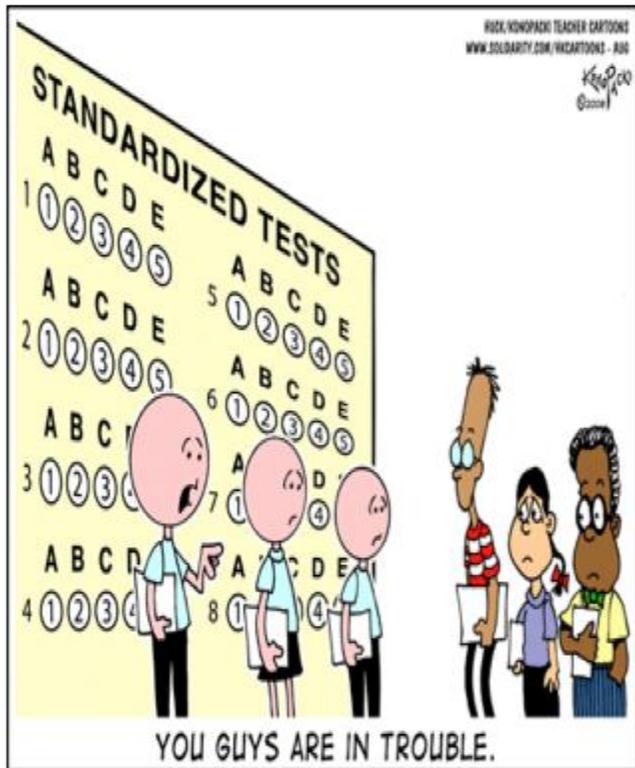


The Write Way



"The skill of writing is to create a context in which other people can think."

- Edwin Schlossberg

1. S.E.E. Method of Paragraph Development
2. Essay Structure and Thesis Development
3. Writing Process
4. Model Outline
5. Methods of Organization
6. MLA Format
7. Essay Format
8. Formatting Works Cited Page
9. Formatting Works Cited Internet Sources
10. Works Cited Page Example
11. Quoting Non-Fiction, Novels, Short Stories, and Poems
12. Quoting Songs, Plays, and Movies
13. Document Formatting: "Hey, how do I..."
14. Parenthetical Citation
15. Adding Variety to Your Writing
16. Useful Transitions
17. She Said, He Said
18. Writer's Word Palette
19. Writer Style Palette
20. Editor's Guide
21. Response Group
22. Conference Questions
23. Self Conference
24. Glossing
25. Writers Rules and Pointers
26. Creating Notecards
27. Formatting Notecards
28. UC Subject A Rubric
29. UC Subject A Rubric Self Evaluation
30. Internet Research and Plagiarism

The S.E.E. Method of Paragraph Development

A STATEMENT is a topic sentence that states a paragraph's main idea. This is the **S** in the S.E.E. method.

Imagine you were asked to write a paragraph on who discovered America. Your topic sentence might read something like this:

Statement: Ultimately, history has credited Christopher Columbus for the discovery of America in 1492.

Answer the Prompt:
When answering a question or responding to a prompt, make your answer or response part of your statement (topic sentence).

Follow the above arrows for a brief, but well written paragraph.

Transitions & Attribution:
When writing a paragraph, always use transition words or phrases to introduce your examples. Then, use attribution (dialogue tags) to indicate whom you are quoting. This will help your writing read more smoothly.

EXAMPLES, also known as *supporting sentences*, strongly support the topic sentence and form the support every paragraph needs to have. Whenever possible, directly cite a published source to provide the necessary examples to support your paragraph's topic sentence or statement. This is the **E** in the S.E.E. method.

Example: According to historian Lucie Gonzalez, Columbus "discovered America unintentionally while on a journey to establish a new and shorter route to India. The continent, however, bears the name of his navigator, Amerigo Vespucci" (69).

EXPLANATION sentences (closing sentences) bring your paragraph to a logical conclusion by clearly explaining how the cited examples strongly support and prove the topic sentence. This is the last **E** in the S.E.E. method.

Explanation: While many scholars note that other people had been living on the North and South American continents thousands of years before Columbus arrived, his discovery brought the New World to the attention of European people. Over time, many other explorers ventured westward. After his route became a reliable passage to these lands, travelers began settling in what would eventually become the United States.

I wonder if they'll read these boxes?

S.E.E. Writing a Clear Paragraph Is As Easy as 1, 2, 3! *A complete body paragraph needs 1 statement, at least 2 examples of support that are at least two sentences each, and an explanation of at least 3 sentences for every example. When you do this, the reader will be able to S.E.E. what you're trying to prove in your body paragraph, making writing as simple 1, 2, 3, S.E.E.!*

Note: Writers can use Statement, Example, and Explanation in any order. Go ahead and try it right now. No matter the order of the type of sentences, the paragraph still flows.

Essay Structure and Thesis Development

Essay Structure: A complete essay of writing, whatever its length, has the same basic parts: an *introduction*, a *body*, and a *conclusion*. The structure of an essay, therefore, can be compared to the structure of a paragraph.

PARAGRAPH STRUCTURE	ESSAY STRUCTURE
Topic sentence that expresses the paragraph's main idea by making a <i>statement</i> .	Introduction paragraph(s) including a <i>thesis statement</i> expressing the writer's objective and the essay's main idea.
Body of supporting sentences offering <i>examples</i> to uphold the topic sentence.	Body of <i>supporting paragraphs</i> using examples to uphold the thesis.
Closing sentence(s) that offer detailed <i>explanation</i> showing how and why the examples support the topic sentence by using a variety of appeals engaging in higher level thinking skills, and brings the reader to a higher level of understanding.	<i>Conclusion paragraph</i> restates the thesis, explains your reasoning about what you proved in the body paragraphs by bringing the reader to a higher level of understanding regarding the conclusion you reached regarding the topic, and provides strong closing arguments to the audience.

Thesis Statement: a thesis statement expresses the main idea of the essay by making the writer's purpose clear and is one sentence in length.

- *A thesis statement makes a strong argument that focuses on a single subject that the writer will prove in the body of supporting paragraphs.*

Steps for Writing a Thesis Statement:

1. Look over any prewriting notes, brainstorming, outlines, quick-writes, purposeful daydreams, etc.
2. *Establish criteria (guidelines) for your judgment and narrow it down to no more than the three for which you have the most examples. Avoid having it read like a list.*
3. Express the main idea for your essay in one sentence and directly answers the prompt (topic).
4. *Revise your sentence until it controls your overall interpretation for your essay's topic.*
5. For an argumentative thesis, try the following format: "Despite A, B is true because of C and D."
6. Avoid phrases such as:
 - In this paper I will discuss . . .*
 - This essay will be about . . .*
 - The three reasons why . . .*

Good writing is clear thinking made visible!





The Writing Process

What	How	Why
⊕ PREWRITE <i>Consider purpose and audience</i>	Brainstorm, clustering, mapping, making a list, five W's & H, research, free-writing, interview	To gather information to decide on a topic; to eliminate poor ideas; to focus on key points; to develop thesis statement
▶ DEVELOP THESIS	Write a sentence that gives <i>YOUR</i> belief toward the topic and answers the prompt.	To focus your writing and state your objective as a writer
⊕ DECIDE ON SUPPORT	Pick out examples, details, statistics, case histories, proof, criticisms, research, etc.	To give credibility to your ideas and proof for your thesis
▶ DECIDE ON FORMAT	Decide on HOW to arrange information: chronological, spatial, order of importance, developmental order, comparison and contrast, etc.	To provide the reader with logical guides that will make your essay more enjoyable and easy to read
⊕ OUTLINE	Use scratch, formal or brainstorm outline. Depends on length, detail, and personal style	To help organize and balance information and to "see" ideas
▶ WRITE FIRST DRAFT	Use for working copy; organize ideas into paragraphs. Intro, body, and conclusion	To clear up "fuzziness"; improve examples, make corrections, change for effect; to improve introduction and conclusion, review vocabulary, syntax, spelling, grammar, structure
⊕ MINI-CONFERENCE	Meet with your teacher in a three to five minute meeting and read your draft out loud	To gain insight on how to develop you into a better writer
▶ REVISE	Review with peers by reading essay out loud and receive a written evaluation	To gain suggestions from others and to have a "practice" audience
⊕ GLOSSING	Show the revisions and changes you've made by highlighting them	Allows the teacher to quickly see the revisions you've made to your first draft
▶ FINAL DRAFT	Rewrite, using all suggestions that you think are appropriate	To present your best writing for evaluation
⊕ PUBLISHED DRAFT	Revise and rewrite after the teacher's evaluation	To have a quality draft for your portfolio

Model Outline



Directions: Malcolm X said, "If you want to know where you're going, you need to know where you came from." Good advice, and it applies directly to writing an essay. This basic outline format will help you outline just about any type of essay you will be asked to write.

