

Rufus King International Baccalaureate High School
GUIDE TO WRITING ACROSS THE CURRICULUM

Rufus King teachers know that communication, specifically written communication, is one key to a successful personal, academic, and professional life for students. People often use written communication to measure a person’s knowledge or abilities. Knowing this, we strive to provide our students with numerous opportunities to communicate fluently and intelligently using various writing styles that fit many different writing purposes and also to help them understand when each style is appropriate.

So what does “writing across the curriculum” mean? The guidelines here apply to writing in all subjects. This means you can use this guide to help you write papers in social studies, science, art, basically any subject in school which requires you to write. You’ll be amazed at how this guide will help you navigate your way through writing in high school and even college if you can keep it in readable condition that long!

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WEB RESOURCES

GRAMMAR HELP: See <http://www.bedfordstmartins.com/exercisecentral/>

WRITING PATTERNS: See <http://www.bedfordstmartins.com/seeingthepattern/>

RESEARCH TOPICS: See <http://www.bedfordstmartins.com/researchroom/>

- **How to Use Your Word Processor**
Walks through how to use a computer word processing program such as Microsoft Word
- **How to Search an Online Library Catalog**
Shows you how to use a computer to search a library’s holdings (books, periodicals, etc.)
- **How to Search a Database**
Shows you how to use a database; this is helpful if you use the school’s Virtual Library, which contains numerous databases.
- **How to Search the Web**
Defines the difference between the Internet and the World Wide Web and gives information on the following types of searches:

Simple Searches	News Searches	Deep Web Searches	Chat and MOO Searches
Advanced Searches	Reference Searches	Blog Searches	
Meta Searches	Government Searches	Discussion Group Searches	
- **How to Develop a Research Question**
Walks through the step-by-step process of creating a research question with directions and examples
- **How to Evaluate Sources**
Helps you figure out if the source you have is valid and reliable for information; not everything on the web is!
- **How to Work with Information from Sources**
Provides more information on using direct quotes, paraphrases, and summaries
- **How to Create a Works Cited or References List**
Provides information on how to cite your research at the end of a paper in both MLA and APA styles
- **The Bedford Bibliographer**
Helps you create a bibliography in MLA, APA, CSE, and Chicago styles

WRITING THE BUSINESS LETTER

Why begin with writing the business letter? Students need to have this skill to communicate with the outside world. You may be required to send a cover letter in with an application for a school, a scholarship, a job. Generally we write business letters in block format, meaning everything begins at the left margin. To show beginnings and endings of paragraphs, you simply add an extra space.

Sender's address
1234 N. 50th Street
Milwaukee, WI 12345-6789
February 22, 2008

Press "Enter" 4 times or skip 3 lines.

Name and address of receiver
Mrs. Julia Winters, Manager
Alphabet Child Care Center
1234 W. Albatross Street
Milwaukee, WI 56789

Salutation
Use the person's title, Mr./Ms., "To Whom It May Concern," or "Sir or Madam."
Dear Mrs. Winters:

Opening Paragraph
In the body of the letter, first introduce yourself.
My name is April M. June, and I am finishing my sophomore year of high school at Rufus King International Baccalaureate High School in Milwaukee, Wisconsin. I write to you to inquire about working at the Alphabet Child Care Center.

Body Paragraphs
Body paragraphs should have clear purposes or topic sentences. They should make your point and explain it with evidence.
I have a great deal of experience and enjoy working with young children. As the second oldest of 7 children, I began helping my parents with my 5 younger siblings from the time I was 5. At first it was just watching the baby sleep, but eventually, I was able to feed, clothe, and change diapers for my brothers and sisters. When I was 13, my parents allowed me to babysit for my siblings. I believe that my experience with younger children makes me a good candidate for working at Alphabet Child Care.
I have also shown a high level of responsibility, not only at home but in school. I have been a member of the Performing Arts Society since I was a freshman and was elected as an officer at the end of my sophomore year. I was also invited to join my school's chapter of the National Honor Society to which I was accepted because I have maintained a high grade point average and am a responsible student.

Final Paragraph
Your final paragraph should restate your purpose, thank the person for reading your letter, and ask for a response if you expect one. Be sure to include contact information if it is not in letterhead at the top of the letter!
I hope you will consider me for a position working in your Child Care Center. I look forward to hearing from you. I can be reached at (414) 123-4567; there is an answering machine if I am not home. Thank you for reading my letter.

Closing
End with an appropriate word or phrase. Press "Enter" 4 times or skip 3 lines and type or print your name. You will sign your name in the blank space.
Sincerely,
April M June
April M. June

Notice you provide your complete street address along with city, state, and zip code. Because this is a formal piece of writing, you must spell out the month for the date!

Notice you use the receiver's title if s/he has one. Next you put the name of the place (company, office, university, etc.) and then the complete address.

Notice that because this is a formal piece of writing, rather than using a comma, use a colon after the salutation.

THE PARAGRAPH: BUILDING SOLID HOUSES

A paragraph is a group of sentences, generally 6-20, that all tell about one thing. The purpose of a paragraph is to communicate information to a group of readers. A good paragraph is like a well-built house. All houses have three parts: a floor to be the foundation of the house and make it solid, supports to hold the house together and hold the roof up, and a roof to top things off. Every paragraph must also have three parts. These parts help readers understand what the paragraph is about. The parts of a well-written paragraph are:

1. **Topic sentence (TS):** *Defines* the main idea of the paragraph. The topic sentence is the paragraph’s foundation. Without a solid foundation, a house cannot stand; without a solid topic sentence, the paragraph will not *define* for the reader what the writer wants to say.
 - a. It must be **narrow**, discussing one idea that can be covered in 3-20 sentences.
“This paragraph is about high school students” is not a limited topic sentence. You don’t know what aspect of high school students the paragraph will discuss. It could be about the way high school students act, dress, talk, eat, study, play sports, etc.. It could be about what kind of music or TV shows they like. It could be about what they think of their parents and teachers...
 - b. It must contain an **argument**, the writer’s opinion.
 - c. It must be **very specific**, naming the things that will be talked about in the paragraph.
Beginning a topic sentence with “he” is not specific enough. You may know about whom you write, but your reader doesn’t know who “he” is. You need to explain to the reader by naming or telling the reader who “he” is. “My brother” is a much better beginning because it tells the reader exactly who will be discussed in the paragraph.
 - d. It must be **accurate**—it cannot give false information—and **answer** some question.

2. **Supporting sentences (SS):** *Describes* information or details about the key sentence; it explains or *describes* the topic sentence with evidence (facts, details, examples or opinions) to prove it. The supports in a paragraph are like the supports in a house. If you do not have good supports, your house will fall apart.
 - a. They must be **adequate** so that the topic sentence is explained and proved.
Every paragraph must have at least 1-4 supporting sentences, but it can always have more! Without these, the paragraph is not complete; it is not a paragraph at all.
 - b. They must be **unified**, all discussing the topic sentence.
Supports must be only about the subject in the topic sentence. If you have sentences that do not give information about the topic sentence, they are not supports. With unrelated sentences, a paragraph is not unified, and a reader will not understand what you are trying to say.
 - c. They must be **coherent**, flowing in a logical order that makes sense to the reader.
Supports must be related to each other and must have some sort of order. If they do not, the paragraph is not coherent. The lack of organization will confuse a reader who will not understand your point.

3. **Concluding sentence (CS):** *Summarizes* what the paragraph is about; it may restate the topic sentence in different words but it does not have to be as specific as the topic sentence. The concluding sentence is like the roof of a house. It tops things off.

Here is an example of a well-written paragraph. Notice it is just like an upside-down, well built house.

Topic sentence (TS): This sentence *defines* how people study.

Supporting sentences (SS): Each sentence *describes* how different people study. That is the only topic each sentence gives information about.

Concluding sentence (CS): This sentence *summarizes* what the paragraph was about. Notice it is different from the topic sentence.

To be fit for school, students must take care of their bodies.

Studies show that students need 8-10 hours of sleep each night to function and remember what they learn.	Likewise, students need a good protein breakfast to help provide needed energy for their bodies and brains.	Since the brain is 85% water, students need to drink lots of water—not soda, fruit drinks, or coffee—to keep their brains hydrated for clear thinking.	Studies also show that movement and exercise actually helps students learn more efficiently.
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If students take good care of their bodies, they will be more successful in school.

Notice the subject of this paragraph is people’s study habits. All of the sentences discuss only this subject.

**N.A.S.A. CHECK FOR TOPIC SENTENCES:
APPROACHING WRITING SCIENTIFICALLY**

Like the scientific method, writing is a process with steps that must be followed to ensure success, a well-written paragraph. After brainstorming ideas on a topic, a student must write a topic sentence. Topic sentences require four elements: narrowness, argumentation, specificity and accuracy. These are the N.A.S.A. of any topic sentence.

Here are some examples of topic sentences for an English paragraph.

