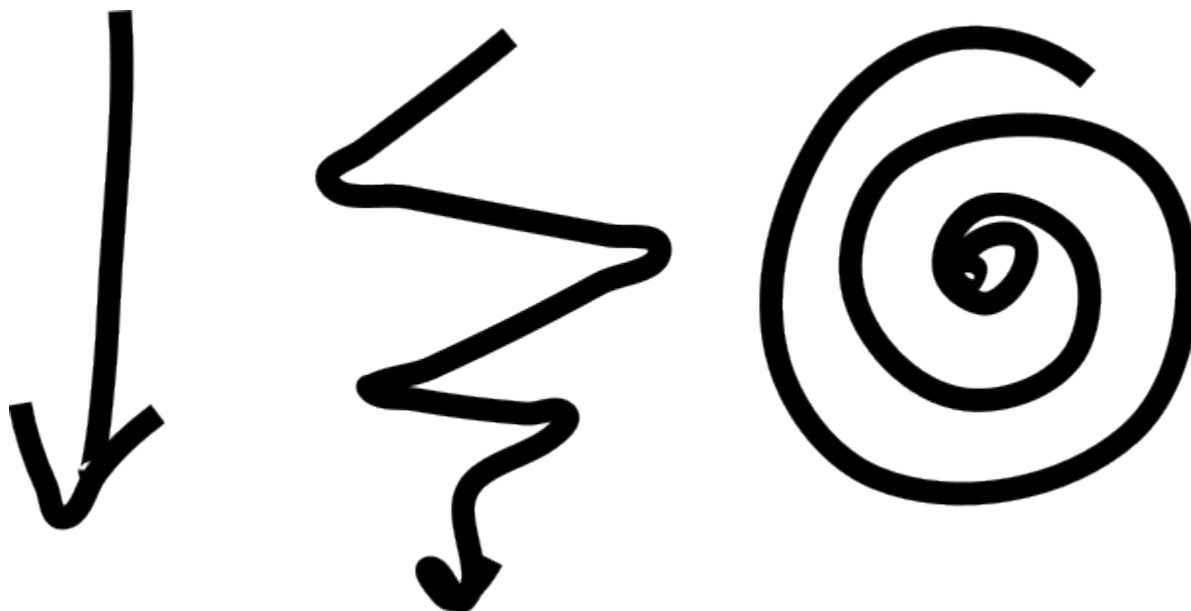
In general, the qualities of clarity include:

- carefully defined purpose (check your thesis statement)
- well-structured sentences (check your grammar and mechanics, such as spelling, capitalization, and punctuation)
- precise word choice (use formal academic vocabulary in the right form)

Some authors offer another key point. They explain that readers believe writing is clearer when the “characters” are the grammatical subjects and the key actions are the verbs. To illustrate the principle, compare these two versions of text:

Version A	Version B
People feel nostalgic not about the internal structure of 1950s families. Rather, the beliefs about how the 1950s provided a more family-friendly economic and social environment, an easier climate in which to keep kids on the straight and narrow, and above all, a greater feeling of hope for a family's long-term future (especially for its young) are what lead to those nostalgic feelings.	What most people really feel nostalgic about has little to do with the internal structure of 1950s families. It is the belief that the 1950s provided a more family-friendly economic and social environment, an easier climate in which to keep kids on the straight and narrow, and above all, a greater feeling of hope for a family's long-term future, especially for its young.
<i>Version A is difficult to read because the “character,” changes suddenly from “people” to “beliefs” (which works against cohesion) and the reader has to get to the end of the sentence to learn how these beliefs fit in.</i>	<i>In Version B, however, the “character” is a belief rather than a person or thing, and it keeps the character consistent and explains what that character does (creates nostalgia) to who (people at large).</i>

However, clarity in writing is often connected to a writer’s style. And this is something that ESOL students don’t always notice. Different cultures and languages have different patterns of organization. In other words, they tell stories or report information in different ways. Imagine if these three different lines were a map of the ideas in your paper:



There’s nothing wrong with any of these paths. However, can you guess which one is most common in English?

If you guessed the straight line, you're right. "Direct and to the point" — that's what clear, academic writing looks like in American English.

REVISE FOR CONCISION

Every word and sentence should be doing some significant work for the paper as a whole. Sometimes that work is more to provide pleasure than meaning — you don't need to eliminate every hint of description in your writing — but everything in the final version should add something unique to the paper. As with clarity, the benefits of concision are intellectual as well as stylistic: revising for concision (that means writing with as few words as possible) forces writers to make deliberate choices.

Here are three things you can do to make your writing more concise:

- **Look for words and phrases that you can cut entirely.** It's common for students to write repetitive material as they figure out exactly what they want to say. Delete these bits to tighten your writing.
- **Look for opportunities to replace longer phrases with shorter phrases or words.** For example, "the way in which" can often be replaced by "how" and "despite the fact that" can usually be replaced by "although." Strong, precise verbs can often replace longer phrases. Consider this example: "The goal of Alexander the Great was to create a united empire across a vast distance." Now compare it to this: "Alexander the Great wanted to unite a vast empire."
- **Try to rearrange sentences or passages to make them shorter and livelier.** Some instructors suggest changing negatives to affirmatives. Consider the negatives in this sentence: "School nurses often do not notice if a young child does not have adequate food at home." You could more concisely and clearly write, "School nurses rarely notice if a young child lacks adequate food at home." It says the same thing, but it is much easier to read which makes for a happier and more engaged reader.

DISCUSSION

Clarity and concision are important concepts to good writing. But what do they really mean? Read this page again. Look up the words in different dictionaries. Then put all of those materials away and write a one-sentence definition for each term in your own words.

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

9.3 GRAMMAR: USING GERUNDS AND INFINITIVES

Academic writing often involves the discussion of big ideas. These concepts often have their roots in actions. In order to use actions as subjects or objects, however, requires writers to use either gerunds or infinitives. These are forms of verbs that work as subjects and objects. It's the idea of the action in noun form. This may sound strange, but it's very useful in academic writing.

