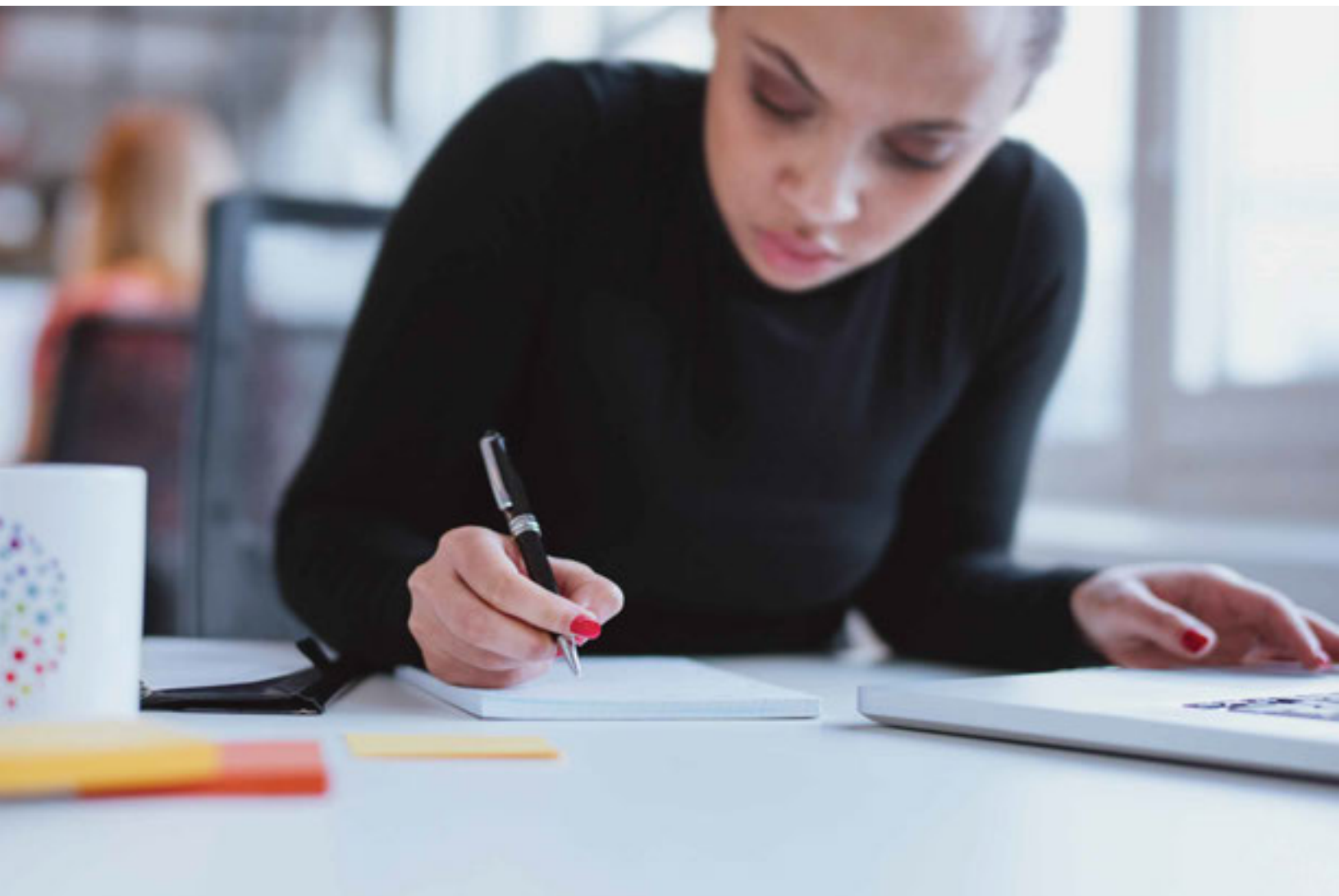


COURSE GUIDE FOR
College Writing



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Note to Educators:

Institutions wishing to license *College Writing* as a part of their curriculum can obtain licensing information by contacting the Center for Online Education Learning and Academic Services.

Tips for Using This Course Guide

How To Use This Course Guide

If you have not taken a course at a distance before, you should read this entire guide as it will help you prepare for study, learn course content, and prepare for the examination.

If you are an experienced distance learner, you may save time by skimming or skipping some of the information on preparing for distance learning in Part I of this Course Guide.

How To Access the MY Access!TM Learning Tool

MY Access!TM is an online learning tool for students wishing to improve their academic writing skills. To use it as a practice exam for the College Writing examination, you can purchase a license at www.vantagelearning.com/products/my-access-school-edition. Login and select MyAccess College Prep. You can then login as a new user.

MY Access! uses the same “scoring engine”—called IntelliMetricTM—that is used in scoring your exam at the testing center, but you can use it again and again to practice different aspects of writing and receive detailed diagnostic feedback that will help you to improve. While the prompts provided in the program are not exactly like those on the College Writing examination, studies have shown that the more guided writing you do, the better your writing becomes.

In addition to the prompts and five categories of feedback (focus and meaning, content and development, organization, language use and style, and mechanics and conventions), MY Access! provides a complete suite of writer’s tools like grammar and spelling checkers, a thesaurus, and a writing portfolio. All of this is housed on the Web, so it is available to you 24/7, wherever you can log on to the MY Access! website. You can also use it to practice writing tasks you may face in other courses.

How to Access Smarthinking and Excelsior College Online Writing Lab (OWL)

You can also receive free assistance through Smarthinking by following these steps:

- Login to your MyExcelsior account and click the “Resources” tab;
- in the Free Tutoring-Smarthinking box, click the “Read more about free tutoring—Smarthinking” link;
- then click the “Services & Subjects” link;
- once on the Smarthinking Web page, click the “Writing” link;
- sign in for access to a tutor who can help you prepare for the exam.

Follow these steps to access the Excelsior College Online Writing Lab:

- Login to your MyExcelsior account
- Click on the Resources & Services tab
- Click on the link to the OWL
- Click on any of the links to find the video “How to use the OWL”

Welcome

Welcome to College Writing. Learning to write more proficiently may be one of the most challenging and rewarding experiences that you will ever have. This Course Guide is designed to help you learn about the most important aspects of good writing and to give you practice in improving your writing. Almost everyone writes in the day-to-day course of life and many people find that the ability to write well is an essential part of their jobs. As you continue college-level study, you will be asked to write essays, papers, and examinations that demand a high level of writing skill.

Each new writing situation presents an opportunity for learning more about writing, no matter how experienced you are as a writer. You will learn how to analyze situations for writing and decide on various approaches, strategies, and forms to use. You will write a variety of different types of essays, from a personal narrative in which you describe a significant experience in your life to a formal argument in which you take a stand on an issue. These learning experiences will give you practice in considering various purposes and audiences.

Learning to write well from various perspectives will give you a flexibility with language that you can use throughout your college studies, in your work, and in your personal life. Whether you find writing difficult or not, this sequence of units will take you step by step through the stages of writing, offering you many options that you can use to develop your own writing process. Discovering new ideas and arranging them in prose that is effective and powerful can be among the most useful learning you will ever acquire. You are likely to find your efforts repaid over and over in many situations you will encounter. We wish you success!

*The Materials Development
Committee in College Writing*

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Part I

Preparing for Study

Overview

Part I of this Course Guide introduces you to *College Writing* so that you will know what to expect and how to successfully prepare yourself for study. You will find information that will help you create an effective long-term study plan, obtain required study materials, and select appropriate learning strategies. Part I also includes a general description of the examination and information on computer-delivered testing.

Where Do I Begin?

Begin here. This Course Guide is the central component of an integrated package of guided study materials designed and developed for College Writing. This book guides you step-by-step through the process of learning to write on a college level.

Why Was This Course Guide Written?

This Course Guide was written to help you achieve the learning outcomes for *College Writing*. Part I introduces the course of study and helps you prepare for study. Part II guides you through course content by identifying required reading and writing assignments and by providing study questions for you to answer. Part III helps you prepare for the examination. It provides tips on writing essays for the examination, sample examination questions, sample student essays, and criteria used to score student responses.

What Is “Guided Learning?”

Guided learning is a form of study that enables you to earn college credit without attending traditional college classes. Instead of having to travel to a college campus to attend classes, you will be able to acquire college-level knowledge at a time and a place convenient for you. Guided learning offers a rich learning environment designed to help you achieve your educational goals and enhance the quality of your learning. This learning environment includes an integrated package of study materials and resources drawn from a variety of print and nonprint media. Through computer networking, guided learning also provides you with an opportunity to participate in online study groups, to exchange drafts of your writing with other students, and to obtain feedback from a subject matter expert. Your mastery of knowledge and skills developed through guided learning will be evaluated by a UExcel examination.

College Writing Via Guided Learning

This guide is designed to help you develop writing skills normally taught in an introductory three-credit, one-semester composition or expository writing course taught on an American college or university campus. This course of study will help you acquire fundamental writing concepts and develop skills necessary for writing situations you are likely to encounter in college, on the job, and in your personal life. You will discover that writing is a process, and that to write well you must develop your own version of that process.

The resource package designed for College Writing includes a textbook, a reference book, and this Course Guide. The UExcel Examination in College Writing will be used to evaluate your competence in writing. When you pass this examination, Excelsior College will award you three college credits. If you are a student at Excelsior College, these credits will fulfill your written English requirement.

What Study Materials and Resources Are Required?

The following package of guided study materials and resources for College Writing was selected by the Examination Development Committee. Each of these materials and resources is described below.

Course Guide

The *Course Guide for UExcel College Writing* (this book) was developed by the Materials Development Committee to help you successfully acquire college-level writing skills through guided learning. This book includes 12 units of study that guide you through content and learning activities contained in the other resources. It also provides examination preparation activities.

- Excelsior College. *Course Guide for UExcel College Writing*. Albany: Excelsior College.

Textbooks

The textbook listed below contains the assigned readings and exercises found in the *Course Guide for UExcel College Writing*. In this guide, it is referred to as SMG.

- Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing*. Boston: Bedford-St. Martin's.

Reference

A Writer's Reference is a compact, user-friendly writing handbook. It addresses common problems in English usage, grammar, punctuation, and spelling; and it includes sections on English as a Second Language (ESL) trouble spots, Modern Language Association (MLA) style, and document design.

- Hacker, Diana. *A Writer's Reference*. Boston: Bedford-St. Martin's.

Information Tip

You can order study materials from the Excelsior College Bookstore.

Additional Internet Resources

Writing Resources on the Web

In addition to the MY Access!™ service that you may register for, you can find many other Web resources for learning to write. Bedford-St. Martin's offers online access to exercises and interactive study tools correlated to both *The St. Martin's Guide to Writing* and *A Writer's Reference* textbooks.

How To Access the Excelsior College Online Writing Lab

The Excelsior College Online Writing Lab (OWL) is a free public writing resource covering all aspects of undergraduate writing. To learn more about the many writing resources available at this interactive online service, navigate to <http://owl.excelsior.edu>. There, you'll find undergraduate writing rooms with in-depth guides to all aspects of undergraduate writing and instructional multimedia; links to informative

writing websites, an FAQ, tips from instructors, and much more.

Other Online Writing Labs

You may also locate a number of Online Writing Labs (OWLs) that may provide limited tutorial services to students not enrolled at the college or university supporting the OWL. Two OWLs that Excelsior College students have reported using are those provided by Washington State University (owl.wsu.edu) and Purdue University (owl.english.purdue.edu/owl). To locate additional OWLs, search the Internet using the term "Online Writing Lab." Another interesting site is Paradigm Online Writing Assistant (www.powa.org).

Information Tip

To study online you will need access to a computer, an Internet connection, and an appropriate Web browser (e.g., Firefox or Chrome).

Why Were These Materials and Resources Selected?

The Examination Development Committee selected these particular study materials and resources to ensure that you will have the best available package of materials that will enable you to develop college-level writing skills through guided learning. The Committee selected materials that reflect current knowledge and theory of how writing is learned. The Committee was careful to select well-written materials that provide the kind of practice required to help you achieve the specific outcomes of *College Writing*.

What Additional Materials and Resources Will I Need?

Learning Tools and Supplies

In addition to this course guide, the textbook, and the reference book, you will need a notebook or computer folder (containing several files) so that you can maintain a writing journal, essay notebook, error log, and spelling log. You will find that writing in your journal is an important part of each unit in this course guide. The purpose and the use of the writing journal are explained in Unit 1. The essay notebook will provide a convenient place for you to store all the drafts of each writing assignment, including the final draft. A periodic review of your essay notebook will help you gain insight into yourself as a writer and provide visible evidence of your progress. Throughout this book you will be directed to use error and spelling logs to record and track the mechanical and spelling errors most common in your writing. These logs will help you develop your own editing strategy.

Community Resources

As an independent learner, you should investigate possible sources of learning assistance available to you in your community. These resources include friends and family members, co-workers, fellow students, and local writing groups. In addition, public libraries (and often local college libraries) offer free assistance with using various research tools and finding facts to support the ideas in your essays. Many school districts and community colleges also offer access to writing groups and free or low-cost workshops for writers.

What Will I Learn?

You will learn to write on a college level. College Writing will help you acquire fundamental writing concepts and develop thinking and writing skills necessary for the kind of writing situations you are likely to encounter in college, on the job, and in your personal life. You will discover that writing is a process, and that to write well, you must develop your own version of that process and learn to apply it to a variety of situations and under a variety of conditions, including examination conditions.

Learning Outcomes

At the end of this course of study, you should be able to:

- develop and maintain a clear controlling idea and coherent organization
- organize knowledge, ideas, and information in support of a thesis or proposition
- recognize rhetorical strategies and modes (narration, description, and persuasion) and use them in appropriate ways
- establish and maintain a tone and a point of view appropriate for a specific audience and rhetorical situation
- write within the rhetorical, syntactical, and mechanical conventions of standard written American English
- propose a solution to a problem and argue effectively for that solution
- summarize, analyze, and respond to arguments that take opposing positions on a controversial issue

Information Tip

Sample examination questions appear in Units 11 and 12.

How Will I Be Evaluated?

Your writing ability will be assessed by the *UExcel Examination in College Writing*. This examination will measure your ability to

- analyze and respond appropriately to written texts representing opposing viewpoints, using the Modern Language Association (MLA) style
- use knowledge and experience to persuade a reader to pursue a specified course of action

Description of Questions

The examination includes two questions representing the types of writing prompts described below. Each type of prompt requires you to demonstrate a number of interrelated writing abilities.

Proposal Writing (Persuasive Writing)

This type of prompt tests your ability to persuade a reader to pursue a specified course of action, using your knowledge and experience to support your position. It tests your ability to select and effectively use such rhetorical strategies as narration, illustration, explanation, and description to support your position.

Criteria for rating your response include appropriate use of personal knowledge and experience in constructing your argument; variety of rhetorical strategies employed; voice, focus, and tone; structural elements such as paragraph development that advance the thesis of your argument; and the degree to which any errors in grammar, usage, punctuation, and spelling interfere with readability or weaken the persuasiveness of the argument.

Analysis and Response

This type of prompt tests your ability to summarize and analyze two texts that present opposing viewpoints; to respond to a controversy inventively and responsibly by quoting and/or paraphrasing; to use the Modern Language Association (MLA) style of citation when referring to the words and/or ideas of others; and to write within the rhetorical, syntactic, and mechanical conventions of Standard Written American English. You are directed to read two texts presented in the prompt and to write an essay in which you identify each author's position on an issue, analyze and evaluate these positions, and respond to the issue. You are asked to assume that your audience does not have access to these texts, so that part of the task is to summarize the arguments in such a way that your audience will understand them. You may choose how to respond to the issue. You may, for instance, defend the position of one of the authors, find a compromise position between them, explain why the controversy cannot be resolved, or suggest a way to resolve the controversy.

Criteria for rating your response include appropriate citation of the stimulus texts; effective use of summary and paraphrase; correctness and depth of analysis of the material presented; completeness of response to the issue, including recognition of competing positions; variety of rhetorical strategies employed; voice, focus, and tone; structural elements

such as paragraph development that advance the thesis of your argument; and the degree to which any errors in grammar, usage, punctuation, and spelling interfere with readability or weaken the persuasiveness of the argument.

Examination Length and Scoring

The examination consists of two (2) extended response questions (writing prompts). You should expect to prepare college-level essays in response to these prompts. Students who receive high ratings tend to have responses that are approximately 500–600 words in length. This is not to suggest that a long response is automatically a good one. But ratings at the upper end of the scale require demonstration of higher-order analytical and evaluative skills, and the ability to work through complex rhetorical issues in writing. It is difficult to provide good evidence of these skills in few words. You will have two (2) hours to complete the examination. You should do your best to respond to all parts of each question. Your score will be reported as a letter grade.

How Your Responses Are Rated

Each College Writing response is submitted for rating as soon as you complete your exam. An electronic “scoring engine” called IntelliMetric™ analyzes each response according to a complex series of criteria based on artificial intelligence. IntelliMetric™ is calibrated to make the same judgments on the quality of your writing that a human rater would make, and has been proven to match human raters consistently. By using this electronic rating, we are able to provide most test takers with a grade report—including feedback on the dimensions of Focus & Meaning, Content & Development, Organization, Language Use & Style, and Mechanics & Conventions—before they leave the testing center. We expect, however, that a small number of responses will not receive an immediate electronic rating.

Factors that might lead a paper to be unscorable include:

- a. too short
- b. off topic
- c. repetitious
- d. insufficient development

- e. too many unknown words
- f. major syntax problems
- g. copied prompt rather than responding to it
- h. unknown (for example: paper written in a foreign language or in the form of a poem)
- i. deleted response (be sure you have not inadvertently highlighted text in your essay and typed over it, deleting what you intended to add to)

By being aware of these scorability factors up front, you may be able to avoid submitting a paper that IntelliMetric™ cannot score. If this does happen, though, you will receive a Grade Report Information form indicating that your examination cannot be scored electronically. In this case, your responses are forwarded to expert human raters. Their ratings are then submitted to Excelsior College, and a grade report will be printed and mailed to you within approximately 30 days of your test date.

Examination Administration

The examination is administered by computer at Pearson Testing Centers throughout the world.

Computer-Delivered Testing

Your examination will be delivered by computer. The questions for your examination—including stimulus material such as the texts for analysis—will be presented on the computer screen. You will enter your answers on the computer, using a simple word-processing function that is explained on a Directions screen before you begin.

The system used for our computer-delivered testing is designed to be as user-friendly as possible, even for those with little or no computer experience. Instructions provided on screen are similar to those you would receive in a paper examination booklet.

If you are used to analyzing or critiquing a text by marking it up, you will need to prepare yourself to handle text presented

to you on a computer screen. You may want to develop a system for indicating what part of the text your note applies to, using screen number, location on screen, etc. If possible, spend some time reading from a computer workstation if this is not something you are accustomed to doing.

How Can I Create an Effective Long-Term Study Plan?

After assessing your readiness and taking action to address weaknesses and build on strengths, you will be ready to create a personal long-term study plan. A long-term study plan is a chart that contains well-defined learning activities and key dates covering the period that you plan to begin independent study until the date you plan to take the final examination. A well-designed study plan for College Writing will provide you with a schedule that will enable you to develop the writing skills necessary to perform well on the examination. To create a personal long-term study plan, you must determine

- the amount of time you will need to complete College Writing
- the amount of time you will have available for study each week
- the learning activities you will undertake each week

Information Tip

A sample completed time-use chart and a blank time-use chart which you may want to refer to or photocopy are located in Appendices C and D.

- 1. Determine the time you will need to complete College Writing.** As a general rule, you should plan to budget approximately 135 hours of study time to achieve the learning outcomes set for College Writing. This is approximately the amount of time students are expected to devote to a three-credit campus-based course. However, the actual amount of time you need to develop college-level writing skills depends, in part, on your readiness level. If your readiness level is low, you may need to set aside

substantially more than 135 hours. If your readiness level is high, you may budget less time.

Take a few minutes to review your readiness profile; then, in the space below, write the number of hours you will allocate to complete College Writing. (Note: It is better to write down too many hours rather than too few!)

Hours Required =

- 2. Determine the time you will have available for independent study.** Finding time to study can be a challenge. The following procedure will help you identify periods of time that you can use for study. Construct a time-use chart on which to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for your children, reading and everything else. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Available =

- 3. Divide the first number by the second number.** This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 135 hours of study to complete your preparation for the College Writing examination, and you have 10 hours available to study each week, divide 135 hours by 10 hours and you will get 13.5. This means that you will need about 14 weeks of study to develop your writing skills. You will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and periods when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 17 weeks to complete your study.

- 4. Schedule your examination to coincide with the end of your independent study period.** For example, if you plan to allow 17 weeks for study, identify a suitable examination date and begin study at least 17 weeks before that date. (The date you begin study assumes that you will have received all of your study materials by that time.)

- 5. Estimate the amount of time you are likely to spend on each course guide unit, and write the appropriate unit numbers on the time slots you reserved for study sessions.** This will be more difficult than it may first appear because the 12 units in the course guide will require different amounts of time. Moreover, the amount of time required to complete a unit will vary considerably from person to person. It is anticipated that it will require two to three weeks (at 10 hours of study per week) for most students to complete a unit. However, Units 1, 4, and 10 will require only about one week (or 10 hours of study) each.

You now have a personal long-term study plan. Keep in mind that you will almost certainly have to adjust your personal long-term study plan, perhaps several times, as you study. It is only by actually working through the units that you will be able to determine how long it takes you to work through a unit.

$$\underline{\quad} \text{ Hours Required} \div \underline{\quad} \text{ Hours Available} = \underline{\quad} + 1 \text{ Week} + 2 \text{ Weeks} = \underline{\quad} \text{ (Total Weeks)}$$

(e.g., 135) (e.g., 10 per week) (Review) + (Obstacles) 17

Part II

Learning the Content

Foundations of Writing:

Developing Your Own Writing Process

Overview

In Part II you will learn the content for *College Writing*. Part II shows how the course content is organized, suggests learning strategies, and contains a learning plan that guides you through the study materials.

How Is the Course of Study Organized?

The rest of this guide is divided into Part II: Foundations of Writing—Developing Your Own Writing Process, and Part III: Preparing for the Examination. Part II consists of 9 units of study, and Part III consists of 3 units. This Course Guide has been so designed that later units build on skills developed in earlier units; therefore, you should begin with Unit 1 and work your way sequentially through the units.

Part II: Foundations of Writing: Developing Your Own Writing Process

This part will help you explore and develop your individual writing process. You will examine your current approach to writing, learn about techniques that can strengthen your writing process, practice a variety of strategies that can be applied to a wide range of situations, gain experience with integrating and documenting primary and secondary source material, and review common editing problems. You will be writing eight practice essays. Once you have developed an effective writing process, you can apply those skills to virtually any writing task in your academic, professional, or personal life.