<p>NARROW</p>	<p>A paragraph, a relatively small piece of writing, develops only a single topic. A topic sentence introduces the one thing a paragraph discusses. It must be narrow, introducing only the topic on which the student will write in that paragraph. A broad topic sentence introduces too many topics, which cannot all be covered in the paragraph.</p>	<p><u>BAD EXAMPLE:</u> “General Zaroff has many different personalities.” <i>This topic sentence is too broad for a topic sentence. Each of General Zaroff’s personalities may be described in a paragraph.</i></p> <p><u>BETTER EXAMPLE:</u> “General Zaroff is a cruel and evil man.” <i>This topic sentence focuses on one thing and is a much better topic sentence. This topic will not take more than one paragraph to discuss.</i></p>
<p>ARGUMENT</p>	<p>Writing expresses the ideas and opinions of the writer. Like a letter to the editor, a paragraph contains the ideas and opinions of the writer. A topic sentence, therefore, cannot just summarize; it must contain an argument, something the writer intends to prove in the paragraph.</p>	<p><u>BAD EXAMPLE:</u> “General Zaroff is tall and handsome with a military mustache.” <i>This topic sentence summarizes the author’s description of the general. It does not give the writer’s ideas about the man.</i></p> <p><u>BETTER EXAMPLE:</u> “General Zaroff is a dangerous man.” <i>This topic sentence expresses the writer’s thoughts of the general.</i></p>
<p>SPECIFIC</p>	<p>A writer has an audience of readers to educate. If a writer is not clear, the readers will get lost in whatever the writer tries to express. Like introducing a person, a writer must be specific. The topic sentence must name what will be discussed.</p>	<p><u>BAD EXAMPLE:</u> “He is unfeeling and insane because he hunts them.” <i>This topic sentence is not specific enough. A person reading this paragraph does not know who ‘he’ and ‘them’ are.</i></p> <p><u>BETTER EXAMPLE:</u> “In ‘The Most Dangerous Game’ General Zaroff is unfeeling and insane because he hunts people.” <i>This topic sentence specifically names the paragraph’s topic.</i></p>
<p>ACCURATE; ANSWERS A QUESTION</p>	<p>Writers must be able to prove a point when stating it. A writer who gives inaccurate information cannot be believed. It is essential, therefore, that a writer can provide evidence, examples as proof of the argument. Accuracy also means that a writer thinks not just about one detail or part of what has been read but also about the larger picture.</p>	<p><u>BAD EXAMPLE:</u> “General Zaroff is a nice man.” <i>This topic sentence is not accurate. While he appears quite kind when Rainsford first enters the chateau, his purposely wrecking ships and hunting humans show that the general is not a nice man.</i></p> <p><u>BETTER EXAMPLE:</u> “While General Zaroff appears to be hospitable, he is actually a vicious man.” <i>This topic sentence explains both the first impression of the general and what the reader soon learns as the truth about the man.</i></p>

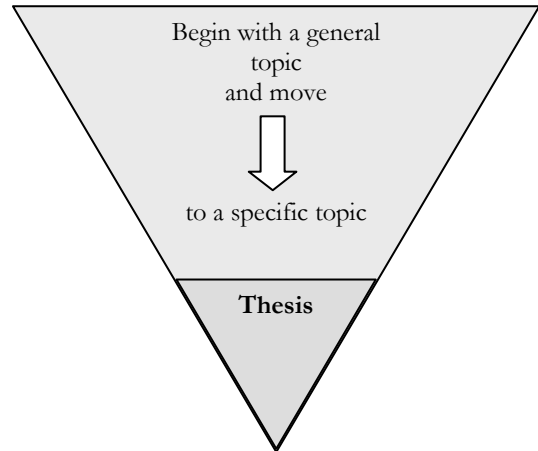
Now that you know the N.A.S.A. elements, you can scientifically check topic sentences for each of the four elements. If a topic sentence is missing even one element, it must be revised, corrected and rewritten, to make it an acceptable topic sentence.

THE ESSAY: BUILDING CASTLES

Form of an Essay

1. **Introduction paragraph**
 - a. Placement: Beginning of essay
 - b. Length: One paragraph
 - c. Purpose: Introduce, Discuss
 - i. Catches the reader’s attention
 - ii. Introduces the topic
2. **Thesis (like TS)**
 - a. Placement: Last sentence of introduction
 - b. Length: One sentence
 - c. Purpose: Define (point to purpose of paper)
 - i. Defines the main idea of the essay
 - ii. Makes an assertion/argument the writer must prove in the body paragraphs
3. **Body paragraphs (like SS)**
 - a. Placement: Middle of essay
 - b. Length: Three to eighteen paragraphs
 - c. Purpose: Describe; provide evidence for thesis
 - i. TS—defines
 - (a) supports thesis
 - (b) defines paragraph topic
 - ii. SS—describes
 - (a) give facts, details
 - (b) give examples
 - (c) give opinions
 - iii. CS—summarizes
 - (a) summarizes paragraph
 - (b) provides transition to the next paragraph
4. **Conclusion paragraph**
 - a. Placement: End of essay
 - b. Length: One paragraph
 - c. Purpose: Summarize
 - i. Summarizes arguments of essay
 - ii. Gives final general conclusions
 - iii. Leaves a final idea for readers

Introduction Paragraph (Introduce, Discuss, Define)

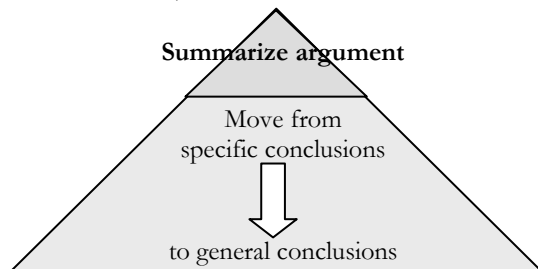


Body Paragraphs (Describe)

- I. Topic Sentence (TS)—supports thesis
 - A. Supporting Sentence (SS)—support TS
 - B. Supporting Sentence (SS)—support TS
 - C. Supporting Sentence (SS)—support TS
 - D. Supporting Sentence (SS)—support TS
 - E. Supporting Sentence (SS)—support TS
 - F. Concluding Sentence (CS)—summarizes, transition to next TS

- II. Topic Sentence (TS)—supports thesis
 - A. Supporting Sentence (SS)—support TS
 - B. Supporting Sentence (SS)—support TS
 - C. Supporting Sentence (SS)—support TS
 - D. Supporting Sentence (SS)—support TS
 - E. Supporting Sentence (SS)—support TS
 - F. Concluding Sentence (CS)—summarizes, transition to next TS

Conclusion Paragraph (Summarize, Generalize)



RUFUS KING IB HIGH SCHOOL WRITING GUIDE

SAMPLE OUTLINE AND ESSAY: HOW TO MAKE CHOCOLATE COVERED GRASSHOPPERS

<p>I. INTRODUCTION</p> <p>A. Question: craving for sweet and crunchy?</p> <p>B. Explain: settle for candy bar</p> <p>C. Link: impress friends with something unique</p> <p>D. Background: tough to find; easy to make</p> <ol style="list-style-type: none"> 1. tasty delicacy 2. hard to find in stores 3. easy to make <p>E. Thesis: Making chocolate covered grasshoppers</p> <ol style="list-style-type: none"> 1. catching 2. preparing 3. dipping <p>II. BODY</p> <p>A. Catch fresh grasshoppers</p> <ol style="list-style-type: none"> 1. Park <ol style="list-style-type: none"> a. wear green b. camouflage 2. Grasshopper spot <ol style="list-style-type: none"> a. high grass b. weeds 3. Catching <ol style="list-style-type: none"> a. cup hands b. pounce <ol style="list-style-type: none"> i. quickly ii. from behind c. jar <p>B. Prepare for chocolate dipping</p> <ol style="list-style-type: none"> 1. Refrigerate <ol style="list-style-type: none"> a. kills <ol style="list-style-type: none"> i. retains freshness ii. no bacteria b. 1-2 days 2. Wash <ol style="list-style-type: none"> a. dirt b. grass 3. Dry and roast <ol style="list-style-type: none"> a. kills germs b. crispy c. not too dark <p>C. Dip in chocolate</p> <ol style="list-style-type: none"> 1. Melt chocolate <ol style="list-style-type: none"> a. boil water in pot b. put smaller pot inside c. add chocolate d. stir often 2. Add grasshoppers <ol style="list-style-type: none"> a. individually b. stir gently c. cover 3. Remove <ol style="list-style-type: none"> a. lift out gently b. place on wax paper <p>III. CONCLUSION</p> <p>A. follow steps to a distinctive, nutritious dessert to impress friends</p> <p>B. General conclusions</p> <ol style="list-style-type: none"> 1. Reaction <ol style="list-style-type: none"> a. surprise b. enjoy 2. Opportunities <ol style="list-style-type: none"> a. outside <ol style="list-style-type: none"> i. catch grasshoppers ii. burn calories b. different from candy bar 3. Attention-getting dessert 	<p>Do you ever get that craving for something sweet and crunchy? You could settle for a crunchy chocolate bar. Why not impress your friends with something unique? Chocolate covered grasshoppers are an interesting and tasty delicacy. They may be hard to find in your local supermarket, but they are not that difficult to make.</p> <p>Creating a delicious chocolate covered grasshopper dessert requires three simple steps: catching, preparing, and dipping the grasshoppers.</p> <p><u>First, if you cannot find these delicious treats in your grocery store, you need to catch yourself some fresh grasshoppers.</u> Begin by going to a park or a field. It helps if you wear green to camouflage yourself. Next find a place where the grass is high and filled with weeds; grasshoppers like to “hang out” in such spots. Then get down in the grass to look for grasshoppers. When you see some, cup your hands and quickly pounce down from behind (so the grasshoppers can’t see you coming). Once you have caught a grasshopper, put it in a jar with a few holes on the top. <i>After you have filled your jar, carry your caught grasshoppers home to prepare them for dipping.</i></p> <p><u>Second, after you get your grasshoppers home, you need to prepare them for chocolate dipping.</u> As soon as you return, put them in the refrigerator immediately. The cold will kill them but keep them fresh so bacteria does not contaminate them. This process may take about one or two days. Next wash the grasshoppers thoroughly under cold running water. Be sure to get any dirt or loose grass off the insects before dipping them in chocolate. (Dirt does not taste good in a dessert!) Afterwards, let the grasshoppers dry and then roast them in a dry frying pan (no oil). This will kill any germs you did not wash away. Heat until the grasshoppers get crispy but not too dark in color. <i>Now you have grasshoppers ready to be dipped in chocolate.</i></p> <p><u>Third, when you are ready to dip the grasshoppers, you must follow several steps.</u> Take your chocolate–milk chocolate is preferable to dark because it is sweeter—and melt it in a double boiler. To do this, put a pot of water on the stove to boil. After the water boils, put a second, smaller pot into the first one. Put your chocolate in this top pot and allow it to melt. While it melts, stir it often so that it does not burn. Now put the grasshoppers in the melted chocolate one at a time. Gently stir each one around with a spoon so that it does not break. When the grasshopper is completely covered in chocolate, lift it with the spoon and place it on wax paper. <i>Continue until you have dipped all the grasshoppers.</i></p> <p>If you follow these three easy steps, you will have a distinctive, nutritious dessert to impress your friends. They may be surprised at such a seemingly strange treat. Once they try the grasshoppers, however, they will surely enjoy them! This interesting recipe allows several opportunities. You have the chance to be outside to catch the grasshoppers. The exercise helps offset the calories you consume eating them. It also offers a snack that is sweet and crunchy but not boring like the traditional crunchy candy bar. Finally, it gives you an attention-getting dessert that no one will ever forget!</p>	<p>Attention Getter Explanation Link to specific topic</p> <p>Background: if necessary Thesis</p> <hr/> <p>A. <u>Topic Sentence 1</u></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. <i>Concluding sentence/ Transition</i> <p>B. <u>Topic Sentence 2</u></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. <i>Concluding sentence/ Transition</i> <p>C. <u>Topic sentence 3</u></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. <i>Concluding sentence/ Transition</i> <p>Restate Thesis (Different Words)</p> <p>General Conclusions and Wrap-up</p> <p>Final Thought for the Reader</p>
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NASDAQ THESIS FORMULA: WRITE ON THE MONEY