GERUNDS

The gerund looks exactly the same as a present participle (ending in *-ing*), but it works like a noun.

The gerund can be used in many ways: subject, object, subject complement, object complement, object of a preposition, and object of a possessive. For example

- ***Exercising** every day will help you stay happy and healthy.* (subject)
- *She loves **reading** texts from her friends.* (object)
- *My favorite exercise is **biking**.* (subject complement)
- *Mr. Martinez heard the students **talking** in the hall before class.* (object complement)
- *I want your suggestions for **raising** my grade in this class.* (object of a preposition)
- *There is no time for your excessive **worrying**.* (object of a possessive)



NOTE: Some verbs can be followed only by gerunds. Some verbs can be followed only by infinitives. Some verbs can be followed by either a gerund or an infinitive. There is no easy rule to learn these; you just need to memorize them. To learn more, [this website has a list of these kinds of verbs](#).

Watch this short video to learn more about six ways to use gerunds:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=473#oembed-1>

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



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INFINITIVES

The infinitive is the base form of a verb. It is formed by combining “to” plus the base form of the verb. For example:

- *I want **to eat** more pizza.*
- *He warned me not **to arrive** late.*

The infinitive can work like a noun. It can be used in many ways: subject, object, subject complements — even adjectives and adverbs! For example:

- ***To be** a kinder person is my resolution for the New Year.* (subject)
- *He asked me **to go** for a jog in the park.* (object)
- *The purpose of this class is **to communicate** better in writing.* (subject complement)
- *Mississippi Avenue is the place **to go** if you like live local music.* (adjective)
- *I bought a thesaurus **to learn** new words in my second language.* (adverb)

Watch this short video to learn more:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=473#oembed-2>

NOTE: Some verbs can be followed only by gerunds. Some verbs can be followed only by infinitives. Some verbs can be followed by either a gerund or an infinitive. There is no easy rule to learn these; you just need to memorize them. Click on this link to read more: [Verbs Followed by Gerunds and Infinitives](#).

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=473#h5p-34>

QUIZ

Change the word in parentheses to either a gerund or infinitive form, depending upon the sentence.

1. He forgot (*lock*) _____ the door, and someone broke in.
2. I have to stop (*take*) _____ this class because my schedule changed.
3. I avoid (*exercise*) _____ whenever I can.
4. The teacher reminded us (*look*) _____ at our notes before the test.
5. I never remember (*dream*) _____ at night when I sleep.
6. My boss is planning on (*give*) _____ me a raise.
7. Eric agreed (*meet*) _____ us for dinner at seven tonight.
8. My father-in-law insisted on (*buy*) _____ the dinner.
9. I really miss (*go*) _____ to my grandmother's.
10. They warned us (*read*) _____ the instructions before using the machine.

OPTIONAL: WHERE TO GET MORE INFORMATION

If you want more instruction and examples about the gerunds and infinitives, try these links:

- [VOA News](#)
- [EC English](#)
- [English with Ronnie](#)

Videos from: EngVid. "English Grammar – 5 Ways to Use Infinitives." [www.youtube.com](http://www.youtube.com/watch?v=8ZTikQE0Z8), 11 Nov. 2014, www.youtube.com/watch?v=8ZTikQE0Z8. Accessed 30 Dec. 2021. "Learn English Grammar: 6 Ways to Use Gerunds." [www.youtube.com](http://www.youtube.com/watch?v=PhwGtNzdDmc), 17 Oct. 2013, www.youtube.com/watch?v=PhwGtNzdDmc. Accessed 30 Dec. 2021.

9.4 COMPOSITION: BE A BETTER EDITOR

When writing a research paper, it is easy to become overly focused on how it looks, such as the proper format for bibliographical entries. These details do matter. However, before you work on that, it is important to spend time reviewing and revising the content of the paper.

A good research paper has content that is both organized and cohesive. Organization means that your argument flows logically from one point to the next. Cohesion means that the elements of your paper work together smoothly and naturally. And in a cohesive research paper, information from outside sources of information supports — not replaces — the writer's ideas.



REVISE FOR ORGANIZATION

When you revise to improve organization, you look at the flow of ideas throughout the essay as a whole and within individual paragraphs. You check to see that your essay moves logically from the introduction to the body paragraphs to the conclusion, and that each section reinforces your thesis. Use the checklist below to help you.

Look at the whole essay and ask ...

- Does my introduction move clearly from the hook to the thesis?
- Does each body paragraph have a clear main idea that relates to the thesis?
- Do the main ideas in the body paragraphs flow in a logical order? Is each paragraph connected to the one before it?
- Do I need to add or revise topic sentences or transitions to make the overall flow of ideas clearer?
- Does my conclusion summarize my main ideas and revisit my thesis?

Look at each paragraph and ask ...

- Does the topic sentence clearly state the main idea?
- Do the details in the paragraph relate to the main idea?
- Do I need to rewrite any sentences or add transitions to improve the flow of sentences?

Try it

Follow these steps to begin revising your paper's overall organization.

1. Print out your paper.
2. Read your paper paragraph by paragraph. Highlight your thesis and the topic sentence of each

paragraph.

3. Create a reverse outline. Using the thesis and topic sentences as starting points, outline the ideas you presented.
4. Next, reread your paper more slowly, looking for how ideas flow from sentence to sentence. Identify places where adding a transition or rewriting a sentence would make the ideas flow more logically.
5. Review the topics on your outline. Is there a logical flow of ideas? Identify any places where you may need to move things around.
6. Revise your paper to improve its organization. Start with any major issues, such as needing to move an entire paragraph. Then proceed to minor revisions, such as adding a transitional phrase or tweaking a topic sentence so it connects ideas more clearly.

Remember: *Good writing comes from rewriting.* It's OK to move words, sentences — even paragraphs — around in order to create a more logical flow of ideas.

