ENGLISH 111
Composition

The Write Book

Humanities Department
Evangel University
2013
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# TABLE OF CONTENTS

**General Material**
- Letter to the Student
- The Write Place Policies and Procedures

**Section One: Proficiency Information**
- Proficiency:
  - Policies and Procedures
  - Essay Evaluation
  - Example of In-Class Red Flag Essay
- Agreement Regarding Incomplete Grades

**Section Two: Plagiarism and Common Mistakes**
- Ethics in Writing:
  - Defining Plagiarism
  - Avoiding Plagiarism
  - Technicalities
  - Common Grammatical and Conventional Errors

**Section Three: Basic Essay Elements**
- The Message as a Meal
- A Visual Image of Essay Structure
- Shell of an Organized Informative Paper
- Forming a Thesis:
  - Thesis Elements
  - Charting Questions, Assertions, and Warrants
  - Example of Thesis Process and Formation
- Outlining with Assertions, Questions, and Answers
- Sample of a Complete Sentence Outline
- Introductions
- Conclusions
- Criteria for a Strong Body Paragraph
- Developing a Fat Paragraph
- Transitions
- Sample Keyhole Structure Essay—Draft
- Sample Keyhole Structure Essay—Final

**Section Four: Informative Essay Writing**
- The Informative Essay
- Sample Informative Essay—Draft
- Sample Informative Essay—Final

**Section Five: Persuasive Essay Writing**
- The Persuasive Essay
- Using Pro/Con Argumentative Structure
- Example of Pro/Con Writing
- Sample Persuasive Essay—Draft
- Sample Persuasive Essay—Final
Section Six: Writing the Documented Essay

The Documented Essay 68-69
Taking Notes for the Documented Essay 70
Documented Essay: In-Text Citations and Works Cited 71
Summary and Paraphrase 72-73
MLA Conventions Checklist 74
Example of Documented Essay: Final 75-84

Section Seven: Writing a Character Analysis Essay

Character Analysis 86
Reading Effectively 87-88
Character Analysis Procedure 89
Character Analysis Examples Using “The Necklace”: 90
   Thesis & Outline 90
   Introduction 91
   Body Paragraph 92
Sample Character Analysis Essay—Final 93-95
Dear Composition (English 111) Student:

This course is a foundation for all other courses because it teaches the basics of academic writing. Because we want each student to experience certain prescribed assignments, all sections of 111 are almost identical. You will write the same types and numbers of major papers regardless of your section, and papers will be graded using the same criteria and standards. The final proficiency exam will be given to all 111 students the same evenings using the same test prompts. Though teachers naturally have distinct personalities and teaching styles and may use individually selected readings, the course has a common core.

We composition teachers want you to be successful in this course. Experience has shown that students who are successful in this course do the following:

- miss very few times (perhaps only one or two).
- call or email the teacher to request assignments missed due to absence.
- prepare all assignments on time.
- ask questions and sometimes make appointments with the teacher.
- visit The Write Place often.

The Write Place is located in Room 202 in Trask. Writing assistants can help you with your paper at any stage, from thesis or outline to rough draft and revision. After you sign up, keep your appointment or call 8545 to cancel; otherwise, you will lose the privilege of going.

Learning to write is like learning any other skill: it requires effort, criticism, revision, change of poor habits, and repetition of correct procedures. The real learning will come when you invest time in revising the essays. You can expect to revise most of them.

Writing helps are available on Evangel’s Web site under “Current Students” and then in “Paper Writing,” where you will be responsible for reading everything about plagiarism. You will also be asked to submit all papers to Turnitin.com. Please go to that site and select “Go to Research Sources.” Then, read about plagiarism there as well.

This text contains information necessary for the course. Your teacher may not use all of the pages or may give you additional resources. Regardless, this is one of your textbooks. Since it is a digital text, you may print it if you’d like a hard copy, or you can access it on a laptop or other device during class.

You can be successful in this course, and your instructor is there to help you along the way. Any time that you have questions, you should take the initiative to contact your instructor, find extra help using university resources, and ensure that you are taking the necessary steps to do well in the course.

We are excited to work and learn with you this semester! Whether you love writing or would rather do anything but write, we’re in this together, so let’s get started!

Sincerely,

Your Composition Instructional Staff

The Write Book 4
THE WRITE PLACE POLICIES AND PROCEDURES

The Write Place is a valuable resource to students writing papers for any course. It is located in Trask 202, and students may sign-up just outside the door for an appointment as far ahead as two weeks. Those who plan ahead can always get an appointment. If you cannot make the appointment, you must cancel or reschedule your appointment at least 30 minutes in advance. To cancel, either stop by The Write Place and inform the tutors of your cancellation or call extension 8545. Failure to cancel a scheduled appointment could later lead to loss of privilege to use The Write Place services.

The writing tutors are students who are excellent writers themselves. These tutors are well-versed in grammatical, conventional, and stylistic editing. The Write Place staff would like students to be aware of several policies and procedures concerning tutoring sessions.

1. Appointments are for only thirty minutes. The tutors do the best they can in that time, but students whose papers have multiple problems (structure, content, language) need to return with the paper.

2. Writing consultants focus on the greatest needs first. Thus, if the thesis and organization need a great deal of work, language and content might not be addressed in that session. Again, multiple sessions may be necessary for one paper.

3. The consultants do not “proofread” papers, combing them for errors. The goal of the writing lab is to teach good writing principles and language conventions. When tutors find an error, they explain the rule. Then they point out only the next two or three such errors, expecting the student to find other similar problems throughout the paper.

4. Along with individual errors, the tutors are not responsible for finding all types of compositional issues. As good as the tutors are at finding problems, they may overlook something that your teacher will point out as important. Take The Write Place sessions for the learning experiences that they are, but do not base your corrections solely on those sessions.

5. The tutors are familiar mainly with MLA documentation, which will be used in ENGL 111 and other papers written for the Humanities Department. However, The Write Place tutors have all style manuals available and will be happy to help as they can with conventions of other styles. Be aware, though, that you as a student writer need to take strong responsibility for knowing the style of your own discipline beyond MLA.
Section One:
Proficiency Information
PROFICIENCY:
Policies and Procedures

ATTENTION: In order to pass this course, you must pass the final proficiency examination.

Procedure:
A. All course sections will take the final at the same time. The date will be about two weeks before university finals begin. You will need to sign up in advance on The Write Place bulletin board. Essays will first be evaluated by English faculty without consultation with each other. Writers who receive non-passing grades (below C-) from two independent readers will not pass the course.
B. Those students who do not pass will have at least two weeks to address their problems with The Write Place tutoring. A second test will be administered during finals week.

Policies:
1. Schedule now with your work supervisor so that the proficiency examination time is open. The first test is not during finals week. Should you be ill or have some extenuating circumstance that prevents your attendance, your next chance will be the make-up exam. There will be no individually administered exams unless in the event of an extreme emergency; the fee for an individual exam is $25.
2. If you are registered with the Academic Support Center as having a documented learning disability, the following accommodations can be made for you: an hour’s time extension, a private room, and use of a computer (for spelling check). Request what you need.

No matter what grades you make on essays written during the semester or at midterm, receiving credit for English 111 depends upon receiving a passing grade on the proficiency. Each assigned out-of-class essay can be compared to a take-home test because you are able to receive help as you write. However, the final proficiency test will prove to the English faculty that you can write acceptably without assistance.

During the course you will write at least one essay test using a writing prompt similar to the one used for the proficiency exam. After your teacher points out areas for improvement in your writing, it will be your responsibility to find help in correcting these problems. It is imperative that you work hard to learn the skills necessary to write an acceptable paper by yourself.

Here are some suggestions:
- Thoroughly study your teacher’s comments on each returned paper.
- Use your handbook to study each rule that pertains to an issue indicated in your essay.
- Visit The Write Place frequently. Ask questions. If you are not satisfied with the answers, make an appointment with your teacher.
**PROFICIENCY:**
**Essay Evaluation**

ID # ___________________

<table>
<thead>
<tr>
<th>Section</th>
<th>“C”+</th>
<th>“D”</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear thesis correctly constructed</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Topic sentences focused toward thesis</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Clincher sentences for paragraphs</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Acceptable introduction and conclusion</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
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<tr>
<td><strong>II. Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear sentence structure</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Acceptable spelling and diction</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><em>Acceptable punctuation, grammar</em></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><em>Lack of splices, fragments, fused</em></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>(1 total error, circle 2; 2 total errors, circle 1; 3 = failing)</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<tr>
<td><strong>III. Message</strong></td>
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<td></td>
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</tr>
<tr>
<td>Logic and maturity of thoughts</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Specific details, thorough discussion</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Coherence</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Focus toward topic sentence</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

**If any section receives fewer than 6 points, the paper cannot pass.**

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The above grading scale is used to evaluate the proficiency exam only. Your instructor will review this with you at some point during the semester so that you are clear on how the exams will be evaluated.
Sample Red-Flag In-Class Essay

The following sample essay was written in class within 75 minutes as the Red-Flag Essay test.

Outline

Thesis: The American government should continue to fight after eliminating Osama bin Laden until the people of Afghanistan are free from Taliban rule because it will prevent future terrorist attacks and will make a better living environment for the Afghans themselves.

I. Terrorist attacks will be prevented by eliminating the entire Taliban rule rather than only the leader.
   A. When one leader is eliminated, another will certainly rise up.
   B. Eliminating the Taliban will be an example to other potential terrorists.

II. Once free from Taliban rule, the people of Afghanistan will live a better life.
   A. The Taliban is responsible for the recent oppression of women.
   B. The people will be free from strict rule.
What similarities does a child in Afghanistan have with a child from America? Both children are living their lives with an uncertain future. The Afghan child does not know if he’ll survive another day because of war and oppression. The American child does not know if he is safe in America because of the continual threat of terrorism. These children are living their lives with a sense of fear due to the Taliban and its leader Osama bin Laden. The American government should continue to fight the Taliban until Afghanistan is completely free from Taliban rule because it will prevent future terrorist attacks and will make a better living environment for the Afghans themselves.

Eliminating the entire Taliban rather than only the leader will prevent future terrorist attacks to America. Osama bin Laden is an effective leader and he knows how to make followers out of people. For example, America has recently learned firsthand, the commitment of bin Laden’s followers; they believed so much in their cause and their leader, they killed themselves defending it. If bin Laden is to be eliminated, it is guaranteed that the Taliban is not going to simply disintegrate. Bin Laden’s followers will do all in their power to fight back and retaliate. It should also be known that another person will take bin Laden’s place as leader over the Taliban. The strongest groups will not allow themselves to break apart as a result of a missing leader. For example, the death of Martin Luther King Jr. did not lead to a weaker Civil Rights movement but rather it was encouraged to move forward. King Jr. had the same leadership qualities bin Laden has. He had the ability to get many of America’s African-Americans to stand together and become

The Write Book 10
radicals for a cause they greatly believed in. Bin Laden’s followers are Muslim radicals who believe that jihad is something to be practiced. They too are fighting for a cause and if they lose their leader due to that cause, they will only be encouraged to fight harder. Once successfully eliminating the Taliban force, an example will have been made and potential terrorists will think twice before getting involved in America’s war against terrorism. Elimination of the Taliban will prevent future attacks from any other terrorist group because they themselves would not want to suffer the same consequences as the Taliban. Not only would Americans benefit from the removal of the Taliban, but the Afghanistan people would also benefit.

In recent years, the Taliban has gained more and more control of the people in Afghanistan all in the name of Allah. Now, the Taliban has total control over the country and have successfully removed all freedoms from the people. This is especially so with the Afghan women. For instance, women who held doctor degrees less than ten years ago now have no right to use those degrees. The women have been stripped of all rights and dignity allowing for them to be displaced in society. The Afghan people in general are under strict watch and have no rights. The government hires people to act as spies and search for people who may be doing something illegal; this could be something as simple as accidentally revealing too much skin. Once free from Taliban rule, the people of Afghanistan would have the opportunity to restore their lives to the way they once were. Therefore, Afghanistan will benefit as much as the Americans if the Taliban rule is broken.

The only way to secure America from future terrorist attacks and ending oppression of the people of Afghanistan is to completely eliminate the Taliban.
AGREEMENT REGARDING INCOMPLETE GRADES
(to be used in the event that a student does not pass the proficiency exam during his/her semester in ENGL 111)

I understand the following concerning my grade of “incomplete” given in ______ (semester):

1. If I do not return to Evangel, the incomplete will automatically change to an F at the end of next semester.
2. I will have only ONE semester to change the incomplete to a passing grade.
3. I must be responsible to make and keep weekly appointments at The Write Place for help throughout next semester.
4. If I do not pass after taking the proficiency test next semester, I must retake ENGL 111, even if it means changing my preregistered schedule.
5. My teacher has satisfactorily answered all my questions as to why I have received my grade and what I need to study in order to correct the problems.

My advisor’s name is _______________________, and I understand that a copy of this form will be sent to him or her.

Signed: (Student) __________________________________________ Date: _______________

(Teacher) ______________________________
Section Two: Plagiarism and Common Mistakes
ETHICS IN WRITING: Defining Plagiarism

Evangel subscribes to Turnitin.com, an Internet program through which you will submit papers that will be checked for plagiarism. This program lets faculty know that student work is not plagiarized from the Internet or from previously submitted papers of other students. This process brings an awareness of honesty in writing to the student.

Many people don’t understand plagiarism. They know it has to do with stealing someone else’s writing but are not aware of the specifics. Others understand the concept but choose to plagiarize anyway. Many well-known writers have been discovered plagiarizing and have lost important things—position, reputation, or money—through lawsuits. Many students, too, have lost much from the act of plagiarism.

But what, exactly, is plagiarism in writing?

Two distinct types of plagiarism exist. **Blatant** plagiarism is an act in which the writer tries to deceive the teacher or readers—either for a grade or acclaim—into believing he or she is totally responsible for the content. **Technical** plagiarism occurs when the writer is not trying to cheat or deceive but fails to follow accepted methods of using and revealing sources. Blatant plagiarism can result in automatic failure of a course or dismissal from school. Technical plagiarism, though not subject to disciplinary action, will nevertheless lower the grade on the project.