Like writing a paragraph, writing an essay is a process with steps that must be followed to ensure success. After brainstorming and organizing ideas on a topic, a student must write a sentence, which guides the entire paper. This sentence is called a thesis. A thesis gives the main idea of the essay and requires not only the four NASA elements, but also a fifth element, direction.

Here are some examples of thesis statements for a history essay.

<p>NARROW</p> <p>An essay develops a single topic in depth. The thesis introduces the one topic the essay will discuss. It must be narrow, introducing only the topic on which the student will write in that essay. A broad thesis introduces too many topics, which cannot all be covered in the essay.</p>	<p>BAD EXAMPLE: A lot of bad things happened in the Holocaust. <i>This statement lacks focus. It would take several essays to describe the entire "bad" event.</i></p> <p>BETTER EXAMPLE: Many atrocities were committed against Jews in the Holocaust. <i>This thesis statement focuses on one thing, a much better thesis. This topic will not take more than one essay to discuss.</i></p>
<p>ARGUMENT</p> <p>Writing expresses the ideas and opinions of the writer. Like a letter to the editor, an essay contains the ideas and opinions of the writer. The thesis, therefore, cannot just summarize; it must contain an argument, something the writer intends to prove in the following paragraphs of the essay.</p>	<p>BAD EXAMPLE: Millions of Jews died in the Holocaust. <i>This thesis statement summarizes the author's research on the topic. It does not provide the writer's ideas about the information.</i></p> <p>BETTER EXAMPLE: The death of millions of Jews during the Holocaust was the most significant tragedy in modern history. <i>This thesis statement expresses the writer's thoughts about the research.</i></p>
<p>SPECIFIC</p> <p>A writer has an audience of readers to educate. If a writer is not clear, the readers will get lost in whatever the writer tries to express. Like introducing a person, a writer must be specific. The thesis must clearly name what will be discussed in the essay.</p>	<p>BAD EXAMPLE: Lots of Jews were persecuted in the Holocaust. <i>This thesis statement is not specific enough. A person reading the essay does not know what the writer will discuss.</i></p> <p>BETTER EXAMPLE: The atrocities committed against Jews in the Holocaust make this tragedy a significant moment in history. <i>This thesis specifically names the essay's topic.</i></p>
<p>DIRECTION</p> <p>Because an essay goes into much more detail than a paragraph, the writer needs to provide a sense of direction. This means the thesis not only introduces the specific topic the writer will address, but also gives the reader an indication as to how the writer will discuss the topic. It shows how the writer will prove the argument in the thesis.</p>	<p>BAD EXAMPLE: The murder of Jews in the Holocaust was a tragedy. <i>This thesis provides the topic of argument, tragedy, but does not tell the reader how the writer will discuss the topic.</i></p> <p>BETTER EXAMPLE: The atrocities committed against Jews in the Holocaust, such as pogroms, ghettos, and concentration camps, make this tragedy one of the most significant in history. <i>This thesis statement provides the reader with the topic and sense of how the writer will develop the topic.</i></p>
<p>ACCURATELY ANSWERS A QUESTION</p> <p>Writers must be able to prove a point when stating it. A writer who gives inaccurate information cannot be believed. It is essential, therefore, that a writer can provide evidence, examples as proof of the argument. Accuracy also means that a writer thinks not just about one detail or part of what has been read but also about the larger picture.</p>	<p>BAD EXAMPLE: Why was the Holocaust the most significant tragedy in history? <i>This thesis does not answer a question because it is a question.</i></p> <p>BETTER EXAMPLE: The Holocaust was a tragedy because of the atrocities committed against the Jews. <i>This thesis statement answers a question.</i></p>

LINKING THE THESIS & TOPIC SENTENCES

An essay has one topic set forth by the thesis. Every paragraph in the essay must relate back to the thesis; each one acts as a support just as supporting sentences in a paragraph support and develop a topic sentence. This means all topic sentences in an essay must in some way support the thesis. Let's take a look at how this works.

EXAMPLE 1: HISTORY

Thesis: The Great Depression had multiple causes, all of which reduced consumer and business spending; the solution to the Great Depression and for poverty stricken Milwaukee is an increase in consumer spending and business investment.

Topic Sentences:

- The *causes of the Great Depression* fall into several categories: faulty business practices, poor government policies, and a widening income gap.
- The *solutions to the Great Depression* included increasing consumer spending, an application of Keynesian economics, and the establishment of the World Trade Organization and GATT.
- The *solutions to poverty in Milwaukee* include increasing consumer spending, application of Keynesian economics, and the creation of a regional economic commission.

Example courtesy of Mr. Nichols

EXAMPLE 2: ENGLISH

Thesis: Torvald and Nora's lack of proper adult-like communication in Henrik Ibsen's play *A Doll's House* paralyzes their relationship and blinds them to life's possibilities with each other.

Topic Sentences:

- Torvald's primitive physical actions toward Nora *hinder communication*.
- Throughout the play, Nora reacts to Torvald's demeaning physical gestures by flitting around the house which *serve only to distract rather than communicate* with her husband.
- Torvald's verbal *communication is only a repetitive play* corresponding to his actions.
- Nora, afraid of Torvald's disapproval, *does not communicate verbally* with her husband, except to beg and scrape for money from him.

EXAMPLE 3: MATHEMATICS

Thesis (Statement of Task): Freshmen are more likely to come to school on a bad weather day than any other grade level group. I plan to determine if my hypothesis is true by collecting data from our school's attendance office about attendance on Thursday, January 5th, 2005. I will chart the data and use percents to get some idea of whether I might be right or not. If the percent data backs up my hypothesis, I will perform a Chi-squared test for independence.

Topic Sentences:

- The following *data table, collected from our attendance office*, shows the numbers of students present and absent on January 5, 2005.
- As a first attempt to see if I was right about my conjecture, I *figured out the percentages* of each grade level that were in attendance by...
- Next, I need to see *if this is a significant difference* or just an accident of that particular day.
- Now I will show my *calculations* and explain what they mean.

Conclusion: I can *go further* to check my conjecture by examining possible errors either in how I conducted the study, in assumptions made or data collection, or in the type of math I used.

Example courtesy of Ms. Bussey and Ms. Sauvé

Notice how each topic sentence has a direct relationship with the thesis. All sentences mention some phrase, which directly connects to the thesis and furthers its argument.

PLANNING THE OUTLINE

An outline serves to help a writer organize ideas before writing a draft. This ensures that any draft follows a logical order based on topics, subtopics and so on.

An outline is based on columns, each of which represents a level of information. **The Rules:** You may go in as many levels as you wish, but you may only go out of/back to the previous level if you have at least two items (I, II or A, B or 1, 2 or a, b, etc.) in the level.