REVISE FOR COHESION

When you revise to improve cohesion, you analyze how the parts of your paper work together. You look for anything that seems awkward or out of place. Revision may involve deleting unnecessary material or rewriting parts of the paper so that the out-of-place material fits in smoothly.

In a research paper, problems with cohesion usually occur when a writer has trouble integrating material from an outside source of information. If facts or quotations have been awkwardly dropped into a paragraph, they distract or confuse the reader instead of working to support the writer's point. Overusing paraphrased and quoted material has the same effect. Use the following checklist to review your essay for cohesion.

- Have I included support from research (outside sources) for each main point in the body of my paper?
- Have I introduced each quotation? Quotations should never stand alone in a paragraph.
- Does paraphrased and quoted material clearly develop my own points?
- Do I need to add parts or rewrite parts of the paper to help the reader understand how a quote or paraphrase is connected to my thesis?
- Are there any places where I have used too much information from an outside source?
- Does my conclusion make sense based on the rest of the paper?

Try it

Follow these steps to begin revising your paper to improve cohesion.

1. Print out your paper.
2. Read the body paragraphs of your paper first. Each time you come to a place that cites information from sources, ask yourself: What purpose does this information serve? Check that it is clearly related to the other sentences in the paragraph.
3. Identify unnecessary information that you can delete.
4. Identify places where you need to revise your writing so that readers understand the significance of the details cited from sources.
5. Revise the places you identified in your paper to improve cohesion.

Remember: *Good writing comes from rewriting*. It's OK to delete words, sentences — even paragraphs — to improve the logical flow of ideas in this particular essay.

REVISE FOR STYLE AND TONE

Everyone writes a little differently — that's part of style. But your goal is to present your information in a knowledgeable and authoritative way. Writing about research is like being a tour guide who walks readers through a topic. An overly formal tour guide can make readers feel intimidated. Too much informality can make readers question your credibility. Extreme language comes across as confusing.

To help prevent being too formal or too informal, determine an appropriate style and tone at the beginning of the research process. Think about both your topic and audience because these can help determine style and tone. For our course, the self-reflection essay may have a more informal tone. However, our research paper will use a more formal tone in order to appear straightforward, appropriately academic, and serious. Use the checklist below to review your paper for other issues that affect style and tone.

- My paper avoids excessive wordiness.
- My sentences are varied in length and structure.
- I have avoided using first- and second-person pronouns such as *I/we* and *you*.
- I have defined specialized terms that might be unfamiliar to readers.
- I have used clear, straightforward language whenever possible and avoided unnecessary jargon.
- My paper states my thesis using a balanced and objective tone.

Note that word choice is an especially important aspect of style. Review your paper to make sure your language is precise, conveys no unintended connotations, and is free of biases. Here are some of the points to check for:

- Vague or imprecise terms
- Slang
- Repetition of the same phrases (“Smith states...,” Jones states...”) to introduce quoted and paraphrased material

Practice

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



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<https://openoregon.pressbooks.pub/synthesis/?p=477#h5p-35>

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Some text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY

Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

9.5 WRITE: INSTRUCTIONS FOR THE ORGANIC RESEARCH PAPER

TOPIC

You have written several small reports over the past few months. Now your colleagues and your boss want all the information collected together. Using the same topic, now weave together information from essays 01, 02, and 03 (as well as the other work that you prepared in class) into a single organic research paper. Use your new introduction with your new thesis statement. Combine your outros into one conclusion. Organize your body paragraphs into a logical sequence that supports your new thesis. Add any new information or sources necessary to ensure a complete and logical argument. Add any necessary transitions. Combine your Works Cited pages. Remember to apply all of the feedback that you have received this term from your instructor, classmates, and tutors.



GUIDELINES

- Combine material from all of your previous writing in this class. This is often 4-6 pages, but the exact number of pages, paragraphs, or words is not important. The important thing is that your ideas are clear, complete, and compelling.
- Give your paper a new title. Capitalize the first letter of each major word (do not capitalize conjunctions, prepositions, or articles unless they are the first word of the title). Use your computer's CENTER button to center the title.
- Use as many body paragraphs as necessary. Organize the sequence of ideas carefully so that each one builds on the previous one. Each body paragraph needs a clear topic sentence and supporting ideas. Use a variety of sentence types. Use your computer's TAB key to indent the first line of each paragraph.
- Include a single introduction with a new, three-story thesis statement that contains a clear topic, claim, and a preview of the main points for the entire organic research paper.
- Support your ideas with specific details, descriptions, examples, and information. Use all of the sources and their citations from essays 01, 02, and 03 and the extra research paragraph (that means you should have at least six citations). You may add more if you wish. Use MLA style for both in-text citations and a Works Cited page. You must cite anything that is not common knowledge. Remember that a Works Cited page will begin a new page at the end of your document.
- Include a single conclusion that restates the new thesis (topic + claim) in light of the information you provided in the body.
- For academic writing, use a formal tone. Write in third person, not first or second person. (don't use *I*, *we*, or *you*).
- Use academic vocabulary. Use transition signals (*first*, *next*, *also*, *however*, etc.) to guide the reader.

- Remember to edit, proofread, and revise carefully, paying close attention to grammar and mechanics. Review the grading rubric and double check your essay for comma splices, subject-verb agreement, word forms, punctuation and spelling.
- Do your own work; do not plagiarize.

Formatting

All out-of-class writing assignments must be typed. Use a regular font (not too big or little or crazy — for example: Times Roman 12). Assignments must be double-spaced (skip a line). Use approximately one-inch margins on all sides. Include your name and date in the upper left-hand corner. Put the page number in the upper right-hand corner with your last name like this: **Krause 1** [but you should use your own last name].

GRADING

Each draft is worth 10 points, however each draft is graded differently. The grading rubric for the first draft awards more points for content and organization, while the grading rubric for the second draft awards more points for grammar and mechanics. You can find the grading rubrics in Appendix A.