INTRODUCTION

A. Set the Mood

1. Begin with a hook/lead that answers the prompt and is based on your thesis
2. Evaluate the universal appeal of your hook while focusing on the topic/prompt
3. Setting context (*Provide background information and/or plot summary*)
4. Thesis statement

II. BODY OF SUPPORTING PARAGRAPHS

A. Supports Structure of Thesis:

1. Statement based on the structure of the thesis
2. Example (*research or anecdotal*)
3. Explanation that illuminates how evidence supports the thesis
4. Example (*research, anecdotal, or antithesis*)
5. Explanation that illuminates how evidence supports the thesis

B. Supports Structure of Thesis:

1. Statement based on the structure of the thesis
2. Example (*research or anecdotal*)
3. Explanation that illuminates how evidence supports the thesis
4. Example (*research, anecdotal, or antithesis*)
5. Explanation that illuminates how evidence supports the thesis

C. Supports Structure of Thesis:

1. Statement based on the structure of the thesis
2. Example (*research or anecdotal*)
3. Explanation that illuminates how evidence supports the thesis
4. Example (*research, anecdotal, or antithesis*)
5. Explanation that illuminates how evidence supports the thesis

D. Supports Structure of Thesis:

1. Statement based on the structure of the thesis
2. Example (*research or anecdotal*)
3. Explanation that illuminates how evidence supports the thesis
4. Example (*research, anecdotal, or antithesis*)
5. Explanation that illuminates how evidence supports the thesis

For explanation, evaluate how your examples support your thesis through logos, pathos, or ethos!



Of course, you can write more than four body paragraphs. This is just an example. Dang!



III. CONCLUSION

A. Close the Mood

1. Restatement of thesis using strong words by stating what was proved in body paragraphs
2. Evaluation of what thesis proved, bringing the reader to a higher level of understanding (epiphany) regarding the topic and the conclusion you reached by moving from a specific focus of topic to a universal connection
3. Analogy or figure of speech that brings your essay to a powerful conclusion by Leaving the audience convinced you've proven your thesis

Essay Format

Structuring Your Essay.



Paragraphs, like essays, follow a simple format that has three basic parts. A complete paragraph has a one **Statement** (topic sentence), at least two sentences of **Examples** (supporting sentences), and at least three sentences of **Explanation** (closing sentences) for every examples.

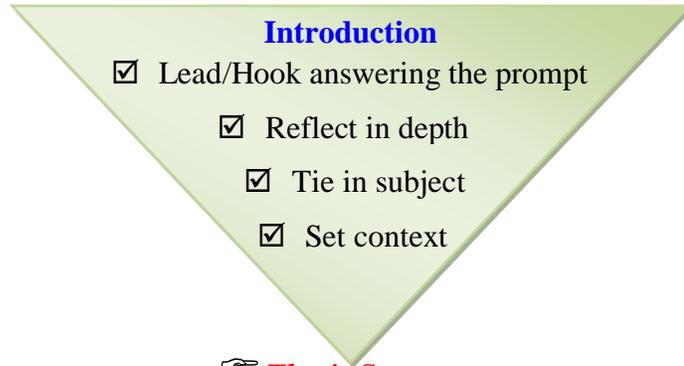
Likewise, essays have three components: an **intro**, which introduces the topic through a thesis statement; a **body**, where the writer supports the thesis with examples; and a **conclusion** evaluating the decision you reached on how the thesis was supported and proved.

✓ **Everytime you write a essay, structure your writing according to the following shapes on the right.**

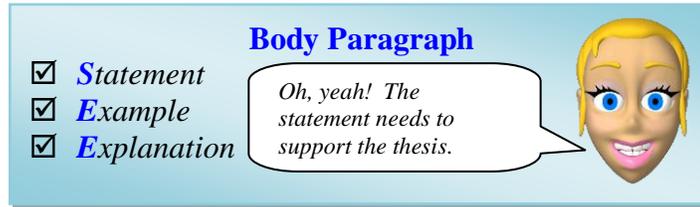
The **introduction** is shaped like an upside-down triangle because you begin your essay with a lead that everyone can relate to, yet, at the same time, answers the prompt by connecting it to the subject you're writing about. As you continue to write your introduction, narrow your focus little by little, seamlessly tying in the subject until you reach the last sentence that clearly states your thesis.

The **body paragraphs** are shaped like rectangles because everything in these paragraphs are written about in the same depth and width, clearly supporting and proving your thesis.

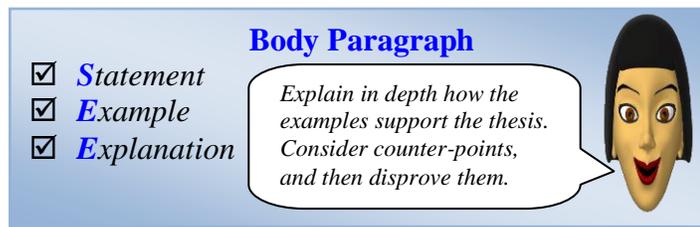
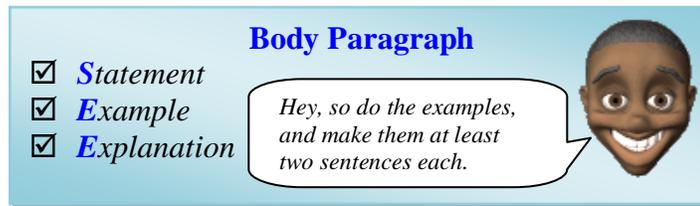
The **conclusion** paragraph reverses the structure of the introduction by beginning with a narrow focus through restating what your thesis proved; then, as you continue to write, bring the reader to a higher level of understanding regarding the topic and the conclusion you reached. Finally, broaden your focus until you close the essay with a strong final statement that has universal appeal.



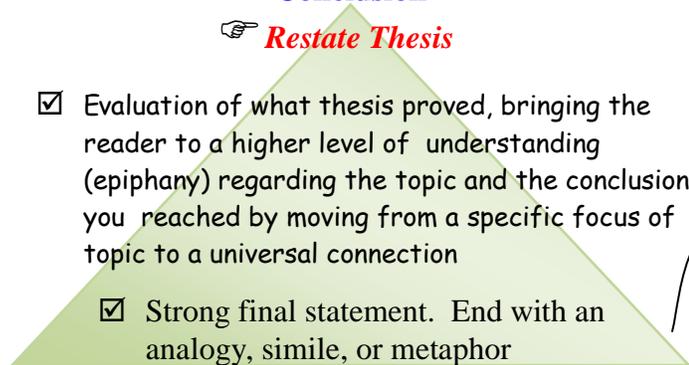
☞ **Thesis Statement**



transitions



☞ **Conclusion**
Restate Thesis



Writing Tip: In between every **Statement**, **Example**, and **Explanation**, good writers use a **Transition** word, phrase, or sentence. Also, use **Attribution** every time an example is cited to indicate who's speaking, how it's said, and to whom that person is speaking.



Methods of Organization



Logical Order and Transitions

Organizing Your Essay: *The best way to organize an essay depends on its method of development. If the supporting details are events, steps in a process, or a set of directions, chronological order is usually the most logical method of organization.*

Chronological order involves arranging the supporting sentences of an essay in the order in which they happened; items are organized according to when they happened in time.

If the supporting sentences analyze a subject by showing what it is made of, spatial order is usually the clearest method of organization.

***Spatial order** arranges details according to their location. When using spatial order, the writer acts as a tour guide, leading the reader's eye from point to point. Using spatial order as the method of organization helps the reader see where each detail fits into the larger picture.*

Writer's Tip: Most essays use order of importance or developmental order for analyzing a situation where evidence is of the utmost importance.