Understanding plagiarism is not as simple as some think because it involves several components. Plagiarism is the act of submitting under one’s own name for a grade, publication, or public display any whole work or portions of a work that the submitter either . . .

- did not reveal details of origin.
  (One who had the idea)
  (One who wrote the original words)
- did not change the sentence structure or some of the original phrasing.
  (Though many of the words were changed and credit was given to the sources)
- did not place quotations around the exact words of the source.

It is necessary for Evangel students to study plagiarism and find out how to avoid it.
ETHICS IN WRITING:
Avoiding Plagiarism

How do I avoid plagiarism?

Understand that using any portion of someone else’s writing without attribution (giving credit in both a citation and a bibliography or Works Cited page) is dishonest under any circumstances.

- “Any portion” means words, phrases, or a line pasted from an Internet site, a paragraph, an outline, or a thesis lifted verbatim from a source.
- “Someone else” means a friend, a relative, an Internet or print author, a professor, or a chapel speaker.
- “Any circumstances” means your personal illness, a family emergency, forgetting an assignment, long work schedules.

Understand that providing or writing any portion of a paper for a friend carries the same penalty as blatant plagiarism because it, too, is an overt act of deceit. Learn basic attribution principles in order to avoid plagiarism.

- All ideas borrowed from a source, even if put into your own words, must be cited.
- Not one word may be added to or omitted from a quoted passage unless you signal the reader with brackets [ ] to add or an ellipsis (three spaced dots: . . . ) to omit.
- As few as three significant words (nouns, adjectives, adverbs) used in the original order must be within quotation marks and given a citation.
- Even an author’s syntax (order of words and phrases) must be changed unless the passage is placed in quotation marks.

Most professional writers, of course, borrow ideas and quotations from others; such is desirable and expected. The problem occurs when writers try to pass this work off as their own. However, some writers who know they must give credit don’t realize exactly when and how to do that. Look closely at the following three versions:

- Original: Students who eschew dishonesty, regardless of the inducement, will glean the approbation of the deity and will institute a lifestyle commensurate with Christian ethics. This was written by Gerald Smith.
- Plagiarized version: People who avoid cheating, in spite of rewards through grades, will both gain God’s approval and instill in themselves a style of living that meshes with Christian righteousness (Smith 23).
- Acceptable version: Though cheating may bring good grades, students who avoid dishonesty will please God as well as establish Christian behavior as a pattern for life (Smith 23).

The author of the plagiarized version did a good job of changing the diction of the original and giving credit to the author. Even so, this is plagiarized because the student kept the original sentence structure (subject, dependent clause, prepositional phrase, verb phrases containing objects, prepositional phrase). The original author worked to write a rhetorically pleasing sentence, and the student stole his pattern, his writing style. It is not enough just to substitute “common” words for “learned” ones even if the writer gives a citation. The paraphrase must be in the student’s own sentence style.
ETHICS IN WRITING:
Technicalities

Will I be accused of blatant plagiarism if I make a real effort to change the syntax but fall short in some spots?

No. Though you may lose some points on the paper, your teachers will be able to see that you made the effort.

Am I allowed to get any help on my papers?

Yes. Getting help of the right kind is considered a learning experience. For instance, tutors in The Write Place will suggest words or phrasing, help you with correct grammar and punctuation, and even suggest good ideas you might use. Getting help in The Write Place is not considered plagiarism because it is part of the learning experience. Also, nothing is wrong about brainstorming with a friend for ideas, asking someone to read your paper and comment, or getting help with punctuation rules.

However, handing your paper to someone—a typist, for instance—who rewrites passages, proofs, edits, and/or rephrases is dishonest in the academic setting. That person becomes the “author” of portions of your paper. Your professors expect that the papers you hand them are your own projects, except for “lessons” you may have received during the writing process. Any help you get on a paper must be a learning experience, not just a “proofreading” favor of a friend, parent, or spouse who never explains WHY the portions need to be changed.

Do I need to worry that I’ll accidentally write something too close to an Internet piece or someone else’s already submitted paper?

No. If by chance you write in an essay a short identical phrase or two quite similar to someone’s writing, you will not be accused of plagiarism. Also, though you may be guilty of technical plagiarism as you are learning the process, you will not be accused of deceit.

For another look at plagiarism see this site:
www.nutsandboltsguide.com/plagiarism.html
COMMON GRAMMATICAL AND CONVENTIONAL ERRORS

Avoid . . .

- beginning sentences with *There is* or *There are* unless you wish to emphasize the subject; then, use the construction sparingly. This construction is not “wrong,” but it can usually be improved.

  Poor: There are several interesting people who are in my class.
  Improved: Several interesting people attend my class.

- using *alot*. This is not a word. Correct = *a lot*. However, do not use that either because it is a conversational term and, therefore, not appropriate for formal papers.

- contractions in formal papers. Learn the difference between formal and informal tone.

- using *you* and *your* (second person) in formal writing (except in quotations).

- pronoun/antecedent mismatches. A plural pronoun must indicate a plural antecedent.

  Wrong: *Everyone* should be careful about guarding *their* money.
  Right: *People* should be careful about guarding *their* money.

- possessive mistakes. For instance, *it’s* means *it is*, not a possessive. *The children’s* mother should be *the children’s* mother. *A days* pay should be *a day’s* pay.

- *comma splices.*

  Wrong: I walked to the back of the room, it was too hot in front.
  Right: I walked to the back of the room because it was too hot in front.
  Right: I walked to the back of the room; it was too hot in front.
  Right: I walked to the back of the room. It was too hot in front.

- *needless repetition of words*. Check to see if you have used the same significant word more than once in the same sentence or several times in the paragraph. Try to find a synonym unless the word is an important one you are trying to emphasize for effect.

- *wordiness*. Each word should carry its own weight. No word should be “along for the ride.” If you can say the same thing in fewer words, do it.

Understand these rules:

- A comma precedes a coordinating conjunction (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) only when it joins two independent clauses. Example: I like cake, but Chad prefers pie.

- A semicolon joins independent clauses.

  Example: Susan wants to be a doctor; her parents prefer that she study law.

- Words like *however*, *therefore*, *consequently*, and *then* (conjunctive adverbs) need a semicolon before and comma following ONLY when they join independent clauses.

  Wrong: Mary found the bus; however, to be quite uncomfortable.
  Right: Mary rode the bus; however, John chose to fly.
  Right: Mary found the bus, however, to be quite uncomfortable. *(interrupter)*

- *Introductory* dependent clauses are followed by commas.

  Wrong: I went to the store, *because I needed bread*.
  Right: *Because I needed bread*, I went to the store.
  Right: I went to the store *because I needed bread*. 
Section Three:
Basic Essay Elements
THE MESSAGE AS A MEAL

Consider your paper a three-course meal for the mind. The introduction is the appetizer (whets the appetite and gains interest for the rest of the meal). The body is the main course. It should be filling, have lots of “flavor” (should not be dull), and give ample “calories” (details, facts, and descriptions—the part that fills the person’s mind). Finally, the conclusion is the dessert. It should make the person feel as if the “meal” has been topped off with something satisfying. Assuming you had a gourmet appetizer and gourmet main course, the dessert should not be Jell-O® with Cool Whip® (simple repetition of your main ideas or a fluff of words that are too-easily digested). Make it something to savor. The conclusion is what will help decide the final report on the “meal” because if it is not satisfying and rich, then the entire “meal” is often disappointing.

The Invitation: Title (always have one)
Can be creative
Tells the reader what to expect, either directly or indirectly
Might be a puzzle that reading the essay will solve

The Appetizer: Introductory Paragraph (grab the attention then smoothly lead to thesis)
First sentence ideas:
- Complete an incomplete title; e.g., if “Red and Yellow, Black and White…” is the title, then “They are precious in whose sight?” could be the first sentence of a paper on prejudice.
- Use a quote from a song or television commercial—something interesting
- Ask a question that makes the reader think or wonder.

Some ideas for leading from the first sentence to the thesis:
- Explain the opening sentences (and title, if applicable) in the context of what your paper will discuss.
- Give general descriptions of the event, problem, story, etc., that you are addressing, or define terms.
- Make sure the sentence before the thesis is “almost there,” so your reader doesn’t fall into a ditch getting to the thesis.

The Menu: Thesis Statement
At the English 111 level, it is best to write simple, straightforward theses.
- Informative: Must have the two or three points you will make. “When studying for final exams, good students always plan a study schedule and avoid the party crowd.”
- Persuasive: Must contain an assertion (what you will try to persuade the reader to believe) and two or three reasons: “A small college is an excellent choice because it offers many opportunities for involvement and allows students to know faculty personally.”

The Sandwich: Body Paragraphs (focus on the topic sentence and provide specific details)
Topic Sentence (the top slice of bread):
- It should restate the assertion and must go directly back to a point of the thesis, using a key word.
- Do not give factual supporting information yet, but restate the broad idea that you will talk about. This sentence includes material that should be used later as support.
- The point of the topic sentence is to shape the paragraph as its own entity. Someone should be able to read each paragraph separately and make sense of it without anything else.

Discussion and Three Examples per Paragraph (the meat of the sandwich):
- Each sentence must support or prove the topic sentence of the paragraph and relate to the overall thesis.
Try to make examples as specific as possible; e.g., not “a girl” but “Sara Stokes”; not “Some students make friends with professors” but “For example, Sara Stokes often drops into Dr. Awbrey’s office, and they sometimes eat lunch together in the Joust.” If your first topic sentence says, “Sports improve the muscles of the legs,” don’t say that soccer is great for legs and stop at that; say how it is good for them. “Soccer strengthens the calf muscles and improves dexterity and motion.” Give details. If your topic sentence is “Juices are a wonderful addition to a diet,” don’t say apple juice is one great juice and move on to grape juice. Say, “Apple juice is great because it offers Vitamin A, is easily digested, prevents dehydration, and boosts energy by offering quickly absorbed simple carbohydrates.”

None of your examples in one paragraph should address your other thesis points. Focus on three examples that prove the topic sentence in their paragraph only.

Use clear transitions, especially between examples, to connect the paper’s ideas.

The Paragraph Closing Statement (the bottom slice of bread):

- The closing sentence can be as simple as “Clearly, adding juice to one’s diet would be remarkably beneficial.” Restate the topic sentence’s idea with a finality added, as if those are the last words that need to be uttered regarding the matter.
- The closing sentence should not pertain only to the final example used but should paraphrase the topic sentence.

The Dessert: The Concluding Paragraph

The First Sentence:

- This sentence draws the reader back into the big picture and should paraphrase your thesis (omitting the points or warrants) with a hint that it has been proven somehow. Example: “Thus, students who want to be something more than a number in college should select a small school.”
- This kind of statement also gives the reader time to realize the essay is ending and to relax after reading so much information.

The Body of the Conclusion:

- Use the same techniques you would use for an introduction, including stories or quotes, except instead of leading into your argument, lead out of it this time.
- Do not bring up a brand new point that should be proven. You can, however, mention new thoughts or ideas relevant to your paper’s content.
- Reflect upon what you have said in your paper. Consider applying the main ideas to everyday life if application works for your topic.
- This is where you need to make your final impact and make the ideas “stick” in the reader’s mind. Try to be creative enough to retain the interest of the reader, and lean towards a dramatic approach if possible, which will make the body’s information more vivid.
- Don’t neglect the conclusion. It is the last thing read and puts the final stamp on the paper.

The Last Sentence:

- Make it strong! This sentence is one of the three most crucial sentences in your paper.
- Make it short! This sentence is called a “clincher” because it wraps up and finalizes every sentence that has preceded it.
- Make it memorable! If the reader would look and say, “Well, okay,” then you need to change it. Instead, the reader should say, “Wow!” or “That is intriguing,” or at least “That is a good way to put it all together.”
- Make it match! Consider referring back to your very first sentence and title (which should be “wow” statements already), and make a strong final statement using their ideas.

Written by The Write Place Staff member Laura Kennedy Butler
A visual image of essay structure:

**Beginning Paragraph**

* Broad Generalization

**Middle Paragraphs**

* Thesis (Last Sentence)

* Standard Paragraphs, Each with Topic Sentence

Present your weakest argument first.

Lead up to the strongest, which is the last in the body of the essay, whether your points are sentence or paragraphs.

Illustrate with facts and examples, in vivid and lively language.

**End Paragraph**

* Thesis Reworded

Generalize again.

* Clincher (Your Final sentence and Last Word)

* Focal Points


The Write Book 21
### "Shell" of an Organized Paper

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Opening sentence grabs attention** | Susan’s heart raced as she looked down at the pink slip.  
Fired! How could that be? |
| **Thesis “maps” paper, closes paragraph** | The three most common reasons for losing a job are **lack of skills**, **inability to get along with people**, and **excessive absences**. |

<table>
<thead>
<tr>
<th><strong>Body Paragraph One</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st topic sentence</strong></td>
<td>As hard as it is to believe, some college graduates are <strong>not prepared for their chosen professions</strong>.</td>
</tr>
</tbody>
</table>
| **Transitions and examples** | **First**, ..............................................  
**Actually**, ..................................................  
**In fact**, ..............................................  
**For example**, ............................................. |
| **Clincher/summary** | **Obviously, then**, those who cannot do the required tasks in their professions will not keep their jobs, regardless of the degrees they hold. |

<table>
<thead>
<tr>
<th><strong>Body Paragraph Two</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd topic sentence w/transitions</strong></td>
<td><strong>Another common reason for losing a job</strong> is <strong>lack of people skills</strong>.</td>
</tr>
</tbody>
</table>
| **Transitions and examples** | People believe ...........................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
**For instance**, .................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
**Another example** .................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
**The result is** ................................................................. |
| **Clincher/summary** | **Thus**, the person with the who-cares-what-you-think attitude will find herself looking for another source of employment. |

<table>
<thead>
<tr>
<th><strong>Body Paragraph Three</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd topic sentence w/transition</strong></td>
<td><strong>The most common problem</strong> in keeping a job is <strong>simply taking too many “cuts.”</strong></td>
</tr>
</tbody>
</table>
| **Transitions and examples** | A decision to stay home .................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
**A case in point is Jennifer, who** .................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
**While missing work occasionally will not** .................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
.................................................................  
**frequent absences will** ................................................................. |
| **Clincher/summary** | **Thus**, an employee whose attitude is “I deserve to take all the sick days I have built up” will reap negative rewards, either in lack of advancement or job loss. |

<table>
<thead>
<tr>
<th><strong>Conclusion</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis paraphrased</strong></td>
<td><strong>It is not unusual to meet someone who has lost a job even though he or she holds a degree from a good college</strong></td>
</tr>
<tr>
<td><strong>Strong final sentence</strong></td>
<td><strong>As a wise person once said, “The first step in winning a battle is understanding the enemy.”</strong></td>
</tr>
</tbody>
</table>
A more sophisticated thesis may not so bluntly present assertion plus support. For example:

Although procrastination is not what many believe it to be, this easily diagnosed and debilitating disease strikes people of every type, leaving hope for improvement but little chance for cure.