MODEL ORGANIC RESEARCH PAPER

Look in Appendix B for an example of a finished organic research paper.

ANALYZE THE ASSIGNMENT

1. What is the purpose of this essay?
2. Who is your primary audience for this essay?
3. What type of essay will this be? What will you say or show?
4. What voice or point of view should you use in this essay?
5. What evidence should you use to support your ideas?
6. How long should this essay be?
7. When is the draft version of this essay due?
8. How will you submit the first draft of your essay?
9. When is the revised version of this essay due?
10. How will you submit the revised version of your essay?

9.6 SELF-REFLECTION: REVIEW AND REVISE 04

In Unit 05, you wrote a response to this discussion question: *How does the use of outside sources of information affect the quality of your academic research essay?* Now it's time to go back and revise your work. First, read your original response again. Then read your instructor's feedback. Think about all that you have studied in class so far. How has your thinking changed? What can you add? How can you edit your paragraph to make it better? Write a second draft of this self-reflection paragraph.



UNIT 10

In this unit, we focus on the small details: formatting, grammar, capitalization, and spelling. This will make our writing more accurate and easier to read.

LEARNING OBJECTIVES

By the end of this unit, you should be able to ...

1. Define 10 terms from the academic word list and use them accurately in writing.
2. Identify common writing errors and explain how to fix them.
3. Demonstrate accurate use of prepositional phrases and use them in writing appropriately.
4. Demonstrate awareness of expectations for the self-reflection essay (also known as the “signature assignment”), and write it according to standard conventions and expectations.
5. Demonstrate strategies for effective proofreading.



LEARNING ACTIVITIES

To accomplish the learning objectives above, you will ...

1. Study vocabulary by looking up words in a dictionary, practicing the words with Quizlet activities, and then taking a quiz about those words.
2. Read articles, watch videos, complete practice exercises, and participate in discussions about grammar, composition, and the writing process.
3. Analyze the assignment instructions and then write a self-reflection essay.

10.0 WARM-UP WRITING

This week's warm-up writing challenge is to write one sentence that uses all three types of clauses:

- noun clause
- adjective clause
- adverb clause

Underline and label each type of clause.

Example: When I finish college, what I want is a job that pays a lot of money.

- “When I finish college” = adverb clause (it explains when)
- “what I want” = noun clause (this idea is the subject of the sentence)
- “that pays a lot of money” = adjective clause (it describes which kind of job I want)



10.1 VOCABULARY: ACADEMIC WORD LIST 09

PREPARE

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- appropriate
- automate
- clause
- coordinate
- despair
- element
- error
- essential
- involve
- primary

PRACTICE

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openoregon.pressbooks.pub/synthesis/?p=492#h5p-48>

QUIZ

Use the vocabulary words above to complete the sentences below.

1. After the final exam, I felt great _____ until I saw my grade was better than I expected.
2. If robots are used to _____ the factory, people may lose their jobs.
3. One _____ of good writing is grammar, but content and organization are equally important parts.
4. "Hey, dude!" is not an _____ way to greet a professor.
5. There was no _____ on my test; I received 100%.
6. Every _____ has a subject and a verb, but only independent ones express a complete idea.
7. Teachers like to _____ students in many activities because it helps them to learn more.
8. Helping people who are homeless should be the city's _____ concern nowadays. It is the most important.
9. We should take classes together next term. Let's _____ our schedules.
10. Patience is _____ to learning anything because everything takes time.

10.2 THE BIG PICTURE: GETTING THE MECHANICS RIGHT



Many students assume that college writing is judged primarily on grammar. In truth, ideas, evidence, and arguments matter more than the mechanics of grammar and punctuation. Still, many of the rules of formal writing exist to promote clarity and precision. In addition, readers often think that good writing reflects good thinking. Writing filled with errors does not make a good impression, and most educators want to help students present themselves well. Correctness, then, isn't the most important thing, but it does matter. Just remember that some rules are more important than others.

First, there are rules that are basic to English, such as “the car” not “car the.” Similarly, capitalizing the first word of a sentence and ending with appropriate punctuation are basic rules that most people do automatically.

Second, there are rules that are different in writing than they are in speaking. This is usually a degree of formality. These might be grammar rules, but they also involve vocabulary. For example, contractions are often avoided in formal academic writing. Likewise we often avoid slang words in academic writing.

Third, there are rules that are more optional because they reflect choices in style. Sometimes you must still follow these because of your audience (or your teacher). For example, there are many different ways to cite your outside sources of information, but we use MLA because that is what our academic department uses.

Another clear example is using the third-person “they” when referring to a singular person, which is becoming increasingly — but not universally — accepted.

It’s sometimes hard to know at the beginning which rules are standard and which are optional. With the help of your instructors, you’ll learn them over time. The larger point is that observing rules is about learning and adopting the practices appropriate to your audience, which is one of the first rules of writing well.

KEY POINTS TO REMEMBER

1. **Subject-verb agreement:** a singular subject requires a singular verb form, while a plural subject requires a plural verb form
2. **Sentence fragments, run-on sentences, and comma splices:** avoid these by using punctuation and conjunctions correctly
3. **Word forms:** pay attention to whether your sentence requires the noun, verb, adjective, or adverb form
4. **Comma usage:**
 - Use a comma to join two independent clauses with a coordinating conjunction
 - Use a comma to mark the end of an introductory clause or phrase
 - Use a comma to set off non-essential information (so-called non-restrictive clauses)

If your writing usually has a lot of errors in it, don’t worry. Identify one or two points to practice and then learn them. Use the feedback from your instructors and tutors as guides. You can’t become a perfect writer overnight (and no one writes perfectly all the time). But with more and more practice, you can certainly produce better and better writing that shares your ideas in a positive light.