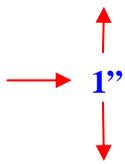
***Order of Importance** arranges details in the order of least to most or most to least important, interesting, or sizable.*

Developmental Order arranges ideas of equal importance in a way that shows the development of the writer's thought process.

Transitions. As you write any essay, you will need to use transitional words to connect your thoughts and make your composition read smoothly for the audience.

Common Transitions

Chronological Order	Spatial Order	Order of Importance	Developmental Order
first, second, then, at first, initially, immediately, as soon as, after, finally, ultimately	above, below, right, left, beyond, near, east, west, north, south, inside	first, second, more important, most important, least, most, largest, besides, another	furthermore, besides, however, nonetheless, despite, another, in addition,

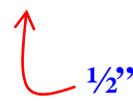
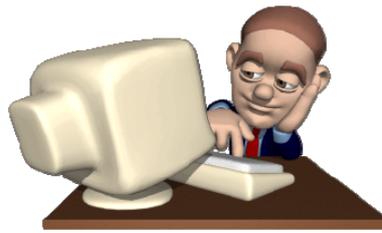


Peggy Quon

Mr. Jeffrey

English IV-P, Period 6

28 August 2011



Quon 1



How to Format an Essay in MLA Style

This is a sample of an essay formatted to MLA guidelines. Notice the writer put her name in the upper left-hand corner, one inch from the top. She then typed the teacher's name, the class name, the class period, and the date, all of which were double-spaced. The title of the essay is centered below the date. She also indented this paragraph one inch before beginning the first sentence, and she made sure the entire essay was double-spaced. Before turning in her final draft, she ran the word-processor's spell-check and grammar-check to catch any last minute errors. Then she examined the readability statistics indicating the number of sentences per paragraph, words per sentence, characters per word, and the grade level of her writing.

This student also made sure that the essay has one inch margins on the left, right, and bottom, and when she begins typing the rest of her essay, she will put a one-inch margin at the top of the paper, as well. Equally important when formatting the paper is to make sure it is typed on plain, white paper, the type most commonly used for your computer's printer. She remembered not to underline the title or to put it in quotation marks, and she only capitalized the words that would normally be capitalized in a book title.

Notice that she did not use a large, more stylish font. She simply used a plain twelve-point font that is easy to read. In addition to doing a great job formatting the paper, she also made sure the printer she used had a good cartridge so the words were legible. Last, but not least, she only typed on one side of the paper and put her last name and page number in the upper right hand corner of every page, with a one-inch margin on the right and a half-inch margin on the top. If you do all of this, your essay will look professional, and you will receive a better grade than those who did not do so.



Work Cited: Formatting Sources

The works cited page lists entries in alphabetical order. Make sure the punctuation, spacing between words, and entry order are the same as listed. All works cited entries are double-spaced, typed in a Times 12 point font.

➤ **Book by a Single Author**

Author's Last name, First name. Title of Book Underlined or in italics. City of Publication: Name of Publishing Company, Year of Publication.

Boroff, Maria. Language and the Past. Chicago: University of Chicago Press, 1999.

➤ **Two or More Books by the Same Author**

Boroff, Maria. Language and the Past. Chicago: University of Chicago Press, 1999.

---, ed. Wallace Stevens. Englewood Cliffs: Prentice, 1997.

Format Tip: This follows the same layout as books with one author with one exception: the name of the author is only given on the first entry. The subsequent books have three dashes in place of the author's name. The "ed." indicates "editor."

➤ **Books by Two or Three Persons**

Blocker, Jasmine E., Robert H. Flores, and Rebecca C. Richardson. The Two Year College: A Social Synthesis. Los Angeles: Prentice Hall, 1996.

Format Tip: Notice the authors after the first author are listed first name, last name. Only alphabetize by the first author.

➤ **Books by More Than Three Authors**

Stevens, Stephanie, et al. Language and the Past. Chicago: University of Chicago Press, 2000.

Format Tip: List the first author following the above format, and then write "et al," meaning "and others."

➤ **Books with an Anonymous Author (no author given)**

Encyclopedia of African Civilization. New York: King, 1992.

➤ **One Part in an Anthology**

Rodriguez, Julio. "Luis Valdez." Contemporary Literary Criticism. Ed. Jose Patino and Maria Sanchez. 101 vols. Detroit: Gale Research Company, 1984. 13: 325- 327.

Last name (of critic who wrote article), first name. "Name of the author being researched." Title of the Book.

Editors of the book in natural order. Number of volumes in the set. Publication city. Publishing company, Publication date. The volume being used: The pages of the article used.

➤ **Anthology Without Author Listed**

Aparicio, Adam, ed. " Angelou, Maya." Something About the Author. 60 vols. Detroit: Gale Research Company, 1992. 52: 101- 112.

Format Tip: Notice the editor is first since no author is given for the individual articles.

➤ **Article from a Weekly, Biweekly, or Monthly Magazine**

Chin, Connie. "A Healthy Dose of Laughter." Newsweek 11 Oct. 1990: 74.

➤ **Research from a Database**

Shalan, Myra. "Summer Job Outlook: Another Banner Season." U.S. News and World Report. 22 April 1985: 65- 66. (Reprinted in SIRS Youth 3, article 95).

➤ **Article from a Journal (Published by a Professional Organization)**

Clark, Anthony. "Black English and Usage." Language 58 (1992): 332- 73.



Works Cited: Internet Sources



The following will help in citing sources from the Internet and various web sites. Make sure to use reverse indentation after the first line and to double-space all entries. Don't forget that all entries are typed in a 12 point Times or Times New Roman font.

An Article in a Newspaper or on a Newsgroup Website

- *Author's or editor's last name, first name (if given). "Title of work" (if given). Name of the periodical, underlined. Volume number, issue number, or other identifying number (if given). Date of publication (if given). The number range or total number of pages, or paragraphs. Date of access, and network address.*
- Davies, Jordan. "The Voice on the Phone Is Not Human, But It's Humorous." New York Times on the Web. 21 February 2001. 12 pars. 19 April 1999, <<http://www.nytimes.com/library/tech/98/06voice.html>>.

Anonymous Article on a Website Server

- "Raves Rave On." MSN 29 June 2000. 3 pp. 1 July 1998, <<http://www.msn.com/headlines/980629brai.html>>.

Article on a Website with Author Noted

- Ebert, Roger. Review of The Truman Show, dir. Peter I Weir. Chicago Sun- Times Online 5 June 1998. 16 June 1998 <<http://www.suntimes.com/ebertshow.html>>.

Professional or Personal Web Site

- *Author's or editor's last name, first name and followed by a period. Title of print version of work (if given) or, if there is no title, with a description such as Home Page, followed by a period (neither underlined nor in quotation marks). The name of any institution or organization associated with the site, the date of access, and the network address, followed by a period.*
- Rodriguez, Elisena. Home Page. 5 May 1998, <<http://www.ritmo.com/rodriguez/-ca.html/>>.
- Flores, Karl. Official Amy Tan Web Page. 31 March 1999, <<http://geocities.com/nguyen/>>.
- African American Literature and Arts Home Page. 15 January 1999. Department of Cultural Studies, U of Chicago. 26 December 1999, <<http://culturalstudies.uchicago.edu/africanlit/>>.

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- Miller, Lyneal. "Urban Internet Dating." 12 Sept. 2004: On-line. Internet. 5 Oct. 2004, <<http://www.interdate.com/daily>>.
- Obama, Barack. Interview with John Stewart. The Daily Show with John Stewart. Comedy Central. New York. 21 Sept. 2004.
- Ortiz, Christina. "Life after Death." Spiritwalk Death, Near Death and Life after Life. 27 April 2003, <<http://www.spiritwalk.org/death.html>>.
- Rebel Without a Cause. Dir. Nicholas Ray. Perf. James Dean, Natalie Wood, Sal Mineo, and Dennis Hopper. Warner Bros., 1955.
- The Simpson's. "All's Fair in Oven War." Dir. Conan O'Brien. Perf. Dan Castellaneta. Fox. KTTV, Los Angeles. 14 Nov. 2004
- Zuniga, Carlos. Personal Interview. 15 Oct. 2004.