This thesis shows that the paper will (1) define procrastination, (2) explain its symptoms and victims, and (3) project its prognosis for cure. It takes some work to get such a statement, but this is a smooth blending of assertion and “map.” The reader will be ready to read each main focus of the paper.
## FORMING A THESIS:
Charting Questions, Assertions, and Supports for Informative and Persuasive Papers

<table>
<thead>
<tr>
<th>Question</th>
<th>Assertion</th>
<th>Possible Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should college students get married before graduating?</strong> (Persuasive)</td>
<td>Students <strong>should/should not</strong> get married before graduating.</td>
<td>(Should not) • They can lose their focus on academics. • They will be burdened by family responsibility. • They could struggle financially.</td>
</tr>
<tr>
<td><strong>What kinds of relationships do students in college often find themselves in?</strong> (Informative—Classification)</td>
<td>College students often find themselves in various types of relationships with the opposite gender:</td>
<td>• Sibling-like relationship • Dating, but not serious • Serious, possibly forever, relationship</td>
</tr>
<tr>
<td><strong>How is being married during college and being single during college different?</strong> (Informative—Comparison)</td>
<td>Married and single students’ college experiences differ in several ways:</td>
<td>• Time constraints • Networking and making campus friends • Financial responsibilities</td>
</tr>
</tbody>
</table>

Combine the assertion with the reasons, methods, categories; then, brainstorm for support points that can be expanded with logic, facts, statistics, analogies, names, and details.

**Persuasive example 1 (Should not—con):**

College students should not get married before graduating because they could lose focus on academics, they would be burdened by family responsibility, and they could struggle financially.

**Persuasive example 2 (Should—pro):**

College students who feel they are ready should get married before graduating because doing so could help them regain focus on their studies, teach them responsibility, and allow for more financial aid.

**Informative example 1 (Classification):**

A college student can develop several types of relationships with the opposite sex: sibling-like, just-for-fun dating, and future spouse.

**Informative example 2 (Comparison):**

The main differences between married students’ lives and non-married students’ lives are differences in time constraints, friend networks, and financial responsibilities.
FORMING A THESIS:
Example of Thesis Process and Formation

**General Topic:** Thrill seeking

**Question:** What are the risks of the dangerous exploits that thrill seekers pursue?

**Audience:** Individuals who seek high adventure, regardless of costs or physical risks involved. Age probably ranges from fifteen to fifty. It may include both sexes but is more likely to consist of men. Educational status may range from high school dropout to postgraduate; social status is dominated by middle class. This paper appeals to risk-taking people who have family ties or who have close friends.

**Assertion** (broad controlling idea): Adventure-seeking people should refrain from exploits such as bungee jumping, rock climbing, and free-falling.

**Potential Warrants** (best of brainstorming support points):
- They are spending money frivolously.
- They are endangering their own welfare.
- They are causing undue anxiety for loved ones.

**Thesis Statement:** Thrill seekers should refrain from engaging in exploits such as bungee jumping, rock climbing, and free falling because they are spending money frivolously, endangering their own welfare, and causing undue anxiety for loved ones.
OUTLINING WITH ASSERTIONS, QUESTIONS, AND ANSWERS

Sometimes asking the right questions can help you develop your outline. Follow the example below to see how this process works.

From Thesis . . .
Remember that you first have an assertion: something you are exploring (informative) or believe to be true (persuasive). Then ask how? or why? or some other logical question. (Note: Each warrant (support/reason) must answer the same question.)

<table>
<thead>
<tr>
<th>Informative</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertion: There are several ways that a person can finish college debt-free.</td>
<td>Assertion: Smoking should be banned in all public places.</td>
</tr>
<tr>
<td><em>(How can a person complete college debt-free?)</em></td>
<td><em>(Why should it be banned?)</em></td>
</tr>
<tr>
<td>They can save before college, work during college, and apply for scholarships and grants.</td>
<td>It is annoying and dangerous.</td>
</tr>
<tr>
<td>Thesis: There are several ways that a person can finish college debt-free: saving before college, working during college, and applying for scholarships and grants.</td>
<td>Thesis: Smoking should be banned in all public places because it is annoying to nonsmokers, and it is dangerous to everyone’s health.</td>
</tr>
</tbody>
</table>

. . . To Outline
Next divide each support of the thesis as a Roman numeral.

<table>
<thead>
<tr>
<th>Informative</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are several ways that a person can finish college debt-free.</td>
<td>Smoking should be banned in public buildings...</td>
</tr>
<tr>
<td>I. <em>(How?)</em> They can begin saving before college.</td>
<td>I. <em>(Why?)</em> Smoking in public is annoying to nonsmokers</td>
</tr>
<tr>
<td>II. <em>(How?)</em> They can work on and off campus during school.</td>
<td>II. <em>(Why?)</em> Smoking in public is dangerous to everyone’s health.</td>
</tr>
<tr>
<td>III. <em>(How?)</em> They can apply for scholarships and grants.</td>
<td></td>
</tr>
</tbody>
</table>
Then ask a *controlling question (CQ) following each Roman numeral that can be answered in two or three statements, labeling them with capital letters:

<table>
<thead>
<tr>
<th>Informative</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Students can remain debt free by saving before college.</strong></td>
<td><strong>I. Smoking should be banned in public buildings because it is annoying to non-smokers.</strong></td>
</tr>
<tr>
<td><em>(CQ) How can students save before college?</em></td>
<td><em>(CQ) How is smoking annoying to nonsmokers?</em></td>
</tr>
<tr>
<td>A. They can work a job during high school.</td>
<td>A. It burns nonsmokers’ eyes and nostrils.</td>
</tr>
<tr>
<td>B. They can put any birthday or Christmas present money into savings.</td>
<td>B. It leaves clothes smelling of cigarette smoke.</td>
</tr>
<tr>
<td></td>
<td>C. It taints the taste of food.</td>
</tr>
<tr>
<td><strong>II. Students can remain debt free by working on and off campus during college.</strong></td>
<td><strong>II. Smoking should be banned in public places because it is hazardous to everyone’s health.</strong></td>
</tr>
<tr>
<td><em>(CQ) Where can students work and how much?</em></td>
<td><em>(CQ) How is smoking hazardous to people’s health?</em></td>
</tr>
<tr>
<td>A. Students can obtain a work-study job on campus.</td>
<td>A. Secondhand smoke is proven to cause cancer.</td>
</tr>
<tr>
<td>B. Students can obtain an on-campus job that is not work-study.</td>
<td>B. Tobacco smoke can irritate allergies and asthma.</td>
</tr>
<tr>
<td>C. Students can obtain an off-campus job, from fast-food to semiprofessional.</td>
<td></td>
</tr>
<tr>
<td><strong>III. Students can remain debt-free by applying for scholarships and grants.</strong></td>
<td><em>No third point is needed for this essay because the first two points make a sufficient argument.</em></td>
</tr>
<tr>
<td><em>(CQ) What scholarships and grants can be applied for?</em></td>
<td></td>
</tr>
<tr>
<td>A. Students can apply for university scholarships.</td>
<td></td>
</tr>
<tr>
<td>B. Students can apply for company or organization scholarships.</td>
<td></td>
</tr>
<tr>
<td>C. Students can apply for federal grants.</td>
<td></td>
</tr>
</tbody>
</table>

It is mandatory that each lettered section answer the same question. However, questions may vary among Roman numeral sections.

*Note: On the outline you turn in with the paper, you will not include the questions. Write those in only as you are making your outline.*
Thesis Statement: Most students choose to attend Evangel University in order to receive a good education, to enhance their Christian life, and to meet lifelong friends.

I. Students receive a good education at Evangel University.
   A. Professional awards await the graduates.
      1. Some become involved in education and/or the fine arts.
      2. Others are engaged in Christian ministry and/or medicine.
      3. Some enter into technology and/or legal services.
   B. Psychological rewards benefit Evangel students.
      1. Self-esteem is an important by-product of a good Evangel education.
      2. Personal satisfaction is an invaluable asset of an Evangel education.

II. Students experience spiritual growth at Evangel University.
   A. The Christian students and professors serve as role models.
   B. The philosophy and testimony of the institution affect the students spiritually.

III. Students make strong lifelong friends at Evangel University.
   A. Friends often meet in social settings: in the dorm, in the cafeteria, and during campus activities.
   B. Friends often meet in academic settings such as classrooms and the library.
INTRODUCTIONS

Grab the **attention** by opening in one of these ways:

- An **anecdote** or short story: Once a small boy asked his mother . . .
- A **question** to make the reader think: Why do people dress as Goths?
- A **prediction** that catches the attention: America will be at war for twenty years.
- An unusual or **sensational detail**: Deep in the recesses of the Arctic ice cap lives a creature most would not imagine could survive there: the arctic worm.
- A **quotation**: In the words of John F. Kennedy, “Ask not what your country can do for you….”
- An interesting **definition** that people may not know: A *rendezvous* can be either a meeting between lovers or the assembling of the units of a military force.
- A **figure of speech**: When Materialism moves into a home, often Christian values pack their bags and move out.
- A **statistic** (do not make it up!): In July 2012, the number of Facebook users hit over 800 million.
- A **series of seemingly unrelated events**: In March, Ahmed Fhaul came to America. In July, Sara Shell got a new job. In August, several men took flying lessons.

Have a **bridge** sentence or two following the opening, so the reader understands how it begins to tie into your topic.

Deep in the recesses of the Arctic ice cap lives a creature most would not imagine could survive there: the arctic worm. Similarly, there is a creature one can find each fall that is attempting to survive in an extreme environment: the college freshman.

Give any **background** information necessary to understanding your **thesis**:

Every autumn in the United States, hundreds of thousands of new college students make their way to campuses, embarking on a new and important journey that requires skills they might not have honed quite yet. These students will face many new challenges that stretch them emotionally, physically, mentally, financially, and spiritually. In short, these students will be learning to become self-sufficient adults who must make decisions on their own and survive without the nearness of parents.

Make sure that you have a **cushion** sentence just before your **thesis**.

*In order to be a success in this rigorous first year of college, students should take some important steps.* All college freshmen should ________________,
An introduction should be like a professional skier’s run. It starts with a big “push” atop a mountain, having an “attention grabbing,” breathtaking view. Then the skier glides smoothly over deep snow, avoiding boulders, trees, and “off-track” trips into the woods. No sudden dips into hidden streams or gullies interfere with the smooth ride toward the bottom. At just the right time, the skier flies straight to the end and gently pushes the skis sideways for a smooth stop. Here is an example of the components put together to make a nice introduction:

Deep in the recesses of the Arctic ice cap lives a creature most would not imagine could survive there: the arctic worm. Similarly, there is a creature one can find each fall that is attempting to survive in an extreme environment: the college freshman. Every autumn in the United States, hundreds of thousands of new college students make their way to campuses, embarking on a new and important journey that requires skills they might not have honed quite yet. These students will face many new challenges that stretch them emotionally, physically, mentally, financially, and spiritually. In short, these students will be learning to become self-sufficient adults who must make decisions on their own and survive without the nearness of parents. In order to be a success in this rigorous first year of college, students should take some important steps. All college freshmen should ____________________________, ____________________________, and ____________________________ in order to make their first year a great success instead of a colossal failure.
CONCLUSIONS

Always restate your thesis in the first sentence of the conclusion. It should be a paraphrase of the original thesis, not a duplicate. You may want to tuck in some type of “concluding” word like “thus,” “then,” or “clearly,” but try not to begin the paragraph by stating “in conclusion.”

College freshmen, thus, should ______________, ______________, and _______________ in order to be successful.

Do not summarize your points. Choose anything but summary in a short paper. Summary is the only method most beginning writers use. Finish decisively by closing in one of these ways:

- An anecdote or a short story: After the fireworks display, Jerod ran down the hill to . . .
- A quotation that reinforces your ideas but doesn’t substitute for your judgments: As Muhammad Ali said, “The man who has no imagination has no wings.”
- A reflection on the information the paper has presented: Kansas may have weaknesses, but those drawbacks are clearly outweighed by the state’s truly incredible citizens.
- Pointing out a web that places your paper in a larger context but doesn’t introduce a new assertion: The explosion of Christianity in Asia is perfectly timed with the continent’s predicted leadership in twenty-first century politics and economics.
- A proposal that solves a problem: Given the number of dental hazards associated with silverware, it may be best for Western society to abandon forks and spoons altogether.
- A hook and return. If you began with a question, answer it. If you started with a scenario, finish the story. If you opened with a quotation, refer to the writer of the quote and say that perhaps she was correct in the statement. If you began with an interesting fact, refer back to it.

The conclusion need not be long—maybe five sentences for a short paper. It should end with something strong and memorable. Unless it’s a quotation, make the final sentence rather short.

