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INTRODUCTION

The Student Writer’s Handbook was created by English teachers throughout the OUHSD with the intent of it serving as a user-friendly guide to improve writing in all subject areas. Writing across the curriculum, a pedagogical movement that began in the 1980s, shares the philosophy that writing should happen across the academic community and throughout a student’s education. This movement values writing as a method of learning and supports the idea that students will more effectively comprehend and retain information when they complete writing assignments related to information covered in class. As we teach students to write, we must remember that over 2000 years ago Socrates philosophized that learning is the seeking of truth, which can only be accomplished by questioning, interpreting and testing the knowledge of others. Writing is clearly the vehicle that allows our students to bring this philosophy to life!

This handbook was created with the intent that teachers in all subject areas use it to increase the frequency of students’ academic writing and their comfort with writing: thus, improving writing skills. Although the Student Writer’s Handbook is not meant to be a substitute for a teacher’s instructions, it should be used by students and teachers alike to make writing a worthwhile, non-threatening and enjoyable part of lessons in all curricular areas.

ACKNOWLEDGEMENTS

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*This document is a work-in-progress and subject to revision.
Academic Honesty and Plagiarism

What is plagiarism? Plagiarism (from the Latin meaning “kidnapper”) is taking the words, works, or ideas created by another and presenting them as your own. Examples of plagiarism:

- You get an essay from a friend or from the internet and put your name at the top.
- You copy passages from print or on-line sources unchanged and without citation.
- You copy passages and change a few words without correct citation.
- You use ideas presented by others in your paper without correct citation.

Why Not Plagiarize? Those who plagiarize may be seen as dishonest, lazy, or incompetent and may be disciplined by or even removed from educational or work environments. In other words, you may be kicked out of college or fired from a job for plagiarizing, or you may be sued by the owner of the work. Plagiarism damages the reputation of the student, the teacher and the educational institution and the relationships among them.

How to Avoid Plagiarism:

- Use quotation marks around word-for-word sentences used from any material (e.g. everything from online databases to songs to interviews to books to journals, etc.) and provide a correct citation.
- Use an indented set-off paragraph for quotes longer than four sentences in length and cite correctly.
- Give credit for all lines of thinking, facts, evidence, arguments, paraphrased summaries, statistics, graphs, photographs, art works, and any other material that was not created by you.
- Ask for permission to use copyrighted images and other materials and cite them.

(For more complete information on plagiarism visit http://owl.english.purdue.edu/owl/resource/589/02/)

Copyright, Public domain, Fair use: http://www.ipl.org/div/farq/patentFARQ.html

Copyright gives only the creator/owner of the work permission to use and reproduce the work. Others must ask for permission to use the work or face possible legal action.

Fair Use is a reasonable and limited use of a copyrighted work without the author's permission, such as quoting from a book in a book review. Fair use permission depends on (1) the purpose of the use; (2) the nature of the copyrighted work; (3) the amount of the work used; and (4) the economic impact of the use. For example: a teacher may reproduce an excerpt from an article to his class, but he may not reproduce it for his own profit.

Works in the Public Domain are not copyrighted and may be used freely without citation due to the authors' desire to share their work or because the work aged out of copyright.
Sources of Non-Copyrighted images:

**Creative Commons**: The Flickr site, searches Creative Commons-licensed images on Flickr. Look for the word “attribution” above each image to give credit by correctly citing it. Paste the attribution under the photo and make it a hyperlink.

**Microsoft Office images**: Great source of non-copyrighted images:

**Academic Honesty** is following teacher, school and district guidelines for all assignments and tests. Do NOT:

- Use any form of memory aid or assistance during tests or quizzes without the expressed permission of the instructor.
- Share answers with classmates in your class or other classes.
- Use summaries/commentaries (Spark Notes, etc.) instead of reading the assigned reading materials.
- Reuse and misrepresent a previously created assignment for another class.

**Board Policies**:

1. **Parent and Student Handbook**:
   **Test Integrity** (Board Policy 6162.54 a) Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments. The Board of Trustees believes that the Oxnard Union High School District must protect the integrity of the student assessment process. It is imperative that accurate assessment of student achievement be obtained, and that the districts maintain accountability to the local community and the state.

   **Investigation and Consequences of Testing Irregularities**
   Reports of student cheating on assessments shall be submitted to the school principal for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures.
   “Parent and Student Information Handbook, 2010-2011” p.43

2. **Student Acceptable Use Policy - SECTION 6000 BOARD POLICY INSTRUCTION**
   **BP 6163.41**
   **Copyright and Plagiarism**: 
   1. Laws related to copyrights will govern the use of material accessed through the district system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an
infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.

2. District practices pertaining to plagiarism will govern use of material accessed through the district system. Teachers will instruct students in appropriate research and citation practices.
http://www.ouhsd.k12.ca.us/about/schoolboard/policies/6000/b-p6163.4_Student_Use_Policy.pdf

3. **STUDENT CONDUCT** - SECTION 5000, BOARD POLICY, BP 5131 (a)
   **Plagiarism or dishonesty in school work or on tests.**
   Students who violate district or school rules and regulations may be subject to discipline, including but not limited to a parent conference, suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulations.
How to Write Right!

The Handbook Begins…
ETHOS, LOGOS, AND PATHOS: The Three Appeals of Persuasion

The goal of most writing is to persuade an audience that your ideas are valid, or more valid than someone else's. Purpose, audience, tone, and diction are just a few elements a writer must consider. Selecting appropriate examples and expressing yourself clearly are also important if you want to appeal to your reader.

The Greek philosopher Aristotle divided the means of persuasion, called appeals, into three categories—Ethos, Pathos, and Logos.

⇒ Ethos (Credibility) appeal means convincing by the character of the author. We tend to believe people whom we respect. As author, you must be an authority on the subject of the paper, as well as someone who is likable and worthy of respect. Here is an example of an ad using ethos.

ACME Gizmotronics, the company that you’ve trusted for over 100 years, has recently entered the World Wide Web! Now you can purchase our fine products throughout the Internet. All come with the famous lifetime guarantee that makes ACME the company that the world depends on for its gizmo needs.

Our spokesperson, Mr. Coyote says “I’m not really a coyote, but I play one on TV. I’ve used ACME products for years. Their slingshots, rocket launchers, crowbars, pogo sticks, and power pills are the best around. And don’t forget their high-powered dynamite! I buy everything from ACME. They are the company that I trust the most.”

⇒ Logos (Logical) appeal means persuading by the use of reasoning. Logos relies on reasoning, facts, and statistics. Here is an example of an ad using logos:

ACME’s New Dihyro-Cesium Detonation Process

By combining cesium and dihydro-oxide in laboratory conditions, and capturing the released energy, ACME has promised to lead the way into the future. Our energy source is clean, safe, and powerful. No pollutants are released into the atmosphere. The world will soon have an excellent source of clean energy.
Pathos (Emotional) appeal means persuading by appealing to the reader's emotions. Choices in diction and evidence affect the audience's emotional response. The most common way of conveying a pathetic appeal is through a narrative or story. Here is an example of pathos:

Cesium-Based Reactor Kills!
A baby turtle breaks free from the leathery shell of its egg, catching its first glimpse of a first sunrise. It pauses a moment to rest, unaware of the danger that lies so close to it. As the tide comes in, approaching the nest, it also approaches a small pile of metal-cesium. The water draws closer and closer, the turtle unsuspecting of the danger. Finally, the water touches the cesium. The nest is torn to bits in the resulting explosion, destroying even more of the endangered species.
Why does this happen? One name: ACME. What can you do about this? Don’t let them get away with it! Boycott ACME products!
ESSAY FORMAT

The essay is developed through a writing process. The process begins with thinking. It continues with writing your thoughts, claims, and research down on paper and ends with the final draft. In between, the writing process is an act of discovery and organization. As you go through the process, you are discovering what you think and feel about the subject, and you are organizing your ideas via a standardized essay format.

**Step One: Pre-Writing**

Pre-writing means getting your ideas down on paper before you organize your essay into paragraphs. Utilize brainstorming strategies to maximize the ideas you want to consider. Some examples include: clusters, lists, free writing, graphic organizers, and outlines.

For short essays, organizing ideas with graphic organizers may be all that a writer needs to do. For a longer, more formal paper, a more formal outline may also be required.

**Outline Tips:**

1. Each of the main divisions (identified by Roman numerals) is parallel in structure with the other main divisions.

2. The next level of division (identified by capital letters and representing a subtopic of the paragraph) is parallel in structure with other subtopics in the same section.