Part III: Preparing For The Examination

This part will help you adapt the writing process you developed in Part II to the special constraints of timed examinations, particularly to the two essay questions found on the UExcel Examination in College Writing. You will examine sample questions, sample student responses, graded evaluations, and commentary for each essay. You will also have an opportunity to practice writing essays of this type.

What Learning Strategies Should I Use?

Now that you have determined your readiness level and created a long-term study plan (Part I), you are ready to consider learning strategies. First you must identify the type of learning you are about to undertake. The focus of many

college courses is on helping you master a large or complex body of knowledge (e.g., facts, concepts, and principles). However, the focus of a College Writing course is not on acquiring a body of knowledge; instead, the focus is on helping you develop a complex set of skills and subskills that will enable you to write well. Your learning strategy should reflect this emphasis on skill development.

Developing Skills

Two crucial aspects in skill development (as opposed to knowledge acquisition) are practice and feedback on performance. Imagine trying to learn a complex skill such as driving a car or playing a musical instrument without actually driving a car or playing the instrument. No matter how much time you might spend reading about how to drive or play the instrument, your skills would not develop until you actually practiced them. Furthermore, developing a complex set of skills requires a substantial amount of practice over a long period of time and in a variety of contexts. This is particularly true for developing writing skills.

But practice alone is not enough. The quality of practice and the feedback on your performance make a difference in how well and how quickly a skill is learned. For example, you may be able to acquire some skill in learning to play a musical instrument on your own. However, if someone guides you in the proper techniques, arranges a sequence of practice activities, and provides you with feedback on your performance, you are likely to learn more quickly and more effectively than you would otherwise. In developing college-level writing skills, you will learn more efficiently by practicing skills contained in a carefully designed sequence of writing activities and obtaining feedback on your work along the way. Feedback on your writing allows you to know when your writing is communicating, when it is not, and why.

Information Tip

Throughout this Course Guide, you will find specific suggestions for integrating your writing partner or group into your study plan.

Learning Strategies

To be effective, the learning strategies that you choose to follow must take into account that you will be learning a complex set of skills. These skills include higher order thinking, critical reading, and problem solving. The following learning strategies are recommended to facilitate your progress.

Practice, practice, practice.

Do all of the writing activities described in your study materials faithfully and thoroughly.

The writing activities in this course guide have been designed by composition experts who have taught writing successfully for many years. They have been carefully selected and sequenced to facilitate the development of your writing skills. The more conscientiously you do the activities in the course guide, the more you will improve your writing.

Obtain a reader.

Find a friend, family member, or fellow student (or students) with whom you can share your writing. Your reader need not have any special knowledge or experience beyond a willingness to carefully read your work. As a participant in the online study group, you will be able to share your writing with other writers who are also taking College Writing. Reader feedback is an important tool in learning how to evaluate and revise your work.

Be an active learner.

You must be an active, engaged reader and writer in order to improve your work. Read with a critical eye; write with a sense of purpose; work through all of the stages outlined in each unit; and be open to feedback from your reader.

Approach writing with a positive attitude.

Everyone can write. What separates people who are uncomfortable with writing tasks from someone who is confident is often the degree to which they have developed their own writing processes. All writers, even professional writers, have areas of difficulty in their writing. The keys to success are discovering your own strengths and weaknesses as

a writer and learning strategies to capitalize on your strengths and overcome your weaknesses.

Don't try to do everything at once.

Accept the idea that writing is a process. Don't try to think, write, and edit all at once. While it is true that each writer has an individual approach to writing, the best writers tend to break their writing tasks down into a series of stages that they work through in turn.

Cultivate and expand your learning community.

Find a friend, family member, coworker, or fellow student who is willing to serve as your reader; or join an online writing group. It is often difficult to view your own writing objectively. Response from a real audience can help you see your writing through the eyes of a reader.

Take advantage of the resources in your community.

Your local library is a terrific source of primary and secondary research materials you can use to enhance your writing on a variety of topics. Many libraries and community colleges also sponsor free or low-cost discussion groups and writers' workshops.

Accommodate your preferred learning style.

What type of thinker are you? Do you tend to think linearly, from point A to point B? Or do you tend to think in more abstract ways? Do you naturally notice little details about people and places? Or do you need to force yourself to recall visual details? Different types of thinkers and learners approach writing quite differently from one another. As you are introduced to the various writing techniques in the units that follow, carefully consider all of the options, then pick and choose those methods that best suit your preferred learning style.

Remember that the best cure for writer's block is writing!

Do not get discouraged if you occasionally find yourself having trouble getting started on a writing assignment. Often, the best cure for writer's block is to write! If you have trouble

beginning a particular assignment, try setting a timer for 10 minutes and vow to write non-stop until the timer goes off. You may be surprised at how much you can write in a short period of time and at how much just the act of writing itself can often help you overcome procrastination or lack of inspiration.

How Should I Work through a Unit?

The structure of most of the units is similar. All but Units 1, 4, and 10 (which do not contain writing assignments) follow a similar format. Each unit contains an introduction, a list of unit objectives, and eight sections that lead you through the stages of the writing process. The amount of time you spend on each section will depend on your background, interest, and individual writing process. Your time will also depend on logistical factors, such as how long it takes for your reader to return your paper after reviewing it.

The following guidelines are intended to help you effectively work your way through each unit.

Unit Title

Note the title of each unit. Ask yourself why a particular title was chosen and what you know about the topic. Try to predict what will follow.

In This Unit

This section introduces you to the type of writing you will be doing in the unit and explains why it is a necessary and important part of the writing process.

Unit Objectives

The objectives for each unit introduce key features of each type of writing. Keeping these objectives in mind will help you focus your thinking, reading, and writing on the most important aspects of the writing process.

Search Your Memory

The purpose of this section is to help you explore your background and experiences in a topic area so that you can identify something significant to write about. The activities in

this section often involve writing in your journal as a way to develop your topic.

Read and Respond

Learn to read like a writer. As you read the sample essays (from the textbooks) in each unit, read to understand the content of the essay and to analyze the devices used by the author to paint a picture, evoke a mood, or move the audience to action. As you read the “Commentary” sections that follow each essay, **note the techniques that may be useful to you in your own writing.**

The Assignment

This section provides a detailed description of the writing assignment. It describes the subject, audience, purpose, format, and characteristics of a good essay.

Prepare to Write

The purpose of this section is to help you select an appropriate subject for your essay. The activities in this section will also help you plan your essay.

Write

You should reserve a large multi-hour block of time to write the first draft of your essay.

Revise

You should wait a day or two before beginning this section while your reader responds to your work. This section includes time you will spend exchanging feedback with your partner.

Edit and Proofread

After revising your work, check for grammatical errors such as missing commas, spelling errors, run-ons, and lack of agreement between subject and verb as well as errors in consistency and accuracy.

Evaluate Your Work

Try to evaluate your final essay as objectively as possible. Many writers judge themselves far too harshly, while others see their work quite superficially. Use the evaluation guide provided in the unit to focus your assessment specifically on those features highlighted in each unit.

Divide your study time by section.

Complete all of the activities in each section in sequence. Except for Units 1, 4, and 10 (which follow a slightly different format), each unit is designed so that you can complete one or two sections in a several hour study session. For example, in one or two sessions you might dedicate several hours to the activities in the “Search Your Memory” and “Read and Respond” sections. Then, you might examine “The Assignment” and do the preliminary activities in the “Prepare to Write” section in another session of an hour or two. The time you need to complete the fifth section, “Write,” which guides you through drafting the essay itself, will vary greatly depending upon the topic, the type of essay, and your individual writing process. You should then plan to spend at least two sessions of a few hours each on the activities in the “Revise” section. You might choose to elicit peer response and plan your revision in one session, with a second session devoted to actually writing the revision. Finally, you should plan at least one or two more sessions to “Edit and Proofread” and “Evaluate Your Work.”

Learn to read critically.

Use your peer reader(s) well. Several times in each unit, you will be directed to share your writing with a peer reader or online writing group. Carefully consider the reactions and suggestions of your readers, particularly their comments on clarity, organization, and effectiveness. They will help you view your work through a reader’s eyes and be objective in revising and editing your essays. **You, as a writer, should evaluate peer response carefully, implementing those comments you find most helpful, but setting aside feedback that you do not feel will enhance your writing.**

Revise and edit in stages.

Try to allow a day or two of “down time” before each revising or editing session. You’ll see your work clearly if you can approach it with “fresh eyes.” Each stage of your writing process will be more effective if you can focus on the activity at hand instead of trying to plan, write, revise, and edit simultaneously.

Am I Ready to Begin?

Answer the following questions to determine if you are ready to begin learning the content.

- _____ Do you have all of the recommended materials?
- _____ Have you considered additional learning resources?
- _____ Have you joined an online study group or considered using a writing tutor?
- _____ Have you determined that your readiness level is satisfactory?
- _____ If you found one or more readiness areas unsatisfactory, have you taken corrective action?
- _____ Have you prepared a personal long-term study plan?
- _____ Have you decided on a learning strategy?

If you answered “no” to any of the preceding questions, take the appropriate action to prepare yourself to begin study.

If you answered “yes” to all of the preceding questions, you should proceed to Unit 1 of this course guide.

Academic Honesty Nondisclosure Statement

All test takers must agree to abide by the terms of the Excelsior College Academic Honesty Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your examination. Once you accept the terms of the agreement, you will be able to proceed with your exam. If you choose not to accept the terms of this agreement, your examination will be terminated and you will be required to leave the testing center. You will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Foundations of Writing

Developing Your Own Writing Process

Unit 1

Introduction to the Writing Process

In This Unit

In this unit you will examine writing as a process, examine the steps in that process, and explore ways to develop your own personal writing process. You will examine concepts associated with writing such as “rhetoric,” “rhetorical sensitivity,” and “invention strategies.” You will also be introduced to a fundamental tool for developing writing skills: the writing journal.

Unit Objectives

At the end of this unit, you should be able to

- ▶ explain how writing is learned
- ▶ explain “rhetoric” and “rhetorical sensitivity”
- ▶ identify the stages or steps of the writing process
- ▶ describe different approaches to writing
- ▶ describe various invention strategies

Using a Writing Journal

Throughout this Course Guide, you will frequently be asked to write in your journal. You should have a notebook or computer file that you use exclusively as a writing journal. The purpose of the writing journal is to help you search your memory on a topic, explore your feelings on a particular issue, and try out new ideas on paper before drafting them into your essays. Your writing journal also gives you a place to reflect on the strengths and weaknesses of your developing writing process as you move from essay to essay. You should have separate sections of your journal for writing assignments, unit exercises, an error log, a spelling log, rhetorical strategies, and for thoughts on your writing process.

Writing as a Process

How do you usually begin a writing project? Do you just begin to write? Or do you think about the topic (perhaps for quite a while) before you write a single word? Do you jot down ideas as they come to you and organize them later? Or do you outline your ideas before writing them down? Do you sometimes stare at a blank sheet of paper or computer screen, waiting for the first sentence to pop into your head? Or do you write a line, stop, re-read, correct, then write some more, back and forth throughout the entire essay?

Writing is a highly individual process; what works well for one writer may not work well for the next. But it is important that you view writing as a process, a series of stages or steps that you must work through in order to complete any writing project. These stages vary from one writer to another, but they usually include the following:

- thinking
(about your topic,
your purpose, and
your audience)
- inventing
- planning
- drafting
- revising
- editing
- proofreading

These are all separate tasks and are treated as such by professional writers. If you skip a stage in the process, or if you try to think, write, and edit all at once, chances are that your writing process will not be as effective as it could be. It is important to understand yourself as a writer and to evaluate the strengths and weaknesses of how you currently write so that you can develop an effective process that suits your individual style.

Read



The first reading consists of the Composing Literacy chapter of *The St. Martin's Guide to Writing* (SMG). This chapter invites you to reflect on your own literacy by providing examples of questions and responses.

Read the Composing Literacy chapter of *The St. Martin's Guide to Writing* (SMG).

Write



Do the first chapter SMG exercises in your journal.

Invention Strategies

Now that you are familiar with the basic steps in the writing process, you are ready to explore some specific strategies to help you develop your own best writing process. Chances are you already have some techniques for thinking, prewriting, and planning, (that is, getting ready to write) that serve you well. But there are many different approaches to prompting your thought process and capturing those thoughts on paper. If you are familiar with these different techniques, you can use them to develop or refine the preliminary stages of your own process.

Read



For this reading, you will read about several invention strategies. As you read, remember that each writer is different. What may be a useful invention strategy for one person may not be for another. For example, if you tend to think linearly, i.e., from point A to point B, you may prefer listing or outlining. But if you tend to think more conceptually or abstractly, mapping or clustering might better suit your personal style. As you work through the first few writing assignments in this Course Guide, experiment with these various strategies until you discover which approach (or approaches) works best for you and under what conditions.

Locate and read **Writing a Draft** in the Guide to Writing section of the SMG chapter on Remembering an Event.

You should note that this course guide uses “freewriting” to refer to preliminary writing that you do “off the top of your head.”

Summary

In this unit you have examined writing as a process, the stages in that process, and various invention strategies. In addition, you have explored your view of writing and the strengths and weaknesses of your own writing process. Now you are ready to develop further that process as you write essays on a variety of topics.

Notes

Unit 2

Writing from Memory: Events

In This Unit

In this unit you will explore various stages of the writing process as you tell a story drawn from your personal experience. In addition to practicing and refining your writing process, you will sharpen your narrative and descriptive skills and review your use of sentence structure on your way to producing a polished final version of your story.

Unit Objectives

At the end of this unit, you should be able to

- ▶ select and apply invention and organization techniques that facilitate your writing process
- ▶ write an autobiographical essay that expresses something significant about your life and holds your reader's interest
- ▶ revise an autobiographical essay for focus, detail, coherence, and unity
- ▶ edit an essay to identify sentence structure problems

Search Your Memory



Do you remember the first time you realized that you were good at something? Is there a specific event in your personal history that reveals a talent for playing a sport, writing a poem, painting a picture, riding a bike, restoring an old car, or baking a perfect loaf of bread? How about a time when you first became aware of the world outside your own family unit? Do you remember your first encounters with those of different ethnic, cultural or religious backgrounds? When did you first decide to pursue a particular career or course of study? What stories illustrate the great successes or failures in your life? Chances are you have lots of stories to tell, stories that are engaging and interesting, stories that somehow led you to know yourself and others in a new way.

Divide a page in your writing journal into several sections each representing a five or ten year period of your life. Reflect on each time period and list three to five significant events that you remember from those years such as the first day of school, your first job, moving to a new place, a venture into politics, launching a career, a great personal success or a failure. Choose the two or three most promising ideas from your list, and spend about ten or fifteen minutes free writing as much as you can remember about each event. These ideas will form the basis for your next writing assignment.

Read and Respond



The first reading in this unit provides you with an opportunity to read and analyze four sample autobiographical essays that illustrate features of a well-told autobiographical event. These are the features that you should try to incorporate into your writing.

Read the SMG chapter on Remembering an Event. Be sure to start with the highlighted examples in the chapter.

As you read the sample essays:

- **mark** those sections or paragraphs that you find especially engaging or effective
- after you finish each essay, **read** the sections that summarize the most important features of the story
- return to your journal to **reflect** on the sections that follow each sample essay, which ask you to consider topics for your own essay
- **write** down new topics that occur to you

Learning Tip

When freewriting, remember not to worry about spelling, punctuation, or grammar.



The Assignment

Essay 1: Writing about an Event

Read and reflect on the following assignment description. Before you begin writing, proceed to the next section of this unit.

- Subject:** Choose an event from your journal writings. Pick one that holds special significance for you and that you feel you can describe in vivid detail.
- Audience:** Your audience for this essay is a group of your peers. Peers include those who have a similar background in terms of age, experience, and historical frame of reference, but who do not know you well.
- Purpose:** To narrate an event which is significant to you and of general human interest to the audience.
- Format:** Write an essay of about 500–600 words drafting your story. Follow the procedure described in the next section of this Course Guide (“Prepare to Write”).
- Evaluation:** Your final draft should display the following features:
- a focus on a specific event
 - vivid, engaging description
 - an effective pattern of organization
 - a clear sense of significance
 - careful editing and proofreading, especially for sentence structure

Prepare to Write

The next reading will help you to choose an appropriate autobiographical event to write about. You will be directed to do several writing activities such as describing scenes or key people related to an event. Write your responses to these activities in your journal where you will have them for reference and future writing assignments.

It is essential that you diligently complete the activities specified in this reading, for each activity plays a particular role in helping you to develop your writing skills. At the end of the reading, you will be shown a procedure for evaluating the choice that you have made.

Read the Guide to Writing section in the SMG chapter on Remembering an Event. Stop reading after the entry about testing your choice.

Now that you have selected an appropriate event to write about, contact one or more of your peers and verbally describe the event you have chosen. Encourage your listeners to ask questions and express opinions. What do they want to know more about? What part of the story do they like best? Were they confused at any point? Use their feedback to fill in any gaps in your prewriting.

Write

Refer to the section on **Writing a Draft** in the Guide to Writing section of the SMG chapter on Remembering an Event. Use the questions to review your prewriting and decide on a rough plan for your essay. How will you begin? Dialogue? An observation? A statement? How will you organize your material? Chronologically? Flashbacks? In order of importance? Which details from your

prewriting will you include? Where do you need to expand or add detail?

Once you have a tentative plan for your essay, you are ready to write your first draft. As you draft, remember to try as much as possible to write without worrying about grammar, spelling, or punctuation. Try to focus just on your story, referring to your plan if necessary to keep your essay on track. Write until your story is completely told. When you complete this first draft you will be ready to get some reader response and work on revising.

Revise

Refer to the material on Critical Reading and Thinking in the Guide to Writing section of the SMG chapter on Remembering an Event. Review and mark up your draft. Then, ask your reader or your writing group to read your essay and to use the Critical Reading Guide to respond to your draft.

Before you begin revising, read the instructional material in the SMG chapters on Cueing the Reader and Narrating in the Writing Strategies section (but do not do the exercises as presented). Instead, for each of the exercises in these chapters, ask yourself the questions about your own essay. For example, when you are asked to review an essay's paragraphing, apply the questions to your draft. Make notes on your draft of any trouble spots that the questions reveal.

Use your marked-up draft, self-evaluation, and peer responses to decide on a revision plan.

- Which parts of your essay do you feel are most effective?
- Did any passages confuse your readers or leave them guessing?
- Did your self-evaluation reveal any gaps in information?
- Is your organizational pattern easy for the reader to follow?

*The revision suggestions in the **Revising** section of this chapter's Guide to Writing will help you to focus your efforts on those aspects of your essay that would benefit most from revision. Once you have planned your revision, write a second draft of your story.*

Edit and Proofread

Among the most noticeable and disruptive errors for readers are errors in sentence structure, such as sentence fragments, run-ons, and comma splices. These errors suggest to the reader that you, as a writer, are unsure of how to write a complete sentence correctly. These types of errors are serious, but, unfortunately, they are also common for some writers.

Visit the online resource website that accompanies *A Writer's Reference* in order to complete the grammar exercises for Grammatical Sentences.

Once you have reviewed these basic sentence errors, examine your draft for similar problems. Try out the following proofreading techniques.

- 1) Read the essay aloud, marking any unclear or difficult spots as you read.
- 2) Read each sentence again, checking for specific trouble spots. If you suspect that you might have run-on sentences or comma splices in your draft, try checking each sentence for pieces that could stand alone as sentences. Are these pieces joined correctly (i.e., by using a comma before words like *for*, *and*, *nor*, *but*, *or*, *yet*, *so*)? If you are using computer software that has a grammar checker, make a list of any errors uncovered.
- 3) Read the essay backwards, one sentence at a time. Taking the sentences out of context often makes it easier to spot these types of errors.
- 4) Record each type of error you discover on your "Error Log." Then, correct the errors in your draft.
- 5) Before preparing your final essay, be sure to proofread for spelling. If you are using a computer, make a list of any spelling errors uncovered by "Spell Check." While

“Spell Check” is a useful tool, you should maintain a spelling log to alert yourself to those words that you are most likely to misspell. After all, essay tests and work assignments sometimes require you to write without the aid of a computerized spelling program. You should train yourself to be able to proofread for your most common spelling errors. Proofread a second time without using “Spell Check.” Words that are spelled correctly but used incorrectly will not be detected by “Spell Check” (e.g., if you write “no” instead of “know,” “Spell Check” will not show the error).

After careful editing and proofreading, you are ready to print out or recopy your final draft. Remember to proofread that copy to ensure you haven't created any new errors in the process of revising.

Evaluate Your Work

After you have finished your final draft, try to get the same person or persons who read your first draft to read your final product. Ask them to comment briefly on what they feel improved the essay the most, and which sections, if any, are still unclear or confusing to them. Note their comments in your journal.

Reflect on Your Writing Process



Now that you have written an autobiographical piece and rated your work, it is time to reflect on your developing writing process. Reflecting on the process you followed and the problems and successes you encountered as you prepared your essay for this unit will help you develop as a writer. The following reading will facilitate your reflection.

Read the section on thinking critically about what you have learned and write your responses to the questions in your journal.

Learning Tip

Use the special section of your journal for thoughts on your writing process.

Using a scale of 1 to 5, rate your essay on the features displayed in the following chart. (This list of features also appears at the end of the assignment description on page 29 in this unit.)

Essay Feature	Not Effective ←————→ Effective				
	1	2	3	4	5
A focus on a specific event					
Vivid, engaging description					
An effective pattern of organization					
A clear sense of significance					
Careful editing and proofreading (especially for sentence structure)					

Notes

Unit 3

Writing Profiles

In This Unit

In this unit you will be introduced to field research (sometimes called “primary research”) techniques as you write a profile of an interesting person, place, activity, or event. As you continue to build on the descriptive skills used in your earlier essays, you will gain experience with considering the needs of your audience and using techniques to heighten reader interest in your work. You will also review your use of punctuation.

Unit Objectives

At the end of this unit, you should be able to

- ▶ profile an interesting person, place, activity, or event
- ▶ refine your use of detail, description, and dialogue to create a vivid presentation
- ▶ organize information in a way that is interesting and accessible to your reader
- ▶ convey a dominant impression, or theme, drawn from the subject
- ▶ edit for punctuation

Search Your Memory



As you go about your daily life, what interesting or unusual people do you pass by? Is there a local personality, a dynamic teacher or spiritual leader, or a colorful business owner you'd like to know more about? Are there places in your community—whether little, out-of-the-way restaurants, or jam-packed shopping malls—where people tend to congregate? What about activities and events? Does your town have a unique business or popular regional festival? Chances are there are dozens of fascinating people and places right in your city or town, subjects that you can investigate and bring to life for your readers.

In your journal, label four columns “People,” “Places,” “Activities,” and “Events.” Then, list several interesting subjects in each category.

Read and Respond



The first reading in this unit introduces profile writing. You will note the similarities and differences between profile writing and the type of writing you did in Unit 2. The reading also contains four essays that illustrate features of a well-written profile. These are the features that you should try to incorporate into your writing.