Conclusion example:

College freshmen, thus, should ______________, ______________, and _______________ in order to be successful. Remember that arctic worm surviving in a seemingly impossible environment? Sometimes it seems the same for a college freshman who is attempting to survive in such extremely new surroundings. However, it is clear that both species cannot only adapt and learn to survive, but they can go beyond mere survival and experience exceptional success, paving the way to a bright future.
CRITERIA FOR A STRONG BODY PARAGRAPH

The length of the paper usually determines how much each paragraph should cover. Have a large enough "box" to give significant information. The topic sentence "draws the box" size.

- **Small:** Grocery store coupons can save money.
  
  *This sentence limits the paragraph to discussion of coupons. It might be that the content would seem superficial and lacking in significant information.*

- **Medium:** Buying the Sunday paper can save a person money.
  
  *This sentence adds the possibility of adding store sales and garage sales to the coupon discussion.*

- **Large:** One can save money by determining never to pay full price for grocery and clothing bills.
  
  *This sentence allows the writer to add pre-owned clothing for both children and adults using the resale shops.*

Be specific in the paragraph by using reasons, examples, names, numbers, or statistics. Details in the following example get more specific as they move to the right.

  Coupons can save money. (General statement)
  
  They are often worth between fifty cents and a dollar.
  
  In fact, they always count double in some stores.
  
  For instance, Dillons gives double coupons every day.
  
  Thus, a shopper with ten coupons worth fifty cents each could save ten dollars at Dillons'.

Provide coherence. Transitions show relationships between the sentence you are getting ready to write and the one before it. The following paragraph shows transitions underlined and the specificity of the details by indentation.

**Topic sentence:**

  The best way to save money is to determine not to pay full price unless absolutely necessary.
  
  A good method of avoiding full price is using coupons. (See above for development.)
  Another method to get a reduction is to shop sales. (This point needs development.)
  Finally, the shopper can save a great deal of money by purchasing used items.
  
  One example is that garage sales offer good items at between 10 and 25 percent of the original value.
  
  For instance, I once bought a like-new MP3 player worth one hundred dollars for only thirty-five.
  
  Similar to garage sale prices are the popular resale shops.
  
  One such chain in Springfield is The Review Shoppe where $200 items are often sold for $40.
  
  Also, pre-owned children's clothes and toys are available in two locations at Other Mothers.

Give closure with an ending summary sentence. Keep the same idea, but vary the wording.

**Closing:**

The frugal shopper will seldom pay full price for certain items often available at great reductions.
DEVELOPING A FAT PARAGRAPH

Here is a skinny, underfed, poorly developed paragraph:

College students are often poor due to poor choices. They pay too much money for coffee. Buying a large number of coffee drinks wastes money. They also spend money on going out with friends. Poor college students need to change their ways.

You can FATTEN UP your paragraph by giving examples. Giving examples (using “for example” or “for instance”) of exact things your readers can “see” in their minds or imagine is the best way to persuade that you have a good point.

Here is the improved writing. Notice that the last sentence of the paragraph is the same idea as the topic sentence. Also take note of the underlined transitions that help the ideas go together smoothly:

College students are often poor due to poor choices. One reason is that they pay too much money for coffee. For example, if Anne needs to stay awake to study for her first organic chemistry test, she will probably buy a specialty coffee drink, assuming that this is one of the cheapest means of energy acquisition available to her. This drink could cost up to five dollars, which is quite pricey. Unfortunately, if Anne buys specialty drinks for every assignment, test, midterm, and final, coffee loses its cost-effective element, and Anne might end up spending hundreds of dollars on her coffee habit.

Another reason college students are and remain broke is that they choose to spend what little money they have on going out with friends. Often, college students can be seen heading out to grab a bite to eat, go watch a movie, or do something else fun together. However, for a student who has little money to begin with, giving in to the pressure of going out with friends can have bad results. Spending twenty or thirty dollars on a night out with friends each weekend can leave a student broke, and that person might find himself or herself without funds for needed items such as gas, textbooks, or tuition for next semester. Thus, attending an institute of higher learning and meager living often go hand in hand due to bad choices.
### TRANSITIONS

<table>
<thead>
<tr>
<th><strong>To Give Examples:</strong></th>
<th>for example</th>
<th>one of these</th>
<th>one example of</th>
<th>another example of</th>
<th>for instance</th>
</tr>
</thead>
<tbody>
<tr>
<td>to illustrate</td>
<td>particularly</td>
<td>that is</td>
<td>in particular</td>
<td>a specific case</td>
<td>such as</td>
</tr>
<tr>
<td>specifically</td>
<td>for instance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>To Show Contrast:</strong></th>
<th>however</th>
<th>whereas</th>
<th>on the contrary</th>
<th>in opposition to</th>
<th>on the other hand</th>
<th>conversely</th>
<th>albeit</th>
<th>while</th>
<th>notwithstanding</th>
<th>in contrast</th>
<th>but</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>To Show Comparison:</strong></th>
<th>and also</th>
<th>like</th>
<th>to compare similarly</th>
<th>in the same way</th>
<th>in the same way</th>
<th>in the same way</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>To Show Emphasis:</strong></th>
<th>most of all</th>
<th>to emphasize</th>
<th>a significant factor</th>
<th>a major event</th>
<th>indeed</th>
<th>most important</th>
<th>a primary concern</th>
<th>above all</th>
<th>largely</th>
<th>mainly</th>
<th>of special value</th>
<th>principally</th>
<th>chiefly</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>To Show Time Sequence:</strong></th>
<th>all dates, times</th>
<th>first, second [etc.]</th>
<th>next</th>
<th>then</th>
<th>presently</th>
<th>finally</th>
<th>soon</th>
<th>after a while</th>
<th>previously</th>
<th>up to this time</th>
<th>earlier</th>
<th>recently</th>
<th>at last</th>
<th>later</th>
<th>afterward</th>
<th>shortly</th>
<th>since then</th>
<th>immediately</th>
<th>meanwhile</th>
<th>lately</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>To Show Place:</strong></th>
<th>all directions—</th>
<th>north, south,</th>
<th>northeast [etc.]</th>
<th>on the left or right</th>
<th>beyond</th>
<th>in proximity</th>
<th>above</th>
<th>here</th>
<th>there, over there</th>
<th>nearby</th>
<th>opposite to</th>
<th>adjacent to</th>
<th>beneath</th>
<th>farther away</th>
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<tr>
<th><strong>To Show Cause and Effect:</strong></th>
<th>the effect</th>
<th>the cause</th>
<th>because</th>
<th>so</th>
<th>thereby</th>
<th>consequently</th>
<th>as a result</th>
<th>as a consequence</th>
<th>therefore</th>
<th>hence</th>
<th>if . . . then</th>
<th>since</th>
<th>then</th>
<th>thus</th>
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<tr>
<th><strong>To List:</strong></th>
<th>and</th>
<th>and then</th>
<th>first</th>
<th>second [etc.]</th>
<th>another</th>
<th>besides</th>
<th>in addition</th>
<th>further</th>
<th>furthermore</th>
<th>next</th>
<th>too</th>
<th>also</th>
<th>again</th>
<th>finally</th>
<th>last</th>
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<tr>
<th><strong>To Show Concession:</strong></th>
<th>perhaps</th>
<th>possibly</th>
<th>although</th>
<th>though</th>
<th>at the same time</th>
<th>while</th>
<th>if indeed</th>
<th>and yet</th>
<th>granted</th>
<th>of course</th>
<th>conceivably</th>
<th>naturally</th>
<th>admittedly</th>
<th>notwithstanding</th>
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<tr>
<th><strong>To Conclude and Summarize:</strong></th>
<th>clearly</th>
<th>in brief</th>
<th>to summarize</th>
<th>in short</th>
<th>on the whole</th>
<th>as a result</th>
<th>to recapitulate</th>
<th>in the last analysis</th>
<th>in total</th>
<th>altogether</th>
<th>overall</th>
<th>finally</th>
<th>thus</th>
<th>so then</th>
<th>in sum</th>
<th>to repeat</th>
<th>therefore</th>
<th>to sum it up</th>
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The Write Book 34
In modern American society, the degree of one's prosperity is seldom equated with the level of one's generosity. The generous man, contrary to superficial thinking, prospers relationally, monetarily, and spiritually because of his graciousness.

To say that the generous man prospers relationally is so obvious that it is nearly absurd. Even the most skeptical person would admit that someone who is willing to give will find many friends; however, the skeptic might also ask whether those friendships would be merely surface-level and self-centered, especially on the part of the receiver. The fact is that truly generous people may risk being taken advantage of, but in the end, their focus is in successes, not failures. Some people give a lot of themselves, including money and time. Those people reap great rewards because they are generous because people like them. One can see that it is easy to prosper relationally.

Though it is easily seen that generosity reaps relational prosperity, it is more difficult to see how it reaps monetary prosperity. This seems to go against the very laws of mathematics; after all, if a man has $10 and gives away $5, his monetary prosperity has decreased. However, this prosperity cannot be seen in the short-term. It must be a life-long pattern. If a person is generous, God will bless that person.

Just as it leads to monetary prosperity, generosity also leads to spiritual prosperity, especially in a Christian sense. The Bible teaches again and again that because God is generous, so must we be. Throughout the centuries, saints have proven this generosity by all sorts of sacrifices—money, food, clothing, time, and even their very lives. Their generosity will reap...
spiritual growth in their own lives, as well as those of their children. As an example for his followers, Jesus Christ was a perfect example of generosity-from foot-washing to dying on the cross. Arguably, his generosity was the most far-reaching in spiritual benefits that was ever shown. His generous sacrifice led to spiritual prosperity for all who believe.

Overall, the generous sacrifices of people are not in vain. With generosity, people can take Solomon's wisdom to heart and not waste their lives in self-centered vanity. On the contrary, people can give generously and reap prosperity of all sorts.
A Generous Man

Thesis: The generous man, contrary to superficial thinking, prospers relationally, monetarily, and spiritually because of his graciousness.

I. To say that the generous man prospers relationally is so obvious that it is nearly absurd.
   A. Generous people prosper relationally because they build lasting friendships.
   B. One example of a generous person is the former Christian singer, Keith Green.

II. Though it is easily seen that generosity reaps relational prosperity, it is more difficult to see how it reaps monetary prosperity.
   A. The biblical principle of sowing and reaping can be applied to being generous.
   B. An example of this principle playing out in real life is J.C. Penney.

III. Just as it leads to monetary prosperity, generosity also leads to spiritual prosperity, especially in a Christian sense.
   A. History shows that being generous leads to spiritual prosperity.
   B. The best example of this is Jesus, himself.
A Generous Man

In modern American society, the degree of one's prosperity is seldom equated with the level of one's generosity. Indeed, it may appear at first glance that generosity is a hindrance to prosperity, not a help. Thus, when the ancient philosopher Solomon writes that "a generous man will prosper; he who refreshes others will himself be refreshed," his wisdom seems questionable. However, upon closer examination of real-life examples, his wisdom is vindicated. The generous man, contrary to superficial thinking, prospers relationally, monetarily, and spiritually because of his graciousness.

To say that the generous man prospers relationally is so obvious that it is nearly absurd. Even the most skeptical person would admit that someone who is willing to give will find many friends; however, the skeptic might also ask whether those friendships would be merely surface-level and self-centered, especially on the part of the receiver. The fact is that truly generous people may risk being taken advantage of, but in the end, their focus is on successes, not failures. Keith Green, a Christian musician, found this out by living generously. After witnessing to people about the love of Christ, he felt compelled to offer these people—some sick, some homeless, and all hopeless—a place to live with him. He eventually took in so many people that he bought seven more houses just to keep them all. Meanwhile, he used the money from his ministry to feed and clothe them as well, all the while expressing the generosity of Jesus Christ. After Green died in a plane crash, his wife found out the importance of his generosity on those and many other people as letters of support and love poured in. Even after his death, Green's wife experienced the relational prosperity that his generosity had reaped.

Though it is easily seen that generosity reaps relational prosperity, it is more difficult to see how it reaps monetary prosperity. This seems to go against the very laws of
mathematics; after all, if a man has $10 and gives away $5, his monetary prosperity has decreased. However, this prosperity cannot be seen in the short-term. It must be a life-long pattern. Perhaps one of the best illustrations of this truth is the life of J.C. Penney, founder of the chain of stores that bears his name. In the first years of his business, Penney decided to be generous in his tithing even before he made a lot of money. Specifically, he decided to give 90% of his profits as a "tithe," instead of the 10% required in the Bible. Though one might think that he was insane for doing so, it is obvious that his business prospered after—and, it could be argued, because of—his generous giving. His business is now a multi-million-dollar enterprise. Hence, his generosity led to monetary prosperity, as it has for so many others.

Just as it leads to monetary prosperity, generosity also leads to spiritual prosperity, especially in a Christian sense. The Bible teaches again and again that because God is generous, so must we be. Throughout the centuries, saints have proven this generosity by all sorts of sacrifices: money, food, clothing, time, and even their very lives. Some tribes of people have even sacrificed an entire year's wages to print a Bible translation in their native tongue. Their generosity will reap spiritual growth in their own lives, as well as those of their children. As an example for his followers, Jesus Christ was a perfect example of generosity—from foot-washing to dying on the cross. Arguably, his generosity was the most far-reaching in spiritual benefits that was ever shown. His generous sacrifice led to spiritual prosperity for all who believe.

Overall, the generous sacrifices of all these people were not in vain. Instead, Keith Green, J.C. Penney, and Jesus Christ realized and lived out the truth of Solomon’s proverb. In their generosity, they took Solomon's wisdom to heart and did not waste their lives in self-centered vanity. On the contrary, they gave generously and reaped prosperity of all sorts.
Section Four: Informative Essay Writing
THE INFORMATIVE ESSAY

**Purpose:** The informative essay should inform the reader on a topic. Your job is not to convince someone of a premise but to do an exceptional job of explaining your topic. The best informative essays are written on topics about which the reader is not completely familiar.