For automatic formatting of your works cited page, go to www.easybib.com

Quoting from Non-Fiction, Novels, Short Stories, and Poems

How to Correctly Punctuate Different Types of Quoted Materials: Here are some student examples to help you quote, punctuate, and format your essays correctly. Pay attention to when an author's last name is parenthetically cited. If the author's name is mentioned before the quote, only the page, line, or verse number is needed.

➤ **Quoting Non-Fiction:** *Just put quotation marks around what is being cited.*

✍ Like Henry David Thoreau, Dr. King saw complicity in those who silently stood by while injustice occurred. He wryly noted, “To accept passively an unjust system is to cooperate with that system; thereby the oppressed become as evil as the oppressor” (301).

➤ **Quoting Dialogue from a Novel or Short Story:** *When citing narration and dialogue, the use of single quotation marks is necessary to distinguish one from the other.*

✍ Once again, George found himself in a situation foreshadowed numerous times in the plot. In a moment of frustration, “George turned his head and listened to the shouts.

Lennie said, ‘George.’

‘Yeah?’

‘Ain’t you gonna give me hell?’

‘Give ya hell?’

‘Sure, like you always done before’ ” (Steinbeck 103). Here, it becomes quite evident to the reader how the consequences for Lennie are quite different.



➤ **Quoting a Poem:** *Put quotation marks around what's being quoted, and use a slash (/) to indicate the end of line or verse. Then, parenthetically cite the line number of the poem being quoted.*

✍ In “I Am Joaquin,” Rodolfo Gonzales examines the complexity of living in a world where “My fathers / have lost the economic battle / and won / the struggle of cultural survival. / And now! / I must choose” (9-14). Gonzales thoughtfully and painfully explores an experience that confronts many Americans.

Quoting from Songs, Plays, and Movies

- **Quoting a Song:** Like a poem, put quotation marks around what's being quoted, and use a slash (/) to indicate the end of line or verse. Then, parenthetically cite the line number of the poem being quoted.

✍ A generation ago, John Lennon sang about a world where people rejected materialism, war, and greed: “Imagine no possessions / I wonder if you can / No need for greed or hunger / A brotherhood of man / Imagine all the people / Sharing all the world” (7-12). Rather than focusing on this song’s plea for humanity, some critics claimed it was an atheist rant.

- **Quoting a Play:** In capital letters, indent the quoted character’s name one inch from the left, followed by a period. Then follow the pattern of how the words are printed on the page, indenting each line three spaces past the character’s name. Like a block citation, no quotation marks are used. The act, scene and verses are separated by period, and the verses cited by a dash.

✍ Never afraid to be assertive, Lady Macbeth orders her husband to plant the evidence:

LADY MACBETH.	Go carry them and smear
The sleepy grooms with blood.	
MACBETH.	I’ll go no more.
I am afraid to think what I have done.	
I look on ‘t again I dare not.	
LADY MACBETH.	Infirm of purpose!
Give me the daggers. (Shakespeare 2.2.63–69)	



Obviously, Lady Macbeth is more determined than Macbeth to be successful in their plan.

- **Quoting a Movie without Having the Printed Script:** Use the same format as a short story or novel. For parenthetical citation, state the hour, minute, and second the dialogue began, preceded by the screenplay writer’s last name.

✍ Discussing Pedro’s options, Napoleon Dynamite wonders, “Who are you gonna ask?”

“That girl over there.”

“Summer Wheatly? How the heck are you gonna do that?”

“Build her a cake or something” (Hess 00:54:32). Never one to walk away from a challenging situation, Pedro’s optimism is inspiring for most teenagers.

Document Formatting or "Hey, how do ya..."

Insert Last Name and Page Number in Upper Right-hand Corner? In an MLA formatted essay, writers must put their last name and page number in the upper-right-hand-corner. To do this, follow these steps:



- Click on "View"
- Click on "Header and Footer"
- Type in your last name and tap the space bar once

In the "Header and Footer" dialogue box, follow these steps:

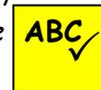
- Click on  the icon on the left. This will number all of your pages for your entire essay
- Then, on the tool bar, click on the "Align Right" icon
- Click on "Close" in the "Header and Footer"

Do a Spell Check, Grammar, and Grade Level Check? Incredibly, some students forget to do a spell check. Interestingly, though, many students do not realize they can use Microsoft Word to check their grammar and give them the grade level at which they write. To do these things, follow these steps on the tool bar:

- ✗ Click on "Tools"
- ✗ Click on "Options"
- ✗ Click on the "Spelling & Grammar" tab
- ✗ Click the box that says "Check spelling with grammar"
- ✗ Check the box that says "Show readability statistics"
- ✗ Under "Writing Style," click on the arrow and select "Grammar Only"
- ✗ Click on the "Settings" button, then check the boxes under "Require,"



Now, run your "Spelling, Grammar, and Grade Level" check by clicking on the



Additional Tips: When the spell check is over, it will give you a chart that shows you various statistics about your writing. Pay particular attention to the characters per word and words per sentence statistics. These two items play the largest part in obtaining a higher grade-level score. The highest score available is 12.0 or twelfth grade. To increase your score, here are a few suggestions:

- ☺ For short words, highlight them and do a right click. Then, select "Synonyms" and choose a longer word. Please be sure that the word chosen is the same part of speech and has the same contextual meaning as the word being replaced.
- ☺ To increase your words per sentence, you can combine shorter sentences by using the coordinating conjunctions "and," "but," "or," "for," "yet," or "so."

Highlight a Text for Glossing an Essay? Remember, when making revisions to a draft, you need to gloss your changes. This means you need to highlight your text. Here's how you do it:

- ☺ Highlight the text you need to gloss by left clicking on your mouse and dragging it across the text
- ☺ Click on the "Highlight"  icon on the toolbar
- ☺ To change the color, before highlighting, click on the arrow next to the icon, and select a color

Note: On the tool bar next to "Help," right click and make sure "Standard" and "Formatting" are checked. This will make sure all the right icons to do the tasks above are on your tool bar.



Parenthetical Citation



The lists of works cited at the end of your research paper plays an important role in the acknowledgment of sources, but it does not itself provide sufficient documentation. You must indicate exactly what you have derived from each source and exactly where in that work you found the material. The most practical way to supply this information is to insert brief parenthetical acknowledgments in your paper wherever you incorporate another's words, facts, or ideas. Usually, the author's last name and a page number are enough to identify the source.

Example: The longest word in the English language is a medical term "Pneumonoultramicroscopicsilicovolcanoconiosis is a miners' lung disease caused by the inhalation of silicate or quartz dust" (Lederer 39).

Note punctuation: period after the citation and of quotation mark

◆ If you have the same author for two or more sources, then put a comma after the last name of the author and add the title in as short a form as possible and then page number.

Example: English is a strange language. "Things that we say are underwater and underground are obviously surrounded by, not under, the water and the ground" (Lederer, Anguished 21).

The entire title of the book is Anguished English.

◆ If you use the author's name and title in the report itself, you need only put the page number in parenthesis.

Example: In Crazy English, Lederer wonders, "Why is it that when the sun moon or the stars are out, they are visible, but when the lights are out, they are invisible, and that when I wind up my watch, I start it, but when I wind up this essay, I shall end it?" (16).

Additional Formats

- ☺ If the list contains two authors with the same last name, then you'll have to give the first initial as well.
- ☺ *If two or three names begin the entry, give the last name of each person listed.*
- ☺ If the work has more than three authors, give the first last author's name followed by et al.
Example: (Lederer et al).

Web Sites

- ☺ *If you are citing a web site, follow the tips on the works cited page for the order of the information. Provide the first information that is available. If no author or page numbers are given, provide the name of the web page and the paragraph number (both in abbreviated form).*

Example: Many other people have noted that English is a crazy Language. Where else can "we drive on a parkway and park on a driveway? What a strange language it is when our noses can run and our feet can smell" (Looking par. 7).

This example was from a website that had no author or page numbers. The name of the web page is "Looking at Language." To find an author on a web page sometimes you really have to search the page.