As you read the sample essays, try to identify the devices used by each author to capture the reader's interest and to leave the reader with a dominant impression. You should identify the following characteristics of each essay:

- *organization (by subtopic? space? time? importance?)*
- *point of view (I? We? They?)*
- *direct and indirect speech*
- *definition*
- *sensory detail (sights, sounds, smells)*
- *figurative language (especially metaphor and simile)*

Be sure to read and reflect on the textbook sections following each sample essay. These sections will help you analyze the writing strategies used in each essay, provide ideas for you to write about, and help you compare techniques used by the authors. Write your responses to these sections in your journal, so that you will have a growing array of techniques and topics from which to choose.

Read the SMG chapter on Writing Profiles.

Learning Tip

Metaphors liken an object to one different from itself; similes do this by using “like” or “as.”



The Assignment

Essay 2: Writing a Profile

Read and reflect on the following assignment description. Before you begin writing, proceed to the next section of this unit.

- Subject:** Choose an interesting person, place, activity, or event from your journal writing, one that you can observe closely and describe in vivid detail.
- Audience:** Imagine yourself as a reporter for a local interest magazine or newspaper. (Many communities have community based publications that feature profiles of local people and places.) Write your profile for that general audience of “neighbors.”
- Purpose:** To inform, educate, and entertain your reader with a vivid picture of the subject.
- Format:** Write an essay of 500–600 words profiling an interesting person, place, activity or event. Follow the procedure described in the next section of this Course Guide (“Prepare to Write”).
- Evaluation:** Your final draft should display the following features:
- a focus on a specific person, place, activity, or event
 - a vivid, engaging presentation using detailed description
 - an effective pattern of organization and development
 - a clear interpretation of the subject that leaves the reader with a dominant impression
 - careful editing and proofreading, including use of punctuation

Prepare to Write

The next study activity will help you choose an appropriate person, place, activity, or event as the subject of your profile and help you plan and carry out your field research. You will find that preparing to write a profile can require a substantial amount of time, depending on the accessibility of your subject and the amount and type of research required. Be sure to take these considerations into account.

The following steps guide you through the process of selecting your subject and doing your research.

Step	Task	Read	Write (in your journal)
1	Select a subject.	SMG, Writing a Draft section of this chapter's Guide to Writing	Do activities as directed, including "Test Your Choice."
2	Plan your research.	SMG, Writing a Draft section of this chapter's Guide to Writing	Do activities as directed.
3	Evaluate your research questions.	SMG, chapter on Field Research	Evaluate your preliminary questions using the criteria for good questions presented in this chapter. Revise as necessary.
4	Carry out your research plan.	Review SMG, chapter on Field Research	Visit your subject, observe, and take notes as directed in the reading.
5	Interpret your subject.	SMG, chapter on Writing Profiles: "Readings" section.	At the end of this section, review the material on the writer's role and perspective.

Write

Before you can begin drafting your essay, you must review the material you collected during your research and plan your profile. The questions and activities found in the **Writing a Draft** section of this chapter's Guide to Writing will guide you through this process.

In this section, you will be asked to prepare a rough outline of your essay. Use this outline to guide you through your first draft. As you write, try to capture the sights, sounds, smells, and feeling of the people and/or places you encountered. Make your readers feel the experiences you describe!

Learning Tip

Let your first draft sit for a day or two before proceeding with revision.

Revise

Now that your first draft has been written and you have not seen it for a day or two, you are ready to revise your work. This will require feedback from your audience and your own assessment of the effectiveness of the profile.

Ask your reader or writing group to read your essay according to the "Critical Reading Guide" in the **Writing a Draft** section of the SMG chapter on Writing Profiles. Encourage your reader to point out the sections of the essay that are most interesting and engaging, and those that are unclear, vague, or confusing.

*While you are waiting for feedback on your essay, you can assess your own work. The revision guidelines and questions in the **Revising** section of this chapter's Guide to Writing (SMG) will help you identify problems in your first draft and identify possible solutions. Use each question to critique your work. Mark up the sections of your draft that you think will most benefit from revision, and chart your revision plan*

as suggested. in the **Revising** section of this chapter's Guide to Writing (SMG). Finally, using reader feedback, your revision plan, and your marked-up draft, write a revised draft of your profile. The changes you decide to make are ultimately up to you. Try to make them objectively.

Read the **Revising** section in this chapter's Guide to Writing.

Edit and Proofread

Visit the online resource website that accompanies *A Writer's Reference* in order to complete the grammar exercises for Punctuation.

After you have reviewed punctuation, edit your own draft for similar errors, as well as for sentence problems and spelling discussed in earlier units. Prepare a corrected draft and proofread carefully for any new errors. Finally, record on your error and spelling logs any errors you discover in your essay.

Evaluate Your Work

After polishing your final draft, have your peer reader or writing group review your finished draft. Ask your reader(s) which revisions most improved your essay, and which sections of the essay are most and least effective.

After taking into account reader feedback and your own assessment, complete the chart below.

Using a scale of 1–5, rate your essay on the features displayed in the following chart by checking or shading in the appropriate boxes. (This list of features also appears at the end of the assignment description on page 35 in this unit.)

Not Effective ←————→ Effective

Essay Feature	1	2	3	4	5
A focus on a specific person, place, activity, or event					
A vivid, engaging presentation using detailed description					
An effective pattern of organization and development					
A clear interpretation of the subject that leaves the reader with a dominant impression					
Careful editing and proofreading, including use of punctuation					

Reflect on Your Writing Process



Now that you have written a profile and rated your work, it is time to reflect on your developing writing process. Reflecting on the process you followed and the problems and successes you encountered while writing will help you chart your progress as a developing writer.

Read “A Writer at Work,” at the end of the SMG chapter on Writing Profiles.

Now reflect on your own developing writing process.

Read the section on thinking critically about what you have learned at the end of the SMG chapter on Writing Profiles. Write your responses to the questions in your journal.

Learning Tip

Review earlier journal notes you made about your writing process.

Unit 4

Library and Internet Research

In This Unit

In this unit, you will add to the field research skills you acquired in Unit 3 through an exploration of library and Internet resources. While you will not write an essay in this unit, you will begin to gather information about an area of interest to you, information that will become the subject of your writing assignment for Unit 5.

Unit Objectives

At the end of this unit, you should be able to

- ▶ describe how to use library and Internet resources to research a topic of interest to you
- ▶ identify major library and Internet resources and search tools
- ▶ identify a variety of specific sources on a topic of interest to you
- ▶ integrate research sources effectively, using summary, paraphrase, and direct quotation
- ▶ use American Psychological Association (APA), Chicago Manual of Style (Chicago), or Modern Language Association (MLA) guidelines to acknowledge and document sources
- ▶ evaluate content and features of electronic resources
- ▶ distinguish between resources offered electronically from a library and those offered free through the Internet
- ▶ use a standard quotation and documentation format (*Publication Manual of the American Psychological Association—APA; Chicago Manual of Style—Chicago; Modern Language Association Handbook for Writers of Research Papers—MLA*)

Search Your Memory



What topics interest you? Is there a term or phenomenon from your major field of study that you'd like to know more about? Is there a job-related problem or procedure that you need to research in detail? Do you have a health problem that you would like to investigate? Is there a pressing issue in local or national politics that you would like to understand better?

In your journal, make a list of 5–10 topics that are of great interest to you. Then choose the two or three topics of most interest and freewrite for about 5–7 minutes on one of them. Jot down whatever you know about the topic and then write down several questions you would like to answer. Repeat this procedure for the other topic(s) you have selected.

Learning Tip

Why can't everything be online? Learn the basics of copyright law:
www.copyright.gov/circs/circ1.pdf

Learning Tip

Carefully evaluate the information you find on the Internet. Remember: anyone can easily publish material on the Internet.

Read and Respond



The readings in this unit will help you use the library and the Internet to locate information on a topic of interest to you. You will be guided through the process of taking notes on your sources, keeping track of bibliographic information, integrating sources, and acknowledging sources using one of the three documentation styles noted on page 43 of this Course Guide.

Before you begin the readings, look ahead to the assignment for Unit 5. The subject of that assignment is “a term, concept, or procedure that you have some knowledge of, but that you'd like to know more about.” Look back at the topics you listed in your journal, and choose one that is appropriate for the Unit 5 assignment.

Before you go to the library to search for information on your topic, familiarize yourself with the following readings by carefully reflecting on the headings and introductory paragraphs to each section. You will refer to these resources often as you use research materials for the remaining writing assignments in the Course Guide. These sources complement and, to a degree, duplicate one another. Refer to the sources that you find most helpful and convenient to use.

Learning Tip

Enrolled Excelsior College students can visit the Excelsior College Library on the Web. Go to www.excelsior.edu/library, login, and click on the library link on your MyExcelsior page.

Reading		Content
1	SMG chapters on finding and evaluating sources online and in libraries.	These readings provide a general overview of departments at your local public or academic library. They will help you develop an overall library search strategy and methods of keeping track of your research. They will also outline strategies for searching electronic resources offered through the library and the World Wide Web.

Library and Internet Research

The process of using libraries can initially seem complicated. There are now many different formats of information from which to choose, and it may not be apparent, at first, how to access the variety of information. There is print material as well as electronic material that may be on a CD-ROM or in a networked database. In addition, there is material that you can freely access over the Internet that is not connected in any way to a library. We will refer to these resources as material on the Web. You will be better equipped for your research if you familiarize yourself with the range of options that you have.

Entering a Physical Library Near You

Although you may be entering a physical library, you will increasingly find that there is a mix of material formats. Many libraries now offer not only physical resources, but also offer a bulk of material online. The online material often includes the library's catalog (a database containing information about the books, journals, and other material a library owns) and online periodical databases. A library often also has Web pages with annotated links to material that is offered freely through the Internet.

It is important to distinguish between material that is offered on the Web and material that is offered through your library through subscriptions that are purchased for your use. Although both types of electronic material are accessible through the Internet, there is a difference. The electronic material made available by your physical library, such as the electronic databases, have been chosen and evaluated by library staff and are carefully organized. The resources you find freely over the Internet through a search engine are not centrally organized and are often not reliable.

Since there is a wide range of material available, it can be useful to take a few minutes to get acquainted with the range of resources in the library which you are entering. Although physical libraries have many common elements, it will ultimately save you time to walk around the library and look for the following information points.

Listed below are main steps to take when visiting a library:

- 1. Locate the reference and information desks.**
Two main information points are the reference desk and information desks. These areas are where librarians and other library professionals are located for you to ask questions at any point during your visit. You can ask very specific questions (e.g., how do I cite a book in my bibliography?) to more open-ended questions

(e.g., I am looking for literary criticism on Ernest Hemingway and am not sure where to begin). You could even ask the librarian for a brief orientation to the library's resources. Sometimes the reference and information desks are set up as two different service points while other times there is just one service point. In either case, it can be helpful to touch base with a librarian to discuss the best resources to use in the library on your topic. Incorporating librarians and other library staff into your learning network will be valuable for your writing in this class as well as for writing projects you will encounter in your personal, academic and professional lives.

- 2. Identify areas where you can use computers to access the library's catalog and other electronic material.** Most libraries have computers where you can search the library's catalog (its record of the books and other materials it owns). Libraries often also have other electronic resources such as databases, which are online indexes that you can search to locate individual periodical articles. You'll want to determine if the databases are freely available to use or if there are any restrictions. You may also want to see what other software (e.g., Microsoft Word or other word processing software) is available on the computers.
- 3. Check to see how the physical books and periodicals in the library are organized.** Examples: Are periodicals kept in a separate place? Does the library have more than one floor? What subjects are on each floor? Where are the reference books, such as encyclopedias or directories?
- 4. Determine the location of the circulation desk.** You can ask the policies of taking out books. For example, you should determine the length of time you can keep a book and how many you can take out at one time. You could also inquire about interlibrary loan services—the process of having the library borrow material from another library on your behalf—and if there is any fee.

Focusing on Electronic Resources in a Library or on the Web

As discussed above, many libraries today have an array of electronic resources for you to use. You may have heard the terms “digital library” or “virtual library” or “electronic library” used interchangeably. These terms can be confusing since here is not one agreed-upon definition. Sometimes libraries use “virtual library” to describe the portion of their library that provides electronic resources, even if it is essentially a physical library. Other libraries are entirely virtual.

Excelsior College has an entirely virtual library available to students enrolled in Excelsior College degree programs. The Excelsior College Library (ECL), at www.excelsior.edu/library (log in, and click on the ECL link on your MyExcelsior page). ECL does not have a physical collection, but it has a wide range of resources available to all Excelsior students. There are collections of annotated and evaluated quality Internet sources to help supplement your studies. Enrolled Excelsior College students can call the Excelsior College librarian at any time to ask a reference question, for help starting research, for one-on-one instruction in the use of electronic resources, or any other information question that arises in their studies.

Concepts to Keep in Mind When Using Electronic Resources

- 1. Library databases have ranges of scope of material they cover.** Some databases may only index articles from scholarly journals. Another database on a similar subject may index articles, dissertations, and books. Some cover scholarly journals, while others index more general, non-scholarly journals meant to be read by the layperson (e.g., *Newsweek*). Be sure to explore what types of material the database covers.
- 2. Library databases vary in the amount of full-text material they offer online.** Some databases only provide citations. To get the full text of the material, you may need either to physically obtain the journal from the shelf of the library and copy the article or order it through the library's interlibrary loan service.

3. Electronic resources have a variety of user features. As you begin to use more electronic resources, either through the library or the Web, you will find that there are many different types of interfaces and user features. For example, some databases may provide a thesaurus to help you with potential terms to search. Most databases provide access to a basic search as well as a more advanced

search. When using a database, either a library database or an Internet Search Engine, take a few minutes to explore the database's help screens. The few minutes you take may save you time by making you a more efficient searcher. (Review the outline of electronic search techniques found in the SMG chapters on finding and evaluating sources online and in libraries)

Before completing the following exercises, you will need to read Hacker, *A Writer's Reference* "Researching" section to choose a quotation and documentation style. Choose among the styles from the *Publication Manual of the American Psychological Association* (APA), *The Chicago Manual of Style* (Chicago) or the *Modern Language Association Handbook for Writers of Research* (MLA). Select, if possible, the style that best matches your academic or professional interests.

Using the information in SMG as well as resources in your local library, complete the following:

Your topic: _____

Questions you are interested in exploring: _____

For each category below, list the citation information in your chosen format for at least one source on your topic:

A specialized encyclopedia _____

A bibliography _____

A book _____

A periodical article _____

A scholarly article _____

A newspaper article _____

Using Electronic Resources

If you have access to the Internet, pick a database that is offered through your local library or through the Excelsior College Library (if you are an enrolled degree student at Excelsior College), and complete the following:

1. Name of the database _____
2. Describe the scope of the database _____
3. What fields can you search in the database (for example, can you search the author? the subject? Can you search more than one field at a time?) _____
4. Does the database offer a thesaurus? _____
5. Does the database search the words you enter into the text-entry box as separate words or as a phrase? _____
6. When you find citations or a full text of an article in the library database, does the database allow you to email the citation and text to yourself? _____
7. Choose an Internet Search Engine and search for two relevant World Wide Web sites. _____

Answer the following:

Search Engine Used _____

How does the Search Engine gather its material? For example, are sites primarily recommended by users? Do companies pay to have their site listed? Or do experts gather and organize the material? _____

Title of page _____

URL _____

Date you accessed page _____

Date of the page itself _____

Who is the author or publisher of the page _____

Do you detect any bias in the material? _____

Does the material contain a bibliography or other indications of knowledge of the field? _____

How is the material you found via the Internet Search Engine different from the material found in a library database? (Note, for example, the organization of the material or the search options.) _____

Write



Using the information in the previously cited readings, write a bibliographic citation for one of the articles you found in the library in print or electronically. Then read the article carefully, taking notes (using summary, paraphrase, and direct quotation) on the article.

Save these notes for use in Unit 5. Refer to the readings as necessary.

Notes

Unit 5

Explaining a Concept

In This Unit

In this unit you will draw on the secondary research techniques you developed in Unit 4 as you write an essay that explains a concept to your readers. You will add analyzing, defining, classifying, and comparing and contrasting ideas to your repertoire of rhetorical strategies. You will also sharpen your ability to edit for effective word use and spelling.

Unit Objectives

At the end of this unit, you should be able to

- ▶ explain a concept using information drawn from multiple sources and your own knowledge of the subject
- ▶ use rhetorical strategies of definition, classification, and comparison and contrast to explain a concept
- ▶ reflect the needs of your audience in relation to your topic
- ▶ organize and integrate multiple sources that help to explain a concept
- ▶ document sources using MLA documentation style
- ▶ edit for effective word choice

Search Your Memory



Look back at the topic you selected for the research exercise in Unit 4. Use this topic (or another, if you change your mind) and brainstorm for 5–10 minutes, listing in your journal as many concepts associated with your topic as possible. For example, if the topic you investigated in Unit 4 was “environment,” your list might include “ozone depletion,” “deforestation,” “acid rain,” and “recycling.”

Learning Tip

If you still need ideas for a topic, review the **Writing a Draft** section in the Guide to Writing found in the SMG chapter on Explaining a Concept.

Next, choose one concept from your list that you think you could explain to other people. In your journal, freewrite everything you can recall about this concept for 5–10 minutes. Then share your freewriting with your reader or writing group. Do the group work on explaining a concept, found in the beginning of the SMG chapter on Explaining a Concept, recording the responses to the Part 2 questions in your journal.

Learning Tip

Clustering is one of the many strategies that may also help you identify concepts. For this and more examples, review the SMG chapter on Cataloging Invention Strategies.

Read and Respond



Your reading in earlier units of this Course Guide introduced you to the rhetorical strategies of narration and description, and strategies that are useful in a variety of writing situations. The readings in this unit introduce the rhetorical strategies of process analysis, definition, classification, and comparison and contrast. Together with cause and effect, which you will study in Unit 8, these are the major ways people think about, and organize, information.

Learning Tip

Share your responses to the exercises with your reader or writing group.

The following set of readings gives you an overview of the rhetorical strategies found in this unit. You may decide to do an exercise for a particular reading immediately when you come to it or after you have finished the whole reading. In either case, write your response to each exercise in the section of your journal reserved for rhetorical strategies.

Rhetorical Strategy		Read	Exercises
1	Analyzing a Process	“Narrating a Process” section of the SMG chapter on Narrating	Complete the exercises associated with this section.
2	Defining	SMG chapter on Defining	Complete the exercises associated with this chapter.
3	Classifying	SMG chapter on Classifying	Complete the exercises associated with this chapter.
4	Comparing and Contrasting	SMG chapter on Comparing and Contrasting	Complete the exercises associated with this chapter.

Read



The next reading presents and analyzes a sample of successful essays that explain a concept. These are the features that you should try to incorporate into your writing. The authors of these essays use the full range of rhetorical modes addressed so far by this Course Guide.

Be sure to read and reflect on the analysis and response sections following each sample essay. These sections will help you analyze the writing strategies used in each essay, provide ideas for you to write about, and help you compare techniques used by the authors. Write your responses to these sections in your journal.

Read the section in SMG titled “Readings” within the chapter on Explaining a Concept.

Learning Tip

If you change topics, don't forget to do the exploratory writing in “Search Your Memory” for your new topic, too.

Read



Think about the concept that you will develop for the essay in this unit, and specify an audience for your essay. Depending on your purpose and concept, you may be able to use one of the suggested audiences mentioned in the reading—for example, a local newspaper or magazine, a newsletter published for readers with a common interest, a class of students (perhaps in a specific discipline or grade level), or members of a civic organization. Freewrite in your journal for 5–10 minutes, profiling your intended readers. Who are they? How much do they know about your topic? What aspects of your topic will interest them the most?



The Assignment

Essay 3: Explaining a Concept

Read and reflect on the following assignment description. Before you begin writing, proceed to the next section of this unit.

- Subject:** A concept that you have some knowledge of, but that you would like to know more about.
- Audience:** Specify an audience for your essay. Be sure to consider carefully what your readers already know about the topic and what information will interest them the most.
- Purpose:** To explain thoroughly a concept, using your own knowledge and information from at least two different sources.
- Format:** Write an essay of 500–600 words that explains a concept to your readers. Follow the procedure described in the next section of this Course Guide (“Prepare to Write”). Document your sources using MLA in-text citation and “Works Cited” formats (as discussed in Unit 4).
- Evaluation:** Your final essay should display the following characteristics:
- a well-focused subject
 - a clear, effective pattern of organization
 - awareness of the needs and interests of the audience
 - clear, effective use of one or more of the following rhetorical strategies: definition, description, classification, narration, comparison and contrast
 - smooth integration of source material using summary, paraphrase, and direct quotation, as appropriate
 - correct use of MLA documentation style
 - careful editing and proofreading, especially for effective word choice

Prepare to Write

Use the information in the **Writing a Draft** section of the Guide to Writing in the SMG chapter on Explaining a Concept to explore your topic and focus your concept. Apply the Test Your Choice questions to your topic before you begin drafting. If your topic seems workable, continue with the remainder of this section. If you decide that your topic will not work well for this essay, return to the earlier sections of this unit to select a new topic.

*Once you are confident that you have a workable topic, use information from at least two sources to fill out your knowledge base. This will require additional library or Internet research. Remember to take careful notes from your sources as you read, in order to determine whether summary, paraphrase, or direct quotation is best suited to each piece of information. Then use the questions in the **Writing a Draft** section of the Guide to Writing in the SMG chapter on Explaining a Concept to plan your essay.*

Write

Using the research notes, prewriting, and tentative outline, begin drafting your essay. As you write, remember the needs of your audience, and try to organize information from your sources and your own knowledge in a way that will be understood by your reader. Try to make your focus clear, define all special terms, describe procedures in detail, and use classification and/or comparison and contrast to help your reader understand your subject thoroughly. As you incorporate your sources, vary your use of summary, paraphrase, and direct quotation as appropriate. Finally, be sure to document (using MLA in-text citations) information drawn from your sources and prepare a “Works Cited” page.

Revise

Now that you have not seen your first draft for a day or two, you are ready to revise your work. This will require feedback from your audience and your own assessment of the effectiveness of your essay.

Ask your reader or writing group to read your essay according to the guidelines found in SMG, in the “Critical Reading Guide” in the Guide to Writing in the Explaining a Concept chapter. Encourage your reader to point out the sections of the essay that are most interesting and engaging, as well as those that are unclear, vague, or confusing.