DISCUSSION

Many students have one or two types of grammar errors that make up the majority of their mistakes. When they fix those one or two things, their essay or research paper improves a great deal. Think back to the self-analysis you did at the beginning of the term. Think about all the work that you have done this term to improve your writing. Now write a healthy paragraph that answers these three points once more:

1. What is the most common error in your writing?
2. How do you fix it? What’s the rule or guideline?
3. How will you prevent this error in the future?

Text adapted from: Guptill, Amy. *Writing in College: From Competence to Excellence*. 2022. Open SUNY Textbooks, 2016, milneopentextbooks.org/writing-in-college-from-competence-to-excellence/. Accessed 16 Jan. 2022. CC BY-NC-SA

10.3 GRAMMAR: USING PREPOSITIONAL PHRASES

This unit is all about the small details, and nothing in grammar could be smaller — but no less important — than prepositions. A prepositional phrase is a group of words that includes a preposition, its object, and any words that modify the object. Most of the time, a prepositional phrase modifies a verb or a noun, but it can be a gerund or even a clause. Here are some examples:

- *He arrived **in time**.*
- *How much is that book **about grammar**?*

To these two basic elements, modifiers can be freely added.

- *He arrived **in the nick of time**.*
- *How much is that book **about modern English grammar**?*

Some of the most common prepositions that begin prepositional phrases are *to, of, about, at, before, after, by, behind, during, for, from, in, over, under, and with*.

PREPOSITIONAL PHRASES THAT MODIFY NOUNS

When a prepositional phrase describes a noun, you call it an adjectival phrase because adjectives modify nouns. Here are some examples:

- *The cat **in the middle** is the cutest.*
- *I always buy my milk **from the convenience store on Main Street**.*
- *My mother has always wanted to live **in a cabin by the lake**.*

In the first of these sentences, *in the middle* answers the question of which cat the writer thinks is the cutest. Similarly, *on Main Street* gives you information about which store the writer is describing, and *by the lake* tells you what kind of cabin the writer's mother is dreaming about. All of these adjectival phrases provide additional specific details to a noun in order to improve your understanding.

PREPOSITIONAL PHRASES THAT MODIFY VERBS

When a prepositional phrase describes a verb, you call it an adverbial phrase because adverbs modify verbs. Here are some examples:

- *To find the person who stole the last cookie, look **behind you**.*
- *Harry drank his Butterbeer **with fervor**.*



In the first sentence, behind you answers the question “Look where?” In the second, with fervor answers the question “Drank how?”

PREPOSITIONAL PHRASES THAT ACT AS NOUNS

Less frequently, prepositional phrases can act like nouns in a sentence. Here are some examples:

- ***During the national anthem** is the worst time to blow your nose.*
- ***After the game** will be too late for us to go to dinner.*

Watch this short video to learn more about prepositional phrases:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openoregon.pressbooks.pub/synthesis/?p=501#oembed-1>

PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openoregon.pressbooks.pub/synthesis/?p=501#h5p-37>

QUIZ

1. My fingers were injured so my sister had to write the note _____ me.
 - A. for
 - B. to
 - C. with
 - D. on
2. Which sentence uses a prepositional phrase incorrectly?
 - A. Have you written a letter your mother yet? She wants to hear from you, you know.
 - B. Before I begin my speech, I want to welcome to our meeting all of the visitors from India.
 - C. How many times must I ask you to take out the garbage, Paul?
 - D. Please do not talk during the concert; it is very distracting for the singers.
3. Which sentence uses a prepositional phrase incorrectly?
 - A. Be careful with that knife; it is very sharp!

- B. Where in the garden did you want me to plant the cabbage?
- C. There are too many difficult questions on this exam. Please make it easier next time, won't you?
- D. I celebrate my birthday in the 8th of May.

4. Since he met his new boyfriend, Juan never seems to be _____ home.

- A. in
- B. on
- C. at
- D. past

5. What is a prepositional phrase?

- A. a group of words that includes a subject and a verb, but it does not express a complete idea
- B. a noun that is modified with one or more adjectives
- C. a group of words that includes a subject and a verb, and it expresses a complete idea
- D. a group of words that includes a preposition, an object; it may also include modifiers

6. Which parts of the sentence below are prepositional phrases? (Choose all that apply.)

For our vacation, my best friend and I were thinking last night of going to a cabin in the woods for the weekend.

- A. For our vacation
- B. my best friend and I
- C. were thinking
- D. last night
- E. of going
- F. to a cabin
- G. in the woods
- H. for the weekend.

7. Choose the best preposition to complete each sentence:

- A. Please place your book _____ the shelf.
- B. The final exam will begin _____ noon.
- C. The new student is _____ Argentina.

Video from: Smrt English. "Prepositional Phrases." [www.youtube.com, 15 Nov. 2012, www.youtube.com/watch?v=RS3bKw_cyow](http://www.youtube.com/watch?v=RS3bKw_cyow). Accessed 30 Dec. 2021.

10.4 COMPOSITION: BE A BETTER PROOFREADER

Proofreading is an essential step in the writing process. Obvious typos can be distracting, and small errors like misplaced commas can even lead to million-dollar lawsuits! (It's true!) So here are five steps to proofread your writing:

1. **Give it a rest.** Finish your draft early enough that you can set it aside for a few days. Then you can proofread with fresh eyes.
2. **Use your spellchecker, but trust a dictionary.** A spellchecker is essential to catch typos. However, a spellchecker can tell you only if a word is a word, not if it's the right word. Use a dictionary for that.
3. **Print it out.** It's easier to spot mistakes when you see your work in a different format — or even on a different color paper!
4. **Read your text aloud.** Sometimes it's easier to hear a problem than see it.
5. **Create your own proofreading checklist — but look for one type of problem at a time.** Remember the self-analysis we did in week 1? What were the most common errors? Keep a list of the types of mistakes that you commonly make and then be sure to check for those carefully. However, don't try to look for everything at the same time.