**Audience:** This paper is focused toward a general audience who will benefit from knowing more about the topic.

**Source:** Refer to your knowledge gained through observation and experience.

**Structure:** Use the basic keyhole structure to address the assigned topic.
- Open with an attention-getting statement.
- Narrow toward the thesis using a bridge and a cushion.
- Place a well-written, mapped thesis last in the introduction.
- Include body paragraphs that begin with good topic sentences and end with paraphrases (clincher sentences) of those topic sentences.
- Support each topic sentence with at least two or three specific examples.
- Begin the conclusion with a paraphrase of the thesis.

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See the following pages for a sample informative essay: classification.
Say What?

Thesis: The main forms which humans communicate are vocally, mechanically, and bodily.

I. First, vocal communication is used in the forms of organized spoken language and expressive sounds.
   A. Every culture uses an organized, spoken language to communicate.
   B. Expressive sounds are also used to communicate ideas, thoughts, and feelings.

II. Along with vocal communication, human beings use mechanical communication as well.
   A. There are new ways of communicating today.
   B. Some “older” forms of mechanical communication are still used.

III. The smiles of children and the frowns of the oppressed both serve as examples of bodily communication.
   A. Facial expressions help us communicate our feelings.
   B. Sign language is its own, unique type of “bodily” communication.
The written sound effects of the old Batman television series are replaced with digital sound, Dolby noise reduction, and computer animation. In a world where communication can determine the success of relationships, businesses, and just about everything in life, it is not surprising that mankind is continuously looking for ways to improve upon human expression. The main forms which humans communicate are vocally, mechanically, and bodily.

First, vocal communication is used in the forms of organized language and expressive sounds. Every culture and society on Earth has some form of organized language. For example, there are approximately six thousand languages in the world. A missionary or ambassador traveling through Indonesia may encounter over 1,000 different languages. In the United States, English is the primary language. However, one will find various forms of the English language in different parts of the country. For instance, a man raised on the Louisiana Bayou would sound distinctly different from a man raised in Queens, New York. Along with organized language, humans communicate with expressive sounds. For example, if a person begins whistling in a crowded movie theater, the crowd may respond with a loud, "Shhh." In a shopping mall, one may hear the sigh of relief from a husband leaving Victoria's Secret with his wife. Likewise, the same husband may express his thankfulness for not being seen by saying, "Whew!" Whether an expressive sound or an organized form of language, this vocal form of communication is essential to express the emotions, intentions, and ideas of human beings.
Along with vocal communication, human beings use mechanical communication as well. Mankind uses a number of devices, tools, and written materials to communicate. For example, books, audiotapes, and computer software have replaced the scrolls that once held the inspired writings of the Bible. In advertising, the billboards have replaced the brick buildings that once promoted the latest merchandise. Cellular phones, two-way radios, and pagers cling to the waists of most people in modern civilization. Likewise, the computer is a growing tool of communication between businesses and their clients. For example, the lethargic shopper can go grocery shopping without leaving the home or office. People are falling in love through e-mail and chat rooms. At the same time, humans do still communicate through simpler devices. Road signs explain rules and directions for the busy driver. In addition, the old piece of cardboard nailed to a telephone pole often explains where the nearest garage sale is. Whether primitive or innovative, mechanical tools of communication continue to make people smile as well as frown.

The smiles of children and the frowns of the oppressed both serve as examples of bodily communication. Facial expressions show virtually every form of emotion. For example, the stare of passing strangers can result in a quick hello or an unfortunate confrontation. Nevertheless, the smile is the most famous of all facial expressions. The warmth of a smile crosses language barriers to replace a lack of words. Humans use the smile to show approval, express joy, and declare gratitude. The smile is so powerful that smiley face stickers, key chains, and t-shirts embellish society, thereby encouraging people to have a nice day. In addition to facial expressions, there is full body language. This can be everything from a simple handshake to an all out temper tantrum. For example, sports officials use hand and arm signals to express their decisions. Lastly, sign language is the most complex form of full body language. With its own alphabet and signals, sign language serves as the main form of communication for the hearing impaired. Whether speaking sign language, officiating a game,
or offering a simple smile, bodily communication emphasizes all other forms of communication.

Therefore, vocal, mechanical, and bodily are the three primary forms of communication. A human being's basic need to communicate is expressed through some of the most standard, humorous, and often ridiculous methods. However, each one has its place in the communication process. Maybe the next Batman movie should have a new character that e-mails his enemy with this message: "Time out... my e-groceries have arrived. Have a nice day!"
Say What?

Thesis: Generally, people continue to seek out this improvement within the main forms in which humans communicate, which are vocally, mechanically, and bodily.

I. First, vocal communication is used in the forms of organized spoken language and expressive sounds.
   A. Every culture uses an organized, spoken language to communicate.
   B. Expressive sounds are also used to communicate ideas, thoughts, and feelings.

II. Along with vocal communication, human beings use mechanical communication, as well.
   A. The digital age has changed how we communicate.
   B. Some “older” forms of mechanical communication are still used.

III. The smiles of children and the frowns of the oppressed both serve as examples of bodily communication.
   A. Facial expressions help us communicate our feelings.
   B. Gestures also communicate ideas and vary across cultures.
   C. Sign language is its own, unique type of “bodily” communication.
Say What?

Pow! Bam! Smack! Fifty years ago, the producers of *Batman* used words to express physical expressions to their viewers. Today, these written sound effects are replaced with digital sound, Dolby noise reduction, and computer animation. Some would argue that the updated versions of these effects better communicate the fast-paced, exciting bouts with villains, such as Catwoman and The Joker. In a world where communication can determine the success of relationships, businesses, and just about everything in life, it is not surprising that mankind is continuously looking for ways to improve upon human expression. Generally, people continue to seek out this improvement within the main forms in which humans communicate, which are vocally, mechanically, and bodily.

First, vocal communication is used in the forms of organized spoken language and expressive sounds. Although to say so seems a simple idea, every culture and society on earth has some form of organized spoken language. However, the complexity and diversity of these languages can boggle one’s mind. For example, there are approximately six thousand languages in the world. A missionary or ambassador traveling through Indonesia may encounter over 1,000 different languages, with each having its own grammar and vocabulary. People living on one island in Indonesia would not be able to understand a person from another island due to the differing languages they speak. The diversity represented in these languages is an amazing fact to ponder. Conversely, in every part of the United States, English is the primary language used for governmental and instructional purposes; however, one will find various forms of the English language in different parts of the country. For instance, a man raised on the Louisiana Bayou would sound distinctly different from a man raised in Queens, New York. Even within the same language, the spoken diversity is staggering. Along with organized spoken language, humans communicate with expressive sounds. For example, if a
person begins whistling in a crowded movie theater, the crowd may respond with a loud, "Shhh." In a shopping mall, one may hear the sigh of relief from a husband leaving Victoria's Secret with his wife. Likewise, the same husband may express his thankfulness for not being seen by saying, "Whew!" Whether an expressive sound or an organized spoken form of language, this vocal form of communication is essential to express the emotions, intentions, and ideas of human beings.

Along with vocal communication, human beings use mechanical communication, as well. Mankind uses a number of devices, tools, and written materials to communicate. In the past twenty years, electronic devices have literally changed the communication landscape. For example, e-books, digital reading devices, and computer software have replaced the scrolls that once held the inspired writings of the Bible. In advertising, digital billboards have replaced the brick buildings and printed posters that once promoted the latest merchandise. Smart phones, iPods, and digital notebooks can be seen in the hands of most people in modern civilization, emphasizing our heavy reliance on these mechanical devices for communication. Likewise, our laptops and desktops continue to offer more and more options in communicating. For example, the lethargic shopper can go grocery shopping without leaving the home or office. People are falling in love through Facebook, e-mail and online dating services. While digital communication seems to rule, humans do still communicate through simpler mechanical devices. Road signs explain rules and directions for the busy driver. In addition, the old piece of cardboard nailed to a telephone pole often explains where the nearest garage sale is. Whether primitive or innovative, mechanical tools of communication continue to make people smile as well as frown.

The smiles of children and the frowns of the oppressed both serve as examples of bodily communication. Facial expressions show virtually every form of emotion. For example,
the stare of passing strangers can result in a quick hello or an unfortunate confrontation.

Nevertheless, the smile is the most famous of all facial expressions. The warmth of a smile crosses language barriers to replace a lack of words. Humans use the smile to show approval, express joy, and declare gratitude. The smile is so powerful that smiley face stickers, key chains, and t-shirts embellish society, thereby encouraging people to have a nice day. Even in the world of emoticons, we see that familiar smile in its many forms gracing emails and Facebook posts to say, “Be happy!” In addition to facial expressions, there is full body language, perhaps better known as gestures. This can be everything from a simple handshake to an all out temper tantrum. For example, sports officials use hand and arm signals to express their decisions. In football, a bend of the arm can mean a foul of varying kinds, or smacking one hand upon the other arm can signal a personal foul with great penalties. In basketball, swirling hands of the official signal a walk, giving the ball to the other team. While gestures with sports officials are needed, we all use gestures every day, and these vary from culture to culture. Perhaps the most widely-known gesture that can be misinterpreted between cultures is the “OK” gesture. In the United States, this gesture means, “All is well,” or “You did great!” However, in most other cultures, the “OK” sign is an insult akin to our “middle finger” gesture. It is easy to see that gestures can be a great communication tool, but also can be easily misinterpreted. Finally, sign language is the most complex form of full body language. An actual language with its own grammar, alphabet, vocabulary, and signals, sign language serves as the main form of communication for the hearing impaired. Although some might think sign language is just a lot of gestures, this is far from the truth. Each different language has its own version of sign language, so if one were to travel to another country, one would also find sign language different from American Sign Language used in the United States. Whether speaking sign language, officiating a game, or offering a simple smile, bodily communication emphasizes all other forms of communication.
Although there are many forms of communication in our world, vocal, mechanical, and bodily are the three primary forms of communication. A human being's basic need to communicate is expressed through some of the most standard, humorous, and often ridiculous methods. However, each one has its place in the communication process. Maybe the next *Batman* movie should have a new character that e-mails his enemy with this message: "Time out.... my e-groceries have arrived. Have a nice day! 😊"
Section Five:
Persuasive Writing
THE PERSUASIVE ESSAY

**Purpose:** The persuasive essay should persuade the reader of an opinion, not merely inform him or her on a topic.

**Audience:** The essay is focused toward those who would not agree with your thesis or who do not have an opinion and might be persuaded by your paper.

**Source:** Refer primarily to your knowledge gained through observation and experience.

**Structure:** Use the basic keyhole structure to address the assigned topic.
- Open with an attention-getting statement.
- Narrow toward the thesis using a bridge and a cushion.
- Place a well-written, mapped thesis last in the introduction.
- Include body paragraphs that begin with good topic sentences and end with paraphrases of those topic sentences.
- Support each topic sentence with at least two or three specific examples.
- Begin the conclusion with a paraphrase of the thesis without the supporting points.

**REMEMBER:** The Write Place is one of your best resources in writing a strong essay. The tutors are trained, friendly students who will give you one-on-one help with your paper. They can help you with any stage of the writing, from forming the thesis to checking the finished paper for problems. The Write Place is located on the second floor of Trask in Room 202. Make your appointment as early as possible to ensure a spot. When you make an appointment, be sure you keep it. If you cannot, call 8545 to cancel.
USING PRO-CON ARGUMENTATIVE STRUCTURE

If you ignore opposing arguments as you attempt to persuade, your readers will not be convinced. Remember that your readers do not agree with you and can think of reasons to the contrary as they read. Your job is to second guess those arguments, state them, and counter them in the text of your paper.

The best method for you as a beginning writer is to shape the paper first from the persuasive angle only, simply structuring by your reasons for (pro) the assertion. Then, go back and read your points from the opposite viewpoint, asking, “What would someone say against this statement?” When you come to a statement to which someone could make a negative point (con), follow the procedure below.

1. Read the pro statement. Think what logical argument might be made against this statement.

2. Use a transition to “swing over” to the con side.

   - Some might say…
   - It has been argued…
   - The opposition contends…
   - Many believe that…
   - You can also compose your own. Use **variety**.

   - The other side of the argument…
   - Those against this plan say…
   - One might disagree, believing…
   - A few uninformed people assert…

3. State clearly the belief, argument, contention, or assertion of those in opposition.

4. Use another transition to “swing back” to your side.

   - However…
   - What these people do not understand…
   - On the contrary, . . .
   - This contention, however, lacks . . .
   - The situation, actually, is this: . . .
   - Such thinking is clearly flawed because . . .
   - Such arguments ignore . . .
   - But nothing could be further from fact

   (Again, you can also compose your own, and use **variety** throughout your paper.)

5. State your own explanation as rebuttal to the opposition. Sometimes you will need to concede a point. This means that your opposition does have a good point that cannot be ignored. Simply state it using a transition.

   - Concession must be made to the point that . . .
   - One must agree that . . .
   - Of course, such arguments are not entirely wrong.

Then come back, if you can, with another argument on your side that is a strong pro point.
Here’s the way it works in the essay:

The Republicans, in power for the first time in over forty years, should take this opportunity to steamroller change that is long overdue. It could be argued that they must move slowly, exercising constraint and giving consideration to the Democrats who, after all, represent many Americans. It is true that the Democrats propose some plans worth salvaging. However, forty years of abuse by a liberal group whose legislation has damaged America does not mandate constraint and consideration. The people mandate change—soon.
Pro-Con Paragraph

*Thesis Statement:* Smoking should be banned in public places because it is a safety and health hazard to nonsmokers and because it infringes upon the right to a clean environment.