*While you are waiting for feedback on your essay, you can assess your own work. The revision guidelines and questions found in SMG, in the **Revising** section of this chapter’s Guide to Writing will help you identify problems in your first draft and identify possible solutions. Use each question to critique your work. Mark up the sections of your draft that you think will most benefit from revision, and chart your revision plan as suggested in SMG, in the **Revising** section of this chapter’s Guide to Writing. Be sure that you have a clear, sharp focus, adequate definition and description, effective use of the various writing strategies, and smooth integration of sources. Finally, using feedback from your reader(s), your revision plan, and your marked-up draft, write a revised draft of your essay. The changes you decide to make are ultimately up to you. Try to make them objectively.*

Edit and Proofread

Effective word use is critical to your reader’s clear understanding of your ideas. Sentences that are wordy or full of jargon, slang, or poor word choices are disruptive to your reader and detract from your message. In addition, your choices of words help set the tone for your entire essay. If your language is not appropriate to the audience and topic, your ideas may not be taken as seriously as you would like. Therefore, you should train yourself to edit your work for effective word use, as well as for the grammatical errors discussed in earlier units.

Visit the online resource website that accompanies *A Writer’s Reference* in order to complete the grammar exercises for Word Choice.

*Next, scan the list of frequently misused words in the section titled **Word Choice** in *A Writer’s Reference*. Note any unfamiliar or problem words, and add them to your spelling log. Then review the basic rules for spelling and mechanics in the **Punctuation and Mechanics** section of *Hacker*.*

Finally, edit your essay for similar problems in word use, spelling, and mechanics, as well as for the sentence problems reviewed in earlier units. Remember to read your essay aloud to check for problems with word usage. Often, reading the essay backwards, one word at a time, is an especially effective way to check for problems with spelling. Record on your spelling and error logs any problems you uncover, and prepare a final copy of your essay. Then carefully proofread your final copy for any new errors.

Evaluate Your Work

Have your reader or writing group read your revised essay. Ask them to comment specifically on which parts of the essay they find most interesting or effective, and which passages could benefit from more detail or explanation, smoother integration of information from sources, or sharper word use.

After taking into account reader feedback and your own assessment, complete the following chart.

Using a scale of 1–5, rate your essay on the features displayed in the following chart by checking or shading in the appropriate boxes. (This list of features also appears at the end of the assignment description on page 50 in this unit.)

Essay Feature	Not Effective ←————→ Effective				
	1	2	3	4	5
A well-focused subject					
A clear, effective pattern of organization					
Awareness of the needs and interests of the audience					
Clear, effective use of one or more of the following rhetorical strategies: definition, description, classification, narration, comparison and contrast					
Smooth integration of source material using summary, paraphrase, and direct quotation, as appropriate					
Correct use of the MLA documentation style					
Careful editing and proofreading, especially for effective word choice					

Reflect on Your Writing Process



Now that you have written an essay explaining a concept and rated your work, reflect on your writing process. Reflecting on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited your essay will help you develop your individual writing process.

Read “A Writer at Work,” at the end of the SMG chapter on Explaining a Concept.

Now reflect on your own writing process. Do the following reading, and write your responses to the questions in your journal.

Read the section on thinking critically about what you have learned at the end of the SMG chapter on Explaining a Concept.

Unit 6

Arguing a Position

In This Unit

In this unit you will apply your knowledge of the writing process as you write an essay that argues in support of a specific position. In your essay, you will assert a thesis, use evidence to support that thesis, address counterarguments, and avoid logical fallacies. You will also practice editing sentences for effective style.

Unit Objectives

At the end of this unit, you should be able to

- ▶ argue in support of a specific position on a well-defined issue
- ▶ support an argument's thesis with a variety of evidence, including facts, statistics, and authorities
- ▶ address counterarguments and avoid logical fallacies
- ▶ organize claims, evidence, and counterarguments effectively
- ▶ establish and maintain a tone appropriate to the topic, audience, and purpose
- ▶ edit for effective sentence style

Search Your Memory



What kinds of issues do you care about? Are you deeply concerned about crime, drug use, homelessness, environmental policies, school safety, or television ratings? American society is filled with issues for which there is no clear-cut right or wrong, issues for which different people have different answers. Public debate about these issues is critical to a democratic society. To participate fully in a democracy requires the ability to explore diverse evidence and viewpoints on public issues and to persuade others to accept a particular position or course of action. To which debates would you like to contribute, whether as a member of an organization, a local resident, or a concerned citizen?

*Review the contents of your journal and write down three or four issues or problems that interest you. Try to phrase each issue as a “Should” question (i.e., Should public schools require students to wear uniforms?). Then try to answer each question with a direct statement (i.e., Public schools **should** or **should not** require students to wear uniforms.). After that spend about 10 minutes freewriting in support of each position for each issue. Try to come up with at least two or three strong reasons to support your opinion. Finally, list several objections that might be raised by someone who does not agree with you.*

Read and Respond



The first reading in this unit introduces the fundamentals of arguing a position by providing you with sample essays that illustrate features of well-written, reasoned arguments. These essays use a variety of argumentative strategies for arguing and counterarguing.

To maximize your learning,

- **mark** those sections or paragraphs that you find especially engaging or effective
- **note** the author’s use of definition, description, comparison and contrast and cause and effect
- **read** the commentary sections that summarize the most important features of the essay
- return to your journal to **reflect** on the sections that refer to consideration of topics for your own essay that follow each sample essay
- **write** down new topics that occur to you

Read the section titled “Readings” in the SMG chapter on Arguing a Position.

Read



In the following reading, you will examine the structure of a good argument and identify this structure in the writing of others. When you do the writing assignment for this unit, you will have an opportunity to illustrate the structure of a good argument in your own writing.

Read the SMG chapter on Arguing a Position. Do the exercises associated with this chapter.

To maximize your learning,

- **mark** those paragraphs, lines, or words in the sample essays that address the exercises
- **write** your responses to the exercises in your journal
- **compare** your responses to the exercises with someone in your writing group
- as you read, **think** of your topic and the ways you might structure your essay so that it has a good thesis and appropriate reasons and support. Think, too, how you will anticipate readers’ concerns by counterarguing, and how you will avoid logical fallacies.



The Hacker resource also gives valuable guidance on argumentative writing, including a sample paper (found in the **Academic Reading, Writing and Speaking** section in the Hacker text).

Learning Tip

Try to use the essays in SMG chapter on Arguing a Position when doing the exercises.



The Assignment

Essay 4: Arguing a Position

Read and reflect on the following assignment description. Before you begin writing, proceed to the next section of this unit.

- Subject:** A controversial issue, one for which you can formulate and defend a position
- Audience:** Choose a specific audience for your position. You might choose the readers of a local newspaper, the members of an organization, or your city council or school board
- Purpose:** To argue in support of a clear position on a specific issue
- Format:** Write an essay of 500–600 words arguing a position. Follow the procedure described in the next section of this Course Guide (“Prepare to Write”). Document your sources using MLA in-text citation and “Works Cited” formats (as discussed in Unit 4).
- Evaluation:** Your final essay should display the following characteristics:
- a well-defined issue
 - a clear position on that issue
 - a convincing, well-reasoned argument supported by adequate evidence
 - careful consideration of counterarguments
 - a tone appropriate to your topic and audience
 - careful editing and proofreading, especially for effective sentence style

Prepare to Write

Once you have decided on an issue to pursue, you will need to do a substantial amount of preparation before you begin drafting. You will need to explore your issue, identify the purpose of your essay,

consider your audience's views, decide if your issue is in fact a good one for this assignment, and develop your argument, counterargument, and argumentative strategy. The following set of readings will guide you through this process.

	Your Purpose	Read	Practice
1	To define your issue, determine whether to do research, and decide on your position.	Writing a Draft , found in the Guide to Writing in the SMG chapter on Arguing a Position	Answer the questions in this section as directed.
2	To identify the purpose of your essay and to anticipate your audience's views.	Writing a Draft , found in the Guide to Writing in the SMG chapter on Arguing a Position	Do the exercises associated with this section in SMG
3	To decide if your issue is appropriate.	Test Your Choice: found in the Writing a Draft section of the Guide to Writing in the SMG chapter on Arguing a Position	Do the activity as directed. <ul style="list-style-type: none">Record new issues, claims, evidence, or counterarguments in your journal.Do research to fill in gaps in evidence or to better understand counterarguments.
4	To develop your argument, counter-argument, and argumentative strategy.	Writing a Draft , found in the Guide to Writing in the SMG chapter on Arguing a Position	Do the exercises as directed, writing your responses in your journal.
5	To plan your essay.	Writing a Draft , found in the Guide to Writing in the SMG chapter on Arguing a Position	Do the exercises and answer the questions as directed, writing your responses in your journal.

Learning Tip

If you still need a topic, review the beginning of the **Writing a Draft** section in this chapter's Guide to Writing (SMG).

A note on organization: *At this point, your preparation activities should have generated several pages of notes and planning. Now you need to decide how you will organize the information in your essay.*

*The classical method of organization, similar to that illustrated in the **Writing a Draft** section of this chapter's Guide to Writing (SMG), usually introduces the issue, states the thesis, proceeds through the main supporting ideas, refutes counterarguments, and concludes by reasserting the position. An alternative method of organization, often referred to as Rogerian argument (after psychologist Carl Rogers), takes a less confrontational approach to the topic by stating the problem, giving the opponent's position, acknowledging the validity of that position, and attempting to show how the problem will best be solved by adopting the writer's position.*

Both methods of arrangement are effective ways to organize your information, depending upon the rhetorical situation. Whether you use one of these outlines or form another of your own, you should plan your organization carefully so that your argument is logical and coherent.

Learning Tip

Remember to use the research techniques you developed in Units 4 and 5 to find information for your essay.

Write

Using your research notes and the plan for your essay, draft your argument. Try to keep your audience in mind as you write the essay, adopting word choices and tone appropriate for the topic and readers. If you get stuck at any point in your drafting process, look back at your plan and try to keep writing. If new ideas

Learning Tip

Set your draft aside for a day or two before revising it.

emerge as you write, don't worry too much about deviating from your outline; you can always rework the new ideas, if necessary, during your revision process. Often your best ideas emerge as you write, so you should plan on reorganizing rather than discarding your best thinking. When you are finished drafting, be sure you have cited any outside sources you've used.

Revise

Now that your first draft has been written, and you have not seen it for a day or two, you are ready to revise your work. Revising your draft will require feedback from your audience and your own assessment of the effectiveness of your essay.

Ask your reader or writing group to read your essay according to the guidelines contained in the "Critical Reading Guide" in this chapter's Guide to Writing (SMG). Encourage your reader(s) to take issue with your opinions, challenge your arguments, and raise any counterarguments you may have neglected.

Read the "Critical Reading Guide," SMG.

*While you are waiting for feedback on your essay, you can assess your own work. The revision guidelines and questions in the **Revising** section of this chapter's Guide to Writing (SMG) will help you identify problems in your first draft and come up with possible solutions. Use each question to critique your work. Mark up the sections of your draft that you think will most benefit from revision and chart your revision plan as suggested in the **Revising** section of the chapter's Guide to Writing (SMG).*

Finally, using feedback from your reader(s), your revision plan, and your marked-up draft, write a revised draft of your essay. The changes you decide to make are ultimately up to you. Try to make them objectively.

Edit and Proofread

Sometimes, as writers grapple with working out and expressing difficult concepts or issues, they mix ideas, drop needed words, or tangle pieces of their sentences. Some writers, in an effort to avoid

such problems, purposely write in short, choppy sentences that they know they can control. But since adult writers often think complex thoughts, these simple sentences cannot always do justice to the writer's ideas. The keys to writing sentences that clearly express your sophisticated thoughts and ideas are 1) to make sure that you have thought through your ideas thoroughly before drafting, and 2) to learn to edit your drafts for ineffective sentences.

Visit the online resource website that accompanies *A Writer's Reference* in order to complete the grammar exercises for Sentence Style.

Then read your own essay, checking for similar problems.

Evaluate Your Work

After you have carefully edited your essay, prepare a final copy and proofread that copy for new errors. Add errors you discover to your error and spelling logs. Then have your peer reader or writing group read your final essay. Encourage them to comment on which revisions most improved your argument, and which sections of the essay, if any, are still weak or unclear. Answer the "Reflecting on Your Writing" questions in your journal.

After taking into account reader feedback and your own assessment, complete the following chart.

Learning Tip

Reading aloud is one of the most effective ways to detect scrambled sentences and missing words.

Using a scale of 1–5, rate your essay on the features displayed in the following chart by checking or shading in the appropriate boxes. (This list of features also appears at the end of the assignment description on page 55 in this unit.)

Essay Feature	Not Effective ← → Effective				
	1	2	3	4	5
A well-defined issue					
A clear position on that issue					
A convincing, well-reasoned argument supported by adequate evidence					
Careful consideration of counterarguments					
A tone appropriate to your topic and audience					
Careful editing and proofreading, especially for effective sentence style					

Reflect on Your Writing Process



Now that you have written an essay that argues in support of a specific position and rated your work, reflect on your writing process. Reflecting on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited your essay will help you develop your individual writing process.

Read “A Writer at Work,” at the end of the SMG chapter on Arguing a Position.

Now focus on your own writing process. Do the following reading, and write your responses to the questions in your journal.

Read the section on thinking critically about what you have learned at the end of the SMG chapter on Arguing a Position.

Notes

Unit 7

Evaluating an Argument

In This Unit

Being able to read critically and to evaluate a piece of writing is important in many professional and academic settings. In this unit you will apply your knowledge of argumentative writing as you write an essay evaluating an argument written by someone else. You will also be given an opportunity to practice your editing skills.

Unit Objectives

At the end of this unit, you should be able to

- ▶ analyze an argumentative essay
- ▶ summarize the chief features of an argumentative essay
- ▶ evaluate and critique an argumentative essay
- ▶ formulate and support your judgment about an argumentative essay
- ▶ display a clear pattern of organization in your essay
- ▶ edit and proofread an argumentative essay

Information Tip

Both prompts of the UExcel Examination in College Writing draw heavily on the skills covered in this unit.

Search Your Memory



Based on your reading over the last few weeks, what do you think makes a good piece of writing? Is it just correct grammar and spelling? Or is there more? After your work in Units 1–6, you have probably come to realize that there is, in fact, much, much more to “good writing” than merely eliminating surface errors. Think back on the best essays you have read, or written, in these units. What made them memorable? An engaging introduction? Lots of examples and details? Clear organization? Awareness of the audience? A logical argument?

Try to come up with at least a few specific features of individual essays that you found especially effective. Then, in your journal, freewrite for 5–10 minutes about what you think makes a good essay.

Read and Respond



In the first reading of this section, you will learn a repertoire of critical reading strategies that will help you to mark up or take notes on your chosen essay. Using two or three of the strategies from the reading assignment, mark up or take notes on the essay you have chosen, making sure that you understand it thoroughly and that you have its structure clearly in mind. (“Marking up” or “annotating” implies writing on the text itself—either in the book or on a copy; “taking notes” suggests writing on a separate sheet as with listing or outlining. The latter two strategies offer good practice for a computer-delivered essay exam when you won’t be able to use such techniques as annotation on an on-screen text.)

To maximize your learning,

- when analyzing your chosen essay’s “persona” and “tone,” you may find it helpful to identify the essay’s figurative language.
- once you have underlined or listed the essay’s figures of speech, use the checklists in the SMG chapter on Cataloging Reading Strategies, to see how the use of figurative language impacts the essay’s persona and tone.
- to analyze your chosen essay’s “logic,” focus on the relevant section in the SMG chapter on Cataloging Reading Strategies.

Read the SMG chapter on Cataloging Reading Strategies.

Read



The next reading examines four types of cues that writers use to guide readers through an essay. You will find that several of these ways of cueing, or signaling, the reader are more familiar (e.g., thesis statements and paragraphing) than others (e.g., cohesive devices). Nevertheless, you will need to become aware of each of them so that you can note their presence, absence, or effectiveness when you critique a piece of writing.

For this reading, you will need to select an argumentative essay, perhaps an article on one of the topics you read in Units 4–6, one that you feel was particularly effective or ineffective. Then, as you finish each section of this reading, do the exercise in relation to the essay you have chosen. For example, when an exercise asks you to underline the forecasting statement in a sample essay, do that instead for the article you have selected. Be sure to do all of the exercises on the same argumentative essay. If you decide to choose a different essay, go back to the beginning

of this reading and do all of the analysis exercises for your new choice before you move on.

Read the SMG chapter on Cueing the Reader.

Now that you have completed the reading on types of cueing devices, how many can you still remember? Can you name

- *two types of orienting statements?*
- *four types of paragraphing cues?*
- *three cohesive devices?*
- *two types of connectives?*

Learning Tip

Remember to write your responses to the exercises in your journal.

If not, return to the reading to refresh your memory. Jot them down in your journal so that they will be at your fingertips when you need them.

Read and Respond



The next readings illustrate features of a well-written, reasoned argument by providing a critique of a student essay written by Jessica Statsky. First you will read Statsky's essay and then a critique by the textbook authors.

To maximize your learning

- **write** in your journal the main points made in the textbook author's comments on Statsky's essay. As you will see, you are asked in your writing assignment to consider as many of these elements as seem appropriate. What does the author have to say about Statsky's tone, persona, and organization?
- **consider** the ways in which Romano uses persona, tone, topic, and thesis to make her essay effective. Do you think she might have done more?
- **write** brief answers in your journal

Read the SMG chapter on Arguing a Position.

Focus on the introductory points the author makes about Statsky's essay, in the beginning of the chapter. Then read Statsky's essay. Finally, review the remainder of the chapter to study the author's analysis of Statsky's writing.



The Assignment

Essay 5: Evaluating An Argument

Read and reflect on the following assignment description. Before you begin writing, proceed to the next section of this unit.

- Subject:** An argumentative essay on a topic of your choice.
- Audience:** Imagine your audience as a group of readers who are interested in the topic, but who might not have read the article you've chosen.
- Purpose:** To analyze, summarize, critique, and evaluate an argumentative essay.
- Format:** Write an essay of 500–600 words evaluating an argumentative essay. Follow the procedure described in the next section of this Course Guide (“Prepare to Write”).
- Evaluation:** Your final essay should display the following characteristics:
- a specific focus on one argumentative essay
 - a concise summary of the chief features of the essay
 - a clear, authoritative judgment about the essay
 - a well-supported argument for the judgment
 - a clear pattern of organization
 - careful editing and proofreading

Prepare to Write

Before beginning to draft your essay, you will need to review the article you have chosen to critique for your essay, evaluate that article, establish a purpose for your essay, develop an argumentative strategy, and plan your essay. The following set of readings will guide you through this process.

Your Purpose		Read/Review	Practice
1	To refresh your memory of the article you have chosen for this essay.	Your journal, notes on your article	Review your notes and, if necessary, re-read the article until you are familiar with it.
2	To make a judgment about the article and identify the values on which it is based.	SMG, Writing a Draft in this chapter's Guide to Writing.	Freewrite your responses to the questions posed.
3	To identify the purpose of your essay and to anticipate your audience's views.	SMG, Writing a Draft in this chapter's Guide to Writing.	Answer the questions accompanying the section.
4	To develop your argumentative strategy.	SMG, Writing a Draft in this chapter's Guide to Writing.	Do the activities as directed by writing your responses in your journal.
5	To plan your essay.	SMG, Writing a Draft in this chapter's Guide to Writing.	Reflect on the questions and write your outline responses in your journal.
6	To draft your essay.	SMG, Writing a Draft in this chapter's Guide to Writing.	Outline your essay following the outline instructions found in the Writing a Draft section of this chapter's Guide to Writing (SMG). Draft your essay following your outline.

Write

Once you have planned your own essay, you may want to re-read the essay that you plan to evaluate one more time before you begin drafting. As you begin to write your evaluation, remember that your essay is also an argument. As such, your essay should not be merely a “book report” about your article. Rather, your essay should have its own thesis, support, evidence (drawn from your analysis of the article), consideration of potential counterarguments, and conclusion. In other words, you are taking a position, as you did in Unit 6, except that here you are responding to a position being argued by another instead of choosing your own topic.

Learning Tip

Remember to let your draft sit for a day or two before revising it.

Revise

Now that your first draft has been written, and you have not seen it for a day or two, you are ready to revise your work. This will require feedback from your audience and your own assessment of the effectiveness of your essay.

Ask your reader or writing group to read your essay by following the guidelines contained in the “Critical Reading Guide” in this chapter’s Guide to Writing (SMG) and provide you with feedback, preferably in writing. Having your readers write down their comments is likely to encourage a higher quality of feedback and will enable you to have a copy on which to reflect as you consider revisions. You may

Learning Tip

Remember that criticism of your draft is not criticism of you!

want to furnish your readers a copy of the article you are evaluating, although the reader should be able to understand your evaluation without having to read the original essay.

*After you have reviewed feedback from your reader(s), follow the guidelines in the **Revising** section of this chapter’s Guide to Writing (SMG) to analyze and evaluate your draft and to plan your revision. These revision guidelines and questions will help you identify problems in your first draft and identify possible solutions. Use each question to critique your work. Mark up the sections of your draft that you think will most benefit from revisions and chart your revision plan as suggested in the **Revising** section of this chapter’s Guide to Writing (SMG). Using reader feedback, your marked-up draft, and your revision plan, write a revised draft of your essay.*

Edit and Proofread

At this point in the Course Guide, you have reviewed all of the editing errors that are most common among adult writers. You should be able to apply those editing skills to your own work and to the work of others.

*Briefly review the editing suggestions in the **Editing and Proofreading** section of this chapter’s Guide to Writing (SMG), and then check your error and spelling logs to remind yourself of your most frequently occurring problem areas. Then carefully edit your draft. After you have edited your essay, record in your error and spelling logs any errors you uncover, and prepare a final copy of your work. Proofread that copy carefully for any new errors.*

Evaluate Your Work

To evaluate your work, ask your peer reader or writing group to read and respond to your final essay. Encourage your readers to point out those revisions that strengthened your evaluation the most, as well as any passages that are still unclear or unsupported. After taking into account reader feedback and your own assessment, complete the chart below.

Using a scale of 1–5, rate your essay on the features displayed in the following chart by checking or shading in the appropriate boxes. (This list of features also appears at the end of the assignment description on page 64 in this unit.)

Not Effective ←————→ Effective

Essay Feature	1	2	3	4	5
A specific focus on one argumentative essay					
A concise summary of the chief features of the essay					
A clear, authoritative judgment about the essay					
A well-supported argument for the judgment					
A clear pattern of organization					
Careful editing and proofreading					

Reflect on Your Writing Process

Now that you have written an essay arguing a position and rated your work, it is time to reflect on your individual writing process. Reflecting on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited the essay will help you continue to develop your individual writing process.

Read “A Writer at Work,” at the end of the SMG chapter on Arguing a Position.

Do the following reading, and write your responses to the questions from that selection in the part of your journal reserved for this ongoing process of reflection and skill development. Then complete the reading and record any insights about your own writing in your journal.

Read the section on thinking critically about what you have learned found at the end of the SMG chapter on Arguing a Position.

Notes

Unit 8

Arguing for Causes or Effects

In This Unit

The ability to analyze and synthesize conflicting viewpoints is useful in many types of professional and academic writing. In this unit you will enhance your analytical ability as you analyze causes and effects of a problem. You will evaluate potential causes of a problem and synthesize differing viewpoints as you write an essay supporting those causes you find most plausible.