3. All words that begin listings in each section of the outline should begin with capital letters.

4. For short papers, the conclusion is not part of the outline.

**Outline Form Sample:**

I. ___________________________________
   A. ________________________________
      1. ________________
      2. ________________
   B. ________________________________
      1. _________________________
      2. _________________________
II. ___________________________________
   A. ________________________________
      1. ________________________
      2. ________________________
   B. ________________________________
      1. ________________________
      2. ________________________
      a. ________________________
      b. ________________________
Establishing Purpose, Audience, and Tone [PAT] is critical in creating a strong, well-written, well-argued paper. In addition, the writer sculpts his voice when these three elements are clearly articulated, which makes the paper believable.

**Purpose:** What is the purpose or point of my paper? (use an infinitive verb)

**Audience:** To whom am I speaking? (identify reader/s)

**Tone:** What is my attitude toward the subject matter? (identify my outlook on the topic)

Examples of PAT choices (there are an infinite number!):

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Audience</th>
<th>Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>to analyze</td>
<td>clergy</td>
<td>acerbic</td>
</tr>
<tr>
<td>to argue</td>
<td>employers</td>
<td>angry</td>
</tr>
<tr>
<td>to convince</td>
<td>Latinos</td>
<td>apologetic</td>
</tr>
<tr>
<td>to describe</td>
<td>lawmakers</td>
<td>enthusiastic</td>
</tr>
<tr>
<td>to explain</td>
<td>parents</td>
<td>laudatory</td>
</tr>
<tr>
<td>to inform</td>
<td>peers</td>
<td>respectful</td>
</tr>
<tr>
<td>to inspire</td>
<td>principals</td>
<td>scholarly</td>
</tr>
<tr>
<td>to narrate</td>
<td>teachers</td>
<td>straightforward</td>
</tr>
<tr>
<td>to persuade</td>
<td>voters</td>
<td>sympathetic</td>
</tr>
<tr>
<td>to request</td>
<td>women</td>
<td>witty</td>
</tr>
</tbody>
</table>

**Sample Prompt:**

Write to your one of your teachers about why you should have received a higher grade on your project.

**Ask the PAT questions (above) and establish the following:**

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>to convince</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience:</strong></td>
<td>your teacher</td>
</tr>
<tr>
<td><strong>Tone:</strong></td>
<td>respectful</td>
</tr>
</tbody>
</table>

Now you are ready to begin writing your paper. You want to convince your teacher to change your grade. You must use a respectful tone and present evidence to motivate your teacher to listen to your arguments.
Step Two: Thesis Statement

After you finish pre-writing, establish your thesis, which is your claim (your point). Using your pre-writing ideas, create your thesis statement. **What is a thesis statement?** The thesis statement is typically a **one-sentence statement** containing the:

1. subject,
2. your opinion and
3. key points to substantiate your claim.

 совершиться формулировать the thesis statement, try the following steps:
1. identify your subject
2. clarify your opinion on the subject
3. select the key points you want to discuss in the body of your paper
4. write your thesis statement

Sample Prompt:

Discuss the positive or negative effects of the Industrial Revolution on the social, political, and economic aspects of American life.

Sample Thesis Statement:

The Industrial Revolution positively impacted American life socially, politically, and economically by fostering a higher standard of living for the average person.

Sample Thesis Statement Analysis:

The Industrial Revolution (subject) positively (your opinion) impacted American life socially (key point #1), politically (key point #2), and economically (key point #3) by fostering a higher standard of living for the average person (extension of your opinion).

Step Three: Introductory Paragraph
An introductory paragraph sets the stage for your entire writing assignment. The information in the introductory paragraph assists the reader in understanding the broader context of the subject and allows him or her to understand the parameters of the topic. Usually, but not always, the thesis statement is the LAST sentence of the introductory paragraph.

In AP History exams, certain writing domains, certain writing prompts, and sometimes teacher preference, the thesis statement may be placed in other areas of the introductory paragraph.

The following information includes in the Introductory Paragraph. Construct the order of the information to support the PAT (see Step 1):

1. **A Hook**: what will motivate the reader to continue to read your paper?
   - a rhetorical question: Have you ever wanted to just run away?
   - a statistic: Since 2010, 82 percent of all car accidents are caused by distracted driving.
   - an anecdote: By the time I was 12 years old, I had already broken five bones in my body, my femur twice!

2. **Context Information**:
   Context means the background information needed for the reader to fully understand the topic. Examples:
   - Setting (time and place)
   - Characters or people
   - Historical event or time period
   - A little bit of plot (in literary analysis)
   - **Title of work, Author, Genre (TAG)**

3. **Thesis Statement** (see Step 2).

---

**Step Four: Body Paragraphs**
Papers can range from three to 300 paragraphs. The structure will remain the same! Body paragraphs will extend and explain the claims, opinions, arguments, and descriptions needed to sufficiently support the thesis statement.

The following includes in the Body Paragraphs. Construct the order of the information to align with the thesis statement.

In some writing (e.g. a how to paper) the thesis statement may not contain the specific arguments the writer will use throughout his or her paper. In this case, organize the information logically by considering your PAT.

1. **A Topic Sentence:** The topic sentence is the first sentence of each body paragraph. The topic sentence must cite a key point the writer is using to support his or her thesis. This key point is stated in the thesis statement.

   **Sample Thesis Statement from Step 2:**
   
   The Industrial Revolution positively impacted American life socially, politically, and economically by fostering a higher standard of living for the average person.

   **Sample Topic Sentence, Body Paragraph #1:**
   
   The average American benefitted socially during the Industrial Revolution because public education became more accessible.

   **Sample Topic Sentence, Body Paragraph #2:**
   
   In addition to social benefits, typical Americans benefitted politically during the Industrial Revolution because more people were able to participate in the democratic process.

   **Sample Topic Sentence, Body Paragraph # 3:**
   
   The growth of factories and mass production during the Industrial Revolution also provided economic opportunities for the millions of immigrants seeking to find a better life in America.

2. **Selecting Logical and Appropriate Evidence:** Selecting logical and appropriate evidence is essential to creating a good paper. Evidence discussed in the body paragraphs must support the thesis.
Consider the three means of persuasion—ethos, pathos, and logos—when selecting your evidence.

3. **Embedding Textual Evidence:** As you include research information, summaries, paraphrases, and quotations in your own writing, you need to integrate them *smoothly* so that there is not a sudden jump or break between the flow of your words and commentary and the source material. *Prepare* your reader by creating a smooth transition into the textual evidence. See below for examples.

- **Use Signal Phrases:** Signal phrases are words that let the reader know a quotation will follow the writer’s argument. The phrase you choose should appropriately reflect the upcoming quotation and its relationship to the ideas being discussed. Avoid overusing the signal words *says, states,* or *shows.* More effective signal words assist the reader in expressing his or her ideas and arguments more convincingly. Here is a mini-list of effective signal words (a more extensive list is located in the Revision Section):

<table>
<thead>
<tr>
<th>Effective Signal Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>argues</td>
<td>illustrates</td>
</tr>
<tr>
<td>asserts</td>
<td>highlights</td>
</tr>
<tr>
<td>clarifies</td>
<td>observes</td>
</tr>
<tr>
<td>describes</td>
<td>reveals</td>
</tr>
<tr>
<td>explains</td>
<td>suggests</td>
</tr>
</tbody>
</table>

- **Incorporate the textual evidence into the text of your paper and explain the connection:** Lead into your textual evidence with commentary by making the logical connection for your reader. Then, follow up with commentary, analysis, and/or explanations that connect the content of the quotation directly with your claim.

- **Three strategies for integrating quotations into an essay include using a comma, using a colon, or directly embedding the quotation into the writer’s text.** Below you will find one example cited three different ways. Note the boldfaced signal words and the adjustment in punctuation and text to ensure proper syntax.

- **The examples of the text citations below come from the following source:**
Example using a comma:

Education became more accessible when Americans began to urbanize, moving from rural areas to cities. As Paul D. Farmer asserts, “Between the decades 1870-1920, the population of many American cities increased by almost 100%” (46).

Example using a colon:

Education became more accessible, Paul D. Farmer explains, when Americans began to urbanize, moving from rural areas to cities: “Between the decades 1870-1920, the population of many American cities increased by almost 100%” (46).