MAIN IDEA ROMAN NUMERALS	Subtopic Capital Letters	<i>support</i> <i>facts, examples, details, opinions</i>			
		<i>Arabic numerals</i>	<i>small letters</i>	<i>small Roman numerals</i>	<i>(small numbers)</i>
I.	A. B.	1. 2.	a. b.	i. ii.	(1) How do you get out of this level? (2) ←
II.					

Look at each of the formats below. If it does not follow the rules and is incorrect, put an 'X' in the box.

I. A. B. II. A. 1. 2. B. III.	I. A. B. II. III.	I. A. B. II. A. B.	I. II. A. B. III.	A. 1. 2. B. 1. 2.	I. A. B. C. II. A.	I. 1. 2. II. A. B. III. A. B.	I. A. 1. 2.
I. A. a. b. B. II. A. B.	I. A. B. II. A. 1. 2. B. III.	I. A. B. 1. II. A. B. III.	I. A. B. II. A. 1. a. b. 2. B.	I. A. 1. 2. II. A. 1. a. 2. B.	I. A. B. 1. a. b. C. II. A. B.	I. A. 1. 2. B. C. 1. a. b. 2. II.	I. A. B. II. A. 1. 2. a. i. ii. b. B.

RUFUS KING IB HIGH SCHOOL WRITING GUIDE

PUTTING IT ALL TOGETHER

Now that you understand how an outline works and what it looks like for an essay/paper or speech, take a look at the following information. This is research for a science paper on the germination of bean seeds.

Problem: Does the soil temperature affect the germination rate of bean seeds?

NOTE CARDS

①

Conditions for Germination
 Water – softens seed coat & activates enzymes
 Oxygen – cellular respiration
 Temperature – certain range of temperature for seeds
 p. 621

③

Spring/Cool Weather Vegetable Growth
 Prefer warm temperatures for germination and beginning growth but mature in the cooler part of the year (better to plant in fall)
 p. 157-8

②

Soil Temperature
 Best temperature for germination can be different from seed growth
 Plastic coverings can force higher temperatures
 Optimal range – 60-85° F
 Optimum temp – 80° F
 Maximum – 85° F
 p. 1 of 1

②

Minimum Temperature
 Lowest temperature at which germination happens
 Slower germination
 Bean seeds – 60° F
 p. 1 of 1

③

Germination Time and Temperature

32° F—0.0	68° F—11.4
41° F—0.0	77° F—8.1
50° F—0.0	86° F—6.4
59° F—16.1	95° F—6.2

p. 157

③

Percentage of Germination

32° F—0	68° F—90
41° F—0	77° F—97
50° F—1	86° F—47
59° F—97	95° F—39

p. 158

③

Encouraging Germination
 “To encourage germination, temperatures should be constant and warm...”
 p. 156

④

Below Minimum Temperature
 Processes such as water uptake and enzymatic activity cannot take place below the minimum germination temperature
 p. 1 of 1

④

Risks of Low Temperature
 Slower germination increases the chance of infection by seed rot pathogens, which may result in uneven or poor plant stands and increased seed costs. Cool soil temperatures can also result in weak and slow growing seedlings.
 p. 1 of 1

⑤

Temperature’s Effects
 Soil temperature at sowing seems not only the most important environmental factor influencing field emergence after germination, but can also be used to differentiate the potential rate of emergence field after germination of a seed lot
 p. 6 of 6 (475)

BIBLIOGRAPHY CARDS

①

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②

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③

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④

Spencer, R. (2004, March 31). Soil Temperature and Field Vegetable Germination - Frequently Asked Questions. In *Ropin' the Web: Agriculture and Food*. Retrieved June 5, 2007, from Government of Alberta Web site: [http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/faq8347](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/faq8347)

⑤

Kolasinska, K., Szyrmer, J., & Dul, S. (2000). Relationship between Laboratory Seed Quality Tests and Field Emergence. *Crop Science*, 40(2), 470-475. Retrieved June 5, 2007, from <http://crop.scijournals.org/cgi/reprint/40/2/470>

Example courtesy of Ms. Cinto

The information needs to be organized into an outline to support the student’s thesis based on research of the problem.

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Different people may choose to organize this information in different ways. As long as the information is grouped in categories and subcategories and follows a logical order, the outline is acceptable.

Here are two different examples of how to organize the information on the previous page in an outline. Notice, both examples use the same thesis and reach the same conclusion; the information in the body, however, is organized differently.

- I. Introduction
 - A.
 - B.
 - C.
 - D.
 - E. Thesis: Soil temperature within a well-defined range has the most significant, direct effect not only on bean seed germination but also on plant survival and production.
 - 1. Below minimum temperature
 - 2. At low temperatures
 - 3. Above maximum temperature
 - 4. Within optimal temperature range
- II. Body
 - A. Below minimum temperature
 - 1. essential processes nonexistent
 - a. cannot take up or absorb water
 - i. seed coat too hard
 - ii. water does not penetrate
 - b. no enzymatic activity (cellular respiration) occurs
 - 2. little to no germination
 - a. in any amount of time
 - b. percentage of seeds germinating
 - B. At low temperatures
 - 1. slower germination
 - a. increases infection
 - b. decreases percent of germination
 - 2. can cause weak seedlings
 - C. Above maximum temperature
 - 1. germination time
 - a. decreases
 - b. 6 days
 - 2. germination percentage
 - a. decreases
 - b. about 1/2 of seeds at optimal temperatures
 - D. Within optimal temperature range
 - 1. best at constant warm temperatures
 - 2. germination time
 - a. fairly quick
 - b. 8-16 days
 - 3. germination rate
 - a. most plentiful yield
 - b. more than 2x
- III. Conclusion
 - A. soil temperature has a definitive effect on seed germination
 - B. also helps determine crop successfulness
 - C. may examine factors that affect soil temperature: weather and water temperature

- I. Introduction
 - A.
 - B.
 - C.
 - D.
 - E. Thesis: Soil temperature within a well-defined range has the most significant, direct effect not only on bean seed germination but also on plant survival and production.
 - 1. seed germination time
 - 2. germination percentage/emergence
 - 3. plant productivity
- II. Body
 - A. Seed germination time
 - 1. below minimum temperature
 - a. no record of germination
 - b. waste of time
 - 2. at low temperatures
 - a. slow germination
 - b. longest amount of days (16)
 - 3. above maximum temperatures
 - a. shortest germination time (6)
 - b. 1/2 other times (different temperatures)
 - 4. in optimal temperature range
 - a. rather quick germination
 - b. varying range of times (8-16)
 - c. constant warmth best
 - B. Germination percentage/emergence
 - 1. below minimum temperature—nothing
 - 2. at low temperatures
 - a. slow emergence/percentage
 - b. high emergence if in optimal range
 - 3. above maximum temperatures
 - a. decrease in percent of seeds germinating
 - b. 1/2 optimal temperature rate (40-7)
 - 4. in optimal temperature range
 - a. highest percentage
 - b. slight variation in percentage (90-7)
 - C. Plant productivity
 - 1. below minimum temperature—nothing
 - 2. at low temperatures
 - a. danger of infection/rotting
 - b. danger of weak seedlings
 - c. good for plant maturity after germination
 - 3. above maximum temperatures
 - a. potential decent yield
 - b. fewer germinated plants to yield
 - 4. in optimal temperature range
 - a. highest number of emerging plants
 - b. prefer cooler temperatures for maturity
- III. Conclusion
 - A. soil temperature has a definitive effect on seed germination
 - B. also helps determine crop successfulness
 - C. may examine factors that affect soil temperature: weather and water temperature

Key for page 150

1st row: 5, 6, 7 incorrect

2nd row: 1, 3, 5, 6 incorrect

TYPES OF ASSIGNED PAPERS

TYPE OF PAPER	PURPOSE	STEPS TAKEN	SKILLS USED
Library Paper/ Report	To learn more about a specific topic through finding and organizing information on it from sources outside the classroom.	<ol style="list-style-type: none"> 1. Choose a topic. 2. Research the topic. 3. Organize the information into a logical order. 4. Create an outline. 5. Write your paper. 	<ul style="list-style-type: none"> • Looking up information • Organizing information (classification) • Documenting sources (bibliography)
Descriptive/ Narrative Essay	To describe something or tell a story.	<ol style="list-style-type: none"> 1. Choose an event you want to tell or a thing you want to describe. 2. Brainstorm all your ideas about the event or thing. 3. Organize them in a logical manner (sequence, classification). 4. Create an outline. 5. Write your essay. 	<ul style="list-style-type: none"> • Writing a logical sequence of events • Writing a cohesive description of something • Classification
Expository Essay (Process Analytical —Classification —Cause Effect —Compare and Contrast —etc.)	To show understanding of something through examining its parts and explaining aspects of how they work (1-20 paragraphs).	<ol style="list-style-type: none"> 1. Choose an aspect of a piece of literature or subject you want to examine. 2. Make a judgment or statement about the literature/subject. 3. Back up your argument with facts and evidence. 4. Create an outline. 5. Write your essay. 	<ul style="list-style-type: none"> • Critically analyzing • Creating a statement from analysis • Organizing information to prove the statement • Finding and using sources as supporting evidence for the argument
Research Paper	To learn more about a specific topic through finding evidence from sources outside the classroom to prove or defend a statement or answer a question in a lengthy paper (5-50 pages).	<ol style="list-style-type: none"> 1. Begin with a topic and a premise regarding the topic—this is your idea. 2. Outline your ideas on the topic. 3. Find information regarding the topic. 4. Record information on note cards. 5. Sort through information and organize it to defend or refute the premise about the topic. 6. Create an outline. 7. Write your paper. 	<ul style="list-style-type: none"> • Establishing your own point of view • Defending your own point of view through: <ol style="list-style-type: none"> a. Looking up information b. Recording information on note cards c. Organizing information (classification) to defend or refute the premise d. Documenting sources

WRITING THE INTRODUCTION

The introduction paragraph, which comes at the very beginning of an essay, has five parts or steps. This paragraph looks nothing like a standard paragraph, the house or box. It looks like an upside down triangle.