Unit Objectives

At the end of this unit, you should be able to

- ▶ analyze causes and effects of a trend, phenomenon, or problem
- ▶ analyze and evaluate potential causes of a trend, phenomenon, or problem
- ▶ construct a clear, convincing argument in support of potential causes of a trend, phenomenon, or problem
- ▶ identify the needs and opinions of an audience and causes that they might prefer
- ▶ synthesize differing points of view
- ▶ revise and edit an essay, especially for smooth synthesis of various opinions and potential causes

Information Tip

The Analysis and Response question of the UExcel Examination in College Writing draws heavily on the skills in this unit.

Search Your Memory



What phenomena, trends, or problems interest or concern you? In your reading and writing in the last several units, is there some aspect of the issue you researched that shows a clear trend or reveals a troubling problem? If so, what do you think has caused that trend or problem to occur?

In your journal, list several phenomena, trends, or problems, preferably ones that are connected in some way to the issues you have already researched. Make a chart in your journal that lists each phenomenon, trend, or problem you identify, followed by a column listing plausible causes.

Read



The readings in this section of the Course Guide address some specific strategies that will help you to speculate about causes. The reading contains essays that illustrate features of a well-written essay that speculates about causes of a trend, phenomenon, or problem. These are the features that you should try to incorporate into your own writing. Pay special attention to the “Commentary” sections that follow each essay. These sections will help you focus on important features of the essays and on specific techniques that you might want to use in your essay. Note them in your journal for future reference.

After you finish each essay, write in your journal responses to the questions that follow each essay.

Read the SMG chapter on Arguing for Causes or Effects.



The Assignment

Essay 6: Arguing for Causes or Effects

Read and reflect on the following assignment description. Before you begin writing, proceed to the next section of this unit.

- Subject:** A trend, phenomenon, or problem connected to the issue you have researched.
- Audience:** Specify as your audience the readers of a particular publication or the members of an organization such as a school board, a civic group, or a corporate board of directors.
- Purpose:** To speculate about the potential causes of the trend, phenomenon, or problem; to evaluate the validity of those causes, and to argue in favor of those causes you feel are most plausible.
- Format:** Write an essay of 500–600 words speculating on the cause of a trend, phenomenon, or problem. Follow the procedure described in the next section of this Course Guide (“Prepare to Write”).
- Evaluation:** Your final essay should display the following characteristics:
- a focus on a specific, well-defined trend, phenomenon, or problem
 - a thorough consideration of the potential causes of the situation
 - a clear, convincing argument in support of the most plausible causes
 - adequate support for each proposed cause
 - consideration of the needs and opinions of the audience and alternate causes that they might prefer
 - careful revision and editing, especially for smooth synthesis of the various opinions and potential causes that you consider

Prepare to Write

Before beginning to draft your essay, you will need to select your subject, explore and analyze it, test it, identify a purpose for your essay, and plan your essay. The following set of readings will guide you through this process.

Your Purpose		Read/Review	Practice
1	To select your subject.	Journal notes on the questions you answered from the essays in this SMG chapter; Writing a Draft , found in this chapter's Guide to Writing.	Review your notes and, if necessary, select a trend, phenomenon, or problem to write about.
2	To explore your subject and analyze causes.	SMG, Writing a Draft , found in this chapter's Guide to Writing.	Do the exercises and answer the questions, writing your responses in your journal.
3	To test your choice of subject	SMG, Writing a Draft , found in this chapter's Guide to Writing. "Testing Your Choice."	Do the exercises alone or with your writing group as directed.
4	To identify the purpose of your essay and to anticipate your audience's views.	SMG, Writing a Draft , found in this chapter's Guide to Writing.	Describe your purpose and identify your audience's views on your subject.
5	To plan your essay.	SMG, Writing a Draft , found in this chapter's Guide to Writing.	Reflect on the questions and write your outline in your journal.

Write

Once you have completed your prewriting and planning, read the drafting suggestions in the **Writing a Draft** section of this chapter's Guide to Writing (SMG). Then begin drafting your essay. As you write, consult your outline or notes as needed, but remember that you may decide to deviate slightly from that plan as your writing evolves. Don't be too concerned if you do alter your plan as you write; you can work out any difficult spots later during your revision process.

Learning Tip

Remember to let your draft sit for a day or two before revising it.

Revise

Now that your first draft has been written, and you have not seen it for a day or two, you are ready to revise your work. This will require feedback from your audience and your own critical assessment of the effectiveness of your essay.

Ask your reader or writing group to read your essay by following the guidelines contained in the "Critical Reading Guide" in this chapter's Guide to Writing (SMG) and provide you with feedback, preferably in writing. Having your reader(s) write down their comments is likely to encourage a higher quality of feedback. Encourage your reader(s) to point out any plausible causes they feel you have ignored whether your information is clearly and logically organized.

*After you have reviewed feedback from your reader(s), follow the guidelines in the **Revising** section of this chapter's Guide to Writing (SMG) to analyze and evaluate your draft and to plan your revision. These revision guidelines and questions will help you identify problems*

*in your first draft and identify possible solutions. Use each question to critique your work. Mark up the sections of your draft that you think will most benefit from revisions, and chart your revision plan as suggested in the **Revising** section of this chapter's Guide to Writing (SMG). Using reader feedback, your marked up draft, and your revision plan, write a revised draft of your essay.*

Learning Tip

Use the spell-check feature of your word processor cautiously. It does not detect all types of errors. Note also that the exam word processor does not have a spell checker.

Edit and Proofread

Review the editing suggestions in the **Editing and Proofreading** section of this chapter's Guide to Writing (SMG), and then check your error and spelling logs to remind yourself of your most common writing problems. Then carefully edit your draft. After you have edited your essay, record any errors in your error and spelling logs, and prepare a final copy of your work. Proofread that copy carefully for new errors.

Evaluate Your Work

Ask your reader(s) or writing group to read and respond to your final essay. Encourage your reader(s) to comment on which revisions most improved your argument and which parts of the essay, if any, they find less effective. After taking into account reader feedback and your own assessment of your essay, complete the following chart.

Using a scale of 1–5, rate your essay on the features displayed in the following chart by checking or shading in the appropriate boxes. (This list of features also appears at the end of the assignment description on page 71 of this unit.)

Essay Feature	Not Effective ←————→ Effective				
	1	2	3	4	5
A focus on a specific, well-defined trend, phenomenon, or problem					
A thorough consideration of the potential causes of the situation					
A clear, convincing argument in support of the most plausible causes					
Adequate support for each proposed cause					
Consideration of the needs and opinions of the audience and alternate causes that they might prefer					
Careful revision and editing, especially for smooth synthesis of the various opinions and potential causes that you consider					

Reflect on Your Writing Process



Now that you have written an essay speculating about causes, and you have rated your work, you should reflect on your individual writing process. Reflecting on the process you followed and the problems and successes you encountered as you planned, drafted, revised, and edited the essay will help you continue to refine your individual writing process.

In the part of your journal reserved for ongoing reflection and skill development, respond to the questions included in the section on reflecting on what you have learned from SMG. Then complete the rest of the reading assignment below and record any insights you may have gained about your own writing.

Read the section on thinking critically about what you have learned, at the end of the SMG chapter on Arguing for Causes or Effects.

Unit 9

Proposing a Solution

In This Unit

In this unit you will build on your ability to speculate about the causes of a problem as you write an essay that proposes a solution. Proposal (or persuasive) writing is an important type of writing, one that you'll encounter often in professional and academic life.

Unit Objectives

At the end of this unit, you should be able to

- ▶ clearly define a problem
- ▶ analyze a problem and identify potential solutions
- ▶ clearly define a solution to a problem
- ▶ construct a clear, convincing argument in support of a specific solution's feasibility
- ▶ identify the needs and opinions of an audience and address counterarguments
- ▶ establish and maintain a tone appropriate to the topic and audience
- ▶ edit and proofread an essay proposing a solution to a problem

Information Tip

The Proposal Writing (Persuasive Writing) question of the UExcel Examination in College Writing draws heavily on the skills covered in this unit.

Search Your Memory



What problems in society concern you? Chances are that in your personal, professional, academic, or civic life you have had to struggle with many difficult situations, as an individual and as a member of a group. For which of those problems can you suggest solutions? Is there a parking problem at your local college or place of employment? Is your local school district searching for resources to wire schools for the Internet? Is your community struggling to provide more affordable child care options? Is there a problem you've uncovered in your reading and writing about issues for this course?

In your journal, make a list of three to five problems that you can identify in your community. Then list all of the possible solutions you can imagine for each problem. Choose the solution that seems most feasible at the moment, and decide which person(s) has the power to implement that policy.

Read and Respond



The first reading in this unit introduces the fundamentals of writing an essay that proposes a solution to a problem. It contains sample essays that illustrate features of well-written proposals. These are the features you should try to incorporate into your writing.

As you read each essay, notice how the writer establishes the problem, analyzes its causes, and considers a variety of solutions in addition to the one proposed in the essay. Notice how each essay deals with alternative solutions while promoting the author's own proposal. Read carefully the commentary sections that follow each essay, and freewrite the responses to the sections on consideration of topics for your own essay in your journal.

Read the SMG chapter on Proposing a Solution.



The Assignment

Essay 7: Proposing A Solution

Read and reflect on the following assignment description. Before you begin writing, proceed to the next section of this unit.

- Subject:** A well-defined problem for which you can offer a specific solution
- Audience:** Choose a person or persons who have the authority to act on your solution. You might choose a school board, a city council, an employer, or the readers of a publication (if your goal is to urge those readers to adopt your course of action).
- Purpose:** To define the problem and to persuade the reader to adopt the course of action you suggest.
- Format:** Write an essay of about 500–600 words in which you establish the existence of a problem, consider the potential solutions, and propose a specific course of action. Follow the procedure described in the next section of this Course Guide (“Prepare to Write”).
- Evaluation:** Your final essay should display the following characteristics:
- a well-defined problem
 - a specific solution
 - adequate evidence to establish the problem and support the solution
 - consideration of counterarguments and alternative proposals
 - a clear pattern of organization
 - a tone appropriate to the topic and audience
 - careful editing and proofreading

Prepare to Write

Before beginning to draft your essay, you will need to select your subject, explore it, and analyze it. After you test your subject and identify a purpose for your essay, you will be ready to begin planning your essay. The following set of readings and practice activities will guide you through this process.

Your Purpose		Read/Review	Practice
1	To select your subject	<ul style="list-style-type: none"> Journal notes on “Search Your Memory” and considering topics for your own essay SMG, Writing a Draft, found in this chapter’s Guide to Writing. 	<ul style="list-style-type: none"> Search your notes for an appropriate topic. Do the exercises as directed, writing your responses in your journal.
2	To explore your subject and analyze causes.	SMG, Writing a Draft , found in this chapter’s Guide to Writing.	Do the exercises and answer the questions, writing your responses in your journal.
3	To test your choice of subject.	SMG, “Testing Your Choice,” Writing a Draft , found in this chapter’s Guide to Writing.	Do the exercises independently or with your writing group as directed.
4	To identify the purpose of your essay and to anticipate your audience’s views.	SMG, Writing a Draft , found in this chapter’s Guide to Writing.	Describe what you want your reader to do or think. Identify your audience’s views on your subject.
5	To plan your essay.	SMG, Writing a Draft , found in this chapter’s Guide to Writing. Stop after the Outlining section.	Reflect on the questions and write an outline of your essay in your journal.

Write

Once you have written down an outline for your essay, you are ready to begin drafting the essay. Since proposal (or persuasive) writing requires you to deal with the problem, the solution, support for the solution, and consideration of alternative solutions in one essay, a good outline is especially helpful in organizing your drafting process. You might find that drafting one section at a time helps to focus your thoughts on that particular piece of the essay. Remember, though, that the outline is not absolute. If important new ideas occur to you as you write, feel free to work them in; you can

always re-work those additions when you revise. If you use outside sources to support your proposal, remember to document them using MLA style.

Learning Tip

For a concise MLA documentation guide, refer to the Hacker textbook.

Revise

Now that your first draft has been written, and you have not seen it for a day or two, you are ready to revise your work. This will require feedback from your audience and your own assessment of the effectiveness of your essay.

Ask your reader or writing group to read your essay by following the guidelines contained in the “Critical Reading Guide” in this chapter’s Guide to Writing (SMG), and provide you with feedback in writing. While you are waiting for feedback on your essay, you can assess your own work. The revision guidelines and questions in the **Revising, Editing, and Proofreading** section of this chapter’s Guide to Writing (SMG) will help you identify problems in your first draft and identify possible solutions. Use each question to critique your work. Mark up the sections of your draft that you think will most benefit from revision, and chart your revision plan as suggested in the **Revising** section of this chapter’s Guide to Writing (SMG).

Before you start to revise your draft, read “A Writer At Work” at the end of the SMG chapter on Proposing a Solution. After you finish reading this section, use feedback from your reader(s), your revision plan, and your marked-up draft to write a revised draft of your essay.

Learning Tip

Remember to use the editing strategies explained in Unit 2 of this Course Guide.

Edit and Proofread

Read the **Revising, Editing, and Proofreading** section of this chapter’s Guide to Writing (SMG) to become aware of sentence errors common to proposal (or persuasive) writing. Then read through your revised draft to check for these types of errors. After you review the error and spelling logs in your journal, check for these errors in your essay. Add any new errors you uncover to your logs, and write the final copy of your essay. Be sure to proofread that copy for any new errors.

Evaluate Your Work

Ask your peer reader or writing group to read and respond to your final essay. Encourage your reader(s) to comment on which revisions most improved your proposal and which parts of the paper, if any, they find less effective. After taking into account reader feedback and your own assessment of your essay, complete the chart below.

Using a scale of 1–5, rate your essay on the features displayed in the following chart by checking or shading in the appropriate boxes. (This list of features also appears at the end of the assignment description on page 77 in this unit.)

Essay Feature	Not Effective ←————→ Effective				
	1	2	3	4	5
A well-defined problem					
A specific solution					
Adequate evidence to establish the problem and support the solution					
Consideration of counterarguments and alternate proposals					
A clear pattern of organization					
A tone appropriate to the topic and audience					
Careful editing and proofreading					

Reflect on Your Writing Process



Now that you have written an essay proposing a solution to a problem and rated your work, it is time to reflect on your individual writing process. Reflecting on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited the essay will help you continue to refine your individual writing process.

The following reading will help you reflect on your writing process. As you read, respond in your journal to the questions included in the section on reflecting on what you have learned at the end of the SMG chapter on *Proposing a Solution*. Then complete the following reading and record any insights about your own writing in your journal.

Read the section on thinking critically about what you have learned, found at the end of the SMG chapter on *Proposing a Solution*.

Preparing for and Taking the Examination

Part III

Preparing for and Taking the Examination

The purpose of Part III is to help you adapt the writing process you developed in Part II to the constraints of timed examinations, particularly to those associated with the two essay questions you must answer on the UExcel examination in College Writing. This examination measures the complex set of concepts and skills you have learned in Part II by asking you to write two specific types of essays: the first type proposes a solution to a problem, and the second type analyzes and responds to arguments written by others.

Part III consists of three units. Unit 10 introduces you to the constraints of timed writing and provides you with general guidelines for writing in timed situations. Units 11–12 focus on the two types of examination questions you must address, and they provide you with specific guidelines for answering them. In these units you will examine sample questions, sample student responses, and rating scales. You will have several opportunities to practice writing essays of each type.

Unit 10

Writing Essay Examinations

In This Unit

Being able to write well in timed situations is important in academic settings and in the workplace where you may have to meet tight deadlines. The purpose of this unit is to provide you with general guidelines for adapting your individual writing process to writing timed essays, particularly written essay examinations.

Unit Objectives

At the end of this unit, you should be able to

- ▶ identify the values and expectations of an academic audience.
- ▶ analyze examination essay questions and assignments.
- ▶ formulate a time management plan for writing a timed essay.
- ▶ construct a personal editing plan for use in a timed writing situation.

Information Tip

This unit does not have a writing assignment.



The first reading of this unit provides general guidelines that will help you prepare for and answer essay examination questions. It describes nine common types of essay examination questions and suggests strategies for answering them. As you read, you will notice that several types of essay questions are similar to the examination questions that will be used to measure your writing skills for College Writing. However, this reading is intended to introduce you to essay examination questions. The next two units of this Course Guide will give you detailed information on the specific types of questions you will be asked to address.

Read the SMG chapter on Essay Examinations.

Time Management and Your Writing Process

The key to success on a timed essay examination is to successfully adapt your writing process to the constraints of the testing situation, conditions under which you will not have time to write multiple drafts or to substantially revise and recopy your essay. However, that constraint does not mean you should abandon the writing process that you have worked so hard to develop. You should not return to “just writing” — trying to think, write, revise, and edit all at once. Instead, find out as much as you can about the examination conditions you will face and the writing tasks you will be given. Then use this information to formulate a time management plan for each part of your writing process. The following steps illustrate how you can do this.

Learning Tip

Try these guidelines out on your next college assignment.

Step 1 Write down the stages of your writing process.

Stage 1: Thinking, Inventing, and Planning.

Stage 2: Drafting.

Stage 3: Revising, Editing, and Proofreading.

Step 2 Identify the stages that are most time-consuming for you.

The following chart will help you reflect on your writing process and suggest how to accommodate it.

If	Then
You tend to be a “planner,”	you might need more time for Stage 1, but less for Stage 2.
Your ideas come easily, but you struggle while composing,	you might spend less time on Stage 1, but allow more time for Stage 2.
You have significant mechanical or spelling problems	you might need more time for Stage 3.

Step 3 Prepare a chart showing how you should allocate your time to each stage of your writing process for the testing situation that you face.

For example, if you know that you must answer two essay questions of equivalent importance within two hours, you should think in terms of how you would allocate your time for each one-hour essay. The following sample time management plan shows how 60 minutes might be allocated to answer a one-hour essay. However, depending on your personal writing process, the number of minutes you allocate to the different stages of writing may be quite different.

Sample Time Management Plan

Time	Stage	Activity
10–15 minutes	I Thinking Prewriting Planning	Read and analyze the question and sample essays. Decide how to respond, prewrite ideas to include in the response, and plan a tentative outline.
35–40 minutes	II Drafting	Write your response to the question.
10 minutes	III Revising Editing Proofreading	Re-read your essay, revise on the original copy, edit, and proofread.

Your Editing Plan

In testing situations you will not have time to write successive drafts or to recopy your essay. Therefore, good planning is essential before you begin drafting. With careful prewriting and planning, you should not have to make major organizational changes to your essay. What you will have to do, however, is to develop a strategy for revising, editing, and proofreading on your original copy.

First, develop a personal “trouble list.” Review your error and spelling logs, and make a list of your three or four most common editing errors; make another list of any frequently used words that you tend to misspell. You will not be able to use a dictionary or spell checker during your exam. Review these lists often so that looking for your “trouble spots” becomes automatic.

During the examination, use the editing process introduced in Unit 2 of this Course Guide to revise and edit your essay. A sample editing plan might look like this:

Step 1 Read the essay.

Under examination conditions, you will not be able to read your essay aloud as suggested in Unit 2. Instead read your essay silently and slowly, trying to “hear” your voice in your head as you check for missing words and unclear sentences.

Step 2 Read for trouble.

Read through the essay a second time, looking specifically for those errors on your “trouble list.” If you usually have a number of mechanical problems, allow plenty of time for this step so that you can read slowly, one sentence at a time.

Step 3 Read backwards, one word or sentence at a time.

Reading backwards takes your sentences and words out of context and forces you to focus just on the word or sentence itself. If you have trouble with sentence errors, reading backwards sentence by sentence may help you to isolate those problems. If you have spelling difficulty, reading backwards word by word can help you to see errors that you might otherwise miss.

Once you have finished editing, be sure to re-read your essay, this time proofreading for any new errors you may have created as you revised and edited. If you have time and you choose to recopy your essay, remember to proofread the final copy as well. Many new errors can occur due to recopying quickly.

Summary

This unit has provided you with general guidelines for adapting your individual writing process to writing timed essays. You have identified the amount of time you spend on each stage in your writing process and formed a tentative time management plan. You have also created a personal editing plan. The next three units provide you with opportunities to try out and adjust these plans, if necessary, to better accommodate your writing process.

Notes

Unit 11

Proposal Writing (Persuasive Writing)

In This Unit

The purpose of this unit is to help you to prepare for the Proposal Writing (Persuasive Writing) essay question you will answer on the UExcel examination in College Writing. In this unit you will analyze a sample examination question, write a response to it, evaluate your response according to official examination scoring guidelines, examine sample student responses to the same question, and develop your own set of guidelines for answering this type of question.

Unit Objectives

At the end of this unit, you should be able to

- ▶ respond to a sample examination question by writing an essay that illustrates features of a strong proposal as identified in Unit 9 of this Course Guide
- ▶ specify a set of guidelines that you plan to follow in responding to an examination question requiring you to write a proposal
- ▶ describe an effective strategy for analyzing a sample examination question
- ▶ differentiate strong from weak answers written in response to a sample examination question
- ▶ evaluate and refine the time management plan you prepared in Unit 10 of this Course Guide

Search Your Memory



In Units 9 and 10 you acquired knowledge and skills that you will need to consolidate and apply as you respond to an examination question requiring you to write a proposal. Review the notes and

proposal you wrote in your journal for these units, and create a set of tentative guidelines that will help you write an effective proposal. Keep in mind that you will not have to choose a problem to write about—the examination question will do that for you. The following questions will help you develop your guidelines.

Aspect	Questions to Consider
Problem	What strategies do you have for analyzing a problem?
Solution	What steps will you take in developing an idea for a solution?
Arguments	What invention techniques are helpful in finding supporting arguments and information?
Counterarguments	<ul style="list-style-type: none">• Why do you need to think about counterarguments?• How will counterarguments enter into the planning, organization, and presentation of your idea?
Organization	What ways of organizing your solution and supporting evidence might you use?
Style	What kind of style, especially with respect to tone, do you think you will use?
Revising, Editing, and Proofreading	What strategies will you use to revise, edit, and proofread your essay?
Techniques	What did you find was especially successful in the way you wrote the essay for Unit 9?
Time Management	How much time will you spend on each stage of your writing process?

When you have developed a set of guidelines, format them so that they are on one page. A table or a set of headings with bulleted subpoints is a concise way to display your guidelines. Keep in mind that your guidelines are tentative. This unit contains strategies and information that you will almost certainly wish to incorporate into your initial set of guidelines.

Learning Tip

The Unit Objectives in Units 9 and 10 will also help you focus on major points.

Read and Respond



The sample essay question (prompt) below illustrates one type of question you will find on the examination. Read the question through slowly and carefully. Try to determine exactly what it is asking you to do. It is important to understand that **the prompts will be presented on a computer screen, and you will write your answer using a simple word processor.** You will also be provided

scratch paper for notes. Therefore, you should practice jotting down key words from the prompt on scratch paper. This strategy will enable you to look back quickly to find key information while taking the test.