Example of directly embedding the quotation:

Paul D. Farmer observes education became more accessible when Americans began urbanizing “[b]etween the decades 1870-1920, [and] the population of many American cities increased by almost 100%” (46).

Step Five: Conclusion
The conclusion is the last paragraph in your essay and gives your writing a finished feeling. Short papers may not need a conclusion.

<table>
<thead>
<tr>
<th>To Write a Good Conclusion...</th>
<th>Under NO circumstances should you...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Reflect on what you wrote.</td>
<td>✗ Incorporate word for word repeated text from previous paragraphs</td>
</tr>
<tr>
<td>✅ Clarify that you have proven your thesis.</td>
<td>✓ Begin your conclusion with the following:</td>
</tr>
<tr>
<td>✅ Answers the “so what?” question your reader may have after reading your essay.</td>
<td>In conclusion,</td>
</tr>
<tr>
<td></td>
<td>In the end, now that I have shown,</td>
</tr>
<tr>
<td></td>
<td>Thus,</td>
</tr>
<tr>
<td></td>
<td>Lastly,</td>
</tr>
<tr>
<td></td>
<td>As you can see,</td>
</tr>
<tr>
<td></td>
<td>From what I have said,</td>
</tr>
<tr>
<td></td>
<td>In my paper I have stated,</td>
</tr>
</tbody>
</table>
Word Choice

Diction refers to the author’s word choice. When the writer uses poor diction, the composition fails to leave an impression the reader. One way to spice up your writing is to avoid using bland verbs such as *says*, *states* or *believes*, or boring adjectives such as *good* and *bad*. Instead, use powerful, accurate words to bring your writing to life. Refer to the word lists below to create a strong piece of writing that you can be proud of.

<table>
<thead>
<tr>
<th>Instead of <em>says</em> or <em>states</em></th>
<th>Instead of <em>shows</em></th>
<th>Instead of <em>good, great or interesting</em></th>
<th>Instead of <em>bad</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>acknowledges</td>
<td>alludes</td>
<td>authentic</td>
<td>absurd</td>
</tr>
<tr>
<td>adds</td>
<td>clarifies</td>
<td>conservative</td>
<td>commonplace</td>
</tr>
<tr>
<td>advises</td>
<td>communicates</td>
<td>credible</td>
<td>crass</td>
</tr>
<tr>
<td>agrees</td>
<td>contrasts</td>
<td>cultural</td>
<td>dull</td>
</tr>
<tr>
<td>affirms</td>
<td>conjures up</td>
<td>dramatic</td>
<td>fatuous</td>
</tr>
<tr>
<td>analyzes</td>
<td>conveys</td>
<td>fascinating</td>
<td>foolish</td>
</tr>
<tr>
<td>argues</td>
<td>creates</td>
<td>humorous</td>
<td>heretical</td>
</tr>
<tr>
<td>articulates</td>
<td>demonstrates</td>
<td>insightful</td>
<td>ignorant</td>
</tr>
<tr>
<td>asserts</td>
<td>describes</td>
<td>inspirational</td>
<td>illiterate</td>
</tr>
<tr>
<td>asks</td>
<td>develops</td>
<td>ironic</td>
<td>improbable</td>
</tr>
<tr>
<td>believes</td>
<td>draws attention to</td>
<td>mysterious</td>
<td>inane</td>
</tr>
<tr>
<td>belittles</td>
<td>elucidates</td>
<td>naturalistic</td>
<td>incredible</td>
</tr>
<tr>
<td>challenges</td>
<td>emphasizes</td>
<td>objective</td>
<td>insignificant</td>
</tr>
<tr>
<td>classifies</td>
<td>establishes</td>
<td>observant</td>
<td>intolerant</td>
</tr>
<tr>
<td>cites</td>
<td>evokes</td>
<td>orthodox</td>
<td>irrational</td>
</tr>
<tr>
<td>claims</td>
<td>exemplifies</td>
<td>philosophic</td>
<td>mediocre</td>
</tr>
<tr>
<td>clarifies</td>
<td>exposes</td>
<td>plausible</td>
<td>narrow-minded</td>
</tr>
<tr>
<td>comments</td>
<td>expresses</td>
<td>pragmatic</td>
<td>obtuse</td>
</tr>
<tr>
<td>compares</td>
<td>highlights</td>
<td>profound</td>
<td>prejudiced</td>
</tr>
<tr>
<td>complains</td>
<td>implies</td>
<td>prudent</td>
<td>puerile</td>
</tr>
<tr>
<td>concludes</td>
<td>indicates</td>
<td>rational</td>
<td>shallow</td>
</tr>
<tr>
<td>condemns</td>
<td>invokes</td>
<td>reactionary</td>
<td>simple</td>
</tr>
<tr>
<td>considers</td>
<td>points out</td>
<td>realistic</td>
<td>superficial</td>
</tr>
<tr>
<td>contrasts</td>
<td>presents</td>
<td>reasonable</td>
<td>trivial</td>
</tr>
<tr>
<td>criticizes</td>
<td>represents</td>
<td>relevant</td>
<td>ungifted</td>
</tr>
<tr>
<td>debates</td>
<td>reveals</td>
<td>romantic</td>
<td>unintellectual</td>
</tr>
<tr>
<td>declares</td>
<td>sheds light</td>
<td>sage</td>
<td>unintelligent</td>
</tr>
<tr>
<td>defends</td>
<td>signifies</td>
<td>satiric</td>
<td>unlettered</td>
</tr>
<tr>
<td>defines</td>
<td>suggests</td>
<td>scholarly</td>
<td>unschooled</td>
</tr>
<tr>
<td>describes</td>
<td>symbolizes</td>
<td>sensible</td>
<td>vacuous</td>
</tr>
<tr>
<td></td>
<td>underscores</td>
<td>subjective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>verifies</td>
<td>symbolic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>wise</td>
<td></td>
</tr>
</tbody>
</table>
Transitions: Transitions are *words* or *phrases* that move one idea to another.

<table>
<thead>
<tr>
<th>If you are...</th>
<th>Sentence Frames</th>
<th>Signal Words</th>
</tr>
</thead>
</table>
| Adding an idea | _______ asserts that _______________.  
*Furthermore, ________ argues ___________ because ________________. | also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly |
| Explaining cause and effect | *For this reason, ________ decided to ______________.*  
*As a result, this decision led to ________________.* | accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, since, subsequently, therefore, thus, |
| Comparing and/or contrasting (similarities and differences) | _______ and ________ differ in some key areas.  
*In contrast, ________ asserts ___________.*  
*However, both agree that ________________.* | by the same token, conversely, instead, likewise, on the other hand, rather, similarly, yet, but, however, still, nevertheless, in contrast, although, as opposed to, in spite of, despite, whereas, while |
| Emphasizing a point | *In particular ________ emphasizes the importance of ______________.* | above all, in particular, |
| Making an exception | *Aside from __________, the majority of ________ suggest that ________________.* | aside from, beside, except, excluding, exclusive of, other than, outside of |
| Generalizing or Estimating | *As a rule, one can estimate that ________________.* | as a rule, as usual, for the most part, generally, ordinarily, usually, approximately, about, roughly |
| Illustrating/Giving examples | _______ affirms that __________.  
*For example, ________ references __________ as evidence of ________________.* | for example, for instance, in this case |
| Creating a sequence of events or ideas | *First, ________________; however, in time, ________ realizes ________________.* | at first, to begin, at the same time, in time, meanwhile, next, while, earlier, simultaneously, afterward, with this in mind |
| Restating or Summarizing | *All things considered, the appropriate course of action is ________________.* | in other words, in short, all things considered, in any case, indeed, in summary, in the final analysis, finally |
| Making predictions/hypothesizing | *If ________ does not __________, then the likelihood of ________________ is unrealistic.* | the likelihood of, there is no doubt that, if...then |
| Persuading | *Even though ________ favors __________, the evidence suggests ________________.*  
*__________ supports __________; nevertheless, this stance is flawed because ________________.* | Even though, although, yet, but, however, nevertheless |
**Common Writing Errors and How to Avoid Them**

Here is a quick review of clauses:

<table>
<thead>
<tr>
<th>Independent/Main Clauses</th>
<th>Dependent/Subordinate Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>An independent clause can stand by itself as a sentence.</td>
<td>A dependent clause is a group of words that cannot stand by itself as a complete sentence because it does not express a complete thought. This is commonly called a fragment.</td>
</tr>
<tr>
<td><strong>Example:</strong> We went to see The Avengers last night.</td>
<td><strong>Example:</strong> Before we saw The Avengers last night.</td>
</tr>
<tr>
<td>Two independent clauses can be combined with a comma and a coordinating conjunction (but, or, yet, so, for, and, nor).</td>
<td>Combining dependent clauses with independent clauses form complete sentences.</td>
</tr>
<tr>
<td><strong>Example:</strong> We were going to see The Avengers last night, but the car would not start.</td>
<td><strong>INDEPENDENT + DEPENDENT</strong> (no comma)</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td><strong>Example:</strong> We ate dinner at the Olive Garden before we saw The Avengers last night.</td>
</tr>
<tr>
<td>Use a semicolon between closely related independent clauses that are not joined by a coordinating conjunction.</td>
<td><strong>DEPENDENT (comma) + INDEPENDENT</strong></td>
</tr>
<tr>
<td><strong>Example:</strong> We saw The Avengers last night; Ironman was my favorite!</td>
<td><strong>Example:</strong> Before we saw The Avengers last night, we ate dinner at the Olive Garden.</td>
</tr>
</tbody>
</table>

**Common Sentence Structure Errors**

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Example of Error</th>
<th>How to Clean it Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fragment:</strong> an incomplete sentence</td>
<td>After the U.S. Women’s Soccer Team won Olympic gold.</td>
<td>After the U.S. Women’s Soccer Team won Olympic gold, they celebrated.</td>
</tr>
<tr>
<td><strong>Comma Splice:</strong> the misuse of a comma when combining two independent clauses</td>
<td>He loves biology, he plans to major in that area.</td>
<td>He loves biology, so he plans to major in that area.</td>
</tr>
<tr>
<td><strong>Run-on:</strong> a sentence with two independent clauses that have not been properly combined</td>
<td>Economics 101 is very demanding it requires homework every day.</td>
<td>Economics 101 is very demanding because it requires homework every day.</td>
</tr>
</tbody>
</table>
### Common Punctuation Errors

<table>
<thead>
<tr>
<th>Punctuation Rule</th>
<th>Punctuation Error</th>
<th>How to Clean it Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commas:</strong></td>
<td>See Dependent/Independent Clause chart.</td>
<td>Do not overuse commas; see your local grammar book or English teacher for help 😊</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semicolon:</strong></td>
<td>In general, use a semicolon between two independent clauses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use a semicolon between <strong>items in a series if the items themselves contain commas.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quotation Marks:</strong></td>
<td>Use quotation marks to enclose dialogue and to denote certain titles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apostrophes:</strong></td>
<td><strong>Possession:</strong> Add ’s to most nouns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Contractions:</strong> Add an apostrophe to show a missing letter.</td>
<td></td>
</tr>
</tbody>
</table>
## Other Common Errors

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Example of Error</th>
<th>How to Clean it Up</th>
</tr>
</thead>
</table>
| **Subject-Verb Agreement:**         | The War of the Roses *were fought* in the 1400s. | The War of the Roses *was fought* in the 1400s.  
(The War is the subject of the sentence; it is one war and therefore a singular subject. The verb *was* is a 3rd person singular form of *to be*, which agrees with the subject.) |
| **Pronoun-Antecedent Reference:**  | Abigail Adams and Eleanor Roosevelt advocated for human rights in America. *She* also authored many books and letters on the subject. | Abigail Adams and Eleanor Roosevelt advocated for human rights in America. *They* also authored many books and letters on the subject.  
(Adams and Roosevelt are the plural subjects and require the plural pronoun *they* to agree.) |
| **Parallel Structure:**             | Miguel likes to *skate, surfs, and snowboarding.* | Miguel likes to *skate, surf, and snowboard.*  
(Keep the verb endings consistent) |

- **Parallel Structure:** Use consistent word patterns in written expression.
## Common Word Usage Errors

<table>
<thead>
<tr>
<th>Common Usage Error</th>
<th>Correct Usage</th>
<th>Misused Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your/ You’re</strong></td>
<td>“Your” is a possessive pronoun, as in: “your car” or “your blog.”</td>
<td>“You’re” is a contraction of “you are” as in: “You’re studying the Industrial Revolution in your history class.”</td>
</tr>
<tr>
<td><strong>Its/ It’s</strong></td>
<td>“Its” is a possessive pronoun as in:</td>
<td>“It’s” is a contraction of “it is” or “it has.” It’s a shame that the rain delayed the victory parade.</td>
</tr>
<tr>
<td><strong>There/ Their/ They’re</strong></td>
<td>“There” refers to a location as in: “The party is over there.”</td>
<td>“Their” is a possessive pronoun, as in: “The donated their lottery winnings to charity.”</td>
</tr>
<tr>
<td><strong>Affect/ Effect</strong></td>
<td>“Affect” is a verb, as in: “Your ability to communicate will clearly affect your income.”</td>
<td>“Effect” is most often a noun, as in: “The effect of poor grammar on a person’s income is well documented.”</td>
</tr>
<tr>
<td><strong>Then/ Than</strong></td>
<td>“Then” can mean “at a point in time” or “in addition to.” We went to the store, and then we cooked dinner at home.</td>
<td>“Than” is used to compare two different things: “This is bigger than that.”</td>
</tr>
<tr>
<td><strong>Fewer/ Less</strong></td>
<td>If you can count it, use “fewer.” Robert has written fewer poems since he got a job.</td>
<td>If you can’t count it, use “less.” We need less talking during class.</td>
</tr>
<tr>
<td><strong>Allot / A Lot</strong></td>
<td>“Allot” is a verb. “The teacher will allot us two weeks to finish the novel.”</td>
<td>“A lot” is an informal expression meaning “a great amount.” He has a lot of relatives in the suburbs.</td>
</tr>
<tr>
<td><strong>Whom/ Who</strong></td>
<td>Use whom when you are referring to the object of the sentence, as in: “To whom does this purse belong?”</td>
<td>Use “who” if you are asking about the subject of the sentence. “Who wrote this essay?”</td>
</tr>
<tr>
<td><strong>Whose/ Who’s</strong></td>
<td>“Whose” shows possession. “Whose purse is this?”</td>
<td>“Who’s” is a contraction of who is. Who’s going to the movies tonight?</td>
</tr>
<tr>
<td><strong>Among/ Between</strong></td>
<td>“Among” implies three or more. John was certainly among the most talented students in his class.</td>
<td>“Between” is generally used with just two things. “We decided between chicken or beef for dinner.”</td>
</tr>
<tr>
<td><strong>Because/ Cause</strong></td>
<td>“Because” is a subordinating conjunction. “I stayed home because I was sick.”</td>
<td>“Cause” is a verb or a noun as in: “The hurricane will cause flooding,” or “Smoking is a leading cause of lung cancer.”</td>
</tr>
<tr>
<td><strong>Were/ Where</strong></td>
<td>“Were” is the plural past-tense form of the verb “to be.” “They were playing soccer at the park.”</td>
<td>“Where” refers to location. “Where is the library located?”</td>
</tr>
<tr>
<td><strong>Lay/Lie</strong></td>
<td>“Lay” means “to put or set something down.” They are laying the carpet tomorrow afternoon.”</td>
<td>“Lie” means to recline. “Lie down and rest for a few minutes.”</td>
</tr>
</tbody>
</table>
This section serves as a primer to the most essential genres of composition: persuasive, narrative, literary analysis, expository, workplace communication, and research.

### The Persuasive Essay

A persuasive essay requires the writer to take a stand and convince the reader that the writer’s position is valid. In addition, the essay should convince an audience to think a certain way or take action on a particular issue.