Steps to Writing the Introduction Paragraph

1. **Get attention:** Since readers encounter this paragraph first, you need to get their attention to ensure that they keep reading. The easiest way to do this is to find one word that sums up the general topic of your essay, one that does not directly mention the literature such as love, hate, choices, communication, etc. Then find a question, quote or statement on that topic which relates to readers.
2. **Explain:** Once you have this attention getter, you need to explain it.
3. ***Give background:** If you need to provide any background information on the topic, this is the place to do it. Notice, you have written a number of sentences without yet mentioning the literature, text or specific topic.
4. ***Link topic to essay:** Now you need to introduce the literature, text or specific topic and explain how it relates to the general topic you have been introducing thus far in the paragraph. This is the one place in the essay you may briefly summarize the literature or information on which you write.
5. **Thesis:** Once you have explained the link, you are ready to provide your thesis, the last sentence in the introduction.

PURPOSE

Attention-getter: general subject is behavior in cold weather

Explain topic—discuss relationship between weather and behavior

Provide necessary background info—discuss specific observation of behavior

Explain the link between the topic and the paper—introduce relationship to be studied

Introduce argument/thesis = conjecture on relationship between weather and behavior and statement of task that this paper will carry out

EXAMPLE 1: MATHEMATICS

Students at Rufus King International Baccalaureate High School in Milwaukee, Wisconsin, belong to that hardy breed of Midwesterners who thrive in cold climates. That doesn't mean, however, that they don't complain when forced to go to school on a day that they believe could have been one of those highly-desired *snow days!* January 5, 2005, was one of those days. In comparing student population groups on that day, it seemed that the freshman class had a better representation of students than any other class. Was this because there are just more of them, about 28% of the school, or are they really more likely to come to school on a bad day? My conjecture is that freshmen are more likely to come to school on a bad weather day than any other grade level group. I plan to determine if my hypothesis is true by collecting data from our school's attendance office about attendance on Thursday, January 5th, 2005. I will chart the data and use percents to get some idea of whether I might be right or not. If the percent data backs up my hypothesis, I will perform a Chi-squared test for independence.

Example courtesy of Ms. Bussey

PURPOSE

Title

Attention-getter: general subject is fairy tale endings in relationships.

Explain topic—discuss relationships

Provide necessary background info—discuss time period of literature

Explain the link between the topic, relationships, and the literature; intro-duce the literature, author and title (may include a brief summary of the literature)

Introduce argument = thesis: poor communication means no relationship

EXAMPLE 2: ENGLISH

Communication Defect

“And Snow White (or Sleeping Beauty or Cinderella) married the handsome Prince Charming, and they lived happily ever after.” Today's society cannot always relate to such fairy tale endings. Psychologists now say one should marry one's best friend to insure the happiest, healthiest relationship. In the nineteenth century, however, this was not always possible. Many times parents arranged marriages for their children, perhaps to pay a debt. Other times women married simply for the sake of having a husband and his security. These marriages often failed because a husband and wife were incompatible. Nora and Torvald Helmer from Henrik Ibsen's play *A Doll's House* are an example of such a couple. They both play roles by acting and reacting to rather than with each other. Although Nora cannot relate to Torvald, she tries communicating symbolically and establishing relationships outside the home. Torvald, however, does not understand the need to communicate at all. Torvald and Nora's lack of proper adult-like communication paralyzes their relationship and blinds them to life's possibilities with each other.

***NOTE:** The background and link sections of an introductory paragraph may be switched in order depending on what makes logical sense. In other words, the link could come before the background.

WRITING THE CONCLUSION

The conclusion paragraph ends an essay and has three primary parts or purposes. Like the introduction paragraph, this paragraph looks nothing like a standard paragraph, the house or box. It looks like a right side up triangle.

Steps to Writing the Conclusion Paragraph

1. **Restate thesis or problem and hypothesis:** First, you the writer must remind your audience of the essay's point. You can summarize the main point in a sentence, which will be similar to your thesis since it is the main point of the paper. People have short attention spans, so it is important to remind them of this.
2. **Draw general conclusions based on your writing; remind reader of topic's importance:** Next you may make general conclusions about the topic; these may be things you learned while thinking and writing your essay. Then you need to remind readers of your topic's importance. Why should your writing matter to a reader? You need to show this. It may include anything you have learned while working on the essay.
3. **Provide an evaluation or final thought for the reader:** Finally, you need to leave the audience with a thought, something to remember when the paper is put down after reading. This is another attention getter of sorts. You want your paper to end with a bang, something the reader will not forget once finished with the paper. It helps if this ending of the conclusion paragraph somehow relates to the audience.

PURPOSE

Restate the problem and hypothesis: First, remind your audience the problem and the hypothesis you developed at the beginning of the investigation

Draw a conclusion: Next, make a valid conclusion based on the recorded data; explain the interpretation of the results and use literature to assess those results

Evaluate the investigation: Finally, evaluate the investigation procedures and results, giving examples of how the investigation could be improved

EXAMPLE 1: SCIENCE

The experiment's problem was, "What impact, if any, will physical activity (exercise) have on a person's blood pressure when compared to their resting state?" The hypothesis was "If a person were to compare their resting-state blood pressure to that of their blood pressure when exercising, then the blood pressure when exercising will be greater, because with an increase in the body's physical demands, more oxygenated blood will be rushed to the muscles of the body to prevent lactic acid fermentation from occurring as long as possible. This is as a result of the ten-fold increase in energy the body will experience during exercise, and chemosensors in the medulla of the brain will increase inspiration to help facilitate this process." After performing the experiment, and conducting the necessary data, the hypothesis was found to be incorrect. With the exception of one trail, blood pressure dropped during periods of exercise when compared to the resting state blood pressures. This is seen in many ways.

Primarily in trials 1 and 3 of the experiment, blood pressure dropped during periods of exercise when compared to periods of resting. In trail, pressure fell from 109/61 mmHg to 101/53 mmHg. Similarly, in trail 3, blood pressure fell from 105/60 mmHg to 101/39 mmHg. Upon outside research, this data is substantiated. According to Dr. Tim Cable, an expert in physiology, "At the start of exercise the level of required pressure is set to a higher value in the control centre in the brain... but because of the large increase in muscle flow this is measured pressure is well below that new required level." He also concludes that the heart beat is to increase to make up for the lower blood pressure.² This explains why as exercise is concerned, heart beats per minute increased. Yet, the anomaly within this experiment lies within the increased blood pressure in trial 2 (112/75 mmHg from 100/60 mmHg). This can be explained from the subject's family interactions. These annoyances most likely increased stress, which also increases blood pressure. Finally, the averages should be assessed. The systolic pressure averages for both resting and exercising are equivalent (104.67 mmHg). These resulted from the anomaly, as its high value increased the value of the average. The diastolic pressure, however, did drop to 55.76 mmHg.

The experiment clearly had its errors. One error was the inability of controlling external influences on the test subject. This is namely the subject's interactions with his family during trial 2, which seemed to increase levels of stress. This would be a systematic error, and the only way it is by ensuring the experiment is done in a location free from other humans. Keeping in tune with this, another error was that the experiment was done with the television on. It is unknown precisely how the subject was affected, but with various images produced by the television (violence, gore, etc.), it is likely that the test subject was stressed even more. The same solution applies for this as it was above – the experiment would need to ensure that external stimuli are disabled. This error, however, poses a new and interesting question: "What impact, if any, do gory images have on blood pressure when compared to tranquil images?"

Tim Cable. "Blood Pressure and Exercise." Dec. / Jan. 97/98. February 25, 2007. <<http://www.afpafitness.com/articles/Pressurelink.htm>>.

Example courtesy of Mr. Jutrzonka; used with permission from Asad Asad

PURPOSE

Sentence restates thesis: poor communication means no relationship/understanding of one another

Offers general conclusions about each character based on discussion

Relate topic to life (reader)

Final thought: no fairy tales

EXAMPLE 2: ENGLISH

Nora's miracle does not come, and both characters find themselves deeply disappointed when they realize that they do not know each other. For eight years they have lived in the same house together without ever truly discovering each other. Torvald now finds that Nora has miscommunicated and misrepresented herself. She is not the child he thinks she is, but a lying criminal in his eyes. Likewise, Nora sees that Torvald will not be the protecting father figure he makes himself out to be. Rather, Torvald is a rigid selfish man who cares only about himself and his precious reputation. The day of reckoning has come. Torvald never accepts his wife as more than a child, never looking for anything deeper in her character. He never knew she could take care of herself. Nora never lives up to anything more than Torvald asks for, except for saving his life behind his back. In the end she recognizes herself as a capable woman no longer needing the care of a man. Nora also comes to terms with her marital problems, which stem from lack of communication between her and her husband: "Doesn't it strike you that there's something strange about the way we're sitting here?... this is the first time that we two—you and I, man and wife—have had a serious talk together?" (225). The husband and wife never understood each other; they lived in a stagnant dream world for eight years. Unimaginable? Yet psychologists tell us that this happens all the time in today's society. Thus Nora, like many women today, leaves her husband, who does not want to change, to find someone who can and will communicate properly with her on her level, as an adult, without any fairy tales.