Information Tip

Essay questions are sometimes referred to as “prompts.”

Read the following prompt and note the key words.

Sample Proposal Writing (Persuasive Writing) Prompt 1

Your community’s planning committee has set aside funding for the renovation of a vacant building or lot to be used for the whole community. The goal is for this new public space to be used frequently and by as many people as possible. The committee is asking people to suggest a site in their community and recommend a use for it.

Write a letter to the community planners. Be sure that you:

- make a clear and specific argument for the purchase of a specific vacant building or lot, explain why it is the best location for a community space, and describe how it should be used to achieve their goals;
- identify the disadvantages of likely competing proposals and counter them;
- explain carefully and in detail why your chosen site and use should be accepted;
- using a tone appropriate to the identified audience, argue persuasively to the community planners that the plan you have suggested is a wise investment.

In constructing your response, be sure that you:

- provide an effective introduction that prepares the reader for the structure you have chosen for your argument;
- use a thesis statement and appropriate topic sentences, transitions, and paragraph structure as you present your judgment on the issue or problem;
- include specific citations from external sources you are able to recall, rather than relying solely on personal opinion and experience;
- conclude with an authoritative statement on the problem at hand.

The structure of this sample question is typical of this type of examination prompt in that it is divided into two paragraphs. The first paragraph gives the background information on the situation you will be writing about, and the second paragraph directs you to address a particular audience and specifies what must be included in your response.

Now that you have carefully read the question and noted the key words, you can assess your choices. Compare the words you noted with the key words or phrases listed in the following chart. While your choices may differ in a few instances, you should have selected most of these words and phrases as they represent the essential aspects of the question.

Paragraph	Key Words or Phrases			
1	<ul style="list-style-type: none">• community’s planning committee• renovation	<ul style="list-style-type: none">• vacant lot or building• new public space	<ul style="list-style-type: none">• frequently• many people	<ul style="list-style-type: none">• suggest a site• recommend a use
2	<ul style="list-style-type: none">• letter to community planners• propose• purchase	<ul style="list-style-type: none">• specific• explain why• best location	<ul style="list-style-type: none">• describe how• used to achieve goals• argue	<ul style="list-style-type: none">• wise investment



The Assignment

Practice Examination Essay 1

The assignment for this unit is to write an essay response to “Sample Proposal Writing (Persuasive Writing) Prompt 1,” page 91. Before you begin writing, proceed to the next section of this unit, “Prepare to Write.”

Prepare to Write

Even though this is your first examination practice session, try to match the conditions you must face during the actual examination. Isolate yourself in a quiet area where you will not be interrupted or distracted, and allow yourself no more than 45 minutes to complete this essay. You should complete it in one sitting; do not use any notes, books, or other aids (except for this Course Guide) that you will not have available during the examination.

Learning Tip

Spending 45 minutes on this question is recommended because the other question type tends to take longer to answer.

You will be using a computer to write out your essay during the examination. Students who are used to preparing their answers using one mode often find it difficult to write an essay using a different mode during an examination.

Learning Tip

If you write your essay by hand, skip lines so that you can add or change words when you re-read and proofread.

It is better to address this difficulty during an examination practice session than during the actual examination.

When you have established examination conditions and are ready to begin, write down the starting time and the time you must end (45 minutes later). As you prepare your response to “Sample Proposal Writing (Persuasive Writing) Prompt 1,” you will be asked to record the time you complete each stage of your writing process. This information will help you adjust the time management plan you prepared in Unit 10.

Before proceeding to “Stage 1: Thinking, Prewriting, Planning,” write down the time in the space provided:
_____ (Time).

Stage 1: Thinking, Prewriting, Planning (5–10 minutes)

The steps in the following chart will guide you through each stage of your writing process as you prepare and write your response to “Sample Proposal Writing (Persuasive Writing) Prompt 1.”

Step	Task	Procedure
1	Read and analyze the question.	Read the examination question again, noting the words you circled. Try to get a clear picture of the situation and the problem.
2	Write down your purpose.	Your purpose is to propose a solution to the problem described in the examination question and to try to persuade the audience to accept your solution.
3	Describe your audience.	Who is your audience? Jot down a few characteristics that you must take into account. How are they likely to be persuaded? Use any of the invention strategies you have learned to analyze the specified audience.
4	Analyze the causes of the problem and identify a solution.	<ul style="list-style-type: none"> Analyze the problem by asking a set of generic questions such as the following: What are the effects of the problem? Who or what groups are affected by it? What are the likely causes? Identify a solution by considering measures that would address the causes and decrease or eliminate the effects on those affected by them. (If you have difficulty with this task, review the Writing a Draft section in the Guide to Writing found at the end of the SMG chapter on Proposing a Solution. Focus on the areas that discuss Analyzing and Defining a Problem, and Finding and Defending a Solution.)
5	List arguments supporting your solution and counter-arguments.	Choose one or two strategies (brainstorming, freewriting, mapping the topic, questions for invention, etc.) that you have found efficient and effective for you.
6	Prepare a scratch outline that organizes your ideas.	Decide which ideas you will include and how you will organize them. Will you start with a rhetorical question? A summary of problem and the need for a solution? Will you start with a statement proposing your solution? With an interesting scenario? Or will you present counterarguments first and explain why they may have merit but are not the best solution to the situation at hand?

After you have completed Stage 1 of your writing process, write down the time before proceeding to the next stage: _____ (Time)

Write

Stage 2: Drafting (30–35 minutes)

Since you have spent about 5–10 minutes planning your answer (probably more for this practice run), and you will probably need to reserve about 5–10 minutes to revise, edit, and proofread your essay, you will have about 30–35 minutes to complete your draft. Write your draft now.

After you have drafted your essay, write down the time before proceeding to the next stage: _____ (Time)

Revise, Edit, and Proofread

Stage 3: Revising, Editing, and Proofreading (5–10 minutes)

Because of the constraints of a testing situation, you will not have time to revise drafts or to recopy your essay, nor will you be able to obtain feedback from a reader as you should normally do. However, keep in mind that all test-takers deal with these conditions and that examination raters are fully aware of the constraints imposed on your writing process by the testing situation.

Try out the editing and proofreading plan you developed in Unit 10. You might find it useful to:

- try to hear the words in your head as you read
- read for your chronic trouble spots
- read backwards to spot word-level problems

After you have revised, edited, and proofread your essay, write down the time: _____ (Time).

Learning Tip

As you re-read your essay, pretend you are a member of your audience.

Check back to see what time it was when you started preparing your proposal. Did you stay within the hour? If you did not, you should not be overly concerned if you ran over 10 or 15 minutes, as this is your first attempt at trying to write a response to a sample examination question.

Evaluation

The scoring guide and the example essay answers that follow will help you develop your ability to distinguish strong proposals from weak proposals. The scoring guide is similar to the one used to evaluate your essay when you take the examination. It has six levels, with 6 being the highest score. Your essay will be assigned one of these numbers that will form the basis for your grade.

As you carefully read the “Proposal Writing (Persuasive Writing) Scoring Guide,” try to gain a sense of how the features associated with the higher scores differ from those associated with the lower scores. Keep in mind that when you finish reviewing “Score Point Descriptions” included in the Scoring Guide, you will be asked to assign a score to the essay you wrote in response to “Sample Proposal Prompt 1.”

Information Tip

The “Proposal Writing (Persuasive Writing) Scoring Guide” is written for a faculty audience.

Proposal Writing (Persuasive Writing) Scoring Guide

Description of Prompt

This type of prompt tests your ability to persuade a reader to pursue a specified course of action, using your knowledge and experience to support your position. It tests your ability to select and effectively use such rhetorical strategies as narration, illustration, explanation, and description to support the position.

Score Point Descriptions

- 6** In the **6 response**, the writer shows originality in creatively employing personal knowledge and experience to engage the audience's interest and to solicit support for a proposed resolution or plan of action. The writer uses rhetorical strategies such as examples, narratives, descriptions, reasons and/or arguments designed for the specific audience identified in the prompt. The writer's voice is engaging and the response contains vivid language. Paragraph development, sentence structure, and word choice are sophisticated and reveal the writer's command of these elements. The response contains few errors in grammar, punctuation, or usage.
- 5** In the **5 response**, the writing is focused, interesting, and even lively; however, it lacks the originality and creativity of the 6 response. The proposal is fully developed and the writer uses personal knowledge and experience to support her or his persuasive intent. The writer uses rhetorical strategies (examples, narratives, descriptions, reasons and/or arguments) in ways that are appropriate to the purpose of the proposal, but may do so in a formulaic way. While the voice is appropriate to the subject and intent of the proposal, it is somewhat flat and does not add to the persuasive force. The structural development of paragraphs and sentences indicates the writer's command of these elements. The proposal may contain a few errors in grammar, punctuation, and/or usage, but they do not interfere with readability.
- 4** In the **4 response**, the writer adequately responds to the prompt and is somewhat successful at using personal knowledge and experience persuasively. The material included in the proposal addresses the audience, but the writing lacks grace and consistency. The writer makes limited use of rhetorical strategies in support of the proposal. The writer may occasionally shift or blur the proposal's focus or fail to select or maintain an appropriate tone. While the paragraphs may lack sufficient detail, the overall organization and the development of paragraphs and sentences show more than rudimentary knowledge of these elements. Word choice and errors in grammar, usage, punctuation, and spelling may occasionally interfere with readability and weaken the persuasiveness of the proposal.
- 3** In the **3 response**, the writer may develop a scenario or problem and reveal the intent to use personal knowledge and experience persuasively, but is not entirely successful in doing so. Appropriate details and supporting evidence may be presented; however, the writer may simply list points or details without showing how they support the resolution or plan of action if one

is stated. Rather than developing an argument, the writer may depend on emotional appeal or may assume the audience's agreement or support without eliciting it. The overall organization or development of paragraphs may be weak or confusing, but the writer demonstrates a basic competency in these areas. Errors in grammar, punctuation, spelling, and/or word use may interfere with readability and detract from the writer's persuasive intent. Conversely, the response may demonstrate command of these features but lack substance and/or depth.

- 2** The **2 response** may present appropriate and even interesting personal knowledge and experience, but not in such a way as to support the proposal. The response may lack purpose, focus, and/or development, or consist only of inadequately illustrated recommendations or recommendations that are not directed toward a clear purpose. The writer's points may be insufficiently developed and the response may not be structured so that it leads readers from point to point. The writing style may suggest that the writer had difficulty constructing sentences and selecting appropriate words, and errors in mechanics may often interfere with readability and seriously detract from the writer's persuasive intent.
- 1** The **1 response** may lack a clear purpose and not sufficiently develop the points it makes through appropriate rhetorical strategies. Some relevant personal knowledge and experience may be incorporated, but the response may not develop connections among points or clearly reveal a purpose. Simplistic syntax and diction suggest inadequate command of basic elements of writing. Mechanical errors and the absence of structural control seriously hamper communication with the reader.
- 0** Not ratable. The essay cannot be rated because it ignores the writing prompt, or is blank, completely illegible, or written in a language other than English.

To fully understand the criteria for rating your answer, you must learn to apply them in a fair, objective manner. Try to adopt the perspective of an examination rater and use the Proposal Writing (Persuasive Writing) Scoring Guide to rate the proposal you wrote in response to "Sample Proposal Writing (Persuasive Writing) Prompt 1."

Circle the number that indicates how you rated your proposal: 6 5 4 3 2 1 0

Now you will have a chance to assess and develop further your ability to use the Scoring Guide by rating three sample student essays and comparing your ratings with the ratings assigned by a team of faculty raters. After each of the following student essays, you will find an explanation for the rating assigned to it by the faculty team. Read these explanations carefully. They will give you ideas of what to do and what not to do the next time you write this kind of essay.

Try to adopt the perspective of an examination rater who must objectively and fairly apply the Scoring Guide, and carefully read and rate the following sample student essay answer. (Writing errors have been reproduced from the student paper.)

Sample Student Response 1

In a time of growing public concerns about sexually transmitted diseases, namely HIV and AIDS, it has become increasingly important, for people of all ages, races, and genders, that everyone knows where they stand in terms of health and sexual responsibility. I propose that a county and state supported sexual testing center be created so that the community will be able to safely take care of themselves and monitor disease, since public concern is so prominent on this matter.

The location of the building is an important consideration. I propose that the vacant, three story building, located three miles away from Rt. 146 (the major and main road in our town) be used. This building is ideal because of its history and size. It used to be a pet hospital and animal shelter, so medical equipment, outlets, and other technological and scientific necessities have already been successfully used their. Also there are over 100 rooms for patients, over 10 offices and several hundred square feet of desk and secretarial space. The need for intense renovation of the building would be, with the acception of the purchase of medical equipment, cost free. The location is ideal because it is secluded. This creates a private environment, so to avoid the embarrassment of a recognizable vehicle or person being spotted. Sexually transmitted diseases are of great public concern, but privacy and decency should be expected and respected.

I again express my deepest support for this venture. The convenience of the centers location would ease the burdens of travel on patients and community citizens. The need for the center is overwhelming, not because of the number of assumed or definite cases of sexually transmitted disease in our community, but because the risk we would encounter if we deny our community members appropriate health facilities in these ever changing times.

Learning Tip

Do not proceed to the next section until you have indicated your rating.

It has always been the aim of our community to present maximum opportunity and comfort while living here, to all residents. We have afforded them malls, restaurants, movie theatres, etc. Now we must afford them our continued support when dealing with public safety and health. Support this proposal. And, remember what Dr. Martin Luther King, Jr. said. "The question is not 'If I help this person, what will happen to me?' The question is 'If I don't help this person, what will happen to him or her?' That is the question."

Sincerely,

Mohammed Kadin

Rate this answer by circling the appropriate number: 6 5 4 3 2 1 0

Examination Rater Evaluation

This essay has all the elements of a strong proposal: a statement of a need for something to be done (the first sentence); a statement of what is being proposed to be done (the second sentence); and a detailed discussion of how the proposal might be carried out. Two main arguments are made to support the proposal: feasibility, which is developed in the second paragraph; and humanity — consideration of, and help to, fellow town residents — which is developed in the third and fourth paragraphs. Feasibility is essential in a proposal. The argument from humanitarian grounds is a feature that helps to raise the scoring level because it shows an interesting approach that is well thought out and explained. Personal knowledge and experience are used well to make the appeals persuasive in a very specific situation.

The essay is well organized and developed, with each part of the proposal and each kind of argument taken one after the other. The writer does not scatter his thoughts about each idea among other ideas, and each idea is elaborated with appropriate detail. For instance, the writer has given several points in support of his contention as to why the location is a good one, and they are all together in the second paragraph. In paragraph 3, the writer moves on to the next point, developing his argument of easing the burdens of people in need. The writing is also clear and at times the voice is interesting and lively. The only errors are in spelling, and though there are many of these, they do not impede the reader's understanding.

Though the paper is strong, it does not quite reach a level six. A more lively voice, with more varied sentence style and vocabulary would have strengthened the paper. The first sentence of paragraph 3 seems out of place: instead, a stronger leading statement into the second major argument is needed. Last, there are too many spelling errors for a top-rated paper. **Faculty rated "Sample Student Response 1" at level 5.**

Compare your rating of “Sample Student Response 1” with the rating given by the faculty team. Is your rating higher? Lower? The same? If your rating was different from that assigned by the faculty team, re-read “Score Point Descriptions,” pp. 95–96, particularly the description for a level 5 response, and review the explanation for why this essay received a level 5 rating.

Carefully read and rate the next sample student essay according to the Scoring Guide. Once again try to adopt the perspective of an examination rater who must objectively and fairly apply the Scoring Guide. (Writing errors have been reproduced from the student paper.)

Sample Student Response 2

Dear Community Planners,

I have heard that you are looking for a lot to build a building for community activities. I know of a vacant lot that would be a great spot for just that. It is in a central location and would be great. The lot is behind the high school and would be easily accepted by everyone. It is large enough for a base ball field to be places out side and a tennis court. Many things could be built inside to suit everyone’s needs. A walking ring for the elderly could be down stairs around the out side of the basket ball court. On the second floor there could be a rolling ring for the ones who like to roller skate.

I believe that this location is the best for the whole community. The location is central and easy directions could be given on how to get to it. The children at the high school would always be using it and could also be workers in the afternoon time. I think that the best way to go about this would be to start from the ground up. If you build the building, you can make it just the way you want it. It might be hard to use another building and remodel it because the same amount of money could be used on just what you wanted.

I believe that behind the high school is the best location. The high school is in the center of town and most everyone can find it pretty easy. I do not know of a better place for this community building to be built.

**Rate “Student Sample Response 2”
by circling the appropriate number: 6 5 4 3 2 1 0**

Examination Rater Evaluation

This writer starts off by stating the point of the letter and presenting the proposal. Several interesting and effective arguments are presented. A few ideas are offered to support each major point. The second half of paragraph 1 sustains its focus on a single point. Paragraph 2 has sustained points, but has two of them, and they are unrelated — one in the first half and another in the second half of the paragraph. There are no major sentence errors (fused sentences, fragments, or comma splices), but a few sentences are not comprehensible.

The letter suffers in five important areas: organization, sufficient arguments and supporting details, clearness of meaning in a few places, grace and complexity of sentence structure and vocabulary, and spelling (many errors throughout). **Faculty rated “Student Response 2” at level 2.**

Compare your rating of “Sample Student Response 2” with the rating given by the faculty team. Is your rating higher? Lower? The same? If your rating was different from that assigned by the faculty team, re-read “Score Point Descriptions,” pp. 95–96 particularly the description for a level 2 response, and review the explanation.

The next section of this Course Guide contains the last sample student essay included in this unit. Try to adopt the perspective of an examination rater who must objectively and fairly apply the Scoring Guide, and carefully read and rate “Sample Student Response 3.” (Writing errors have been reproduced from the student paper.)

Sample Student Response 3

December 2, 1996

*Planning Committee
City Hall
Sierra Vista, AZ 85635*

Dear Sir or Madam,

I am writing to propose the purchase of the vacant lot and building on Pleasant Street. I believe that the vacant lot is an excellent location for a park and community center.

The lot is centrally located in the city, with easy access to public transportation. The area is not located on the streets where traffic is heavy, so getting in and out of the park would not be a problem.

The lot is sizeable, allowing the addition of bike trails and jogging tracks. There is ample parking space to accommodate large groups. Half of the lot could be used for playground equipment, and a wading pool for children.

With the addition of covered picnic shelters and barbeque pits, families could spend the entire day.

The vacant building is located nearly in the center of the vacant lot, and with minor renovations, it could house public restrooms. The kitchen would have to be remodeled, but upon its completion, it could be used by civic groups for dinners and parties. It could also be rented to the public and private entities at a modern cost.

There is a great need for a community center and a park in our city. It would be of use to everyone in the community, and the availability of places to spend time leisurely are few in this community. I hope you will give my proposal consideration as a way to use your funding in a way that will benefit the whole community.

I believe the purchase of the vacant lot and building on Pleasant Street is a wise investment, as the funding would go farther and be available on a long term basis. The area is not being used at this time, so it would serve to beautify the area your investment in the area would be of great benefit to all people of the community, and not just a few.

I hope you will choose my proposal as the right choice to use your funding.

Sincerely,

Nancy Berg

**Rate “Student Sample Response 3”
by circling the appropriate number: 6 5 4 3 2 1 0**

Examination Rater Evaluation

This proposal is clear, maintains its focus on the purpose, and uses personal knowledge and experience to develop effective arguments. The writer has chosen the letter form and begins with a statement of why she is writing and what she proposes, thus focusing immediately and directly on the purpose of the letter. She considers a variety of arguments that are likely to persuade the audience (the planning committee): location and size of lot, the need for a community center and park, the wisdom of such an investment, and the need to beautify the area. She provides reasons why these arguments are good ones, and she suggests several uses for the proposed property. In addition, there are no grammatical or punctuation errors, and there is only one spelling error (accommodate). These are all strengths.

However, the organization suffers because these arguments are not developed as paragraphs, but scattered among different paragraphs. For instance, location is mentioned in paragraphs 2 and 4. Most of paragraph 4 is not about lot size, but takes up another topic, suggestions for what kind of rooms the facility might include. The last point brings up yet another topic, the money-making potential of the facility. This good suggestion would be stronger if it were included with the claim in paragraph 6 that the building would be a wise investment. Perhaps a separate paragraph on the wisdom of the proposer’s idea would make a strong addition. Paragraph 5 introduces the main ideas and would be more effectively placed after the first paragraph to let the readers know the main thrust of the proposal. The argument about beautifying the area occurs in one sentence, and could have been expanded. In short, the paragraphs need to have a controlling idea, and that idea needs to be stated at the outset of each.

While the writing is clear and accurate, the sentence structure is neither complex nor graceful, and the range of vocabulary is very small. In sum, the letter gets its point across and has only one mistake, but it could have gotten the point across much more clearly and effectively with a better ordering of ideas, a few more supporting points, and a more varied sentence style and vocabulary.

Faculty rated “Sample Student Response 3” at level 4.

Note: The problem of poor organization and failure to develop some points accurately in “Sample Student Response 3” is probably due to starting to write without thoughtful planning. Initially this writer wrote a one-page letter, realized it was too brief, marked it SCRAP and began again, producing the letter above on the second try. The aborted letter is below. Notice that she has expanded quite a bit in her second attempt, but she has not achieved better organization. Probably she wrote down ideas as they came to her.

December 2, 1996

*Planning Committee
City Hall
Sierra Vista, AZ 85635*

Dear Sir or Madam,

I am writing to propose the purchase of the vacant lot and building on Pleasant Street. I believe the vacant lot is an excellent location for a park and community center. The lot is centrally located, and accessible to public transportation.

The area is large enough for ample parking, as well as jogging Tracks and bike Trails. There could also be playground equipment and a small wading pool for children. With the addition of picnic shelters, the area could be used by large groups or just families year-round.

With minor renovations, the building could house restrooms and accommodate food vendors.

I believe the purchase of the vacant lot and building on Pleasant Street would be a wise investment as it would utilize vacant space, and be an asset to the entire community.

Sincerely,

Nancy Berg

Compare your rating of “Sample Student Response 3” with the rating given by the faculty team. Is your rating higher? Lower? The same? If your rating was different from that assigned by the faculty team, re-read the “Score Point Descriptions,” pp. 95–96, particularly the description for a level 4 response, and review the explanation for why this essay received a level 4 rating.

Evaluate Your Work

Which of the three sample student essays most resembles yours? Or does your essay seem to fall between two of them in quality? Now that you have had practice using the Scoring Guide, re-read your essay as though you were a faculty rater and rate your essay again.

Rate your essay by circling the appropriate number: 6 5 4 3 2 1 0

If possible, ask your reader or someone in your writing group to read “Sample Writing Prompt 1,” your essay, “Proposal Writing (Persuasive Writing) Scoring Guide,” and the three sample student essays, and then to rate your essay. Ask your reader(s) to explain their rating to you. Probably there will be things you did not see that another person can notice and tell you about.