Watch this video to learn more about proofreading your paper:



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PRACTICE

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:



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Video from: Course Hero. "How to Proofread Your Paper." YouTube, 24 Jan. 2019, www.youtube.com/watch?v=yN772mS8Ggg. Accessed 3 Dec. 2020.

10.5 WRITE: INSTRUCTIONS FOR THE SELF-REFLECTION ESSAY

In each unit, you have completed a short self-reflection. Now it's time to bring all of those ideas together into one essay. The good news? You have already written and re-written most of the writing! The challenge? You need to now think about how these four ideas connect in order to form a cohesive story about you, your writing, and your work in this course. Your audience is your instructor and yourself. Your goal is to prepare a final essay of at least six paragraphs by following the instructions below.



TASK

Start with the revised paragraphs from the four self-reflection prompts:

- *What makes a good academic research essay?*
- *Why do we learn to write an academic research essay?*
- *What are your strengths and weaknesses in writing an academic research essay in English?*
- *How does the use of outside sources of information affect the quality of your academic research essay?*

Copy and paste each of your four revised paragraphs into one new document. Organize the four paragraphs in a logical sequence so that each paragraph builds on the previous one. Think carefully about the order of information and how to make connections between the ideas. Add transitions for a smooth flow between sentences and paragraphs. Add an introduction, conclusion, and title. Finally, proofread carefully for grammar and mechanics.

FORMAT

- Use 1-inch margins on all sides
- Use Times Roman 11 or 12 point font or similar
- Use double-spaced lines
- Use page numbers
- Include your full name and date in the upper left-hand of the first page
- Include a title, centered at the top of the page
- Use the TAB key on your keyboard to indent each paragraph
- Use primarily your own words. Outside sources are not required. However, if you use information from an outside source, then you must include in-text citations and a Works Cited page. Follow MLA format.
- For this assignment, you may write in first, second, or third person. You may use an informal tone and informal vocabulary.
- Use six or more paragraphs. The exact number of words, sentences or pages is not important. What is

important is that your ideas are clear, compelling, and complete.

- Proofread carefully for grammar, capitalization, punctuation, and spelling.

GRADING

Each draft is worth 10 points, however each draft is graded differently. The grading rubric for the first draft awards more points for content and organization, while the grading rubric for the second draft awards more points for grammar and mechanics.

- Grading Rubric for Draft Essay – See Appendix B
- Grading Rubric for Revised Essay – See Appendix C

MODEL SELF-REFLECTION ESSAY

Look in Appendix B for an example of a finished self-reflection essay.

ANALYZE THE ASSIGNMENT

1. What is the purpose of this essay?
2. Who is your primary audience for this essay?
3. What type of essay will this be? What will you say or show?
4. What voice or point of view should you use in this essay?
5. What evidence should you use to support your ideas?
6. How long should this essay be?
7. When is the draft version of this essay due?
8. How will you submit the first draft of your essay?
9. When is the revised version of this essay due?
10. How will you submit the revised version of your essay?

10.6 SELF-REFLECTION: PRACTICE FINAL EXAM

Here are some types of questions that may appear on your final exam for this course.

1. Identify the error in each of the following sentences: run-on, fragment, comma splice, subject-verb agreement. One sentence is OK.

- I like to read in English is hard to learn.
- My job started using new technology, it costs a lot.
- Where I will live and work after I finish college.
- My garden is growing well this year, and I think I will have a good harvest.
- The new computer games provides good practice for learning vocabulary.

2. Write the correct form of the verbs in parentheses.

Hector (to be) _____ the owner of Café Zamora in Southeast Portland. He (to make) _____ coffee growing and roasting his life since he was a child. He (to grow up) _____ working on a small family farm in Guatemala. He (to harvest) _____ beans and (to sell) _____ them to suppliers. Today, he (to know) _____ first-hand how hard it is for smaller farms like theirs to break into a coffee market.

Hector (to follow) _____ in the footsteps of his mother and other members of his family. They (to immigrate) _____ to the U.S. for a better life. He (to ask, passive) _____ by his family to immigrate as well. The goal (to be) _____ to get an education in order to grow the business. So in 2014 Hector (to enroll) _____ at Portland Community College.

After college, Hector (to open) _____ a cafe in Portland. Since then, the business (to grow) _____ and he (to find) _____ great success, even during the pandemic. He (to help) _____ to improve the lives of his family and employees, both in Portland and on the family farm in Guatemala. He (to hope) _____ everything (to continue) _____ to improve in the future.

3. Report what these two people said. Quote one and paraphrase the other.

Technology is a useful servant but a dangerous master. –Christian Lous Lange (an historian)

Any sufficiently advanced technology is indistinguishable from magic. –Arthur C. Clarke (a writer of science fiction)

4. Change the following sentence from passive voice to active voice:

Apple Computer was created in 1976 by Steve Jobs, Steve Wozniak, and Ronald Wayne.

5. Change the following sentence from active voice to passive voice:

Igor Sikorsky designed the world's first working helicopter in 1946.

6. Identify the noun clause, the adjective clause, and the adverb clause in the following sentence:

Although the machine no longer works, how it works represents a new way of thinking about problems

that the world experiences because of water pollution, and that is a good result.

7. Combine each set of sentences below into one sentence using noun, adjective, and/or adverb clause(s):

- I have a new book. I like the new book. It is very popular.
- The wheel is the best invention. The reason is that it improved transportation. We still use it today.
- Brad studies to be a doctor. He chose this job to help people. He made this choice in the fifth grade.

8. The sentence below includes an adjective clause. Reduce the adjective clause.

Many trucks that are repaired in my shop seem to use the same technology to increase fuel efficiency.

9. The sentence below includes an adverb clause. Reduce the adverb clause.

While she was fixing my computer, my sister explained how it worked.

10. Change each verb in parentheses. Use either a gerund or an infinitive.

(Work) _____ at home has advantages and disadvantages. I don't like (drive) _____ to work, so it's nice (stay) _____ at home. However, since I work in my kitchen, I also need (be) _____ careful that I don't eat too much.