Adding Variety to Your Writing

Here are some ways you can add variety to your writing. By using different styles when citing your sources, readers are less likely to find your writing monotonous, and in the process, more enjoyable to read.



1) Use a Quotation to Finish a Sentence You Have Started

Example: English is a very illogical language because "there is no butter in buttermilk, no egg in eggplant, no grape in grapefruit, neither pine nor apple in pineapple, and no ham in a hamburger" (Lederer 12).

2) Quote a Whole Sentence

Example: "To make matters worse, English muffins weren't invented in England, french fries in France, or danish pastries in Denmark" (Lederer 13).

3) Block Quotation

Start the block quotation on a new line and indent one more inch on the left. You do not need quotation marks for such an extended quotation. Use this format if your citation will take up more than four lines in your essay. A colon is usually used in the sentence that introduces the quotation.

Example: Well known grammarian Richard Lederer explains the insanity of the English

Language very clearly for us:

↑
Indent 2 inches from
left margin →

Sometimes you have to believe that all English speakers should be committed to an asylum for the verbally insane. In what other language do people recite at a play and play at a recital? In what other language do men get hernias and women get hysterectomies? In what other language do people ship by truck and send cargo by ship? English is a crazy language. (15)

Note change in punctuation for offset quote

4) Quote Just a Few Words

Example: According to Lederer, "English is a crazy language" (15).

5) Paraphrase Information from a Source

"English is the most widely spoken language in the history of our planet, used in some way by at least one out of every seven human beings around the globe. English has acquired the largest vocabulary of all the world's language, perhaps as many as two million words, and has generated one of the noblest bodies of literature in the annals of the human race."

Example: World wide, more people speak English than any other language. In addition to having the largest vocabulary, it also has created some of the world's greatest literature (Lederer 3).



Useful Transitions

Transitions Which Can Be Used to Show Location

above, across, against, along, alongside, amid, among, away, from, back of, below, beneath, beside, between, beyond, by, down, in front of, into, near, off, onto, on top of, over, throughout, to the right, under

Transitions Which Can be Used to Show Time

about, after, at, before, during, first, second, third, prior to, till, until, meanwhile, today, tomorrow, yesterday, next week, soon, finally, later, then, afterward, as soon as, immediately, when

Transitions Which Can Be Used to Compare Two Things

in the same way, also, likewise, like, as, correspondingly, comparably, similarly, uniformly, equally, also

Transitions Which Can Be Used to Contrast Things

but, however, even so, yet, in the meantime, nevertheless, on the other hand, still, on the contrary, although, otherwise, even though, counter to, conversely, as opposed

Transitions Which Can Be Used to Emphasize a Point

again, to repeat, indeed, with this in mind, for this reason, in fact, beyond doubt, to emphasize, strictly speaking

Transitions Which Can Be Used to Summarize

as a result, finally, in conclusion, consequently, accordingly, due to, in summary, to sum up, in short, all in all, ultimately, lastly, as a final point

Transitions Which Can Be Used to Clarify

that is, in other words, put another way, stated differently, to elucidate, for instance, to clarify, to shed light on

Transitions Which Can Be Used to Add Information

again, consequently, also, besides, additionally, equally important, another, for example, for instance, furthermore, likewise, moreover, further, and, next, finally, as well, together with, along with, in addition

She Said, He Said



Who's Being Quoted? When citing dialogue or a source in an essay, a good technique is to avoid using that four-letter "s" word too often. No, not that "s" word, but the said word. While said has the same amount of syllables as the other "s" word, it's a word that too often lacks feeling and emotion. For variety, try using, but not overusing, some of the said synonyms below to add some spice to your writing.

Writing Tip: If it's clear who the speaker is, attribution or dialogue tags are unnecessary. Only use them to keep the reader clear regarding who is speaking.

How it's Said (needed)	Use These Dialogue Tags to Show What's Being Said (but only when needed)			
<i>in a happy way</i>	laughed rejoiced	lilted sang out	giggled	joked
<i>in a sad way</i>	cried agonized bawled	sobbed groaned sniveled	lamented wept mourned	blubbered
<i>in a bossy way</i>	insisted bossed	professed preached	ordered dictated	demanded
<i>in an angry way</i>	raged miffed	retorted thundered	fumed blurted	seethed
<i>in a pained way</i>	barked cried out cried screamed	groaned howled shrieked	bellowed wailed yelped	jabbered grieved roared
<i>in a frightened way</i>	quaked stammered	quivered trembled	shuddered shivered	shook
<i>in an understanding way</i>	empathized accepted	comforted sympathized	agreed crooned	consoled related
<i>in a tired way</i>	mumbled	emitted	wearied	struggled
<i>in a begging way</i>	beseached begged	entreated appealed to	pleaded	implored
<i>as an answer</i>	responded retorted	answered acknowledged	replied	rejoined

Attribution: When indicating who is speaking, you have to "tag" or attribute that quote to someone. Because you want to keep the reader involved in what you're writing, remember to indicate **who** said it, **how** it was said, and to **whom** it was said.



• **Example:** *In a moment of utter panic, Sammy blurted to his mother, "Don't hold me by my ankles! It causes the blood to rush to my head!"*

- **Remember to Write:** Who, How, and Whom



Writers Word Palette



Good writers are artists in their own right—or would that be write? After writing the first draft of an essay, as you revise, use brushstrokes from the writer's palette below to make your writing more vibrant. While you don't have to revise every single sentence, but be sure to touch up every paragraph.

Terms Defined

Transitions and Attribution: *Transitions may consist of a single word, a phrase or even an entire sentence that are used to make your writing flow. Attribution simply tells the reader who is being quoted, but be sure to use colorful verbs. Avoid using said whenever possible: it lacks color.*

Figures of Speech: *To reach your audience on a deeper level, use a simile, metaphor, analogy, or other figure of speech to clarify your explanations or arguments.*

Action Verbs: *Make your writing more colorful by choosing action verbs that create a clear picture for your audience to imagine.*

Vivid Adjectives and Adverbs: *We all know that adjectives describe nouns and adverbs describe adjectives, verbs, and adverbs. Create clear pictures for your audience to see an image, idea, or action vividly.*

Appositives: *An appositive is a definition of someone or something. You use definitions all the time. For example, you might say, "Linda is the student in the back row. Friday is the best day of the week." Those are definitions.*



When you write, you can put a definition into a sentence all by itself. For example, "Jordan needs a ride to school tomorrow. Jordan is my brother's best friend." But, if all of your sentences are in this same short pattern, your writing may sound choppy and boring. Writers solve this problem by using appositives. Watch: Take the essential information in the second sentence, and you'll get "my brother's best friend." Now add that information to the first sentence. "Jordan, my brother's best friend, needs a ride to school tomorrow." Sounds better, doesn't it?

Writers Tip: *The best time to use the Writer's Palette is after you've completed the first draft of an essay. Then, read the essay out loud to yourself while thinking, "What could I add to each paragraph that will create a memorable picture for the reader of my essay to remember?"*

When using the Writer's palette, don't use all the brushstrokes in every paragraph because it'll confuse your audience. Rather, like a good painter, add a stroke here, another there, so that by the end of the essay, you engage the reader with a vibrant picture of the ideas and analysis that comprise your writing.

Writers Style Palette



Coloring Your Writing: Have you ever tried to convince someone you're right, but it's just not working? Maybe you just need to color your arguments in a different hue. In need of a reasonable hue? Try a logical appeal. If that doesn't work, maybe color your argument in a way that touches their emotions. You could also touch up your words with shades of ethics, values, and morality. Before you decide though, you have to consider what you want to achieve with your essay and its ultimate effect upon your audience.

You can also word your arguments through various verbal styles. Sometimes asking a question for effect, known as a rhetorical question, will cause your audience to arrive at an obvious answer. If dealing with a very serious issue, choose language that elevates your arguments with words that appeal to our better nature. Finally, creating a pattern in sentences that follow one another creates a rhythm for your audience to follow and helps convince them your perspective is right.

Coloring Your Writing: Terms Defined

Emotional Appeal: Here you try to reach your audience that strikes at their emotions, fears, or tugs at their heartstrings. You can do this by giving examples that conjure up suffering or a possible threat to someone's safety.

Logical Appeal: This deals with using statements based on reason and common sense. Just make sure you explain why your statements are both logical and rational.