If you are not satisfied with your essay, a good learning strategy is to revise it. Even though you will not have time to rewrite the whole essay during the examination, rewriting now will help you start at a higher level of proficiency the next time. You will have solved some of the problems writers

must face when they write in new situations. Rate your revision, and ask another person to rate it as well.

Reflect on Your Writing Process



Now that you have written a response to a sample examination question and rated your work, you should reflect on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited your essay. Describe in your journal a significant problem you experienced during this process; identify the cause(s), and try to come up with an appropriate solution. How will you deal with the problem the next time?

Review the set of tentative guidelines you prepared earlier in this unit to help you write an effective proposal. Keeping in mind all that you have learned during this unit, revise your guidelines and format them so that they are on one page. You should also revise your time management plan and note the amount of time you plan to spend on each writing stage on the same page as your guidelines.

The Assignment

Practice Examination Essay 2

You should not consider yourself fully prepared for the Proposal Writing (Persuasive Writing) question on the UExcel examination in College Writing until you can write a solid proposal in response to a sample examination question under examination conditions. You will now have an opportunity to demonstrate your ability to do this.

Another sample examination question, “Sample Proposal Writing (Persuasive Writing) Prompt 2,” follows on the next page. Do not look at Prompt 2 before you have established the following examination conditions:

- no notes, textbooks, dictionaries or other printed matter (except for the examination prompt) within sight
- a period of quiet, uninterrupted time (one hour)
- a computer with word processor OR pen, lined paper, and scrap paper

When you have established examination conditions and you are ready to begin, turn the page to “Sample Proposal Writing (Persuasive Writing) Prompt 2” and begin.

Sample Proposal Writing (Persuasive Writing) Prompt 2

A television crew will be coming to your “home town,” or the town, neighborhood, or other locality with which you are most familiar, to film a segment in a series entitled “Where We Live.” Each show in the series will adopt a specific perspective on the location. Sites will be selected to fit the perspective.

Write a letter to the director of the documentary series in which you use your personal experience and knowledge of the locality to suggest a specific perspective the director might take when representing the locality and to propose one or more sites. Be sure that you:

- make a clear and specific argument that your perspective be adopted for the documentary;
- **explain** carefully and in detail why the perspective and specific site or sites you suggest will be a good basis for the documentary and offer an interesting picture of the place;
- **describe** the site or sites the film crew should visit in support of your perspective, and, using a tone appropriate to the identified audience, explain how the site(s) fit into the overall picture of the place that you propose the director adopt .

In constructing your response, be sure that you:

- provide an effective introduction that prepares the reader for the structure you have chosen for your argument;
- use a thesis statement and appropriate topic sentences, transitions, and paragraph structure as you present your judgment on the issue or problem;
- include specific citations from external sources you are able to recall, rather than relying solely on personal opinion and experience;
- conclude with an authoritative statement on the problem at hand.

Learning Tip

Review your proposal (or persuasive) writing guidelines before beginning the practice examination.

Evaluate Your Work

When you have finished writing your response to the practice examination question, set it aside for a day or two. Meanwhile, describe in your journal any problems you experienced as you planned, wrote, revised, and edited your essay. Identify the causes and try to come with appropriate solutions. Revise your proposal (or persuasive) writing guidelines (including time allocations) if necessary.

Use the “Proposal Writing (Persuasive Writing) Scoring Guide,” pp. 95–96 to rate your essay. Ask your reader or someone in your writing group to read “Sample Writing Prompt 2,” your essay, “Proposal Writing (Persuasive Writing) Scoring Guide,” and the three sample student essays, and then to rate your essay. Ask your reader(s) to explain the rating to you. If you are not satisfied with your essay, you may want to revise it. However, if you have serious concerns about your ability to successfully answer this examination question consider the suggestions in Appendix E, on page 132 of this Course Guide.

Reflect on Your Writing Process



Now that you have written a response to a sample examination question and rated your work, you should reflect on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited your essay. Describe in your journal a significant problem you experienced during this process; identify the cause(s), and try to come up with an appropriate solution. How will you deal with the problem the next time?

Review the set of tentative guidelines you prepared earlier in this unit to help you write an effective proposal. Keeping in mind all that you have learned during this unit, revise your guidelines and format them so that they are on one page. You should also revise your time management plan and note the amount of time you plan to spend on each writing stage on the same page as your guidelines.

Unit 12

Analysis and Response

In This Unit

The purpose of this unit is to help you to prepare for the analysis and response essay question you will answer on the UExcel examination in College Writing. In this unit you will analyze a sample examination question, write a response to it, evaluate your response according to official examination scoring guidelines, examine sample student responses to the same question, and develop your own set of guidelines for answering this type of question.

Unit Objectives

At the end of this unit, you should be able to

- ▶ write an essay that appropriately responds to a sample analysis and response examination question
- ▶ analyze a sample analysis and response examination question
- ▶ summarize, analyze, and respond to arguments that take opposing positions on a controversial issue
- ▶ specify a set of guidelines that you plan to follow in responding to an analysis and response examination question
- ▶ use the official examination scoring guidelines to differentiate strong from weak answers written in response to a sample analysis and response examination question

Search Your Memory



In Unit 11 of this Course Guide, you developed a set of guidelines to help you prepare for the Proposal Writing (Persuasive Writing) examination prompt. In this unit you will develop a set of guidelines that will help you prepare for the analysis and response prompt.

The knowledge and skills you learned in Units 5–8 of this Course Guide provide the foundation required to write an effective response to the analysis and response question. However, before you attempt to write a practice analysis and response essay, you need to review and consolidate your prior learning in light of the writing skills required for the task at hand. Then you can organize this information into a tentative set of guidelines.

The following chart will help you focus your review of Units 5–8 on the concepts and skills most relevant to the analysis and response examination question.

Read and Review	Write in Your Journal
Unit 5: Explaining a Concept Course Guide, journal notes, and essays	The key points to remember in <ul style="list-style-type: none">• Selecting rhetorical strategies• Considering the needs of your audience• Integrating and organizing information from sources
Unit 6: Arguing a Position Course Guide, journal notes, and essays	The key points to remember in <ul style="list-style-type: none">• Stating a position• Supporting the position with arguments and information from sources• Considering counterarguments, and organizing arguments
Unit 7: Evaluating an Argument Course Guide, journal notes, and essays	The key points to remember in <ul style="list-style-type: none">• Analyzing an argumentative essay• Summarizing an argumentative essay• Evaluating and critiquing an argumentative essay
Unit 8: Speculating About Causes Course Guide, journal notes, and essays	The key points to remember in <ul style="list-style-type: none">• Analyzing the causes and effects of a problem• Identifying the causes an audience might prefer• Synthesize differing points of view

Your review of Units 5–8 probably generated more information than you could possibly include on a one-page set of guidelines designed to help you answer an analysis and response type of examination question. The next section of this Course Guide will help you organize and streamline this information by focusing your attention more closely on the examination task.

Read and Respond



You will now examine the type of prompt for which you must prepare your guidelines. Look ahead to the “Description of Prompt” section of the “Analysis and Response Scoring Guide” on page 115–116 in this unit. This part of the Prompt description lists the tasks on which you will be evaluated. As you read these three paragraphs, jot down key words or phrases that will help you focus your attention on what you must do. When you are finished, return to this page.

It is important to understand that **the question and the two texts will be presented on a computer screen, and you will write your answer using a simple word processor.** You will also be provided scratch paper for notes. Therefore, you should practice jotting down key words from the prompt on scratch paper. This strategy will enable you to look back quickly to find key information while taking the test.

Now that you have carefully read the question and written down the key words, you can assess your choices. Did you jot down “summarize,” “analyze,” “opposing viewpoints,” “respond,” “effectively,” “use sources,” “quote,” “paraphrase,” and “MLA style?” Consider how you might use words like these to help you organize the set of guidelines you are developing to help you answer this type of examination question.

In the next section of this Course Guide you will find an analysis and response examination prompt similar in format to the type of prompt you will find on your examination. It consists of three components: the question itself and two texts presenting opposing viewpoints.

Read the question through slowly and carefully. Try to focus on the specific tasks on which you will be evaluated. Write down the key words. This strategy will enable you to look back quickly to find key information while you are taking the test.

Read the following prompt and jot down the key words.

Sample Analysis and Response Writing Prompt 1

Read the two texts presented on the following pages. The texts give different opinions on the language that college students and professors use when speaking to each other, and whether or not their speech should be regulated. The first text is taken from the editorial page of a newspaper; the second is a letter to the editor.

Write an essay for an audience of college students in which you:

- identify each author’s position on the issue “university speech codes.” You should assume that your audience does not have access to these texts, so part of your task will be to summarize the arguments in such a way that your audience will understand them;
- analyze and evaluate these positions;
- respond to the issue. You may choose how to respond to the issue. You may, for instance, defend the position of one of the authors, find a compromise position between them, explain why the controversy cannot be resolved, or suggest a way to resolve the controversy.

In constructing your response, be sure that you:

- provide an effective introduction that prepares the reader for the structure you have chosen for your analysis;
- use a thesis statement and appropriate topic sentences, transitions, and paragraph structure as you present your judgment on the controversy;
- include specific citations from the articles and any other resources you are able to recall, rather than relying solely on personal opinion and experience;
- conclude with an authoritative statement on the issue at hand.

Be careful to avoid plagiarism. These texts represent sources, so when paraphrasing or quoting from them, you should use the Modern Language Association (MLA) system of citation. You do not need to prepare a list of works cited.

Learning Tip

Do not read the following two sample texts at this time. Proceed to the next section of the Course Guide.

Sample Text 1: P.C. University Goes Too Far

If you are heading for college or graduate school and are sensitive about being male, female, black, white, Asian, young, old, married, unmarried, gay, straight, Catholic, Jewish, evangelical Protestant or a veteran, think about going to the University of Massachusetts at Amherst. You will be protected there against offense to your group sensibilities.

That is the purpose of a new code of behavior proposed by the university's administration and its union of graduate student employees. It would punish as "harassment" a wide range of speech by faculty members or students – including "epithets, slurs and negative stereotyping" – that may offend groups. ...

The proposed code, circulated at the Amherst campus last month, would ban speech that offends "on the basis of race, color, national or ethnic origin, gender, sexual orientation, age, religion, marital status, veteran status or disability." The graduate students' union said it would add to that list "citizenship, culture, HIV status, language, parental status, political affiliation or belief and pregnancy status."

Orwell is the name that comes to mind as one reads this proposal. It would create a totalitarian atmosphere in which everyone would have to guard his tongue all the time lest he say something that someone finds offensive. (The code would let anyone who heard a doubtful remark about some group bring a complaint, even if he was not a member of the group.)

Do the drafters have no knowledge of history? One wonders. No understanding that freedom requires, as Justice Oliver Wendell Holmes said, "freedom for the thought that we hate"? And if not, what are they doing at a university? ...

The chancellor at the Amherst campus, David K. Scott, responded to criticism by suggesting that a code was required by federal Department of Education regulations. They threaten to withhold federal aid from any university with a "hostile environment" in terms of race – and similar gender rules are being prepared.

If so, the federal regulations need revision. It is time to stop letting the elastic concept of a "hostile environment" menace freedom of speech, at universities of all places.

(Lewis, Anthony. "P.C. University Goes Too Far." *The Oregonian* 28 Nov. 1995: C7.)

Sample Text 2: Response to “P.C. University Goes Too Far”

To the Editor:

I am writing in response to Anthony Lewis’s recent editorial regarding the University of Massachusetts at Amherst’s proposed speech code. Anthony Lewis is wrong. Such a speech code is not an “Orwellian” or “Nazi” tactic. Rather, it is a directive asking that people speak with politeness and consideration for others. How can that be wrong?

I am a female student at Astoria State University, and I have quite often felt the stings of harassment in the speech of others. I once had a professor say to me, “Why don’t you stay home and have children? That’s all you’re suited to do.” Maybe he was joking – he said it with a laugh – but I was devastated. More than once I have heard male students refer to females using terms that your newspaper wouldn’t print.

I have heard other students refer to African Americans using racial epithets. Because this speech was not corrected or checked, fraternities have also engaged in outright racist behavior, such as dressing in white sheets imitating the Ku Klux Klan. What does it take for the administration to see that there is a problem – a lynching?

A college campus should provide a safe environment for learning. If students feel that they are hated by others or that their presence is not wanted, how can that student begin to learn and grow as a person? We are all entitled to an education in the United States, not just white males who resemble Anthony Lewis.

Student retention at universities like UMass is usually worse for students who are minorities of one type or another. Perhaps it is time to create a safe place for all of us to learn.

Nadine Williams

Astoria, Oregon

(Williams, Nadine. *Astorian Journal* 2 Dec. 1995: B12.)

Learning Tip

Instead of circling key words, you may find it more helpful to jot them down in the margin or on scrap paper. Do what works best for you.

The structure of this sample analysis and response question is typical of this type of examination prompt. The first paragraph identifies for you the controversial issue the two sample texts are taking on. It also gives you a little information on the texts. Maybe you found it helpful to circle “different opinions on the language” and “whether speech should be regulated.” Or you might have found it more useful to circle the entire second sentence.

The other paragraphs give you specific information on what your writing task is. Compare the words you circled in these paragraphs with the key words or phrases listed below. While your choices may differ in a few instances, you should have selected most of these words and phrases because they represent the essential aspects of the question.

Now that you have carefully read the question and circled the key words, you can reflect on your choices. Compare the words you circled with the key words or phrases listed in the following chart. While your choices may differ in a few instances, you should have selected many of these words and phrases as they represent the essential aspects of the question.

Paragraph	Key Words or Phrases		
1	<ul style="list-style-type: none">• essay• audience of college students• identify each author’s position on university speech codes• respond to the issue	<ul style="list-style-type: none">• summarize the arguments (for your audience)• analyze and evaluate these positions• choose how to respond	<ul style="list-style-type: none">• defend• find a compromise• cannot be resolved• suggest a way
2	<ul style="list-style-type: none">• avoid plagiarism• give citation• use MLA system		



The Assignment

Practice Examination Essay 1

The assignment for this unit is to write an essay response to “Sample Analysis and Response Writing Prompt 1.” Before you begin, proceed to the next section of this unit, “Prepare to Write.”

Learning Tip

Before you begin this practice examination, revise your initial set of guidelines so that they fit on one page. Review them.

Prepare to Write

Even though this is an examination practice session, try as much as possible to match the conditions you must face during the actual examination. Isolate yourself in a quiet area where you will not be interrupted or distracted and allow yourself no more than one hour and fifteen minutes to complete this essay. You should complete it in one sitting and not use any notes, books, or other aids (except for this Course Guide) that you will not have available during the examination.

Remember that the questions and prompts will be displayed on a computer screen and you will write your response using the word processor. If you don't have a computer available, try to imagine these conditions as you write your response by hand.

When you have established examination conditions and you are ready to begin, write down the time you start and the time you must finish (1 hour and 15 minutes later). As you prepare your response to “Sample Analysis and Response

Writing Prompt 1,” you will be asked to record the time you start or complete each stage of your writing process. This information will help you adjust the time management plan you developed in Unit 11.

Learning Tip

Be sure your time management plan allows enough time for reading and analyzing the two texts. Adjust the times to your needs.

Before proceeding to “Stage 1: Thinking, Prewriting, Planning,” write down the time in the space provided:
_____ (Time).

Stage I: Thinking, Prewriting, Planning (10 minutes)

The steps in the following chart will guide you through each stage of your writing process as you prepare and write your response to “Sample Analysis and Response Writing Prompt 1.”

Step	Task	Procedure
1	Read and analyze the question.	Read the examination question again, noting the words you circled. Try to get a clear picture of the situation and the problem.
2	Write down your purpose.	Your purpose is to summarize, analyze, and evaluate the two positions presented in the two texts and to respond to the issue by defending one position, developing a third position, or arguing that a resolution of the opposing views is either not possible or not desirable.
3	Read and analyze the two texts.	As you read the two sample texts on pages 109 and 110, circle important words and/or jot notes in the margins. Since nothing you write on the examination booklet will be evaluated, you may use it for your notes and planning.
4	Decide on your position.	Review the notes you made on the two texts and list the points each makes to support its position. Then decide where you will stand on the issue.
5	Plan your essay.	<p>Decide how you will organize your essay and make a draft outline. Will you start</p> <ul style="list-style-type: none"> • with your position, and summarize and discuss the sources in relation to it? • by presenting the issue and explaining what it is and why it is controversial? • with summaries of each source, analyze them, and then present your own stand? <p>Or will you present your analysis as part of the summaries, then present your position or argue that the opposing viewpoints can't be resolved? Be alert to counterarguments and tone. One or more of the invention strategies you have learned can help you both analyze the texts and decide what you should include in your essay.</p>
6	Describe your audience.	Who is your audience? Jot down characteristics that you must take into account. How are they likely to be persuaded? Use any of the invention strategies you have learned to analyze the specified audience.

After you have completed Stage 1 of your writing process, write down the time before proceeding to the next stage: _____ (Time)

Write

Stage 2: Drafting (55 minutes)

Because you will need 10–15 minutes to read the prompt and plan your answer, you should plan to spend 50–60 minutes writing your answer. Leave 5–10 minutes to revise, edit and proofread.

After you have drafted your essay, write down the time before proceeding to the next stage: _____ (Time)

Revise, Edit, and Proofread

Stage 3: Revising, Editing, and Proofreading (10 minutes)

Keep in mind that the constraints of a testing situation will not enable you to revise or recopy your first draft, nor will you be able to obtain feedback from a reader as you should normally do.

Try to refine the editing and proofreading plan you developed in Unit 11. Select from the following techniques as necessary.

- Try to hear the words in your head as you read.
- Read for your chronic trouble spots.
- Read backwards to spot word-level problems.

Learning Tip

If you want to change the order of sentences or paragraphs, use arrows and write a note in the margin to indicate the new order.

After you have revised, edited, and proofread your essay, write down the time: _____ (Time).

Calculate the total time you spent preparing this essay. Did you complete it within one hour and 15 minutes? If not, review the amount of time you spent on each of the three writing stages and make the needed adjustments on your guidelines for answering analysis and response examination questions. However, do not be overly concerned if you did run over the time limit because this is your first attempt at writing a response to a sample analysis and response examination question.

Evaluate Your Work

The scoring guide and the sample student essay answers below will help you develop your ability to distinguish strong student essays from weak ones. The “Analysis and Response Scoring Guide” is similar to that used to evaluate your essay when you take the examination. The Scoring Guide has six levels, with 6 being the highest score. Your examination essay will be assigned one of these numbers that will form the basis for your grade.

As you carefully read the Scoring Guide, try to gain a sense of how the features associated with the higher scores differ from those associated with the lower scores. Keep in mind that when you finish reviewing “Score Point Descriptions” included in the Scoring Guide, you will be asked to assign a score to the essay you wrote in response to “Sample Analysis and Response Writing Prompt 1.” Note that the following “Analysis and Response Scoring Guide” is written for a faculty audience who will use this guide to evaluate your work.

Analysis and Response Scoring Guide

Description of Prompt

This type of prompt tests your ability to summarize and analyze two texts that present opposing viewpoints; to respond to a controversy inventively and responsibly by quoting and/or paraphrasing; to use the Modern Language Association (MLA) style of citation when referring to the words and/or ideas of others; and to write within the rhetorical, syntactic, and mechanical conventions of Standard Written American English.

You are directed to read two texts presented in the prompt and to write an essay in which you identify each author's position on an issue, analyze and evaluate these positions, and respond to the issue. You are asked to assume that your audience does not have access to these texts, so that part of the task is to summarize the arguments in such a way that your audience will understand them.

You may choose how to respond to the issue. You may, for instance, defend the position of one of the authors, find a compromise position between them, explain why the controversy cannot be resolved, or suggest a way to resolve the controversy.

Score Point Descriptions

- 6** The **6 essay** is rhetorically engaging, syntactically sophisticated, and skillfully arranged. The essay summarizes accurately, responds effectively, and uses sources inventively and responsibly. The writer paraphrases and/or quotes from texts, establishing the nature of the controversy with insight and fairness to both authors. The essay concludes with a cogent response that follows from the analysis, that adopts one of the strategies mentioned in the prompt, and that anticipates objections to the writer's claims, dealing with them gracefully and effectively. The essay contains few errors of grammar, punctuation, and usage and uses the MLA citation style correctly, including quotation marks around quoted material, titles of passages, publications where passages first appeared, and page numbers.
- 5** The **5 essay** is focused, skillfully arranged, and even rhetorically engaging, but lacks the syntactic sophistication of the 6 essay. Through paraphrasing and/or quoting from the texts, the writer shows a good grasp of the controversy. The writer concludes with a cogent response, but may not connect this response very skillfully with the analysis. In addition, the writer may not anticipate nor deal with objections to the response. The essay may have a few errors of convention or violation of MLA style, but not such as to constitute plagiarism nor to distract the reader.
- 4** The **4 essay** is focused and organized, and the writer may be somewhat successful at summarizing and analyzing each author's position and in offering a cogent response, but these three elements may not be closely connected. In addition, the analysis and/or the response may be competent, but not demonstrate depth and/or insight. The writer may fail to maintain

an appropriate tone. While the paragraphs may lack sufficient detail, the overall organization and the development of paragraphs and sentences show more than rudimentary knowledge of these elements. Word choice and errors in grammar, usage, punctuation, and spelling may occasionally interfere with readability and weaken the effectiveness of the essay. While the writer may use the MLA citation style, he or she may not incorporate quotations or paraphrases smoothly into the essay.

- 3** The **3 essay** contains both analysis and response sections, but overall the essay exhibits one or more major errors of comprehension, logic, or tone. The summary, analysis, and response, while they may be present, are likely to be weak, inaccurate, or superficial. The overall organization and development of paragraphs may be weak or confusing, but the writer reveals a basic competency in these areas. Errors in grammar, punctuation, spelling, and/or usage may interfere with readability, and the writer may not be able to paraphrase or quote from the texts in a responsible manner. Conversely, the essay may demonstrate command of these features but lack substance and/or depth. MLA citation style may be seriously flawed.
- 2** The **2 essay** may contain both analysis and response sections, but one or the other may be significantly weak because of a failure to comprehend the texts or to respond appropriately. The writer may have difficulty referring to the texts: he or she may misquote them, misrepresent them, cite them incorrectly, or fail to refer to them at all. The tone of the essay may be seriously inappropriate. While the essay may contain over-personalized or other immature remarks, the remarks do not dominate the essay. The writing style may suggest that the writer had difficulty constructing sentences and selecting appropriate words, and errors in mechanics often interfere with readability. MLA citation style may be absent.
- 1** The **1 essay** may show that the writer understands the nature of the prompt’s requirements but lacks competence in summary, analysis, and response. The essay may be over-personalized or immature. Inadequate paragraphing, simplistic syntax, inaccurate diction, and serious mechanical errors indicate inadequate understanding of basic elements of writing. The writer’s inability to use quotation and/or MLA citation competently enough to avoid plagiarism compromises her or his responsibility toward the texts.
- 0** Not ratable. The essay cannot be rated because it ignores the writing prompt or is blank, completely illegible, or written in a language other than English.