11. Choose the best preposition to complete each sentence below. Use *between*, *of*, *on*, *to*, *in*.

The equipment that we need is _____ the basement _____ the furnace and the freezer. If you bring it _____ the office on the third floor _____ the Schmidt Building, then we can work _____ it together.

12. Choose the best word from the box to complete each sentence below:

essential
relevant
seek
criteria
policy
statistics
method
trend
logical

A strong and consistent power supply is _____ to making this machine work.

If you _____ information on Google, be careful to evaluate the source carefully.

According to the report's _____, 40% of employees agree with the company's leader.

The conclusion is not _____; the evidence suggests a different solution to the problem.

The baker's _____ is not common; he does things his own way.

Look at the numbers again, and you'll see a _____: sales are growing year after year.

- The professor's _____ about attendance is very strict; his rule says you cannot miss any class.
- What are the _____ for a good essay? Check the rubric and you will see the definitions of each category of your grade.
- The author's comment about religion is not _____ to my thesis statement about the economy; the topics are not related.

13. Define the P.O.W.E.R. writing process and describe each step.

14. Rewrite this simple thesis as a three-story thesis.

Wearing N95 masks is the best way to stay healthy during the COVID pandemic.

15. Write the following quote as a quotation sandwich:

"Technology is neutral; it depends on how it's used." –Rick Smolan

16. Define the C.R.A.A.P test and describe each step.
17. Rewrite the following sentence using parallel structure:
This new machine helps to clean the ocean, grows food for whales, and making electricity.
18. What are three ways to be a better editor or a better proofreader?

APPENDIX A: SAMPLE GRADING RUBRICS

DISCUSSIONS

Criteria	Strong = 2 points	Uneven = 1 point	Weak = 0.5 point
Initial Post	on time	less than a week late	more than a week late
Two Replies	both on time	one late, one on time	both late
Content	clear and distinct ideas with specific details	clear and distinct ideas with weak details	weak or vague idea with weak details
Organization	clear topic sentence, supporting sentences, and concluding sentence	no clear organization, but the information flows well	lack of information makes the information difficult to read
Grammar and Mechanics	few to no errors, easy to read	several errors, but they do not interfere with comprehension	many errors make it difficult to read

Total points per discussion: 10

SELF-REFLECTION JOURNAL ENTRIES

Criteria	Strong = 3 points	Uneven = 2 points	Weak = 1 point
Participation	On time and complete	On time or complete, but not both	Neither on time, nor complete

Total points per self-reflection journal entry: 3

SELF-REFLECTION ESSAY

Criteria	Strong	Uneven	Weak
Body Paragraph 1	2 pointsThe writing is clear, complete, and compelling.	1 pointThe writing addresses the topic, but some parts are unclear, incomplete, and/or irrelevant.	0.5 pointThe writing does not address the topic and/or errors interfere with comprehension.
Body Paragraph 2	2 pointsThe writing is clear, complete, and compelling.	1 pointThe writing addresses the topic, but some parts are unclear, incomplete, and/or irrelevant.	0.5 pointThe writing does not address the topic and/or errors interfere with comprehension.
Body Paragraph 3	2 pointsThe writing is clear, complete, and compelling.	1 pointThe writing addresses the topic, but some parts are unclear, incomplete, and/or irrelevant.	0.5 pointThe writing does not address the topic and/or errors interfere with comprehension.
Body Paragraph 4	2 pointsThe writing is clear, complete, and compelling.	1 pointThe writing addresses the topic, but some parts are unclear, incomplete, and/or irrelevant.	0.5 pointThe writing does not address the topic and/or errors interfere with comprehension.
Introduction and Conclusion	1 pointThe introduction gets the reader's attention and connects the four paragraphs in a specific thesis. The conclusion restates the thesis, offers and offers a final thought that brings closure to the essay.	0.5 pointThe introduction, conclusion, or thesis statement are missing or vague/superficial.	0 pointThe introduction and the conclusion are both missing.
Formatting and Mechanics	1 pointThe writing uses standard academic grammar and mechanics. The essay follows the instructions for formatting.	0.5 pointThere are noticeable errors in grammar, mechanics, or formatting, but they do not interfere with comprehension.	0 pointThere are noticeable errors in grammar, mechanics, or formatting that interfere with comprehension.

Total points per self-reflection essay: 10

DRAFT ESSAYS

This grading rubric is designed for the first draft of an essay. It focuses more on content and organization, and it focuses less on grammar and mechanics.

Criteria	Strong = 1 point	Uneven = 0.5 point	Weak = 0 point
Introduction	The introduction has an interesting hook, helpful background information, a clear thesis statement, and a preview of the content of the essay.	The introduction has some, but not all of the parts ... or the parts are present but some are strong and some are weak.	Several or all parts are missing or inadequate.
Thesis Statement	The thesis statement is clearly articulated with both a topic and a claim (and, in later essays, implications).	The thesis statement has only one part. Or, if it has both parts, one or both parts are weak or unclear.	There is no clearly articulated thesis statement.
Topic Sentences	Each body paragraph has a clearly articulated topic sentence that expresses the topic and controlling idea.	Some body paragraphs have clear topic sentences; others do not.	The author does not use topic sentences regularly.
Supporting Details	Each body paragraph uses specific supporting details to explain the topic sentence.	Some paragraphs do not fully develop the topic sentence.	Supporting details do not develop the topic sentence.
Conclusion	The conclusion paragraph restates the thesis, suggests implications, and provides closure to the essay.	The conclusion has some, but not all of the parts ... or the parts are present but some are strong and some are weak.	Several or all parts are missing or inadequate.
Vocabulary	The author consistently uses formal academic vocabulary that is appropriate to the topic. This includes writing in the third person, avoiding contractions, and using transition words.	The author attempts to use formal academic vocabulary, with some exceptions.	The author does not try to use formal academic vocabulary.
Organization	There is a clear introduction, body, and conclusion. The information flows in a logical sequence, with each paragraph building upon the previous one.	While the essay may have all of the necessary parts, the structure is confusing or indirect.	There is no clear structure to the essay, or the essay is missing a necessary part.
Style	The author writes with clarity, unity, and concision. It's easy to understand the information; it all supports a single thesis; and the essay includes only what is necessary to explain the thesis.	The essay is weak in one of the three areas: clarity, unity, or concision.	The essay is weak in two or more areas: clarity, unity, or concision.
Mechanics	The author uses standard academic conventions, including capitalization, punctuation, spelling, page formatting, and source citations	There are noticeable errors in mechanics, but they do not interfere with comprehension.	There are many errors in mechanics that interfere with comprehension.
Grammar	The author uses standard academic grammar with few or not errors.	There are noticeable errors in grammar, but they do not interfere with comprehension.	There are many errors in grammar that interfere with comprehension.