<table>
<thead>
<tr>
<th>What to do…</th>
<th>How to do it…</th>
</tr>
</thead>
</table>
| ➔ Use these **common forms** of argument to support your claim, assertion, or thesis… | ➔ Appeal to reason (logos)  
➔ Appeal to emotion (pathos)  
➔ Appeal to belief systems (ethos)  
➔ Use a personal story  
➔ Cite a case study  
➔ Create an analogy |
| ➔ Use **specific evidence** to advance your position; evidence may include… | ➔…facts  
➔…expert opinions  
➔…quotations  
➔…commonly accepted beliefs  
➔…logical reasons |
| ➔ Use **counterarguments** to address the reader’s biases, claims, and accepted beliefs (acknowledge one counterargument per ✗, or prepare one full ✗ of counterarguments). | ➔ Acknowledge the reader’s claim or point of view, and then use specific evidence (listed above) to refute or contest his argument. |
Steps to follow:

1. Research the issue or topic
2. Pre-write
   a. Fill out the pre-writing graphic organizer
   b. Take a stand on a subject by writing a clear thesis
   c. Acknowledge contrary or opposing viewpoint
   d. Support your side with evidence or concrete detail from the research
3. Write the rough draft
   a. 5-paragraph essay format
   b. Consider your purpose, audience, and tone
   c. Consider using the three methods of persuasion (Ethos, Pathos and Logos)
4. Edit and Revise
5. Write your final draft

Pre-Writing Graphic Organizer:

<table>
<thead>
<tr>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Arguments</th>
<th>The Counterarguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Related Links:

3. [http://www.youtube.com/watch?v=6brJD0HPYBM](http://www.youtube.com/watch?v=6brJD0HPYBM) (Visual Instructions)
4. [http://www.youtube.com/watch?v=jaGJnCx9cX&feature=related](http://www.youtube.com/watch?v=jaGJnCx9cX&feature=related) (Visual Instruction)
5. [http://www.youtube.com/watch?v=x4tTugqBkJU&feature=related](http://www.youtube.com/watch?v=x4tTugqBkJU&feature=related) (Logos, Pathos, Ethos)
The Narrative Essay

A narrative essay requires the writer to describe an experience, an event, or sequence of events in the form of a story. The purpose is to tell. The stories can be fiction or nonfiction and told from either first or third person point of view.

Autobiographical Incident

An Autobiographical Incident is a short narrative essay written in first person that describes a memorable event from one’s life and explores its meaning. The event may be happy or sad; the tone may be playful or serious.

To begin an autobiographical narrative, choose an incident where you learned or changed in some way. Here are some helpful prewriting steps to follow:

1. **Brainstorm**: list several events from your life and choose the one with the most potential for story-telling.
2. Write **why** the event was important and what you learned. How did you change?
3. **List** the sequence of events that occurred.
4. **Quick write**: This is where you write without regard to your audience. Do not filter your thoughts or worry about grammar or punctuation during this stage of writing.
5. **Reflect** on your experience then and now.
6. The next step is to write your composition.

And then…. 
Here are some techniques to make your narrative writing more vivid:

<table>
<thead>
<tr>
<th>COLORFUL DEVICES</th>
<th>DEFINITION</th>
<th>STUDENT EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Magic 3</td>
<td>Three examples in a series can create a poetic rhythm or at least add support for a point, especially when the three items have their own modifiers.</td>
<td>“In those woods, I would spend hours <strong>listening</strong> to the wind rustle the leaves, <strong>climbing</strong> trees and spying on nesting birds, and <strong>giving</strong> the occasional wild growl to scare away any pink-flowered girls who might be riding their bikes too close to my secret entrance.”</td>
</tr>
<tr>
<td>2. Figurative Language</td>
<td>Non-literal comparisons—such as similes, metaphors, and personification—add “spice” to writing and can help paint a more vivid picture for the reader.</td>
<td>“My room was hot, cramped, and <strong>stuffy as a train in the middle of the Sahara.</strong> And the <strong>looming skeleton-like gray and white frame</strong> of the place scared me.”</td>
</tr>
<tr>
<td>3. Specific sensory details for effect</td>
<td>Instead of general, vague descriptions, specific sensory details help the reader visualize what you are describing.</td>
<td>“I don’t belong in some dumb math class. I belong on the beach, where I can soak my feet in <strong>caressing</strong> water and let the <strong>wind wander</strong> its way through my <strong>chestnut-colored</strong> hair and sip Dr. Pepper all day long. I want to grip a straw all day, not a mechanical pencil.”</td>
</tr>
<tr>
<td>4. Expanded Moment</td>
<td>Instead of speeding past a moment, writers often emphasize it by expanding the actions.</td>
<td>“Remember the time I worked all day Saturday on an English paper? Sunday I accidentally left the only copy I had at your house. You politely handed it back to me the next day, when it was due. But all over page one you’d drawn zombies; page two had detailed pictures of yet-to-be discovered worms; page three was visited by various space aliens; and the last page was covered with ‘Mr. Jenkins is a dork.’ Maybe that’s why he gave me a D-.”</td>
</tr>
<tr>
<td>5. Repetition for effect</td>
<td>Writers often repeat specially chosen words or phrases to make a point, to stress certain ideas.</td>
<td>The veranda was my only shelter away from my sister in bed asleep, <strong>away</strong> from my brother screaming in the treehouse, <strong>away</strong> from my chores that await me.”</td>
</tr>
<tr>
<td>6. Humor</td>
<td>Professional writers know the value of laughter; even subtle humor can help turn a “mundane” paper into one that can raise one’s spirits.</td>
<td>“Of course, I didn’t look at my shoes when I put them back on; it was the squish that gave away John’s prank.”</td>
</tr>
<tr>
<td>7. Hyphenated Modifiers</td>
<td>Sometimes a new way of saying something can make all the difference; hyphenated adjectives often cause the reader to “sit up and take notice.”</td>
<td>“She’s got this blonde hair, with dark highlights, parted in the middle, down past her shoulders, and straight as a preacher. She’s got big green eyes that all guys admire and all girls envy, and this <strong>I’m so beautiful and I know it body</strong>, like every other super model.”</td>
</tr>
<tr>
<td>8. Full-circle ending</td>
<td>Sometimes students need a special ending, one that effectively “wraps up” the piece. One “trick” is to repeat a phrase from the beginning of the piece.</td>
<td>“Justin, with <strong>the green and neon-orange striped shoelaces</strong>, always pulled on my <strong>old frazzled white ones</strong> in math.” “Now Justin still sits behind me in math with his <strong>neon-green and orange striped shoelaces</strong> and pulls on my <strong>old white frazzled ones</strong>. He still draws zombies on my homework, but he hasn’t…”</td>
</tr>
</tbody>
</table>
Example Narrative Essay

Lost Wallet

A wallet, or purse for some, is a precious item in which most people carry things more essential than money towards everyday life. If some people were to lose that portable safe, they may be offset for the rest of that day. The person without that wallet could be cranky or depressed for a while. Maybe something of great sentimental value was in that wallet. This person could stay hold these feelings for a long time, until they find their belongings by which case they are filled with joy. I, personally, keep anything I may have interest in knowing where it is, in my wallet. I am very good about always having my wallet and never losing it...until recently.

In my wallet, I store dire personal items such as my license and some pictures. Among other things, I have my money, like everybody else, and certificates for stores. This summer, I went to the Keys with my family. I drove down there with my wallet and took it everywhere with me, like I would any other time. Well, when someone doesn't have pockets, then it is hard to keep their wallet right next to them at all times. I was carrying my wallet out from the hotel, along with my keys, and set both on top of the car. When I figured out that I needed the keys in order to get in the car and turn it on, I took them off the top of the roof, leaving my wallet behind. I sat in the car, car door open, waiting for my dad to make it to the car so we could all go to a diving area. Once he made it to the car, without thinking, I closed the door and started the car. I had been driving about half a mile before I realized that my wallet was no longer on my body. Immediately, I pulled the car over, and the next hour or so was spent looking for my wallet. All I could think about was what I would lose if I didn't find my wallet. The week before was my birthday, and I was given $60 to Best Buy and $50 to Auto Zone. Aside from that I had $3 in cash. While walking up and down the road that my wallet flew off on, my sister found my two Best Buy cards. That eased my mind a little. However, that was all we found of my dear wallet. My family and I gave up after wasting an hour of finding nothing. Losing my wallet made me depressed for the rest of the day. I could not believe I did something so stupid.

The next day, I received a call from my grandmother. She was contacted by the sheriff’s department from Marathon county, where I was during this fiasco. When she answered the phone, the sheriff said "This is Deputy 'so-and-so' from the Marathon County sheriff’s department. Do you know Ellie Stricklen?" This startled my grandmother. The sheriff then continued to explain to her that he had found my wallet, some two miles from the hotel in which I was staying. He left her information on how to contact him if she wished to retrieve my wallet. My grandmother called me and relayed that information. I got with the sheriff and recovered my wallet. That made my day, knowing that everything I had lost in my wallet was now returned to me, except for my three dollars in cash, which didn't really matter to me at that time.