TRANSITIONAL EXPRESSIONS WITHIN SENTENCES & PARAGRAPHS

Everything you read contains structures or patterns. All writers combine words in different ways to create sentences with different meanings; these patterns of words are grammar structures. Transitional expressions are words that link different structures and ideas within a paragraph. Understanding transitional expressions helps you gather meaning from what you read and helps you use them to create meaning in what you write. These expressions can be classified by purpose, what they do with words and ideas. Here is a general list of many transitional expressions categorized by purpose.

Purpose	Transitional Expressions				
acknowledge an idea	after all certainly	granted that indeed	of course no doubt	to be sure	
add to an idea	again also and and then as well besides	beyond that but (also) equally important first for one thing further	furthermore in addition in fact last likewise	moreover next nor not only now	second then third too what is more
classify ideas	belongs to can be divided	can be categorized can be classified	in this case is part of	is associated with the first type	the second kind the last categor
compare things	all of also as well as	both each of in addition	in comparison in the same way just as	like likewise neither	similarly the same as too
contrast things	although at the same time be that as it may but conversely	despite even though however in contrast in spite of	instead nevertheless not notwithstanding on the contrary	on the other hand otherwise rather still then again	though unlike whereas while yet
emphasize an idea	above all cannot deny	certainly especially	in fact in particular	indeed most important	surely
explain or give a reason for an idea	as because	for furthermore	in addition in fact	in this case now	on account of since
illustrate an idea	another illustration/ example/instance of	as a case in point as an illustration	for example/instance in particular	let's take one such	to illustrate yet another
to persuade	although another because consequently	finally for hence last	next nevertheless of course on the other hand	second since some may say	therefore third thus
to place in space	above across from adjacent to against along amid among around at at the back away from	behind below beneath beside between beyond by center close to down far from	from here further in in front of/the middle inside into left near nearby next to	off on on the far side on top onto opposite out outside over past right	through to to the east/south/north/ west toward under underneath up upon within
to place in time	after a while after that afterward at last at length at present	at this point briefly currently during eventually finally	first gradually immediately in the future later meanwhile	next now presently previously recently soon	sooner or later suddenly then when while
qualify	if	perhaps	unless	until	when
show a cause or result	accordingly and so as a result because of this	consequently due to finally for this reason	hence in order to it follows that leads to, led to	on account of outcome reason since	so so that therefore thus
summarize	all in all as I have said	finally in any case/event	in brief in other words	in short lastly	on the whole to sum up

You must use transitional expressions wisely: do not use them merely to your writing longer. A transitional phrase must clarify the direction of thought. Use the shortest possible phrase to avoid littering writing with unnecessary clutter.

LINKING PARAGRAPHS THROUGH TRANSITIONS

A transition sentence is a link between two paragraphs. A concluding sentence of one paragraph summarizes the next paragraph. In an essay, it must also provide some link to what is coming in the next paragraph. Generally, a word, idea, or phrase in the conclusion sentences of a paragraph will be repeated in the topic sentence of the following paragraph.

Here are some examples of good transition sentences. Notice the repetition that links the paragraphs. [CS = concluding sentence of a paragraph; TS = topic sentence of a paragraph]

EXAMPLE 1

End of ¶ ...CS: Romeo and Juliet's *choice* to get married contributes to their deaths.
 Beginning of ¶ TS: When Romeo and Juliet decide to keep their marriage a secret, they *choose* a path that leads to their deaths.

From the example's concluding sentence we can tell that the first paragraph is about Romeo and Juliet's choice to get married causing their deaths. From the example's topic sentence we can tell that the second paragraph is about Romeo and Juliet's choice to keep their marriage a secret leading to their deaths.

LIKELY THESIS: Romeo and Juliet make several choices that contribute to/cause their deaths.

EXAMPLE 2

End of ¶ ...CS: Romeo's boldness in loving his family's enemy shows that he does *understand the depth of love*.
 Beginning of ¶ TS: Romeo's willingness to give up a normal life for his love provides another example of his *understanding of love*.

From the example's concluding sentence we can tell that the first paragraph is about Romeo's understanding love through his loving Juliet. From the example's topic sentence we can tell that the second paragraph is about Romeo's understanding of love through his willingness to give up a normal life.

LIKELY THESIS: Romeo shows that he does understand the nature of love through his actions...

EXAMPLE 3

End of ¶ ...CS: *Torvald* hinders *communication* by assuming his *superiority* over Nora because of the way *she usually acts*.
 Beginning of ¶ TS: Throughout the play, Nora reacts to *Torvald's demeaning physical gestures* by *flitting around the house*, which serve only to distract rather than *communicate* with her husband.

End of ¶ ...CS: *Torvald* misinterprets this as her normal playfulness a bit out of hand. Thus *he* vows to help her *correct* it without really understanding her problem.

Beginning of ¶ TS: *Torvald's verbal communication* is only a repetitive play corresponding to his actions.

End of ¶ ...CS: Finally, his generalizations about a mother's effect on her children—"nearly all young men who go bad have had lying mothers...it's generally the fault of the mother..." (179)—scare Nora into *isolating herself* even further from her family.




Beginning of ¶ TS: Nora, afraid of *Torvald's disapproval*, *does not communicate verbally* with her husband, except to beg and scrape for money from him.

From these body paragraph examples, we can conclude that the essay has something to do with communication or lack thereof.

LIKELY THESIS: *Torvald* and Nora's lack of proper adult-like communication paralyzes their relationship and blinds them to life's possibilities with each other.

Notice that well-written paragraphs allow the reader to figure out what the entire essay is about.

Follow the following specific guidelines for writing TRANSITION SENTENCES:

-  Be sure each body paragraph has a transition at the end.
-  Circle the word, idea, or phrase that occurs in both the CS of body paragraphs 1 and 2 and the TS of body paragraphs 2 and 3.
-  Circle the word, idea, or phrase that occurs in both the CS of body paragraph 3 and the summary of the essay in the first sentence of the conclusion paragraph.

PROPER SUMMARIZING & PARAPHRASING

When you take notes from research sources whether a dictionary, encyclopedia, periodical, book, the Internet or an interview, you may do so in three ways:

1. First, you may **directly quote** a source. When quoting, put quotation marks (“ ”) around what you copy. If you leave something out, use an ellipsis (...). If you add or change something, put brackets [] around it.
2. Second, you may **paraphrase** the source. When paraphrasing, rewrite the source’s information in your own words. A paraphrase is generally about the same length or slightly shorter than the original source.
3. Third, you may **summarize** the source. When summarizing, choose the most important points from the source—ask yourself “who, what, when, where, why, and how?”—and put them down in your own words. A summary is generally 1/4 to 1/3 the length of the source.

Good vs. Plagiarized Summarizing

Work Cited: Given, Barbara K. “Food for Thought.” *Association for Supervision and Curriculum Development*.

Direct Quote (6 sentences, 131 words)

Nutrition and Learning

“It could be said that learning begins in the stomach. When voters demand a return to the basics, they refer to reading, writing, and mathematics. From a neurological perspective, however, getting back to the basics pertains to fundamental building blocks of the brain and body—and those building blocks begin with nutrition and its relationship to emotions and learning. Knowing how the brain functions can make a tremendous difference in how teachers address the emotional, social, cognitive, and physical learning of their students. Helping young people establish healthful lifetime eating habits is particularly critical, because chemicals primarily produced from substances consumed affect brain development and functioning. If parents and teachers ignore these realities and attend only to the basic facts of cognitive learning, students will fail to achieve intended academic results” (Given 68).

Good Summary (3 sentences, 29 words)

Nutrition and Learning

Learning and eating are related. Students need good eating habits because what they eat affects how they learn. If people ignore this connection, students will not succeed in school (Given 68).

Bad Summary (3 sentences, 46 words)

Nutrition and Learning

It can be said that learning begins in the stomach. Students need healthful lifetime eating habits because what students eat affects how they learn. If parents and teachers ignore these realities and attend only to the basic facts of cognitive learning, students will not be successful (Given 68).

Notice, the words underlined in the **bad summary** come directly from the source (see the direct quote). The student has not put them in her own words. This student has still plagiarized words in her summary.

Good vs. Plagiarized Paraphrasing

Work Cited: Pyle, Amy. "Teachers need kids to learn their ABZ's and get enough rest." *Lincoln JOURNAL STAR*. Aug 15, 2000: 1. ②

Direct Quote (9 sentences, 214 words)

Sleep and Learning ②

"While tired adults yawn and nod, children who get less than the recommended nine or 10 hours a night may tend to the other extreme, bouncing around, unable to concentrate, losing interest quickly—behaving as if they had attention deficit disorder and hyperactivity disorders. Across the nation, sleep scholars are just now starting to delve into links between lack of sleep and learning and behavior problems in...school age children... [Teachers] are never told for instance, the very direct ways in which lack of sleep at night can keep kids from remembering what they've been taught during the day. Think of the brain as a cluttered desk with some enviable automatic functions. During sleep, it takes the absence of new clutter as its cue to sort and file, sort and file. That process is essential for memory formation, according to sleep researchers. If the brain can't rest long and deeply enough to move information from temporary to long-term memory, the information is lost. Lack of rest wreaks havoc on repetitive skills that form the core of...learning—such as phonics, or math drills or naming all 50 state capitals. Sleep specialists believe as much as half of new information gleaned during the day can be lost by lack of sleep at night" (Pyle 1).