Total points per draft essay: 10

REVISED ESSAYS

This grading rubric is designed for the second draft of an essay. It focuses more on grammar and mechanics, and it focuses less on content and organization.

Criteria	Strong = 1 point	Uneven = 0.5 point	Weak = 0 point
Grammar – Comma Splices	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Run-on Sentences	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Fragments	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Subject-Verb Agreement	There are no errors.	There are one or two errors.	There are more than two errors.
Grammar – Other Problems	There are no or few errors. Nothing interferes with comprehension.	There are noticeable grammar errors, but they do not interfere with comprehension.	There are noticeable grammar errors, and they interfere with comprehension.
Vocabulary	The author consistently uses formal academic vocabulary that is appropriate to the topic. This includes writing in the third person, avoiding contractions, and using transition words.	The author attempts to use formal academic vocabulary, with some exceptions.	The author does not try to use formal academic vocabulary.
Organization	There is a clear introduction, body, and conclusion. The information flows in a logical sequence, with each paragraph building upon the previous one.	While the essay may have all of the necessary parts, the structure is confusing or indirect.	There is no clear structure to the essay, or the essay is missing a necessary part.
Style	The author writes with clarity, unity, and concision. It's easy to understand the information; it all supports a single thesis; and the essay includes only what is necessary to explain the thesis.	The essay is weak in one of the three areas: clarity, unity, or concision.	The essay is weak in two or more areas: clarity, unity, or concision.
Mechanics	The author uses standard academic conventions, including capitalization, punctuation, spelling, page formatting, and source citations	There are noticeable errors in mechanics, but they do not interfere with comprehension.	There are many errors in mechanics that interfere with comprehension.
Content	The content of the essay is meaningful and detailed, not vague or superficial. Feedback from the first draft has been addressed.	The content of the essay is interesting and feedback from the draft has been addressed. However, weak areas remain.	The content remains vague or superficial and/or feedback from the first draft was not addressed.

Total points per revised essay: 10

APPENDIX B: MODEL ESSAYS AND ORGANIC RESEARCH PAPERS

Here are various versions of model essays that fulfill the writing prompts in this book:

- [Model Essay 01 – Draft to Review](#) (with errors)
- [Model Essay 01 – Draft with Instructor Feedback](#)
- [Model Essay 01 – Revision](#)
- [Model Essay 02 – Revision](#)
- [Model Essay 03 – Revision](#)
- [Model Organic Research Paper](#)
- [Model Self-Reflection Essay](#)

These three anthologies also feature final organic research papers by previous students of this course:

- [Technology Anthology I](#)
- [Technology Anthology II](#)
- [Technology Anthology III](#)

APPENDIX C: PEER REVIEW FORMS

Peer reviews are very helpful. You can get feedback from classmates about your writing. In addition, you can read another classmate's work and learn more about how other students write. Finally, by comparing and contrasting your work with a classmate's, you can have a very useful discussion about what how to improve your research and writing skills. However, it's not always easy to know where to start or what to focus on. And often it is not helpful to try to do it all. So here are some guided peer review forms for each essay that help you to focus on the things you are learning in this class. Your peer will be able to use your concrete feedback, and you will have a better idea of what to look for in your own writing, too!

[Guided peer review form for Essay 01](#)

[Guided peer review form for Essay 03](#)

APPENDIX D: VOCABULARY LISTS

LIST 01

- analysis
- assumption
- consequently
- focus
- motivation
- precise
- priority
- relevant
- scope
- significant

LIST 02

- clarify
- complex
- comprehensive
- conclude
- criteria
- issue
- perspective
- previous
- sequence
- specific

LIST 03

- consist
- contemporary
- evidence
- impact
- integrate
- obvious
- policy

- structure
- sustain
- tradition

LIST 04

- academic
- access
- available
- cite
- cycle
- initial
- source
- task
- trend
- vary

LIST 05

- assert
- attribution
- claim
- contend
- convey
- implication
- method
- quotation
- paraphrase
- restrict

LIST 06

- affect
- coherence
- creativity
- environment
- facilitate
- institution
- logical
- network
- range

- subsequent

LIST 07

- brief
- constrain
- controversy
- format
- generate
- major
- phenomena
- potential
- statistics
- version

LIST 08

- achieve
- adequate
- alternative
- concise
- identify
- illustrate
- internal
- revise
- role
- seek

LIST 09

- appropriate
- automate
- clause
- coordinate
- despair
- element
- error
- essential
- involve
- primary

APPENDIX E: ACKNOWLEDGMENTS

Unless otherwise indicated, images are original or sourced from Pexels.com or Pixabay.com, and they are in the public domain.

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APPENDIX F: A NOTE TO INSTRUCTORS

A teacher's manual with scope and sequence, lesson plans, presentation slides, exam, and answer keys is available upon request from the author; send email to Timothy Krause (timothy.krause@pcc.edu).

This textbook is also available in a D2L Brightspace Package and Common Cartridge formats. For access to these materials, send email to Timothy Krause (timothy.krause@pcc.edu).