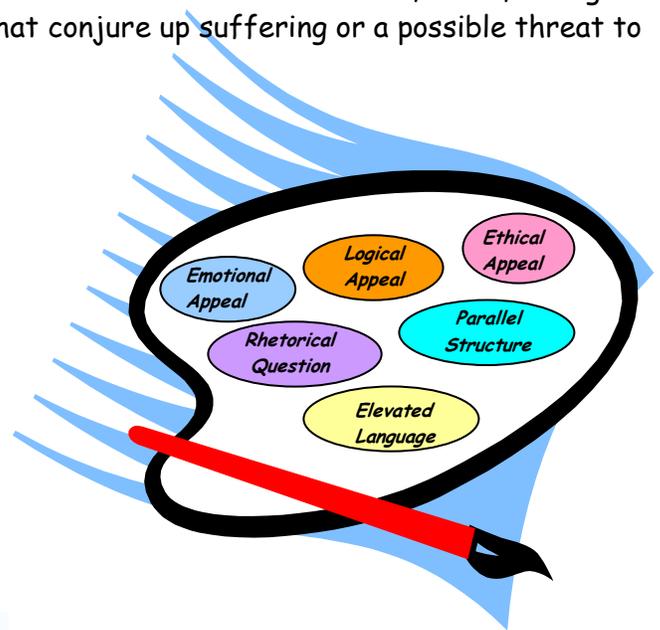
Ethical Appeal: If you're dealing with a subject that concerns your audience's sense of right and wrong, frame your explanation of your examples with language that appeals to their idea of justice, morality, and values.

Parallel Structure: For effect, start three sentences the same way by repeating their grammatical structure.

Rhetorical Questions: Sometimes, asking a question where everyone knows the answer is effective because it helps make your perspective clear.

Elevated Language: Here you use words that carry importance and sound impressive because the subject you're writing about is of a very serious nature.

Writers Tip: When using the Appealing Writer's palette, it's important you don't use all the brushstrokes in every paragraph because it'll confuse your audience. Rather, like a good painter, add a stroke here, another there, so that by the end of the essay, you engage the reader with a vibrant picture of the ideas and analysis that comprise your writing.



Editor's Guide

Checklist for Revision

Proofreading

- About them sentence fragments.
- Don't use no double negatives.
- Try not to ever split infinitives.
- Read your essay out loud to yourself to avoid pointers and run-on sentences if you don't you'll have them.
- Verbs has to agree with their subjects.
- Between you and I, case is important.
- Let's conversate about slang.
- Correct spelling is essentail.
- When dangling, watch your participles.
- Use your apostrophe's correctly.
- Avoid clichés like the plague.
- Don't use commas, that aren't necessary.
- Proofread you writing.
- "Remember to provide attribution for a direct citation."



Symbol	Meaning	Example
	Move Text	She wants to go also.
	Delete	Quintisha is quite very happy.
	No space	Inter net
	Insert Period	See Jose download
	Insert Comma	CD's MP3, and camera.
	Add Apostrophe	Kanye Wests world tour.
	Add Quotations	On the Pulse of Morning
	Transpose	To softly kiss
	New Paragraph	dead. After the rave, she
	Lower Case	the President
	Capitalize	president Obama
	Spelling	Goerge Bush
	Verb Tense	It was scary. It has one eye.
	Subject/ Verb	The girls was here.
	Add Space	website
	Noun/Number Agreement	Everyone take out their book.
	Incomplete Sentence	About those hotties.
	Run-on Sentence	They went home they got caught.
	Parenthetical Citation	(Thoreau, pg. 87).
	Confusing: Revise	I spectator upon answers.
	Pointer	Tran brought the stuff to class.
	Transition and Attribution	...existential freedom. "Greet me with cries of hate" (Camus 116).
	Longer Example	"Ignorance is strength" (Orwell 23).
	More Explanation	Here, John Proctor represents those who were wrongly accused.

Response Group

Directions: Each member will read her or his draft aloud as the other members listen silently, taking detailed notes.

Tips for Responders

- 1) Use active listening; tell what you think the writer is trying to communicate by restating what has been written (use the writer's words, paraphrase, or summarize main ideas).
- 2) As the essay is being read, jot down those words or phrases that catch your attention. What makes these words stand out? What parts do you like best? How do those parts affect you? *Be specific!*
- 3) Let the writer know if anything seems confusing, out of place, or unclear: "I was unsure about..." Then, explain why that particular item bothers you.
- 4) Give your notes to the writer so she or he may incorporate your suggestions into her or his essay.



Responding Tip: Each responder provides feedback one at a time, and then is followed by the next responder.

Tips for Writers

- 1) Read your essay slowly, twice if necessary, and allow at least thirty seconds for impressions to become clearer for responders.
- 2) You may not respond to responders or even to their questions until after all of them have finished (listen; don't be defensive).
- 3) It is your job to evaluate their responses --take it all in as if it were true-- and slowly verbalize a plan, with your response group, for the revision of your essay.
- 4) Attach their notes to your rough draft and copy them to the appropriate part of your essay. Make revisions where needed.





Conference Questions



Situation	Conference Approaches
<ul style="list-style-type: none">➤ The essay is unfocused: it covers several or many different ideas, events, days, etc.	<ul style="list-style-type: none">✓ Do you have more than one story here?✓ What's the most important thing you're trying to say?✓ What's your favorite part?✓ How can you build on it?
<ul style="list-style-type: none">➤ There isn't enough information in the essay.	<ul style="list-style-type: none">◆ I don't understand.◆ Please tell me more about it◆ What else do you know about your topic?◆ How could you find out more about your topic?
<ul style="list-style-type: none">➤ There's too much information in the essay.	<ul style="list-style-type: none">✓ Is all of this information important for your reader?✓ What parts don't you need?
<ul style="list-style-type: none">➤ The essay is a list of events and includes little of your reflections.	<ul style="list-style-type: none">◆ How did you feel when this happened?◆ What do you think about this?◆ Why is this significant to you?
<ul style="list-style-type: none">➤ The lead holds the reader at arm's length providing details rather than the writer's thesis.	<ul style="list-style-type: none">✓ Does the lead bring your reader right into the essay?✓ Where does your essay really begin?✓ Can you delete other information and begin there instead?
<ul style="list-style-type: none">➤ The conclusion is either too sudden or drags on.	<ul style="list-style-type: none">◆ What do you want your reader to know or feel at the end of your essay?◆ Does this conclusion do it?◆ Where does your essay really end?
<ul style="list-style-type: none">➤ There is no dialogue or direct quotes that shows the context of the speaker(s)	<ul style="list-style-type: none">✓ What can you do to show how these people spoke so your reader can hear their voices?
<ul style="list-style-type: none">➤ You want to bring closure to the conference and understand what the writer wants from the conference situation	<ul style="list-style-type: none">◆ What do you think you'll do next?

Self-Conference

Questions about Information



Do I have enough information?

- How can I build on the strengths of this essay?
- Have I explained (shown, not told) by using strong examples?
- Have I described my thoughts and feelings fully?
- Have I shown where, when, with whom, and detailed the context of the event?
- Have I created good mind pictures for my audience?
- Is there a place where I could add more detail and explain more fully?
- Would direct citations, paraphrasing, or dialogue improve this essay?

Do I have too much information?

- What parts aren't needed and don't add to my thesis or essay?
- Can I delete them?
- Do I have more than one essay or story here?
- Which am I motivated to write?
- Is this a bed-to-bed essay, going through every event or topic?
- Can I focus on just one important part of it and delete the rest?
- Is there too much direct citation, paraphrasing, or dialogue?
- Are there too many fussy details (explaining or showing off topic)?

Questions about Leads

Does my lead grab my audience right away?

- Which kind of lead have I used?
 - Reflective? Descriptive? Action? Dialogue? Typical?
- Have I explained my lead in several sentences before tying in the subject?

Questions About Conclusions

Does my conclusion drop off and leave my audience wondering?

- Does my conclusion go on and on?
- How do I want my audience to feel at the end?
- Does this conclusion do it?
- What information do I want my reader to have at the end of the essay?
- Does this conclusion give that information?

Questions About Style

Am I striving to create my own voice as a writer?