Ellipsis (...) means that something from the original text has been left out.

Brackets [] mean that something has been changed from or added to the original text to clarify meaning.

Bad Paraphrase (9 sentences, 155 words)

Sleep and Learning ②

While tired adults yawn and nod, children who do not get enough sleep may have difficulty sitting still, concentrating, and paying attention. Sleep researchers in the U.S. are just now starting to delve into links between lack of sleep and learning and behavior problems. Not getting enough sleep can directly affect what and how much students remember from school. The brain is like a cluttered desk with some enviable automatic functions. When we sleep, the brain uses the down time to go through and organize the information it got during the day. This process is essential for memory formation. If we don't give our brain enough rest to move information from temporary to long-term memory we may never remember information we learn. Lack of rest wreaks havoc on repetitive skills that form the core of ... learning. Researchers think up to 50% of new things learned in the day may be forgotten without enough sleep (Pyle 1).

Good Paraphrase (9 sentences, 144 words)

Sleep and Learning ②

Adults only get tired, but children who do not get enough sleep may have difficulty sitting still, concentrating, and paying attention. Sleep researchers in the U.S. are beginning to make connections between getting enough sleep and students' learning and behavior. Not getting enough sleep can directly affect what and how much students remember from school. The brain is like a messy desk. When we sleep, the brain uses the down time to go through and organize the information it got during the day. Researchers say doing this is part of forming memories. If we don't give our brain enough rest, we may never remember information we learn. Not enough sleep is terrible for skills we learn through repetition, like reading phonics or multiplication tables in math. Researchers think up to 50% of new things learned in the day may be forgotten without enough sleep (Pyle 1).

Notice, the words underlined in the **bad paraphrase** come directly from the source (see the direct quote). The student has not put them in her own words. This student has still plagiarized words in her paraphrase.

INCORPORATING QUOTATIONS IN AN ESSAY

Writing should express the writer's ideas or opinions. Sometimes, however, a writer may want to use outside information to help prove the writer's own points. A writer uses quotations not to create ideas, but to support his or her own ideas, which means that quotations come after the writer already has his own ideas down. Quotations never stand alone because they should be used to prove a writer's ideas.

BASIC QUOTATION INCORPORATION (MLA)

1. Write a sentence or a paragraph with your own ideas.
Example Jem loves his sister, but he gets tired of her being a girl.
2. Find a quotation that supports the sentence you wrote.
Example ...[Dill] was a year my senior but I towered over him. Pages 7-8
3. Put a comma or colon after the sentence and write the quote after it in quotation marks. If the quotation ends in an exclamation mark (!) or question mark (?), keep the punctuation. If a quotation ends in anything else, omit the punctuation.
Example Scout is tall, "...[Dill] was a year my senior but I towered over him"
4. Put the page number in parentheses after the quotation. Then put the sentence's period after the parentheses.
*If you refer to more than one text in your writing, include the author's last name before the page numbers in the parentheses.
Example Scout is tall, "...[Dill] was a year my senior but I towered over him" (Lee 7-8).

WHAT NOT TO DO IN BASIC QUOTATION INCORPORATION

The following examples are **wrong**.

- Jem loves his sister, but he gets tired of her being a girl. "Scout, I'm tellin' you for the last time, shut your trap or go home—I declare to the Lord you're gettin' more like a girl every day!" (52-53).
This example is wrong because the sentence has a period after it. Then the quotation is all by itself, unattached to the sentence. Look back at the quotations above; they are all attached to a sentence with a comma or colon.
- Jem loves his sister, but he gets tired of her being a girl, "Scout, I'm tellin' you for the last time, shut your trap or go home—I declare to the Lord you're gettin' more like a girl every day! (52-53)."
This example is wrong because the parentheses are before the closing of the quotation marks. Page numbers always go after the quotation marks.
- Jem loves his sister, but he gets tired of her being a girl, "Scout, I'm tellin' you for the last time, shut your trap or go home—I declare to the Lord you're gettin' more like a girl every day!" (pp. 52-53).
This example is wrong because the parentheses have letters in them as well as numbers. The parentheses should have only the number of the page or pages.
- Jem loves his sister, but he gets tired of her being a girl, "Scout, I'm tellin' you for the last time, shut your trap or go home—I declare to the Lord you're gettin' more like a girl every day!" _____
This example is wrong because there are no page numbers after the quotation .
- Loves his sister but gets tired of her being a girl, "Scout, I'm tellin' you for the last time, shut your trap or go home—I declare to the Lord you're gettin' more like a girl every day!" (52-53).
This example is wrong because it is a fragment. The beginning of the sentence is missing a subject: *Who* loves his sister but gets tired of her being a girl?

LEVEL TWO QUOTATION INCORPORATION

If a quotation extends more than five lines, you must indent one inch (on both sides) and single space it. You do **not** use quotation marks.

Example *Macbeth is vulnerable to the harsh criticism of his wife:*
When you durst do it, then you were a man. And to be more than what you were, you would be so much more the man. ...I have given suck and know how tender 'tis to love the babe that milks me: I would, while it was smiling in my face, have plucked my nipple from his boneless gums and dashed the brains out, had I so sworn as you have done to this (I, vii, 49-51, 54-59).

LEVEL THREE QUOTATION INCORPORATION

Once you have mastered level one and level two quotation incorporation, you need to begin smoothing the transition between sentences and quotations. This means you want to write quotations into sentences so that they do not need the punctuation. This takes some practice and skill; and even then, sometimes you will need to use punctuation.

Examples The final sentence, "That is the life of men" (1), condemns men like Logan and Joe to a life of doom and death.

Imagery of "eyes flung wide open in judgment" (Hurston 1) suggests fear of finally meeting one's maker, perhaps the "Watcher" (Hurston 1) who can no longer bear to look on men's folly but judges harshly as the porch sitters.

As the obsession pervades his being, Brand sees himself as changing from an "unlettered laborer to stand on a star-lit eminence" (Hawthorne 325).

CHECKLIST FOR ESSAYS

INTRODUCTION — First Paragraph

- _____ 1. Does the first sentence catch your attention and make you want to read on?
- _____ 2. Does the introduction give some background on the topic, moving from general to specific?
- _____ 3. Does the introduction mention the specific topic and the name(s) of the author(s) and title(s) of work(s) about which you are writing? **Circle these to be sure they are present.**
Remember: This should come BEFORE your thesis although you may repeat some of this information in your thesis.
- _____ 4. Is the thesis clearly stated? **Underline the thesis to be sure it is present.**
Remember: Your thesis must should express your idea, an opinion or argument. It must be unified (only one independent clause), narrow, and specific (expressed in exact language).
- _____ 5. Does the introduction give some direction as to how the paper will proceed, what topics or ideas will be discussed in essay? **Draw a zigzag line under each part of the direction in the introduction or thesis to be sure direction is present.**

BODY — Middle Paragraphs

- _____ 1. Does the body of the paper fully develop the thesis and follow the direction suggested in the introduction?
Underline the words or phrases in each topic sentence of the body that relate back to the thesis.
Remember: All paragraphs should work to prove and support the thesis.
- _____ 2. Does each paragraph have **ONLY ONE** central idea, a topic sentence?
Remember: A paragraph must have unity, discussing only a single topic.
- _____ 3. Are there any sentences in a paragraph which do NOT contribute to the central idea of that paragraph? **Put a box around any sentence which goes off topic; omit these!**
- _____ 4. Does each paragraph fully develop its central idea?
Remember you must completely explain your ideas, providing details, examples, facts. Think about what questions someone reading your essay might ask; then answer those questions.
- _____ 5. Are the sentences in each paragraph ordered according to some natural progression or logical pattern?
Remember: Paragraphs must have coherence; a reader must be able to follow the development of your thoughts.
- _____ 6. Are there clear transitional elements which relate each paragraph to the one before and after it and to the thesis of the essay? **Draw dashed lines under transitional words and phrases that connect the end of one paragraph to the beginning of the next paragraph.**
- _____ 7. Do examples and discussions clearly relate to the thesis?

CONCLUSION — Last Paragraph

- _____ 1. Does the conclusion follow from what has preceded it? (For creative essays, does the essay fulfill the statement of intent stated at the beginning of the essay?)
- _____ 2. Does the conclusion come full circle, picking up major ideas from the introduction (restate the thesis), only on a more complex, more profound level? **Underline the first sentence of the paragraph; it should restate the thesis.**
- _____ 3. Does the conclusion give the reader a feeling of completion?

FORMAT — Essay Layout

- _____ 1. Does the essay follow the appropriate format (margins, font size, cover page, etc.)?
- _____ 2. If you have used someone else's words or ideas, have you used quotation marks or proper in-text citation to avoid plagiarizing?
- _____ 3. Does the essay have a bibliography/work(s) cited page?