Since that single event, I have lost my wallet two other times, none as serious as before. I have also lost something sincere to me by putting it on top of the car. However, I was fortunate enough to get it back. The carelessness of my misplacements have taught me a lesson, simply think before I act. This is something everyone is taught numerous times. Only now, it is easier for me to apply that to my actions. If I follow that idea, I could avoid future problems like this, preemptive caution. It took a scare like this for it to finally kick in to me.
What is a literary analysis?

→ A literary analysis states a critical opinion or argument.
→ It may also include research and references to secondary sources.

How is it literary?

→ Usually, a literary analysis will involve a discussion of a text as writing this will involve the use of certain concepts that are very specifically associated with

Important Literary Concepts

• The Basics
  → Plot
  → Setting
  → Narration/point of view
  → Characterization
  → Symbol
  → Metaphor
  → Genre
  → Irony/ambiguity

• Other key concepts
  → Historical context
  → Social, political, economic contexts
  → Ideology
  → Multiple voices
  → Various critical orientations
  → Literary theory
What is an Analysis?

What is an Analysis?

How is literary analysis an argument?

• An analysis of a literary work may discuss
  → How the various components of an individual work relate to each other
  → How two separate literary works deal with similar concepts or forms
  → How concepts and forms in literary works relate to larger aesthetic, political, social, economic, or religious contexts

→ When writing a literary analysis, you will focus on specific attribute(s) of the text(s).
→ When discussing these attributes, you will want to make sure that you are making a specific, arguable point (thesis) about these attributes.
→ You will defend this point with reasons and evidence drawn from the text. (Much like a lawyer!)

Overview of Literary Analysis

• When writing a literary analysis:
  → Be familiar with literary terms
  → Analyze specific items
  → Make an argument
  → Make appropriate use of secondary sources
An expository essay requires the writer to explain, describe, define, instruct, or inform an audience about an unfamiliar idea, concept, or subject to an audience. It is important that the creator must not assume that the audience any prior knowledge to the subject of the essay. The author should be didactic and detailed in the essay. Three popular exposition essays include: comparison and contrast, cause and effect, and problem-solution essay.

Steps to follow:

- **Research the topic or issue**
- **Pre-write**
  - Graphic organizer
  - Evidence
  - Commentary

- **Rough draft**
  - Essay Structure
  - Consider Audience

- **Edit/Revise**
  - Diction/Syntax
  - Grammar and usage

- **Final Draft**
Sample Expository Essay (The following essay is not a stellar student example; however, you can see the structure of an expository essay):

How to Make Toast

Have you ever craved a crunchy treat to complement your scrambled eggs? Warm buttered toast is a snap if you follow these easy instructions.

To begin, make sure you have all of the appropriate supplies. You will need: fresh bread (any kind), a toaster, a knife, a plate or napkin, and a topping of your choice (butter, margarine, cinnamon and sugar, or jam). First, open the bag of bread. Once you have decided how many pieces you would like to toast, insert them into the slots in the toaster. Most importantly, remember to plug in the toaster so it will heat your bread. Before pushing down the lever to start the toasting process, select how darkly toasted you would like your bread to be.

While waiting for your toast to pop up out of the toaster, open any of the toppings you will be adding. Once the toast is ready, carefully remove it from the toaster. Next, place the toasted bread on the plate or napkin. Then, using the knife, spread the topping of your choice onto your toast. Enjoy eating your delicious toast alone or with another yummy dish!

Lastly, close up any open packages and unplug the toaster so that it may cool. It is also important to clean up your work space. Remember these easy directions any time you crave a delicious snack!

Related Links:
2. http://library.thinkquest.org/10888/expos.html (Sample Essays)
**Workplace Communications**

**Business Letter Format:** The most widely used format is the *block* format, which is left justified and single spaced with a double space between paragraphs. Paragraphs are NOT indented. Use Times New Roman, a 12-point font, and a formal tone.

Ms. Emily Smith  
6999 Main Street  
Chicago, IL 88998

Mr. Sam Jones  
President KR Toys  
3444 Elm Drive  
Wichita, KS 66500

January 2, 2012

Dear Mr. Jones:

I purchased a machine at your Chicago store that did not work properly, and I would like to request a refund or a new machine.

On December 20, 2011, I purchased a karaoke machine at your store for a New Year’s Eve party my family had for my friends and me. When I tested the machine, the CD started to play sound, but there were no words on the screen. We read the directions and tried other CDs, but the machine never worked properly.

The party was not the same without a karaoke machine. Therefore, I wanted to let you know what happened and to ask you to provide me with a machine that works or a refund. Please contact me at the above address or call 805-222-1234.

Thank you for your time.

Sincerely,

Emily Smith

---

- **Return address** of letter writer
- **Date** of when the letter was written. (Month, Day, Year)
- **Inside Address** – Recipient’s “formal” name, title, company, and address
- **Salutation** – Formal
- **Body of Letter – Purpose and details**
- **Complimentary closing** – ex. Sincerely, Regards, Yours Truly
- **Signature** – 4 full spaces
- **Typed name** of letter writer
Example: Business Letter

Ms. Emily Smith  
6999 Main Street  
Chicago, IL 88998

January 2, 2012

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President KR Toys  
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I purchased a machine at your Chicago store that did not work properly, and I would like to request a refund or a new machine.

On December 20, 2011, I purchased a karaoke machine at your store for a New Year’s Eve party my family had for my friends and me. When I tested the machine, the CD started to play sound, but there were no words on the screen. We read the directions and tried other CDs, but the machine never worked properly.

The party was not the same without a karaoke machine. Therefore, I wanted to let you know what happened and to ask you to provide me with a machine that works or a refund. Please contact me at the above address or call 805-222-1234.

Thank you for your time.

Sincerely,

Emily Smith
Resume Format:
A resume is a summary of your experiences and skills relevant to the field of work you are entering. It highlights your accomplishments to show a potential employer. Here is a model of a simple student resume:

<table>
<thead>
<tr>
<th>Your Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>City, State, Zip Code</td>
</tr>
<tr>
<td>Phone Number</td>
</tr>
<tr>
<td>Email address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Name – School City, State</td>
</tr>
<tr>
<td>Dates of attendance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name, Dates of Employment</td>
</tr>
<tr>
<td>● Job Title, description, responsibilities</td>
</tr>
<tr>
<td>Company Name, Dates of Employment</td>
</tr>
<tr>
<td>● Job Title, description, responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>● List academic and other achievements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● List volunteer experience, sports, clubs, etc as well as dates of involvement</td>
</tr>
<tr>
<td>● List volunteer experience, sports, clubs, etc as well as dates of involvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>● List computer, language or other personal skills here</td>
</tr>
<tr>
<td>● List computer, language or other personal skills here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>● List reference #1 here</td>
</tr>
<tr>
<td>● List reference #2 here</td>
</tr>
</tbody>
</table>

There are many different types of resumes. For more templates and ideas, go to these links:
http://www.bc.edu/offices/careers/skills/resumes/whatisaresume.html
Research Paper

When researching a topic for a paper, you learn valuable information about important topics as well as how to find, organize, question, critique, evaluate, and synthesize information in a logical and persuasive manner. Writers need to respect copyrights and avoid plagiarism by citing sources, using quotations, and paraphrasing to reflect the ideas of others. The use of style formats such as MLA or APA helps to organize page numbers, titles, margins, quotations and citations.