In addition to being a safety hazard, smoking is also a health hazard and should not be allowed in public places. Many individuals who suffer from allergies allege that secondhand smoke aggravates this health problem. For instance, Jerry Berry, who often is forced to eat in restaurants, claims he is so allergic to cigarette smoke that he cannot conduct meetings in restaurants where smoking is allowed because his eyes burn and tear; consequently, he cannot see the material that he needs to read. Some would argue that other smells or substances in the air may be causing this reaction. However, if secondhand smoke is even a part of the problem, this dangerous irritant should be banned from public places. Another even more serious allergic reaction to smoke is often experienced by asthma sufferers. A case in point was my son’s third grade teacher who was asthmatic and, therefore, was forced to request assignment to an elementary school where no teachers smoked in the lounge. A few uninformed people, however, contend that asthma is an emotional problem that is brought on by stress. Such thinking is clearly flawed because even young children who are asthmatic react to secondhand smoke and often must be removed from polluted surroundings. Perhaps the least serious but most prevalent problem caused by tobacco smoke is the inflammation of the nasal and throat passages. For example, both my son and husband experience a reaction to environmental allergens that is aggravated by exposure to secondhand smoke. The opposition contends that society cannot solve the health issues of every American and that each individual must be responsible for his own health issues.
While this contention clearly has merit, this attitude shows a lack of sympathy for the less fortunate than oneself. One would hope this society has not deteriorated to the point that people care only for their own needs. Citizens must take a stand to protect those with health problems and to rid public spaces of unnecessary pollution.
Thesis: The new amendments to the National Defense Authorization Act must be repealed for three main reasons: the amendments elevate presidential authority to a monarchial level, undermine the Constitution, and strip away the very rights they are said to protect.

I. The new amendments to the National Defense Authorization Act give the president king-like authority.

   a. The vague wording of the new amendments leaves them open to interpretation that could result in a gross misuse of power.

      i. The president, at his discretion, can label any US citizen as supporting terrorism because there is no clear definition of what this charge entails written into the law.

      ii. Due to the lack of clear and defining writing in the law, the president can now order for the apprehension, through military means, US citizens living domestically or abroad.

   b. This law allows the president to make many important decisions without the approval of the Congress and Senate.

II. The National Defense Authorization Act amendments completely contradict the Bill of Rights rendering them unconstitutional.

Due to these new amendments, citizens may not be entitled to their Sixth Amendment right to a speedy trial, witnesses, etc...

When held under the new National Defense Authorization Act, citizens are no longer guaranteed their Seventh Amendment right to a trial by jury.

The National Defense Authorization Act removes the very rights that its creators claim it protects.

Due to this law, the balance of power between the three branches of government has been greatly chipped away.

The rights of the individual, an idea our country was founded on, are being taken away in the name of "national security"

The government that was once "for the people and by the people" is now becoming its own entity, with its own agenda, and little concern for that of its citizens.
National Defense Authorization Act

After September 11, 2001, the federal government of the United States of America has continually used scare tactics to widen its control over its citizens. In the name of national security, laws have been continually passed and changed that take away individual rights to allow the government to protect its citizens better. The most recent example of this trend is the new amendments to the National Defense Authorization Act (NOAA), signed into law January 1st, 2012. Although these new amendments to the NOAA sound as though they are in the citizens' best interests, they must be repealed for three main reasons: the amendments elevate presidential authority to a monarchial level, undermine the Constitution, and strip away the very rights they are said to protect.

Since the founding of this country, a division of power among the three branches of federal government has been central to the operation of this country. The NOAA however, gives the president king-like authority. This new authority stems from the vague wording of the new amendments. These new amendments allow the president to call for the detention or death of anyone suspected of supporting terrorism. The fear is that since there is no definition of "supporting terrorism" written in the bill, there is a potential for a gross misuse of this power. Although the bill reads as to imply this power is only to be used on US citizens living abroad, critics argue that, again due to vague writing, there is nothing to stop the president...
from militarily detaining citizens living within the US. Furthermore, all of this can be done without the consent of legislative or judicial branches because when national security is involved, there is no time for due process.

One of the most amazing aspects of the government of the United States is the emphasis on individual rights. The Bill of Rights, the first ten amendments of the constitution, is one of the most amazing advancements in personal liberties protected by federal government the world has ever seen. Unfortunately, the revisions to the NOAA undermine three of these amendments, thus rendering the NOAA unconstitutional. The Fifth Amendment protects citizens from becoming political prisoners in two main ways: it requires a Grand Jury to hear the evidence against a person and decide if there is enough to try the individual and it also forbids the imprisonment or any other government enacted punishments without a proper trial. These provisions regarding prosecution are now in danger of being ignored if the accused is labeled as "supporting terrorism." The next instance in which the NOAA does not follow the constitution is in regards to the Sixth Amendment. The Sixth Amendment is the right to a speedy trial which is no longer guaranteed due to the President's newly granted power. Finally, the right to a trial by jury, the seventh amendment, is also at stake. The signing of the NOAA into law has granted the president the power to assassinate US citizens accused of supporting terrorism without so much as a formal trial. When taken into account, one can plainly see that the creators of the NOAA have a total disregard for the constitution and the American people must show them that these new laws will not be tolerated.

Supporters of these new laws would argue that the Constitution was created to

The Write Book 60
evolve and change as necessary. Although this is true, there has never been a precedent set in which so many rights, guaranteed by the Bill of Rights, have been stripped away for an ambiguous goal like “national security.” The government would have you believe that in the name of national security the citizens must give up some rights in exchange for protection. The balance of power between the branches of government has been greatly tipped in favor of the executive branch giving the president the authority to detain or kill any United States citizen he deems necessary. A country once founded upon the rights of the individual is being tricked into slowly allowing greater government influence throughout the citizens’ daily lives, giving up their right to privacy, trails by a jury of peers, and the right to not be held without indictment. If this trend continues, the government will eventually take every individual right from the citizenry and the American people will have lost the very ideals that these laws were supposedly created to protect.

Throughout the history of the United States, including its very creation, the people have continually risen-up against oppressive government action and must do so today. These presidential empowering, unconstitutional laws that are removing the individual rights of all citizens in the nation must be overturned. If left unchecked, these laws will only become more and more oppressive until there is no semblance of what used to be a beacon of freedom to the entire world. People must begin to vote, communicate with their elected officials, and most importantly pay attention to what those in power are actually perpetrating while claiming to be providing more security.

The Write Book 61
Fighting for our Rights: Why the National Defense Authorization Act Must Go

Thesis: The new amendments to the National Defense Authorization Act must be repealed for three main reasons: the amendments elevate presidential authority to a monarchial level, undermine the Constitution, and strip away the very rights they are said to protect.

I. We must repeal the new amendments to the National Defense Authorization Act because they give the President king-like authority.

A. The vague wording of the new amendments leaves them open to interpretation that could result in a gross misuse of power.

1. The President, at his discretion, can label any US citizen as supporting terrorism because there is no clear definition of what this charge entails written into the law.

2. Due to the lack of clear and defining writing in the law, the President can now order for the apprehension, through military means, US citizens living domestically or abroad.

B. This law allows the president to make many important decisions without the approval of the Congress and Senate.

II. The National Defense Authorization Act amendments completely contradict the Bill of Rights rendering them unconstitutional.

B. Due to these new amendments, citizens may not be entitled to their Sixth Amendment right to a speedy trial, witnesses, etc...

C. When held under the new National Defense Authorization Act, citizens are no longer guaranteed their Seventh Amendment right to a trial by jury.

III. The National Defense Authorization Act removes the very rights that its creators claim it protects.

A. Due to this law, the balance of power between the three branches of government has been greatly chipped away.

B. The rights of the individual, an idea our country was founded on, are being taken away in the name of "national security."

C. The government that was once "for the people and by the people" is now becoming its own entity, with its own agenda, and little concern for that of its citizens.
Fighting for our Rights: Why the National Defense Authorization Act Must Go

After September 11, 2001, the federal government of the United States of America has continually used scare tactics to widen its control over its citizens. In the name of national security, laws have been continually passed and changed that take away individual rights to allow the government to protect its citizens better. The most recent example of this trend is the new amendments to the National Defense Authorization Act (NOAA), signed into law January 1st, 2012. Although these new amendments to the NOAA sound as though they are in the citizens’ best interests, they must be repealed for three main reasons: the amendments elevate presidential authority to a monarchial level, undermine the Constitution, and strip away the very rights they are said to protect.

To begin a discussion of why NOAA must be repealed, one must understand how much power the act gives the President. Since the founding of this country, a division of power among the three branches of federal government has been central to the operation of this country. The NOAA, however, gives the President king-like authority. This new authority stems from the vague wording of the new amendments. These new amendments allow the President to call for the detention or death of anyone suspected of supporting terrorism. The fear is that since there is no definition of "supporting terrorism" written in the bill, there is a potential for a gross misuse of this power. Although the bill reads as to imply this power is only to be used on US citizens living abroad, critics argue that, again due to vague writing, there is nothing to stop the president from militarily detaining citizens living within the US borders. Furthermore, all of this can be done without the consent of legislative or judicial branches because when national security is involved, there is no time
for due process. Repealing this act will keep undue power out of the hands of the President and return it to the people.

A second reason that these amendments must be repealed is that they infringe on citizens’ personal rights. One of the most amazing aspects of the government of the United States is the emphasis on individual rights. The Bill of Rights, the first ten amendments of the constitution, is one of the most amazing advancements in personal liberties protected by federal government the world has ever seen. Unfortunately, the revisions to the NOAA undermine three of these amendments, thus rendering the NOAA unconstitutional. The Fifth Amendment protects citizens from becoming political prisoners in two main ways: it requires a Grand Jury to hear the evidence against a person and decide if there is enough to try the individual, and it also forbids the imprisonment or any other government enacted punishments without a proper trial. These provisions regarding prosecution are now in danger of being ignored if the accused is labeled as "supporting terrorism." The next instance in which the NOAA does not follow the constitution is in regards to the Sixth Amendment. The Sixth Amendment is the right to a speedy trial, which is no longer guaranteed due to the President's newly granted power. Finally, the right to a trial by jury, the Seventh Amendment, is also at stake. The signing of the NOAA into law has granted the president the power to assassinate US citizens accused of supporting terrorism without so much as a formal trial. When taken into account, one can plainly see that the creators of the NOAA have a total disregard for the Constitution, and the American people must show them that these new laws will not be tolerated.

Supporters of these new laws would argue that the Constitution was created to evolve and change as necessary. Although this is true, there has never been a precedent set in which
so many rights, guaranteed by the Bill of Rights, have been stripped away for an ambiguous goal like "national security." The government would have people believe that in the name of national security, the citizens must give up some rights in exchange for protection. The balance of power between the branches of government has been greatly tipped in favor of the executive branch giving the president the authority to detain or kill any United States citizen he deems necessary. A country once founded upon the rights of the individual is being tricked into slowly allowing greater government influence throughout the citizens’ daily lives, giving up their right to privacy, trials by a jury of peers, and the right to not be held without indictment. If this trend continues, the government could continue to take away individual rights, the American people will have lost the very ideals that these laws were supposedly created to protect.

To sum up, these presidential empowering, unconstitutional laws that are removing the individual rights of all citizens in the nation must be overturned. Throughout the history of the United States, including its very creation, the people have continually risen up against oppressive government action and must do so today. If left unchecked, these laws will only become more and more oppressive until there is no semblance of what used to be a beacon of freedom to the entire world. People must begin to vote, communicate with their elected officials, and most importantly pay attention to what those in power are actually perpetrating while claiming to be providing more security.
Section Six: The Documented Essay
THE DOCUMENTED ESSAY

Essay 3: Persuasive Documented Essay ENGL 111

Type: Persuasive: to continue to argue convincingly the position that you took in Essay 2. Because much of your argument will be developed already, you will now be using outside sources to help you support your case. Therefore, this essay requires a basic knowledge of MLA notes and Works Cited forms in order to avoid plagiarism.

Notes:

- Students who desire a greater challenge may choose to argue the opposite side of the issue presented in E2.
- All students should consider that they might need to change their thesis points and/or opinions as they begin to delve into the research on this topic. Research is not just about finding material to support what one thinks, but to find out what experts in the field have to say and have learned, leading us to more informed opinions. Therefore, if anyone finds the need to change thesis points or even an assertion, that is fine (and perhaps even expected!).
- Professors may suggest in certain circumstances that a student choose a completely different topic from E2. Reasons for any suggestion such as this will be made clear to any student to whom the suggestion is made.

Format: MLA
This will include an MLA Works Cited page to indicate where your source material originated. You will be taught the correct MLA forms and will become familiar with helpful MLA resources.

Audience: The same audience from E2, but the reader is still not convinced with the support you gave. Now, the reader is requiring that you go find better proof than just that from your own mind! The reader wants source support!

Organization: The “keyhole” (standard organization) you have been taught and studied in A Writer’s Reference and The Write Book binder.

Date Due: (See course schedule for details.) Value: 150 points

Length: Minimum 5 full pages, using 12 point Times New Roman font, double spaced, one inch margin all around.

Outline: Full-sentence outline using two or three levels as specified by your teacher: Roman numerals, and capital letters (and possibly Arabic numerals). The capital letters will represent your paragraph topic sentence levels.

#of sources: Minimum 4; maximum 6 (unless your teacher allows a change)

Type of sources: You must use one source from each of the following categories (3 of your total 4-6 sources):
- 2 library database sources such as ProQuest, InfoTrac, EBSCOhost, Credo
- reliable Internet sources by authors or organizations of authority

The rest of your sources (1-3) should be from any of the above categories, or any of the following:
- interview of a reliable, knowledgeable person (face-to-face, email, or phone)
- print sources such as books, periodicals, or newspapers in hard copy
- sermons, lectures, films, videos, radio or sound recordings, TV shows

Citations: Minimum 8; No more than 20% of the essay should be direct quotes.
Types of citations: You are required to use the following in your paper to show that you have mastered these types of citations. Label in the text of your paper each source type after your citation (see example documented essay in The Write Book).

<table>
<thead>
<tr>
<th>Number, Label, and Type</th>
<th>Explanation</th>
<th>Check when used in paper</th>
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<tbody>
<tr>
<td>1 LQ (long quote)</td>
<td>More than 4 lines of exact words from source, indented 1” from margin, no quotation marks</td>
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<tr>
<td>1 SQ (Short quote)</td>
<td>4 or fewer lines, introduced with name and claim to fame</td>
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<td>1 RIQ (run-in quote)</td>
<td>An embedded quote worked smoothly into your own sentence</td>
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<tr>
<td>2 PP (paraphrase)</td>
<td>Text is about the same length as original but in your own words and sentence structure</td>
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<td>1 Sum (summary)</td>
<td>Summary is much shorter than original</td>
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<td>1 EL (ellipsis)</td>
<td>Ellipsis in any quote—not at the beginning or end but in the middle</td>
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<td>1 ST (statistic)</td>
<td>Use of a statistic</td>
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<td>1 PC (pro-con)</td>
<td>One use of pro/con structure</td>
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Note pages: All electronic notes must be printed and turned in with your paper.