WRITING STYLE: REVISING FOR WORDINESS

An active voice verb expresses an action performed by its subject. A passive voice verb expresses an action performed upon its subject or the subject is the result of the action.

ACTIVE VOICE: Lightning struck the barn. [subject acting]

PASSIVE VOICE: The barn was struck by lightning. [subject acted upon]

Notice that passive voice verbs use a form of “to be” (am, is, are, was, were, been, being, become) and the subject of the verb is generally in a prepositional phrase. Sentences with passive voice verbs are longer than sentences with active voice verbs. They are less direct, and therefore, less powerful, and they are often less clear.

A simple present tense verb describes a state of being in the present. A present progressive tense verb shows ongoing action.

SIMPLE PRESENT TENSE: The storm thunders loudly.

PRESENT PROGRESSIVE TENSE: The storm is thundering loudly.

Notice that present progressive verbs use a form of “to be” (am, is, are, was, were, been, being, become) plus the action verb. Sentences with present progressive tense verbs are longer than sentences with simple present tense verbs. They are less direct, and therefore, less powerful.

You may wonder how this all relates to you. This is what Richard A. Lanham, author of Revising Prose, has to say about student writing and style:

No student these days feels comfortable writing simply “Jim kicks Bill.” The system seems to require something like “One can easily see that a kicking situation is taking place between Bill and Jim.” Or, “This is the kind of situation in which Jim is a kicker and Bill is a kickee.” Jim cannot enjoy kicking Bill; no, for school use, it must be “Kicking Bill is an activity hugely enjoyed by Jim.” Absurdly contrived examples? Here are some real ones:

This sentence is in need of an active verb.

There is a great deal of feeling and involvement in his description.

See what they have in common? They are like our Bill and Jim examples, assembled from strings of prepositional phrases glued together by that all-purpose epoxy “is.” In “This sentence is in need of an active verb,” the action obviously lies in “need.” And so, “This sentence needs an active verb...” In “There is a great deal of feeling and involvement in his description,” where is the action? In “description” obviously. And so, “He describes the scene feelingly.” Out go the “of” and “in” prepositional phrases... The “is”-plus-prepositional-phrase pattern aborts any possible shape or rhythm...

The drill for this problem stands clear. Circle every form of “to be” (is, was, will be, seems to be, etc) and every prepositional phrase. Then find out who’s kicking whom and start rebuilding the sentence with that action. Two prepositional phrases in a row turn on the warning light, three make a problem, and four invite disaster...

In asking who’s kicking whom, a couple of mechanical tricks come in handy. Besides getting rid of the is’s and changing every passive voice...to an active voice... you can squeeze the compound verbs hard, make every “are able to” into “can,” every “seems to succeed in creating” to “creates.” And you can amputate those mindless introductory phrases, “The fact of the matter is that” and “The nature of the case is that.” Start fast...

LANHAM’S PARAMEDIC METHOD FOR REVISING PROSE

1. Circle all linking verbs. **Omit them and “be + -ing” constructions!**
[Linking verbs: be, am, is, are, was, were, been, being, become]
2. Box all prepositions. **Get rid of as many as possible!**
[NOTE: The construction “to + verb” is an infinitive, not a prepositional phrase. Do not count these!]
3. Underline the “kicking action.” **Make it the main verb of the sentence.**
[NOTE: This verb may hide in a noun or adjective.]
4. Ask “who is kicking whom?” Make the actor the subject of the sentence.
5. Put the “kicking action” in a simple (not compound) active verb. Omit contractions; spell out words.

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6. Check nearby sentences for combining possibilities. Combine where possible.
7. Cross out all empty phrases that do not further the argument. Omit them!
8. Start fast—no mindless introductions.

SIDE GUIDELINES	BEFORE PARAMEDIC METHOD	AFTER PARAMEDIC METHOD
<p>The topic sentence/thesis shows: Who? What? When? Where? Why? How? So what?!?! The supporting sentences/ body paragraphs show how the TS/thesis is true using concrete examples and explanations. Rather than just provide an example, the writer explains why the example is important, its SO WHAT?!?! value. Rather than repeat oneself, the distinguished writer makes a point and then moves on to another point or example. To make a point concise, the distinguished writer uses active verbs and avoids linking verbs and long strings of prepositional phrases. The concluding sentence/ paragraph reiterates the topic sentence/thesis in different words to bring the argument full circle.</p>	<p>In passage one, Hawthorne uses atmosphere in order to show the contrast between the family and their surroundings. At the beginning of the passage, Hawthorne shows that the family is very peaceful and close. They are happy: “the father and mother had a sober gladness...the eldest daughter was the image of Happiness... the aged grandmother was the image of Happiness.” The atmosphere, in the beginning, is one of gladness and cheerfulness. However, as the passage continues and closes, the atmosphere changes. It is much more dark and foreboding. Hawthorne describes the family’s surroundings as: “a cold spot and a dangerous one.” He describes their location as “the bleakest spot in all of New England.” There is quite obviously a big difference between the family and the setting. The family is a peace inside, while outside nature is in turmoil: “the wind was sharp throughout the year...pitilessly cold in the winter.” To continue proving that the family and nature are completely different, Hawthorne uses the mountain as a threat to their existence: “the stones would rumble down [the mountains] sides and startle them.” The family couldn’t be any more different from their surroundings. Hawthorne shows, through the use of atmosphere, that the family and their setting are the complete opposite of one another.</p>	<p>In passage one, Hawthorne uses atmosphere to contrast the family and its surroundings. The beginning shows a peaceful, happy family for “the father and mother had a sober gladness...the eldest daughter was the image of Happiness...the aged grandmother was the image of Happiness.” As the passage continues, however, the cheerful atmosphere turns dark and foreboding when Hawthorne describes the family’s surroundings as “a cold spot and a dangerous one” and “the bleakest spot in all of New England.” The family’s peace contrasts nature’s turmoil outside, which threatens the family’s existence because “the wind was sharp throughout the year...pitilessly cold in the winter...the stones would rumble down [the mountains] sides and startle them.” The atmosphere developed demonstrates the family’s and setting’s dramatic differences.</p>

Difference in number of sentences—5 vs. 12				
<u>Counting Quotes</u> (62 words)				
# of words — 122 vs. 211	211	-	122	= 89
Difference in words — 89 / original # words	89	/	211	= 42
LARD FACTOR: 42 %				
<u>Without Quotes</u> (subtract 62 words)				
# of words — 60 vs. 149	149	-	60	= 89
Difference in words — 89 / original # words	89	/	149	= 60
LARD FACTOR: 60 %				

WRITING THE RÉSUMÉ

Why end with writing the résumé? Students need to have this skill to communicate with the outside world. You may be required to send a résumé in with an application for a school, a scholarship, a job. Generally we write résumés to fit the school or job for which we're applying. In other words, choose activities, work, volunteer experiences that demonstrate skills or talents useful for whatever you apply for. A résumé is a way to sell yourself, so it's important to choose information about yourself that shows how you are a unique, competent individual and ready for whatever opportunity you apply for.

Résumés are printed on either plain white paper or on plain résumé paper, which you can purchase at an office supply store. Résumé paper is thick cotton fiber paper that may have a parchment look to it or a muted color; it is always plain. Fonts for résumés are always simple and readable

Résumé Header: Notice you begin with contact information. Include your name, address, phone, email, cell or work phone if you have one. Notice this is big and bold. Your header may be a font different from the rest of your résumé, but it should be clear, not cute.

Résumé Body: Label the headings (categories for work, education, etc.) in bold on the left side

Categories in a résumé are not fixed. You may make up categories that show your talents, skills, and experience. Professional résumés always include work experience and education. If you have no formal work experience, consider what experiences you have that an employer or school would value.

List everything in chronological order from most recent to least recent

References: You do not need to list them on the résumé, but you should have a list of people who have agreed to be references for you. Be sure you've chosen people who can give you a good reference, who know and respect your skills and talents.

Résumé Body: Include specifics relevant to each heading on the right

When you provide experience, include the name, location (city/state if different from where you currently live), and dates.

To demonstrate your capabilities, list specific activities you have done or skills you acquired (bullets). Use action verbs or titles of activities to begin phrases. Include dates where appropriate.

Under education, include your present grade and any important information such as GPA, special academic honors, etc. Leave off irrelevant information; most employers or schools don't want to know your elementary school unless it was a K-8 school.

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WORK EXPERIENCE Baby Sitting Service (2006-present)

- Changing infant diapers
- Feeding infants and toddlers
- Entertaining children
- Overseeing outside play
- Putting children to bed

VOLUNTEER SERVICE Mother's Child Care Service (2007-present)

- Receptionist: filing, answering phones

Child Care Service (2006-present)
 St. Matthew's C.M.E. Church

- Changing infant diapers
- Feeding infants and toddlers
- Entertaining children

Baby Sitting for 5 younger siblings (2005-present)

ACTIVITIES & AWARDS National Honor Society Invitation (February 2008)

Performing Arts Society (2006-present)

- Elected officer (2008)
- Member (2006-present)

Perfect Attendance Award (2004, 2006)
 Morse Middle School

EDUCATION Rufus King International Baccalaureate High School (2006-present)

- Applied to National Honor Society
- Cumulative GPA: 3.7

Morse Middle School (2003-2006)

- Cumulative GPA: 3.95

REFERENCES Available upon request