To fully understand the criteria that examination raters will use to score your examination essay, you should learn to apply them in a fair, objective manner. Try to adopt the perspective of an examination rater and use the Scoring Guide to rate the essay you wrote in response to “Sample Analysis and Response Writing Prompt 1.”

Circle the level you think your essay would be rated: 6 5 4 3 2 1 0

Now you will have a chance to assess your ability to use the “Analysis and Response Scoring Guide” by rating three sample student essays and comparing your ratings with the ratings assigned by a team of faculty raters. After each of the following student essays, you will find an explanation for the rating assigned to it by the faculty team and the rating they assigned to the essay. Read the explanations carefully. They will give you ideas for what to do and what not to do the next time you write this kind of essay.

Try to adopt the perspective of an examination rater who must objectively and fairly apply the Scoring Guide, and carefully read and rate the following sample student essay answer. (Writing errors have been reproduced from the student paper.)

Sample Student Response 1

Oh, how nice it would be to go off to college, and be able to feel so comfortable around everyone. Well, of course you should feel comfortable about going to college at the University of Massachusetts at Amherst, because their nobody has to be defenes. They actually have their college set up to be so nice it is almost unreal. Even if they do have federal help to keep the enviroment for being hostile, there are going to people who will offend others regardless of any policy.

People think just because they put up rules and regulations that people will follow them. In many cases people will go against them to prove that they do not have to follow their rules, no matter what college they are at, because that is how society is today.

Hello, people wake up! What make ya'll think that college life could get so good to were noone would have to take up for theirself. Because there has always been criticizm of people no matter race, sex, religim, age martiual status, and so on and it will always be that way. This is how we learn from others. Yes, I do agree with Ms. Williams, when she says that college campus should provide a safe enviroment for learning (Williams, Journal). It does so much to a sense when everyone can get along, because we will end up meeting people of the same age, sex, religion, and so on that we are not going to like. So we can not have the perfect college like both Ms. Williams and Mr. Lewis wants, because there is to much hate and angre in the world to try to make the perfect college. So yall need to jump back into reality and stop living in a make believe world.

*Williams, Nadine. Astorian Journal
2 Dec. 1995: B12.*

**Rate “Sample Student Response 1”
by circling the appropriate number: 6 5 4 3 2 1 0**

Examination Rater Evaluation

This writer knows what the issue is, bringing up several of the opposing arguments that can be made – the right of students to feel comfortable, the right of students to learn in a safe environment, the

problem of making rules that all people won't follow, and the awareness that perfection in people or learning environments does not exist and never will.

However, she does not state the issue outright, nor does she summarize the arguments in the sample texts. She refers to the texts only three times in passing, and on only of these occasions does she offer a paraphrase of a main point one of texts makes. For the most part, she ignores the arguments in the sample texts, putting forth her own thoughts on the topic instead. Though her own ideas have some organization, they appear to have developed as she thought of them, rather than in a thoughtful way that will display the issues, the sides of the argument, and the supporting reasons for the argument.

The tone is also much too informal. It is highly conversational in vocabulary, sentence structure, and pronoun and verb use. Three other kinds of errors are present: many misspelled words, including one which is difficult to decipher; a sentence fragment (in paragraph 3); and incorrect form for citing documents. **Faculty rated “Sample Student Response 1” at level 2.**

Compare your rating of “Sample Student Response 1” with the rating given by the faculty team. Is your rating higher? Lower? The same? If your rating was different from that assigned by the faculty team, re-read “Score Point Descriptions” on pages 115–116, particularly the description for a level 2 response, and review the explanation for why this essay received a level 2 rating.

Carefully read and rate the next sample student essay according to the Scoring Guide. Once again try to adopt the perspective of an examination rater who must objectively and fairly apply the Scoring Guide. (Writing errors have been reproduced from the student paper.)

Sample Student Response 2

In today's society, people feel free to speak their minds. Many people speak without thinking of how their words will affect others. We live in a world where almost everyone feels like a minority. In the essays by Nadine Williams and Anthony Lewis the power of speech is displayed. Anthony Lewis in “P.C. University Goes too Far” writes bitterly about a proposed speech code at University of Massachusetts at Amherst where speech that offends anyone is banned. Nadine Williams responds to Lewis's article by stating that it is time society begins noticing the power of derogatory speech. Lewis and Williams clash on whether or not this code is a good idea. It is true that society needs to notice how slanderous words, even spoken jokingly, hurt. However, enforcing a code that forces people to rarely open their mouths is not the solution.

The first amendment states that the citizens of this country have a freedom of speech. The code proposed at the University would take away that right. It is true that A person must guard his or her tounge against slander, but some things a person may say are taken the wrong way. The code “would ban speech that offends on the basis of race, color, national or ethnic origin, gender, sexual orientation, age, religion, marital status, veteran status or disability” (Lewis C7). This list covers most things found in conversations. It would be nice to live in a world where people thought about their words before they said them. This action would ease all need of a speech code. However,

since most people do not consider their choice of words, some type of code in universities might be necessary.

Lewis is correct when she states “a college campus should provide a safe environment for learning.” A student truly realizes who he or she is when attending college. The views of peers are very important to a college student. Therefore, when a student or group of students is spoken of in a racist way, others begin to take on the same viewpoint. Some type of speech code is needed to halt the spread of racist ideas. Limiting a person’s speech to the weather does not solve the problem.

A code of respect is needed. People should be taught to think before speaking and if the subject matter is not appropriate, they should not voice it. Whether people are black or white, male or female, Jew or Hindu, a deep respect for them all needs to be established. Therefore, both Williams and Lewis are correct. A limit needs to be placed on the variety of speech, yet the limit does not need to halt speech altogether.

Rate “Sample Student Response 2”

by circling the appropriate number: 6 5 4 3 2 1 0

Examination Rater Evaluation

This essay is focused and organized, starting out by stating the issue, mentioning the problem of people speaking without thinking, an idea that she maintains throughout. Then she summarizes briefly the two sample texts, and offers her own opinion on the issue. The essay also uses the texts, and quotes from them appropriately and correctly, in the course of the position she is developing. The essay is also clearly written and has varied sentence structure and very few errors.

The essay’s weakness lies in two areas. (1) It does not show much depth of insight into the issue or what the two sample texts have to say about the issue. (2) It does not show sufficient development of the middle ground position she is advocating; in other words, she states that while freedom of speech is a guaranteed right, people must have some respect for each other. But she cannot find a way through these poles, and repeats the same idea over and over again in the last three paragraphs without making any progress. **Faculty rated “Sample Student Response 2” at level 4.**

Compare your rating of “Sample Student Response 2” with the rating given by the faculty team. If your rating was different from that assigned by the faculty team, re-read “ScorePoint Descriptions” on pages 115–116, particularly the description for a level 4 response, and review the explanation for why this essay received a level 4 rating.

Carefully read and rate the next sample student essay according to the Scoring Guide. Once again try to adopt the perspective of an examination rater who must objectively and fairly apply the Scoring Guide. (Writing errors have been reproduced from the student paper.)

Sample Student Response 3

Anthony Lewis and Nadine Williams both have an opinion on the new policy that the University of Mass. At Amherst passed. However, their views are starkly different. The University recently passed an ordinance which bans students from “speech that offends on the basis of race, color, national or ethnic origin, gender, sexual orientation, age, religion, marital status, veteran status, or disability” (Lewis C7). The University will also be adding pregnancy status, citizenship, HIV status, culture, language, parental status, and political affiliation to the list, while some students feel positively about the changes, many do not.

Lewis is one of the people who is against the new policy change. He feels that by not allowing students to speak, even on matters they hate, that “It would create a totalitarian atmosphere in which everyone would have to guard his tongue all the time lest he say something that someone finds offensive” (Lewis C7). While the policy does limit the students speech on the above matters listed, some students feel that this is a positive change.

Nadine Williams has experienced first hand some of the harassment the policy is trying to eliminate. “I once had a professor say to me ‘Why don’t you stay at home and have children? That’s all your suited to do’... I was devastated.” (Williams B12) She says she has seen other forms of racism and discrimination on her college campus as well, including sexist slurs and even frat members dressing up like the KKK, Williams feels that it is the college’s duty to provide a safe and comfortable environment for learning. “We are all entitled to an education in the limited states, not just white males who resemble Anthony Lewis.” (Williams B12). She feels the policy is necessary. “It is a directive asking that people speak with politeness and consideration for others. How can that be wrong?” (Williams B12)

The controversy is difficult to resolve between Williams and Lewis. Part of the reason for the conflict is that the two have had different experiences with racism and discrimination on the campus. It is virtually impossible to understand completely something one has never experienced. The issue is compounded by the Constitution of the United States. Free Speech is one of our rights. However, when writing the constitution, the author’s implied that one’s personal freedom stops when they begin another person’s safety, comfort or freedom. Where to draw the line is a difficult choice. If our country does nothing, we may lapse back into the times when many races and women had virtually no rights. The other extreme is that when people are completely limited to their thoughts, our country will be no different than the communist countries. The people will have lost their freedom that is so dearly loved.

Can a medium be reached between the two sides of the issue. It is difficult to tell. While, neither extreme is desirable for our country, it is difficult to find the middle of the issue. Every person’s idea of the ideal America is different. These differences of opinion are what America was founded on, the right to express one’s self. It will be many years, if ever, before the issue is resolved. However, the sheer fact that people are taking a stand on it does mean that progress is being made. Through the little steps made, an answer will eventually be found. Whether it’s the right one on the wrong one, we may never know.

Rate “Student Response 3” by circling the appropriate number: 6 5 4 3 2 1 0

Examination Rater Evaluation

This essay is focused, well-ordered, clear, and interesting to read. The opening paragraph states the controversy and the fact that the two sample texts take opposing positions with respect to it. The writer clearly knows how to summarize well, developing the positions taken in each text in two separate paragraphs. The writer uses paraphrase and quotation adequately and appropriately, and uses correct form citation of documents. In a final paragraph, the writer explores his own position, seeking a middle ground between the extreme positions presented in the texts. An interesting point – of America’s being founded on the right to express different opinions – is an excellent one. But the ending is less persuasive, falling into a hopeful wish and the obscurity of the future instead of resolving the points of argument, or saying they cannot be resolved, and why.

The essay does have a few errors in spelling, pronoun agreement, and apostrophes, but none of them interfere with comprehension. **Faculty rated “Student Response 3” at level 5.**

Compare your rating of “Sample Student Response 3” with the rating given by the faculty team. If your rating was different from that assigned by the faculty team, re-read “Score Point Descriptions” on pages 115–116, particularly the description for a level 5 response, and review the explanation for why this essay received a level 5 rating.

Evaluate Your Work

Which of the three sample student essays most resembles yours? Or does your essay seem to fall between two of them in quality? Now that you have had more practice using the scoring guide, re-read your essay as though you were an examination rater and rate your essay again.

Rate your essay by circling the appropriate number: 6 5 4 3 2 1 0

If possible, ask your reader or someone in your writing group to read “Sample Writing Prompt 1,” your essay, the “Analysis and Response Scoring Guide,” and the three sample student essays, and then to rate your essay. Ask your reader(s) to explain their rating to you. Probably there will be things you did not see that another person can notice and tell you about.

If you are not satisfied with your essay, a good learning strategy is to revise it. Even though you will not have time to rewrite the whole essay during the examination, rewriting now will help you start at a higher level of proficiency the next time. You will have solved some of the problems writers must face when they write in timed situations. Rate your revision, and ask another person to rate it as well.

Reflect on Your Writing Process



Now that you have written a response to a sample analysis response examination question and rated your work, you should reflect on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited your essay. Describe in your journal a significant problem you experienced during this process; identify the cause(s), and try to come up with an appropriate solution. How will you deal with the problem the next time?

Review the set of tentative guidelines you prepared earlier in this unit to help you write an effective analysis and response essay. Keeping in mind all that you have learned during this unit, revise your guidelines and format them so that they are on one page. You should also adjust your time management plan and note the amount of time you should spend on each writing stage on the same page as your guidelines.

Learning Tip

The Tables feature in a word processor will nicely format your guidelines.



The Assignment

Practice Examination Essay 2

You should not consider yourself fully prepared for the analysis and response question of the UExcel examination in College Writing until you can write a solid essay in response to a sample analysis and response examination question under examination conditions. You will now have an opportunity to demonstrate your ability to do this.

You will find another sample examination question, “Sample Analysis and Response Prompt 2,” on the next page. Do not turn the page and look at Prompt 2 before you have established the following examination conditions:

- no notes, textbooks, dictionaries or other printed matter (except for the examination prompt) within sight
- a period of quiet, uninterrupted time (one hour and fifteen minutes)
- computer with word processor OR pen, lined paper, and scrap paper

When you have established examination conditions and you are ready to begin, turn the page to “Sample Analysis and Response Prompt 2” and begin.

Learning Tip

Review your analysis and response guidelines before beginning the practice examination.

Sample Analysis and Response Writing Prompt 2

Read the two sample texts presented on the following pages. The first is taken from a periodical; the second is taken from the editorial section of a newspaper.

Write an essay for an audience of college students in which you:

- **identify** each author’s position on the issue “health insurance.” You should assume that your audience does not have access to these texts, so part of your task will be to summarize the arguments in such a way that your audience will understand them;
- **analyze** and **evaluate** these positions;
- **respond** to the issue. You may choose how to respond to the issue. You may, for instance, defend the position of one of the authors, find a compromise position between them, explain why the controversy cannot be resolved, or suggest a way to resolve the controversy.

In constructing your response, be sure that you:

- provide an effective introduction that prepares the reader for the structure you have chosen for your analysis;
- use a thesis statement and appropriate topic sentences, transitions, and paragraph structure as you present your judgment on the controversy;
- include specific citations from the articles and any other resources you are able to recall, rather than relying solely on personal opinion and experience;
- conclude with an authoritative statement on the issue at hand.

Be careful to avoid plagiarism. These texts represent sources, so when paraphrasing or quoting from them, you should use the Modern Language Association (MLA) system of citation. You do not need to prepare a list of works cited.

Sample Text 3: The Unhealth of Our Medical Sector

The U.S. health care nonsystem is inhuman and inefficient. Among major Western industrialized nations only the United States and South Africa do not uphold the principle that health is a human right. The major political and medical establishments say we have neither the resources nor the popular will to make the commitment to health a human right. Both arguments are wrong.

The problem is clearly not lack of resources. What this argument ignores is that we already spend more on health care than any other nation on earth. Nearly 11 percent of our GNP is spent on health services, making the health sector the third largest economic activity in the nation.

In spite of these enormous expenditures, we still have problems with our health care system, problems unmatched by any other country in the West: wrong priorities, high costs, and poor health care. Some examples:

... A child from a black or white low-income family has only half the chance of surviving the first year of life as a child from a higher income family.

... Thirty-eight million people do not have any form of health insurance coverage, public or private; 36 percent of them are children.

... Twenty years after the establishment of Medicare (the insurance program for the elderly) senior citizens still have to pay an average 22 percent of their health care bills out of their own pockets.

These are but a few examples of an unacceptable reality. The political and medical establishments ignore this reality or put it aside as a problem of certain small sectors of the population. But the problems of the high cost of health care and limited health coverage of the poor are the exacerbated forms of problems faced by the majority of the U.S. population. Health costs are the major cause of personal bankruptcy. These are not only minority problems – they are majority problems.

(Navarro, Vincenté. “The Unhealth of Our Medical Sector.” *Dissent*. 34 [Spring 1987]: 148–151.)

Sample Text 4: Do Americans Have a Right to Medical Care?

The First Amendment guarantee to freedom of the press means it may not stop you from writing and publishing whatever you want, not that it must give you a printing press.

A right to medical care, on the other hand, means the government has to provide you with things that are far more expensive than a printing press. It is a blank check drawn on the bank accounts of the taxpayers at large. Instead of protecting your liberty and property, as rights are meant to do, this one lets you infringe on the liberty and property of others.

If you exercise your right to press freedom, you impose no burden on anyone who doesn't want to pay to read your newspaper. If you exercise your right to medical care, you may stick your neighbors with hundreds of thousands of dollars in bills they have to cover out of their own earnings.

It may be argued that medical care is a right because it is a matter of life and death. Most medical care isn't about any such thing. People may be uncomfortable or unhappy if they can't get treated for slipped discs, ear infections, skin rashes, enlarged prostates, or arthritic knees. But they won't die.

When it comes to true emergencies, we as a society do try to assure that no one goes without medical services, which is why we have public hospitals, as well as Medicaid and Medicare. But trying to assure that no one dies for lack of treatment is a long way from conferring a fundamental right to medical care.

(Chapman, Stephen. “Is Health Care an Inalienable Right?” Editorial. *Chicago Tribune*. 5 Dec. 1991: 1+.)

Evaluate Your Work

Use the “Analysis and Response Scoring Guide” on pages 115–116 to rate your essay. Ask your reader or someone in your writing group to read “Sample Analysis and Response Writing Prompt 2,” your essay, “Analysis and Response Scoring Guide,” and the three sample student essays, and then to rate your essay. Ask your reader(s) to explain the rating to you.

If you are not satisfied with your essay, you may want to revise it. However, if you have serious concerns about your ability to successfully answer this examination question, consider the suggestions in Appendix E, on page 132 of this Course Guide.

Learning Tip

Set your practice essay aside for a day or two before evaluating it.

Reflect on Your Writing Process



Now that you have written responses to a sample analysis and response examination question and rated your work, you should reflect on the process you followed and the problems and successes you encountered as you planned, wrote, revised, and edited your second essay. Describe in your journal any significant problems (if any) you experienced during this process; identify the cause(s), and try to come up with an appropriate solution. How will you deal with these problems during the actual exam?

Review the set of tentative guidelines you prepared earlier in this unit to help you write an effective analysis and response essay. Keeping in mind all that you have learned during this unit, revise your guidelines (including time allocations) and format them so that they are on one page.

Conclusion

Now that you have completed all of the units of this Course Guide and prepared yourself for the examination, this is a good time to review and appreciate what you have accomplished. Through guided learning, you have designed and carried out a study plan that has enabled you to develop your own individual writing process and improve your writing skills. You know how to analyze new writing situations and prepare an essay that effectively addresses the key elements of the rhetorical context: your purpose, the audience, and the text (essay). As your writing skills continue to improve, you will find that you have increased your power to affect others. You will be able to apply these skills in a number of ways such as to influence people in your community on a controversial public issue or to propose a solution to a problem at work.

When you receive the results of your examination, you may find that you have met or exceeded the standards you have set for yourself. If so, you will experience a sense of personal fulfillment and satisfaction. Nevertheless, carefully review your score report to identify areas that you might want to strengthen. Use your skills as an independent learner to formulate a plan that addresses these areas, and carry it out. Remember that your score report will provide an overall letter grade and comments on the 5 dimensions of exam performance, rather than the numeric scores you saw in Units 11 and 12. Refer to page 11 for more information about the exam rating procedure and score report details.

If, on the other hand, you find that you have not met your standards, don't become discouraged. Remember that only your performance on the examination was evaluated, not you personally. Use your score report to identify strengths and weaknesses in your performance. Critically evaluate your approach to independent study. Did you accurately assess your readiness to begin study? Did you formulate an appropriate personal study plan and spend enough time studying? Did you use the complete package of recommended learning materials and use effective study and examination preparation techniques? What will you do differently the next time? By asking yourself these questions, you will be well on your way to developing the skills that you will need as a lifelong learner.

Appendix A

Sample Error Log

Design an Error Log in your journal to record the errors you find as you edit each essay. Tracking these problem areas will help you to identify your most common errors so that you can develop a personal editing strategy for your writing. An example is provided.

Sample Error Log

Essay	Type of Error	Number of Errors	Correction Strategy
Assignment 1	sentence fragment	3	combine w/ previous sent.

Appendix B

Sample Spelling Log

Design a Spelling Log in your journal to record the spelling errors that you discover in each essay as you edit and proofread. Tracking your most common spelling errors will help you to develop a list of personal “trouble words.” If you use a computerized spell checker, record each word that the computer identifies, along with your incorrect spelling and the correction. An example is provided.

Sample Spelling Log

Essay	Word Misspelled (as spelled in essay)	Number of Occurrences	Correct Spelling
Assignment 1	Paralell	2	Parallel

Appendix C

Sample Completed Time-Use Chart

Sample Completed Time-Use Chart

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 am	Sleep	Rise, Eat	Rise, Eat	Rise, Eat	Rise, Eat	Rise, Eat	Sleep
8 am	”	Commute	Commute	Commute	Commute	Commute	”
9 am	Rise, Eat	Work	Work	Work	Work	Work	Rise, Eat
10 am	Worship	”	”	”	”	”	Study
11 am	”	”	”	”	”	”	”
Noon	Family	Family	Family	Family	Family	Family	Chores
1 pm	”	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2 pm	Lunch	Work	Work	Work	Work	Work	Study
3 pm	TV	”	”	”	”	”	”
4 pm	Study	”	”	”	”	”	Chores
5 pm	”	”	”	”	”	”	Family
6 pm	Dinner	Commute	Commute	Commute	Commute	Commute	Dinner
7 pm	Family	Dinner	Dinner	Dinner	Dinner	Dinner	Family
8 pm	TV	Children	Children	Workout	Children	Children	Free
9 pm	”	Study	Study	Study	Study	Free	”
10 pm	”	”	”	”	”	”	”
11 pm	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

Appendix D

Time-Use Chart

Time-Use Chart

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 am							
8 am							
9 am							
10 am							
11 am							
Noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							
10 pm							
11 pm							

Appendix E

If You Are Having Difficulty

If you are having difficulty improving your writing, you may find the following suggestions helpful.

- 1. Review your approach to guided learning.** Did you accurately assess your readiness level and take corrective action to strengthen your weaknesses? Were you able to formulate an appropriate personal study plan and spend enough time studying? Did you complete all of the assignments and exercises in this Course Guide as directed? If you answered “no” to any of these questions, you may benefit from redoing units to which you may not have devoted enough time.
- 2. Critically evaluate your strengths and weaknesses.** Work with your reader to review all of the assignments you have done (each draft) to identify areas that consistently caused difficulty. Use the subject index of each of your textbooks to find additional exercises that focus on your weaknesses and do them. Then revise your assignments to address each weakness. Ask your reader to evaluate your revised assignments.
- 3. Join a writing group.** Joining a writing group is an excellent way to find people who will be willing and able to help you with your writing. You may be able to join a writing group in your community that meets face to face, or you may be able to join a group that meets online.
- 4. Arrange to work with a tutor.** You might want to hire a writing tutor from a college or university English department near your home.
- 5. Seek the help of an acquaintance who is an experienced writer.** If you know someone who has had some experience as a professional writer or who writes regularly on the job, ask this person for help.



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