- Have I overdone the descriptive words (showing not telling)?
- Have I said something more than once? Have I used any word(s) too often?
- Are any sentences too long and confusing? Too brief and choppy?
- Have I paragraphed often enough to give my audience's eyes some rest?
- Have I broken the flow of my essay by paragraphing too often?
- Is my information in order? Are the ideas developed in sequence?
- Have I grouped together ideas related to each other?
- Does the voice (tone) stay the same?
- Does the verb tense stay the same?



Questions about Titles

Does my title fit what the essay is about?

- Is my title a grabber?
- Would it make an audience want to read my essay?

Glossing

What Is It? No, glossing is not something you do after eating; nor is it an undergarment or something you wear at the beach; it's a way to help you become better at writing by focusing on how you write not just what you are writing about. After writing the first draft of your essay, follow these steps to gloss your essay through various stages of the writing process.

Step One, Writing Conference:



After writing your first draft, read your paper out loud to your writing partner or your teacher. As you are reading, if you or the person listening to your draft notices that something seems unclear and needs an example or more explanation, jot down in the margins what you should do.

Step Two, Glossing Your Draft:

As you revise your draft and make the changes you noted during your writing conference, highlight them.

Step Three, Turn in Your Revised Draft: As your teacher reads your essay, she or he will respond in the margins of your draft what you did well and what needs to be strengthened. Only comments relating to content will be noted.



Step Four, Glossing Your Revised Draft:

As you did in the draft of your essay, highlight the changes you made, and, if you desire, on a Post-it, provide a brief explanation how this helped your writing.



Step Five, Teacher Final Evaluation:

When your teacher gets your glossed essay, she or he will closely read the areas you revised and at the end of your essay, write an evaluation explaining the grade your essay earned in relation to its rubric.

Writers Rules

➤ **What are Writers Rules?** Writers rules are guidelines to follow when going through the writing process. While it's a lot of stuff, by doing this you'll end up with an essay more representative of your potential as writer and critical thinker.

1. Read the rubric and all directions before writing any draft
2. Write on one side of the paper only
3. Follow MLA Format (*See page 6 of the "Write Way" packet*)
4. Put thesis and restatement of thesis in bold italics
5. Put statements (topic sentences) in body paragraphs in different color ink in bold.
6. Read "Pointers" before making any revisions
7. All drafts are double-spaced, except in-class, timed essays
8. All final drafts must be word-processed
9. All final drafts must have an original title
10. Read all drafts out loud to yourself before writing the next draft or turning in the final draft
11. Highlight revisions on revised and final draft. Focus on content!
12. Run a "Spell Check" and "Grammar Check" (*see page 13 of "Write Way" packet*)
13. Use the "Write Way" packet throughout all drafts
14. All essays due at beginning of period, already organized to Essay Turn-in format requirements
15. Organize your essay and prewriting in the following Essay Turn-in Format:
A. Final draft/glossed draft B. Works cited page C. Revised draft/rough draft with rubric attached D. Self and peer evaluations (with comments in margins) F. Formal outline, all brainstorm G. No title page, binders or folders, just stapled in upper-left corner



Pointers

➤ **What Are Pointers?**

- Pointers are words or things that should be avoided in an essay for stylistic purposes, unless from a directly cited source. Each time one is used, one percent is deducted from the score on your essay.
 1. cute
 2. nice
 3. stuff
 4. a lot
 5. all slang
 6. all contractions
 7. etc. (etcetera)
 8. should of (*correct is "should have"*)
 9. would of (*correct is "would have"*)
 10. could of (*correct is "could have"*)
 11. o.k. or okay
 12. Confusing *their, there, they're*
 13. Confusing *two, too, to*
 14. Confusing *were, we're, and where*
 15. Confusing *your and you're*
 16. Starting a sentence with "because," "and," "but," "nor," and "so"
 17. You (find another noun or pronoun as a substitute)
 18. Using numbers instead of words for numbers under 100. Exceptions: date and time.
 19. Any abbreviation
 20. "In conclusion," "In closing," "In summary," etc.
 21. Using "said" more than twice in an essay
 22. Using a slash as punctuation (except when citing poetry or songs)
 23. Using "this shows" or "for example" more than once in an essay
 24. Using an author, person, or source's first name



Creating Notecards

I. What to Write on Notecards

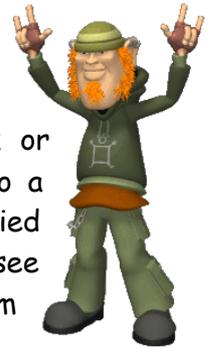
- A. Any fact or idea on your topic that is not generally known should go on a notecard (4 x 6 lined cards are best).
- B. It is better to take more notes than you think you'll need than to miss important information for your project or to have to go back and look up something in a book or magazine article a second time (you won't remember everything you read without thorough notes).

II. How to Begin Taking Notes

- A. If you are using a book, look over the table of contents to find the chapters that seem to pertain to your research topic. Then skim these sections before beginning to take notes to give yourself an overview of the material and to decide what is important for your topic and should be written down.
- B. If you are using a magazine article, skim first and then determine which information is important for your topic and should be written down.

III. Two Ways to Record Information

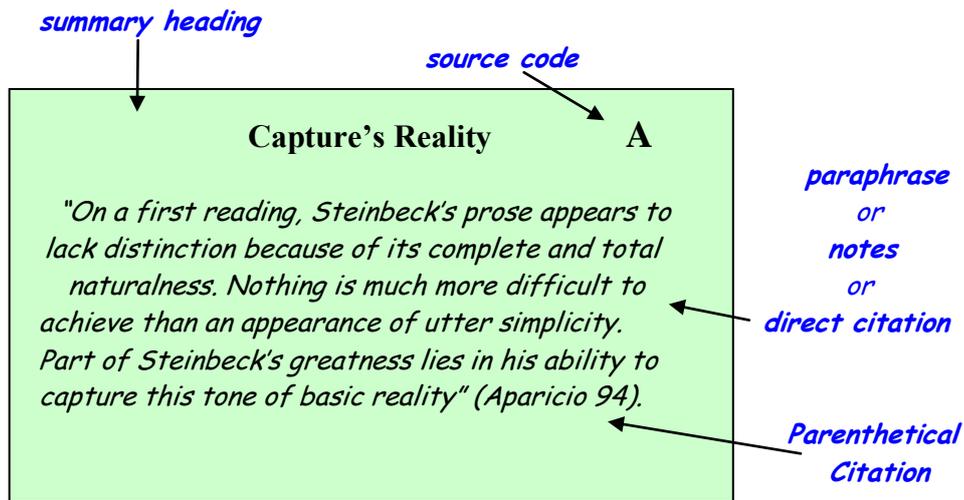
- A. **Quote the author:** You may quote the author of a book or magazine directly by copying the author's exact words onto a notecard (even a short phrase of a few words must be copied exactly) and putting quotation marks around these words (see sample on back page). You must also list the page number from which the author's words are taken.
- B. **Paraphrase the author:** You may paraphrase the author's ideas by restating or summarizing these ideas in your own words (see sample on back page). You must be careful to use all your own words, not a few of yours and a few of the author's or you will be guilty of plagiarism. You will still need to cite the exact page number from which you have paraphrased the author.



IV. Four Items a Finished Notecard Should Have

- A. Contains the information you decided to write down, showing clearly what is quoted and what is paraphrased (quotation marks will indicate which is which).
- B. Indicates the exact page number on which the information appeared in the book or magazine article.
- C. Names the source (book or magazine article) from which the information was taken. This is indicated by the code letter or code number that matches the bibliography card you have already made for this source.
- D. It should have a short heading that summarizes in a word or short phrase the main idea of the information you have written on the card. This summary heading will help organize information for your outline.