Steps in the Research Process:
1. Select a subject of interest within the guidelines of the teacher.
2. Generate relevant questions - What do you want to learn about this subject?
3. Preliminary Research - Complete some background reading to familiarize yourself with the subject.
4. Narrow, expand or revise your topic as needed - Change research questions if enough information cannot be found. Narrow a research question that cannot be covered thoroughly and widen a research question that is too narrow for an in-depth coverage of the assignment guidelines.
5. Develop your Thesis Statement - Write a one sentence summary which includes your subject, your opinion, and the key evidence that supports your opinion. (Example: The West was tamed with the use of barbed wire which allowed farmers and ranchers to grow their businesses and prosper.) The thesis statement is usually the last sentence of the introductory paragraph. (Follow teacher instructions.)
6. Find and evaluate credible sources - Use your teacher and librarian to help you find a variety of appropriate sources which thoroughly cover your topic and support your thesis statement. Use:
   - Reliable Sources such as academic databases, professional journals, and reference books
   - Reliable web sites that exhibit authority, accuracy, objectivity, currency, and coverage. Stick with URLs that end with .edu, .gov, .org, and .mil. Avoid sites that are old, have broken links, have pop-up ads, do not give the name of the author, and seem biased or inaccurate. Examine the page and ask yourself, “Who wrote this page and why?” If you cannot find the answers, do not use this site.
7. Collect, organize and cite information –Take bulleted notes on paper or note cards, paste digital information onto a word document and save it or take digital notes on a research log. Don’t forget to collect or create a correct citation for each source used!
8. Review notes and plan for writing – Go back over your notes, use a highlighter to identify usable information and where you plan to use it in the report.
9. Write the first draft – Use all collected and identified information to write the report. Paraphrase information in your own words or use quotation marks for direct quotations from sources. Quotations longer than four sentences are indented with no quotation marks. Provide correct in-text citations directly following the paraphrased or quoted material.
10. Revise, edit and rewrite – Read over the rough draft and edit, and revise it. (See Editing and Revising Checklists).
11. **Complete the final draft** – Check to see that you have followed all formatting guidelines. See the Citation Guide section of this document or Owl Purdue for more detailed information: [http://owl.english.purdue.edu/owl/section/2/](http://owl.english.purdue.edu/owl/section/2/)

Sample Basic Research Paper

Mildred Mills
Ms. Kurfluffal
English 3
21 April 2011

Langston Hughes: Poet and High Seas Adventurer

Langston Hughes was an important writer of the Harlem Renaissance. His poetry, stories, and essays expressed the struggle of black American’s for opportunity and respect. Black Americans related to his writing because he captured their experiences and feelings. It is no wonder he is known as the Black Poet Laureate of this country (“Harlem Renaissance”).

Langston Hughes was not only a poet, but he was also a young man with a sense of adventure. He worked on freighters and traveled to far off places. He worked for a while at a night club in Paris that featured Southern cooking and American jazz. Working with the jazz musicians left a lasting imprint on his poetry as he incorporated the jazz rhythms into his writing. His travels also opened his eyes to prejudice. While in Italy, Hughes was robbed and left stranded with no money; he tried to get hired on a ship sailing back to the U.S., but was rejected because they only hired whites (Gates and Brooks 361-4).

This event inspired him to create the poem “I, Too, Sing America” in which he wrote, “They will see how beautiful I am, / And be ashamed” (“Langston Hughes”). The theme is overcoming discrimination and prejudice. The poem’s tone is optimistic and non-bitter, which reflects Hughes’s own belief that prejudice could be conquered.

With all that Hughes contributed to United States as well as world literature, it is hard to imagine where Americans would be had he not become a writer. Sometimes adversity allows a person to achieve great things; this is the case with Langston Hughes, who started out life passed around from one family to another, feeling lonely and abandoned (“Langston Hughes”). Yet it was this that turned his heart to poets and poetry and his mind to writing.
Works Cited


Notes:

- The entire paper is double spaced, 12-point, plain font, has one inch margins all around and contains a header and a heading.
- Citations on the works cited page are alphabetized by the first word in the entry and the second line of the entry is indented using a hanging indent. (Go to Paragraph, Special, Hanging).
- The Works Cited page is on a separate page which is the last page of the report. To do this, insert a Page Break after your final paragraph of the conclusion. (Click on Control and Enter Keys)

More Samples: For longer, more varied sample reports, check out Owl Purdue at:

For MLA  [http://owl.english.purdue.edu/owl/resource/747/13/](http://owl.english.purdue.edu/owl/resource/747/13/)

For APA  [http://owl.english.purdue.edu/owl/resource/560/18/](http://owl.english.purdue.edu/owl/resource/560/18/)
Works Cited

Include a separate Works Cited page at the end of your research document. If your document ends on page 6, your Works Cited page will begin on page 7. A Works Cited page should include the documentation for all the sources you have cited within your paper. Do NOT list any work on the works cited page if you did NOT quote or paraphrase it within the text of your document.

On the works cited page:

a. Center the title at the top
b. Alphabetize listings by author’s last name (or by title if there is no author)
c. Double space the entries (like the rest of the paper).

See the sample works cited page below:


Not all inquiry must result in a research paper. An annotated bibliography is a less-complicated solution for a quality research project.

**WHAT EXACTLY IS AN ANNOTATED BIBLIOGRAPHY?**

An annotation is a summary and evaluation; a bibliography is a list of sources (books, journals, websites, newspapers, etc.) one has used to research a topic. Thus, an annotated bibliography is a list of sources that includes a summary and/or evaluation. It looks like a Works Cited page with paragraphs.

**HOW TO START:**

- First, identify the topic to be researched.
- Next, do the research; identify sources about the topic. This could include books, video, interviews, and any other sources that contain useful information about the topic. Some sources will provide excellent information; others will be weak, even contradictory.
- Format the sources, and follow each with an annotation.

**HOW TO FORMAT THE ANNOTATED BIOGRAPHY:**

- Use a standard format. The model on the next page uses the MLA format, but other options are the APA and Chicago style.
- Use a plain font such as Times New Roman, 12pt.
- Double-spaced (with hanging indentations for the first line of each entry). Do not add extra lines between the citations.
- Add an annotation for each entry. (Two to four sentences to summarize the main idea(s) of the source and one to two sentences to connect the source to the research topic should be sufficient.)
- Do not drop down to the next line to start the annotation. The annotation should begin right after the citation.

**SEE THE MODEL ANNOTATED BIBLIOGRAPHY ON THE NEXT PAGE**

Here are some helpful links for additional information on annotated bibliographies:

http://writingcenter.unc.edu/handouts/annotated-bibliographies/
http://olinuris.library.cornell.edu/ref/research/skill28.htm
http://owl.english.purdue.edu/owl/resource/614/03/
Note: A logical addition to an Annotated Bibliography is to write an abstract or overview of the research.
Editing and Revising

A rough or first draft of an essay needs to get your thoughts and ideas from your head onto paper, but will by its nature contain many flaws and errors. The checklists below provide guidance for you or a peer editor to ensure your essay is on topic, organized, coherent and grammatically correct.

**Basic Checklist**

- Is the punctuation correct?
- Is each sentence clear and complete?
- Can any short, choppy sentences be improved by combining them?
- Can any long, awkward sentences be improved by breaking them down into shorter units and recombining them?
- Does each verb agree with its subject?
- Are all verb forms correct and consistent?
- Do pronouns refer clearly to the appropriate nouns?
- Have you used the correct word (e.g., too, to, two) and is each word spelled correctly?
- Does the essay have a specific purpose (such as to inform, entertain, evaluate, or persuade)?
- Does the essay have a clear and concise main idea?
- Have you made this purpose clear to the reader?
- Is each paragraph clearly related to the main idea of the essay?

**Advanced Checklist**

- Is the main idea made clear to the reader in a thesis statement early in the essay (usually in the introduction)?
- Does the introduction create interest in the topic and make your audience want to read on?
- Is there a clear plan and sense of organization to the essay?
- Does each paragraph relate to the main idea and develop logically from the previous one?
- Have I used transitional words and phrases to maintain fluency?
- Do all modifying words and phrases refer clearly to the words they are intended to modify?
- Is each point adequately and clearly defined in a topic sentence and supported with specific details?
- Are the words in the essay clear and precise?
- Does the essay maintain a consistent tone?
- Does the essay have an effective conclusion--one that emphasizes the main idea and provides a sense of completeness?
- Is there enough information in the essay to support the main idea?
***Note: Because California State exams utilize MLA format on state tests, OUHSD emphasizes this style. Most word-processed papers should follow the format listed below; however, your instructor may present different requirements from these general rules.

Margins and spacing:
- Unless a paper requires page numbers, leave one-inch margins at the top, bottom, left, and right sides of the text.
- Double-space all text. Use one-inch margins and double-space.
- Hit the Enter key one time only when moving to a new paragraph.
- Leave one space after each word in a sentence and end punctuation unless your instructor requests two spaces.

Indenting:
- Indent the first word of each paragraph one-half inch by hitting the Tab key once.
- Indent set-off quotations one inch from the left margin by hitting the Tab key twice.

***Note: Set quotations off from the body of the text when they extend beyond four lines of text. Hit the Enter key once, then the Tab key twice. MLA format for set-off quotations calls for double-spacing; other formats, such as Chicago, APA, or Turabian may call for single-spacing in specific situations. Check with your instructor for specific requirements.

Font:
- Choose an easily readable font such as Times New Roman or Helvetica, or ask your instructor to determine an acceptable font.
- Type in 12-pt font.
- Left-justify the text only. (Justifying makes the margins line up on the page—right-justify creates a line on the right side by sacrificing the regular spacing, sometimes creating gaps in the text).