Submission: Upload your paper into the ANGEL Turnitin.com drop box. The ANGEL submission should include as one document:

- Outline (put your MLA header and heading on P1 of the outline and the title of the paper)
  - Create a page break at the end of your outline.
- Complete paper with marginal notations and Works Cited
  - Page One of your paper will have only the title of the essay at the top; you do not need to add the heading again.
  - Do not change the pagination when the essay begins. The first page of your essay will probably be page 2 or 3 of the essay, depending on how long your outline is.

THEN, print out your notes and submit them in a yellow clasp envelope (provided to you) during lab on the due date. The folder must include the following documents (in this order):

- Electronic notes
- IF YOU USE ANY PRINT SOURCE, you must include highlighted photocopies of the pages/passages used.

On submission day, your paper will be individually checked by a Write Fellow. If your paper is returned to you for missing components, it will be considered LATE. If it is your SECOND late paper, it will not be accepted, and you will receive a zero for this essay.

The Write Book 69
TAKING NOTES FOR THE DOCUMENTED ESSAY

Basic Types of Notes: (remember to include page numbers from the original)

- **Summary**: One or two sentences per paragraph in the original
- **Paraphrase**: A restatement the same length of the original in your own words and sentence structure
- **Quotations**: The exact words of the original marked in your paper with quotation marks ("...........")
- **Comments**: Your responses to the material in the form of explanation or analysis

Electronic Notes:

You will be taught in class a technique for taking notes electronically and will be required to use that method instead of the note card process you may have learned previously. This computer-age tool will serve you well in all your Evangel courses as well as later if you attend graduate school. Although you will not find this technique described in any handbook because it was designed by two Evangel English professors, you will have ready access to in-depth Power Point explanations on ANGEL. The method will save you a great deal of time and assure that you will avoid plagiarism, something that is illegal and unethical. If at any time you are confused about how the system works, please ask your teacher for further explanation.
DOCUMENTED ESSAY: IN-TEXT CITATIONS AND WORKS CITED

The following information along with appointments at The Write Place will help you correctly document your sources within the text of your essay.

Every quote must be introduced with the author’s name; therefore, the parentheses that follow will display only a page number. (Note: You will not use a citation in parentheses after a quotation from an online source having no page number.) The first time you quote an author, you must give his or her full name and claim to fame. After that, use just the last name for introductions. Paraphrases and summaries do not necessarily have to be introduced. If you do not name the author to introduce the paraphrase or summary, however, be sure to include his or her last name in parentheses at the end of the summary or paraphrase. Explanations regarding format and a sample paper can be found in A Writer’s Reference.

LONG QUOTE:
1. It must be more than four (4) lines of type when using regular margins.
2. Indent one inch/two ½ inch tabs from the left margin only.
3. Introduce the long quote with a complete sentence followed by a colon.
4. Use no quotation marks around the indented quote unless they appear within the text; these must use double quotes.
5. The closing period comes before the parenthetical documentation.

SHORT QUOTE:
1. It must be four (4) lines or fewer, using regular one inch margins.
2. It must be introduced by a verb. Use variety.
3. The above rules for introducing the author(s) apply.
4. The closing period comes after the parenthetical documentation.

EMBEDDED (run-in) QUOTE:
1. The embedded quote is treated as a short quote, but it must be worked into your own sentence structure.
2. It is often introduced with the word “that” without a comma.
3. Use no ellipsis at the run in point.
4. The first word of this quote is not capitalized even when it is capitalized in the original.
5. The closing period comes after the parenthetical documentation.

PARAPHRASE/SUMMARY:
1. Introducing the author is unnecessary but not incorrect.
2. If the author is not introduced, the parenthetical citation includes the author’s last name and page number.

WORKS CITED PAGE:
1. Capitalize the first letter of each major word in the title: no underlining, no bold, no weird fonts. Use italics (instead of underlining) for titles of larger works (books, magazines) and “quotation marks” for titles of shorter works (poems, articles)
2. Alphabetize the entries by authors’ last names. (DO NOT NUMBER THEM.)
3. Use hanging indentation (every line after the first in each entry is indented 1/2 inch).
4. Double space everything. But do not use MORE than double space!
SUMMARY AND PARAPHRASE

Summary and paraphrase are similar in that both are methods of rendering another person’s statements in your own words. However, important differences must be understood to correctly utilize these note-taking techniques. These distinctions are identified in the following examples using this excerpt from St. Augustine, with the paraphrase focusing on the highlighted sentence.


“Usually, even a non-Christian knows something about the earth, the heavens, and the other elements of this world, about the motion and the orbit of the stars and even their size and relative positions, about the predictable eclipses of the sun and moon, the cycles of the years and the seasons, about the kinds of animals, shrubs, stones and so forth, and this knowledge he holds to as being certain from reason and experience. Now, it is a disgraceful and dangerous thing for an infidel to hear a Christian, presumably giving the meaning of Holy Scripture, talking nonsense on these topics; and we should take all means to prevent such an embarrassing situation, in which people show up vast ignorance in a Christian and laugh it to scorn. The shame is not so much that an ignorant individual is derided, but that people outside the household of the faith think our sacred writers held such opinions, and, to the great loss of those for whose salvation we toil, the writers of our Scripture are criticized and rejected as unlearned men. If they find a Christian mistaken in a field which they themselves know well and hear him maintaining his foolish opinions about our books, how are they going to believe those books in matters concerning the resurrection of the dead, the hope of eternal life, and the kingdom of heaven, when they think their pages are full of falsehoods on facts which they themselves have learnt from experience and the light of reason? Reckless and incompetent expounders of Holy Scripture bring untold trouble and sorrow on their wiser brethren when they are caught in one of their mischievous false opinions and are taken to task by those who are not bound by the authority of our sacred books. For then, to defend their utterly foolish and obviously untrue statements, they will try to call upon Holy Scripture for proof and even recite from memory many passages which they think support their position, although *they understand neither what they say nor the things about which they make assertion*."

The Write Book 72
A **summary** condenses the main purpose of a section of writing into one or two sentences. The summary condenses a longer piece of writing, while a paraphrase deals with shorter pieces of information. To summarize, read your source twice, taking notes the second time. Locate the main divisions of the source, especially the proportion of the divisions. Then reread the section, making a one-sentence summary statement of each division. A draft summary of the whole source highlights the relationships between these sections by connecting the summary statements you have made of each. Summary notes should begin with statements such as, “Someone says . . .” or “According to . . .” **Do not put a summary in quotation marks**, but be sure to include page number(s) of summarized material. For example:

Augustine maintains that ignorant believers are essentially harmful to Christianity. He states that when a Christian presents incorrect general knowledge, that person brings not only his or her personal knowledge into question but also his or her worldview and system of faith (42-43).

Writing a **paraphrase** means changing the form of a passage while retaining the meaning. Paraphrase is usually either a loose restatement or an explanation for a difficult passage, especially in poetry. Paraphrase provides clarity. It should implement a one-to-one correspondence in length and completeness of the source. It should also retain the source’s point of view. For example, a paraphrase of the highlighted sentence may read like this:

According to Augustine, a potential for witnessing to non-Christians may be seriously damaged when Christians display ignorance because non-Christians will believe that all Christians, and their beliefs, rely on such sloppy thinking (43).
MLA CONVENTIONS CHECKLIST
The answers to all the following questions should be YES!

1. Are all direct quotations introduced with
   - the author’s full name and claim to fame the first time the author’s work is cited?
   - only the last name on the second and subsequent times you cite the author?

2. If the name of the person quoted is different from the author of the source where you found it (in other words, the author of your article did not make the statement you quoted), is your citation like this: (qtd. in Shapiro 5) ?

3. If your author is named introducing the material, is only the page number in the citation?

4. Do the author’s last name and page number appear without intervening punctuation in your citation? Ex: (Watson 72).

5. Do you have two works by the same author or two authors with the same last name? If so, are your citations correct in the text and in the Works Cited list?

6. Did you copy all quotations exactly—word for word, spelling for spelling, comma for comma—as they appeared in your source?

7. Regarding a direct quotation, did you make sure to explain in the sentence either directly before or after how that quotation supports the idea of your paragraph?

8. Do periods always follow a closing parenthesis, not precede it? Ex: (Watson 72). The only exception is in the citation of a long quote (LQ) in which the period precedes the opening parenthesis. Ex: . . . end of quotation. (Watson 72)

9. If you have a source by three or more authors, did you make your citation like this: (Fisher et al. 158)?

10. If no author is named, did you use a shortened title in the citation?

11. If your quotation is longer than four lines within the normal margins, have you indented ten spaces from the left only and omitted quotation marks?

12. Are all long quotations introduced with a complete sentence followed by a colon?

13. Are summaries and paraphrases in your own words and your own sentence structure?

14. Did you give credit (in parenthetical citation or a clear introduction to your sentences) for all material you put entirely in your own words but found in a source?

15. Does your embedded quotation begin without a comma?

16. Does every paragraph end in your words, not a quoted source?

17. If a citation has no page number, is it referencing an electronic source that is not a PDF file?
National Defense Authorization Act: Protection or Oppression?

Thesis: The National Defense Authorization Act must be repealed because it is unconstitutional, places too much power in the executive branch of the government, and uses fear to strip away individual rights.

I. The NDAA must be repealed because the constitution was created to protect citizens from an over-empowered federal government; however, the NDAA directly goes against many of these protective rights.

A. The NDAA negates any citizen's provisions concerning prosecution as protected by the Fifth Amendment.
   1. The US government no longer requires an indictment to arrest anyone suspected of "supporting terrorism."

B. Also, the NDAA removes the individual right to a fair and speedy trial.
   1. Suspected supporters of terrorism are now allowed to be held indefinitely without ever being formally charged with a crime. (Center for Constitutional Rights)
   2. A jury may be replaced with a military tribunal in cases of suspected supporting of terrorism. (Center for Constitutional Rights)
C. In matters of suspected terrorism, US citizens may now be "interrogated" by the Department of Defense using methods directly against the Eighth Amendment.

1. Although supporters of the NDAA would claim these interrogation techniques are legal, one cannot deny that in a regular police station for a real trial, water boarding, sleep deprivation, and other military tactics would be treated as coercion.

II. The NDAA must be repealed because it creates imbalance across the three branches of the federal government.

A. The NDAA allows the President (head of the executive branch) to call for the imprisonment of whomever he chooses simply by accusing said individual of supporting terrorism.

1. This total authority to us the military to detain US citizens living in America gives the President the power to imprison anyone he chooses.

B. As has already been done on one occasion, the executive branch may now call on the military to execute US citizens without a trial first.

1. Anwar al-Awlaki, a US citizen living in Yemen, was killed by an unmanned aerial drone attack on September 30th, 2011. (Ron Paul)

2. His sixteen-year-old son, born in Denver, CO, was killed in his yard weeks later on October 14th, 2011.
3. The executive branch is free to now conduct military operations without the consent of the congress, which technically is the only branch of government "allowed" to declare war. (Interview)

III. NDAA must be abolished because the system of government the founding fathers created was made to give people protection from an oppressive government; however, the government is now inflating people’s fears about security in order to convince the public to give up its rights.

A. The government uses the argument "If you have nothing to hide, why would you care if we listen to your phone calls or monitor your internet usage?" to give itself the authority to insert itself (and monitor) the public’s day to day activities.

1. Not only do some people allow this argument to quiet them, but these people then go out and argue that in the name of safety we should give up our rights. (Smith and Udall)

B. The Patriot Act is yet another excellent example of the government using fear to constrict the rights of the individual citizen in name of the "greater good."

1. Under Title V of the Patriot Act, the FBI may send any individual or organization a National Security Letter requiring the recipient to hand over the requested items to the FBI without notice or reason other than "national security." (ACLU)
National Defense Authorization Act: Protection or Oppression?

In the wake of September 11th, 2001, the citizenry of the United States of America was awestruck, scared, and furious after witnessing the worst attack on the United States since Pearl Harbor occurred. Pearl Harbor pushed a reluctant United States into World War 2 where the people had a clear and focused goal against an identifiable enemy. Unfortunately, after September 11th, the citizens of the United States did not have a uniformed enemy to blame, there was no understanding of how the atrocity occurred, nor did the government know where to locate the masterminds of this attack. In light of all of the confusion during this period, the federal government took great strides to create and amend laws during a period of unprecedented cooperation among political parties and support from the general population. The government explained that national security dictated that the population needed to give up some rights that it had enjoyed since the beginning of the Republic. Furthermore, the government gently led the populace to consider the question: "Why would one care about an invasion of privacy if he had nothing to hide?" Unfortunately, eleven years later the United States federal government is continuing to place restrictions on the rights of the individual, constantly using frightening rhetoric and possible worst-case scenarios to scare society into a state of mindless acceptance of these new laws. To date, the worst of these laws is found in the new amendments to the National Defense Authorization Act (NDAA) for the 2012 fiscal year. The NDAA must be repealed because it is unconstitutional, places too much power in the executive branch of the government, and uses fear to strip away individual rights.