Formatting Notecards

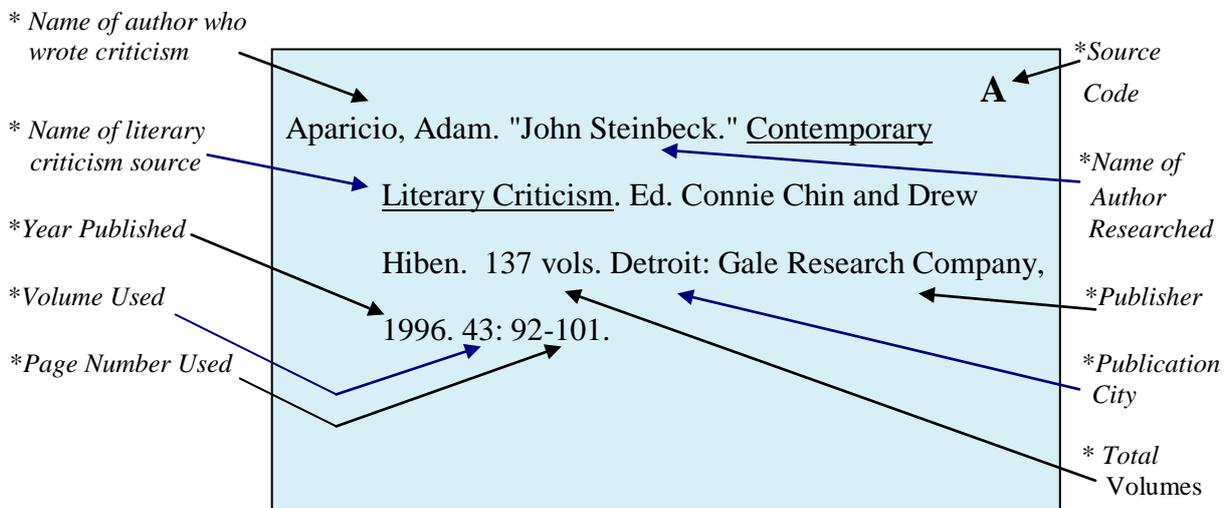


Notecard Tips

1. Cite the source for a direct citation. Use direct citations only when the author's original wording makes the point more strongly or interestingly than you could by using your own words.
2. Cite the sources of ideas you gained from research, even though you express the idea in your own words.
3. Cite the sources of figures and statistics you use.
4. Do not cite facts or ideas that are common knowledge
5. Cite your sources parenthetically.
6. Include a works cited page at the end of your research paper.



Creating a Works Cited Card

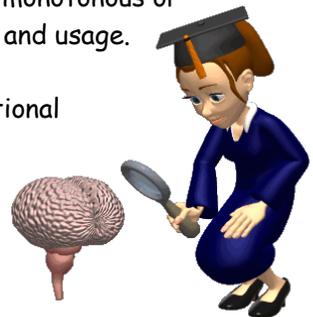


Note: A works cited card contains information similar to that which is found in a bibliography card; however, a works cited card presents the information in a different format. to but different from a bibliography card.

UC Subject A Rubric

UC Subject A Writing Rubric: In our class, your essays will be evaluated according to the criteria from the University of California's Subject A Examination Rubric. When applying this rubric, consideration is given for reading and writing accomplished in a single class period, as opposed to the benefits associated with multiple edits and revisions.

- 6** A **6** paper commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of writing English.
- 5** A **5** paper is clearly competent. It presents a thoughtful response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer usually choose words accurately, vary sentences effectively, and observe the conventions the conventions of writing English.
- 4** A **4** paper is satisfactory, sometimes marginally so. It presents an adequate response to the text, elaborating that response with sufficient examples and reasoning. Just as these examples and this reasoning will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of writing English.
- 3** A **3** paper is unsatisfactory in one or more of the following ways. It may respond to the text illogically; it may lack coherent structure or elaborating with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.
- 2** A **2** paper shows serious weakness, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choices; monotonous or fragmented sentence structure; many repeated errors in grammar, and usage.
- 1** A **1** paper suggests serve difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriate brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.



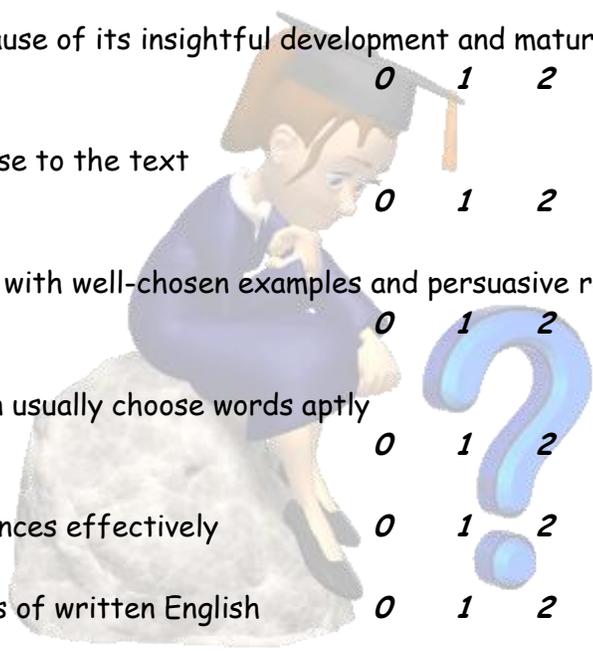
UC Subject A Rubric Self Evaluation

Self Evaluation and Written Comments: Use the University of California's Section A Examination rubric to evaluate your essay test. For this scale, a score of zero is lowest and a score of six is highest. After each criterion is evaluated, write in the margins of the essay a brief comment stating why that score was earned. Please be honest and conservative in evaluating the essay. Remember that consideration must be given for reading and writing accomplished in a single class period, as opposed to the benefits associated with multiple edits and revisions.

UC Subject A Examination Rubric

An "A" essay will do all or most of the following:

- | | | | | | | | | | |
|--------------------------|--|---|---|---|---|---|---|---|---|
| <input type="checkbox"/> | Commands attention because of its insightful development and mature style | 0 | 1 | 2 | 3 | 4 | 5 | 6 | = |
| <input type="checkbox"/> | Presents a cogent response to the text | 0 | 1 | 2 | 3 | 4 | 5 | 6 | = |
| <input type="checkbox"/> | Elaborates the response with well-chosen examples and persuasive reasoning | 0 | 1 | 2 | 3 | 4 | 5 | 6 | = |
| <input type="checkbox"/> | Shows that its writer can usually choose words aptly | 0 | 1 | 2 | 3 | 4 | 5 | 6 | = |
| <input type="checkbox"/> | Uses sophisticated sentences effectively | 0 | 1 | 2 | 3 | 4 | 5 | 6 | = |
| <input type="checkbox"/> | Observes the conventions of written English | 0 | 1 | 2 | 3 | 4 | 5 | 6 | = |



Add Scores and Total =
Divide Total by 6 = = =

Reflective Writing Response: Now that you've received your rubric score, write a reflective response of 100 words or more by focusing on what you did well and what you could do better or differently the next time you write a timed essay. In writing your response, be sure to use the language of the rubric and address each criterion of the rubric separately. Finally, re-read your essay, and add any additional comments that you believe would be beneficial to your writing process the next time you are taking a benchmark essay test.



Internet Research & Plagiarism

(What Not to Cite in Your Essay)

➤ Good Places to Start, but Not to Cite

1. Wikipedia
2. Other on-line encyclopedias such as Encarta, etc.
3. Spark Notes or other summary guides
4. Dictionary.com or other on-line dictionaries
5. Plot summary websites
6. Pinkmonkey.com and other term paper or essay websites
7. Internet search descriptions



➤ What's Plagiarism?

✓ *When writers use material from other sources, they must acknowledge it. Not doing so is plagiarism, which means using without crediting and parenthetically citing the ideas, expressions, or words of another.*

1. Plagiarism is using word for word, without acknowledgment, phrases, sentences, paragraphs, essays, etc., from the written material of others;
2. Plagiarism is using with only slight changes the materials of another
3. Plagiarism is using the general plan, the main headings, or a rewritten form of someone else's material. This applies to the work of other students as well as to the published work of professional writers in print or on the internet.

➤ Consequences of Plagiarism

- ✓ Earning a zero on the assignment
- ✓ Parent or guardian notification
- ✓ Meeting with counselor and signing a contract admitting guilt regarding plagiarism
- ✓ Second violation results in immediate removal from the class with an "F" for the entire semester



This stuff was paraphrased from The Purdue On-Line Writing Lab at owl.english.purdue.edu, so, it's not plagiarized because I just cited my source!