Heading and Title:
- **Do not** create a title page for your paper unless your instructor requests it.
- Along the left margin, one inch from the top of the page, type your name, your instructor’s name, the course title, and the date on separate lines, and double-space between them. The date must be presented in “Date Month Year” format.
• Double-space and center the title in normal text. Do not underline it. Do not type it boldface or all capital letters. Do not enclose it in quotations. If your paper title contains additional titles or reference words, follow the expected rules for capitals and italics.

Page numbers: Most word processors can automatically number each page. Add your last name and page numbers along the right margin, one-half inch from the top of each page. In Microsoft Word 2010:
1. Go to the Insert Tab
2. Click Page Numbers
3. Insert right-justified page numbers
4. Type your name before the number on the first page of your paper. All subsequent pages will automatically contain the proper header.

In-Text Citation: When using a reference in the body of your essay, the author’s name and the page numbers used should appear at the end of the sentence as an in-text citation.
• If the author’s name appears as a “signal phrase” in your sentence, or if there is only one source used, cite by page number only.
   Example: Harold Bloom defends the value of Romeo and Juliet as “critically undervalued, perhaps because of its popularity” (87).

• If the name of the author/artist does not appear as a signal phrase in your sentence and there is more than one source used, then cite by both the author’s name and page number.
   Example: Romeo and Juliet is “critically undervalued, perhaps because of its popularity” (Bloom 87).
Need More Help?

Check these resources for additional assistance in formatting:

(used in most humanities courses, such as English).

APA Style: http://www.apastyle.org/ 
(used in social studies courses)

Chicago Manual of Style: http://www.chicagomanualofstyle.org/home.html
(used in history courses).

Purdue OWL Research and Citation:  http://owl.english.purdue.edu/owl/section/2/

Son of Citation Machine:  www.citationmachine.net – MLA, APA, and CMS

Easy Bib: www.easybib.com – MLA is free; APA and CMS require fees

Note: Carefully check the citations created by online citation generators; they sometimes contain errors

The Most Common Documentation Styles: MLA and APA

All intellectual property requires documentation, whether you are working with text, photos, or any other media created by another person. You must include a citation to show who created it (see Plagiarism).

<table>
<thead>
<tr>
<th>Area of difference</th>
<th>MLA</th>
<th>APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>When used</td>
<td>English and the arts (i.e., humanities)</td>
<td>Social Sciences</td>
</tr>
</tbody>
</table>
### WRITING RUBRICS

**California High School Exit Examination Writing Rubric**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addressing the Prompt</strong></td>
<td><em>Clearly addresses all parts of the writing prompt</em></td>
<td><em>Addresses most parts of the writing prompt</em></td>
<td><em>Partially addresses parts of the writing prompt</em></td>
<td><em>Little or no evidence of addressing the writing prompt</em></td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td><em>Provides a strong, clearly-identifiable thesis</em></td>
<td><em>Provides an identifiable thesis</em></td>
<td><em>May provide a thesis, but it is weak</em></td>
<td><em>No evidence of a thesis</em></td>
</tr>
<tr>
<td><strong>Organization of Content</strong></td>
<td><em>Clearly contains an introduction (in 1st paragraph), has supporting paragraphs, and a concise conclusion</em></td>
<td><em>Contains introductory information, supporting paragraphs, and a conclusion</em></td>
<td><em>Contains paragraphs but is missing one or more elements (introduction, support, or conclusion)</em></td>
<td><em>Essay is not organized into paragraphs.</em></td>
</tr>
<tr>
<td><strong>Support for Thesis</strong></td>
<td><em>Support information is related to and supportive of the thesis</em></td>
<td><em>Support information has minor weaknesses in relatedness to and/or support of the thesis</em></td>
<td><em>Support information has major weaknesses in relatedness to and/or support of the thesis</em></td>
<td><em>An attempt has been made to add support information, but it was unrelated or confusing</em></td>
</tr>
<tr>
<td><strong>Style (Sentence Fluency)</strong></td>
<td><em>Provides a variety of sentence types (simple, compound, complex, etc.) and uses precise, descriptive language</em></td>
<td><em>Provides a variety of sentence types and uses some descriptive language</em></td>
<td><em>Provides few, if any, types of sentences, and basic, predictable language</em></td>
<td><em>Provides no sentence variety and uses limited vocabulary</em></td>
</tr>
<tr>
<td><strong>Language Conventions</strong></td>
<td><em>Contains few, if any, errors in the conventions of the English language (errors are generally first-draft in nature and should not be weighted heavily)</em></td>
<td><em>Contains some errors in the conventions of the English language. (Errors do not interfere with reader’s understanding of the essay)</em></td>
<td><em>Contains multiple errors in the conventions of the English language; errors may interfere with the reader’s understanding of the essay</em></td>
<td><em>Contains multiple serious errors in the conventions of the English language (errors interfere with the reader’s understanding of the essay)</em></td>
</tr>
</tbody>
</table>

This is a modified version of the CAHSEE rubric for use with most types of writing. To see the different CAHSEE rubrics and sample essays use the following link: [http://www.cde.ca.gov/ta/tg/hs/documents/teachelasec6.pdf](http://www.cde.ca.gov/ta/tg/hs/documents/teachelasec6.pdf)
# SAT Rubric

<table>
<thead>
<tr>
<th>SCORE OF 6</th>
<th>SCORE OF 5</th>
<th>SCORE OF 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>An essay in this category demonstrates clear and consistent mastery, although it may have a few minor errors. A typical essay</td>
<td>An essay in this category demonstrates reasonably consistent mastery, although it will have occasional errors or lapses in quality. A typical essay</td>
<td>An essay in this category demonstrates adequate mastery, although it will have lapses in quality. A typical essay</td>
</tr>
<tr>
<td>• effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position</td>
<td>• effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position</td>
<td>• develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position</td>
</tr>
<tr>
<td>• is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas</td>
<td>• is well organized and focused, demonstrating coherence and progression of ideas</td>
<td>• is generally organized and focused, demonstrating some coherence and progression of ideas</td>
</tr>
<tr>
<td>• exhibits skillful use of language, using a varied, accurate, and apt vocabulary</td>
<td>• exhibits facility in the use of language, using appropriate vocabulary</td>
<td>• exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary</td>
</tr>
<tr>
<td>• demonstrates meaningful variety in sentence structure</td>
<td>• demonstrates variety in sentence structure</td>
<td>• demonstrates some variety in sentence structure</td>
</tr>
<tr>
<td>• is free of most errors in grammar, usage, and mechanics</td>
<td>• is generally free of most errors in grammar, usage, and mechanics</td>
<td>• has some errors in grammar, usage, and mechanics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCORE OF 3</th>
<th>SCORE OF 2</th>
<th>SCORE OF 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>An essay in this category demonstrates developing mastery, and is marked by ONE OR MORE of the following weaknesses:</td>
<td>An essay in this category demonstrates little mastery, and is flawed by ONE OR MORE of the following weaknesses:</td>
<td>An essay in this category demonstrates very little or no mastery, and is severely flawed by ONE OR MORE of the following weaknesses:</td>
</tr>
<tr>
<td>• develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position</td>
<td>• develops a point of view on the issue that is vague or seriously limited, and demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position</td>
<td>• develops no viable point of view on the issue, or provides little or no evidence to support its position</td>
</tr>
<tr>
<td>• is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas</td>
<td>• is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas</td>
<td>• is disorganized or unfocused, resulting in a disjointed or incoherent essay</td>
</tr>
<tr>
<td>• displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice</td>
<td>• displays very little facility in the use of language, using very limited vocabulary or incorrect word choice</td>
<td>• displays fundamental errors in vocabulary</td>
</tr>
<tr>
<td>• lacks variety or demonstrates problems in sentence structure</td>
<td>• demonstrates frequent problems in sentence structure</td>
<td>• demonstrates severe flaws in sentence structure</td>
</tr>
<tr>
<td>• contains an accumulation of errors in grammar, usage, and mechanics</td>
<td>• contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured</td>
<td>• contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning</td>
</tr>
</tbody>
</table>

The SAT rubric can be used to fit any writing assignment. To see sample SAT essays and how they were graded use the following link: [http://sat.collegeboard.org/scores/sat-essay-scoring-guide](http://sat.collegeboard.org/scores/sat-essay-scoring-guide)
Bibliography