In 1788 the Constitution, along with the Bill of Rights (the first ten amendments), was created to protect citizens from an over-empowered federal government; however,
the NDAA directly contradicts many of these provisions designed to protect the individual from oppressive government. First, the NDAA negates any citizen’s provisions concerning prosecution as protected by the Fifth Amendment. The Fifth Amendment clearly states that no individual may have charges brought against him without the indictment of a grand jury. The passing of the new amendments to the NDAA now allow for the immediate arrest of any person considered to substantially support terrorism. Because the NDAA calls for the military detention of suspected terrorists, there is no need for a grand jury to issue an indictment due to the fact that there are no laws regulating the necessity of a indictment in order to bring charges against an individual during a military tribunal. Senator Christopher Coons argues, "Under these sections [of the NDAA], a terrorism suspect must be remanded to U.S. military custody… under suspicion of committing a U.S. crime. The suspect may be held indefinitely." (SQ/EL) It follows from Sen. Coons’ remarks that the military detention of an individual is simply a clever method that the government may now use to detain citizens without an indictment issued by a grand jury.

Another personal right that has now been lost due to the NDAA is the Sixth Amendment, also known as the right to a speedy trial:

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense. (Yale Law School, Avalon project)(LQ)
However, the government now has the capability to label any U.S. citizen as supporting terrorism without going through the proper grand jury procedures. Upon doing so, the government effectively strips the citizen’s right to a speedy and/or fair trial from him because the new NDAA amendments make "indefinite military detention without charge or trial a permanent feature of the American legal system" (Center for Constitutional Rights). (RIQ) According to the ACLU website, there are currently forty-six prisoners being held at Guantanamo Bay that the government refuses to release even though it has admitted there is insufficient evidence to try these men. (ST) The reason that the government cites to allow for this indefinite detention with no formal charges ever being brought forth is once again “national security.”

Finally, the last blatant disregard for the Bill of Rights comes in the form of punishment given to those who are suspected of supporting terrorism. Again, the NDAA allowance for the military detention of U.S. citizens is simply a means to ignore the Eight Amendment which protects against cruel and unusual punishment. The newly passed NDAA laws will effectively force the USA to continue to fight a war that should have been ended years ago. Although the FBI, CIA, DOD, and NSC have decided that over half of the population being held in Guantanamo Bay is not a threat, these new laws make it almost impossible for them to be sent back to their respective countries (Center for Constitutional Rights). (PP) During the earlier years of the United States’ campaigns in Iraq and Afghanistan, there was much controversy about the treatment of prisoners being held in Guantanamo Bay. Supporters of these new NDAA amendments would be correct in claiming that persons being held under these new laws have not been convicted of a crime and, therefore, their right against cruel and unusual punishment is not being violated because they must be convicted before they can be punished. Although this view is admittedly a correct, technical interpretation of the letter of law, it goes
against the spirit of the law. **It is foolish to claim that being held in a foreign country, with no formal charges against a person, for an uncertain amount of time, simply for being suspected of a very broad legal definition of supporting terrorism, and the known historical treatment of suspected terrorists in the aforementioned prison, is not a cruel and unusual punishment. (P/C)**

As Representative Adam Smith and Senator Mark Udall addressed in a news conference, the USA instituted major policy reforms in order to better combat the threat of terrorism, both abroad and on U.S. soil. Regardless of opinions at the time, there is no longer any need for laws that call for the military capture and indefinite detention of suspected terrorists who live within the borders of the U.S. Furthermore, President Obama has promised, and kept said promise, that he will not exercise this power; however, we cannot allow ourselves to be naive enough to assume that all future Presidents will follow this example. We must overturn these provisions before US citizens start becoming political prisoners. **(SUM)**

Another reason the NDAA must be repealed is due to the imbalance of power it creates. After the revolutionary war, the United States was founded on the balance of power across three branches of the federal government to ensure that no single branch could become too powerful. The recent additions to the NDAA however now give the president, the head of the executive branch, the power and authority to operate without the cooperation of either the legislative or judicial branches. The NDAA’s vague definition of supporting terrorism allows the President to have whomever he chooses detained and held by the military. The potential for future abuse is too great to leave these laws unchallenged. In the future, a President could systematically detain any political rivals and increase his own power immensely.

Another instance, which has already manifested twice, is that the President may now execute any United States citizen he deems necessary. On September 30th 2011, Anwar al-Awlaki, a U.S. citizen living in Yemen, was killed by an unmanned aerial drone attack carried...
out by the U.S. government. Only one month later on October 14th, his sixteen year old son, born in Denver Colorado, was killed in the same fashion. Although these men were perhaps supporting terrorism, law must be uniform in its application regardless of the crime a person is charged with. When reviewing the NDAA and its supposed benefits to national security, one must consider whether or not the President should be able to choose individuals to be executed without so much as a trial or even formal charges.

Sergeant Alexander Muza of the United States Army brings to light one more dangerous facet of these new laws under the NDAA. He explains that during the construction of the federal government, it was established that only the Congress has the authority to declare war. Although the President still does not have the power to declare a war in the literal sense of the word, SGT Muza warns that military operations may still be conducted in foreign countries to kill or capture anyone the President labels as a supporter of terrorism. During the interview, SGT Muza describes that the difference between a war and a military operation is only in the title. (PP) The idea of one man having the power to begin a military campaign in a foreign country is clearly inappropriate and dangerous.

The system of government the founding fathers created was made to give people protection from an oppressive government; however, the government is now inflating people’s fears about national security in order to convince the public to give up its rights without question. The government uses the argument "If you have nothing to hide, why would you care if we listen to your phone calls or monitor your internet usage?" to give itself the authority to insert itself into the public’s day to day activities. This is clearly a violation of an individual’s right to privacy and must be called into question. The NDAA is, unfortunately, only the most recent example of this invasion of privacy; The Patriot Act is also a set of laws that were passed with this method of thinking. According to the ACLU’s website, under Title V of the Patriot
Act, the FBI may send any individual or organization a National Security Letter requiring the recipient to hand over the requested items to the FBI without notice or reason. This is clearly a clever method for the government to obtain information without the hassle of obtaining a warrant first and emphasizes the government’s attempt to infiltrate private lives.

As one can plainly see, the National Defense Authorization Act must be removed from the legal system because it is unconstitutional, places excessive power in a single branch of the government, and strips away individual rights. Whether it is the indefinite military detention of citizens without charges, the execution of citizens without a trial, or the gross misuse of fear to justify government eavesdropping into society’s daily life, the NDAA is clearly opposed to the very ideals that the United States of America was founded upon.
Works Cited


Section Seven: Character Analysis
CHARACTER ANALYSIS

Purpose: The character analysis essay analyzes the traits of a literary character.

Audience: The essay is focused toward a student who has read the story once and would understand it better through insight into a character.

Source: Using basic guidelines, you should use your own analytical ability to examine a literary character in a short story assigned by your teacher. You must not go to the Internet or other critical sources for ideas. The character analysis is not a documented essay.

Structure: Use the basic keyhole structure to address the assigned topic
- Open with an attention-getting statement.
- Narrow toward the thesis using a bridge and a cushion.
- Place a well-written, mapped thesis last in the introduction.
- Include body paragraphs that begin with good topic sentences and end with paraphrases of those topic sentences.
- Support each topic sentence with at least two or three specific examples from the story.
- Begin the conclusion with a paraphrase of the thesis.

Noteworthy Items:
1. Always use present tense to discuss events that happen in a story. Use past tense to discuss events that happened before events in the story.
2. Give examples from the story to support each point in the paragraph. Some of those may be short quotations, paraphrases, or summaries, but do not merely summarize the plot. Be sure you show a link between the point you are making about the character and your example from the story.
3. Set each example in the context of the plot. Then, when necessary, explain how the example fits the point of the topic sentence.
4. Be sure to use quotation marks when you quote from the story.
5. Place only page numbers in the parentheses.

REMEMBER: The Write Place is one of your best resources in writing a strong essay. The tutors are trained, friendly students who will give you one-on-one help with your paper. They can help you with any stage of the writing, from forming the thesis to checking the finished paper for problems. The Write Place is located on the second floor of Trask 202. Make your appointment as early as possible to ensure a spot. When you make an appointment, be sure you keep it. If you cannot, call 8545 to cancel.
READING EFFECTIVELY

The first step before you write about literature is to read it attentively. A first reading will answer major questions; a second will allow you to pay more attention to details. After deciding on your thesis statement, read your material again to pick out supporting details and arrange them in an effective order.

When reading for details, consider the questions below, taken from James F. Howell and Dean Memering’s *Brief Handbook for Writers*, Prentice Hall, 1986.

You gain information about characters in literature by what they say, what they do, what others say about them, and, in the case of fiction, what they think and what the narrator says about them. Generally characters are people, but they can also be animals, robots, inanimate objects, or even sometimes forces of nature. The characters set the story in motion; they cause the action to happen.

In many literary works, someone tells the reader what is going on. Such works are said to have a *narrator*. The narrator is sometimes actually one of the characters, like Huckleberry Finn, who tells the story; in other cases the narrator is simply an unidentified voice that comments on the characters and action. Do not assume that the narrator is simply the author, providing needed explanations and transitions for the reader. The narrator is as much a part of the story as the other characters, and many interesting insights about the work of literature can be reached by analyzing the narrator’s function. Some narrators seem to be omniscient, knowing everything, even what is going on inside the heads of other characters or what has happened in the past before the action of the story or what will happen in the future. Other narrators are much more objective, telling the reader only what a real observer could actually know.

If you decide to write about a character, ask yourself the following questions:

1. What does the character you are analyzing look like? Is the character’s appearance significant?

2. What kind of language does the character use? What does he or she sound like?

3. Does the character fit into a category? Is it a type or a stereotype?

4. Is there anything about the character that makes him or her unique?

5. How does the character relate to other characters in the work?

6. Does the character share similar qualities with other characters? Does the character contrast with other characters?

7. What does the character think about himself or herself?

8. What do others think about the character? Do these two views conflict in any way?

9. Is the character you are analyzing a major one?

10. Does the character change during the course of the work? How? If so, what causes the change?

11. Does the character’s view or other’s opinions change?

12. What is the character’s motivation?

13. How do you relate to the character? Is the character appealing? Memorable? Do you care about the character?

The Write Book 87
14. How does the author reveal the character to you?

15. How does the character fit into the plot? The meaning?

16. Is the character a minor one? If so, what is the character's function in the work? Would the work be the same if this minor character were omitted?

17. What is the personality of the character? What values does he or she hold?

18. Does the character have any flaws, any poor personality traits, habits, or behaviors?
CHARACTER ANALYSIS PROCEDURE

Survey all the details you have collected while reading; then, try to cluster the material into groups that reveal similar qualities about the person. For example, do his dress and thoughts show that he is poor and unhappy with his economic situation? Do her actions show that she is childish?

As you draw your conclusions about this character, try to focus on the trait or aspect of the person that leads him or her to the central conflict of the story or helps him or her resolve this conflict.

Summarize in one sentence what the person is like. Then, decide why or how you know your analysis is true, and write a thesis that shows two or three reasons why. Each section of the thesis then becomes the focus for a topic sentence, for example:

- The main quality about Andrew is his childishness as emphasized in his responses, outlook, and anger.
- The change in Cora’s character from an introvert to an obnoxious extrovert is revealed by her conversations, her choice of clothing, and the attitudes of others toward her.

Fill in the specific detail that explains, illustrates, and supports each topic sentence. This detail comes from the work you did using the analysis questions on the previous page. It includes exact quotes and summaries from the story of description, speeches, actions, and thoughts. In addition, it explains the significance of those details as they pertain to the character. You will not be able to use all the detail you extracted but only the most effective quotes and examples that relate to your topic sentences. You will construct a coherent outline.

**Note:** Guard against the pitfall of plot summary. Any actions from the plot should be discussed only to focus on the traits of character. Always state the significance of any behavior (or speech) as it points toward what is inside the character.
CHARACTER ANALYSIS EXAMPLES:  
(Using “The Necklace” by Guy de Maupassant)  
Thesis & Outline

**Thesis Statement:** Write a trial thesis. This first try will probably be wordy and awkward. 
For example:

Monsieur Loisel is a husband who is too good for his spoiled wife because he shows more concern for her than she does for him, he is willing to sacrifice for her, and he shows maturity in his contentment with what they have.

Polish the thesis by eliminating unnecessary words and by clarifying the focus:

Monsieur Loisel proves himself to be an admirable husband as he displays interest, sacrificial love, and maturity toward his spoiled and selfish wife.

**Outline:**

I. Loisel is to be admired in showing interest in the happiness of his wife.
   
   A. His concern for her happiness brings the invitation.
   
   B. Interest in her happiness makes him suggest that she borrow jewelry.
   
   C. Interest in Mathilde’s joy causes him to stay late at the ball.

II. Loisel is to be admired in his demonstration of sacrificial love.

   A. He sacrifices his vacation for her.
   
   B. He sacrifices his time for her in searching for and replacing the necklace.
   
   C. He sacrifices his economic status to save her good reputation.

III. Loisel shows admirable maturity in response to his wife’s immaturity.

   A. He remains calm and loving during every crisis.
   
   B. He is willing to accept their modest home and food joyfully.
   
   C. He does not blame his wife for ruining their finances.
CHARACTER ANALYSIS EXAMPLES:
(Using “The Necklace” by Guy de Maupassant)

Introduction

When writing your introduction, grab the attention with something pertaining to the story or to the theme of the thesis—perhaps a quotation, startling statement, or question. Provide a transition bridge from the opening statement; then, name the story title (in quotations) and its author. Give a brief, three- or four-sentence plot summary that moves smoothly (using another transition bridge) to the thesis.

Example Introduction:

How should a husband react to his wife’s spoiled, whining, and selfish behavior?

Although many men would respond with anger, pouting, or ridicule, such is not the case with Monsieur Loisel, a character in Guy de Maupassant’s short story “The Necklace.” Loisel, a middle-class French clerk, has the misfortune of being married to a woman who feels she deserves much more than he can provide. In an attempt to please her, he manages to obtain an invitation to a fancy ball. Through the unfortunate loss of a borrowed necklace, the Loisels lose everything and spend ten years in extreme poverty, paying for the replacement. They finally discover the bitter truth that the necklace was only costume jewelry, which they replaced with real jewels. Throughout the whole ordeal, Loisel’s character is in obvious contrast to his wife Mathilde’s. Monsieur Loisel proves himself to be an admirable husband as he displays interest, sacrificial love, and maturity toward his spoiled and selfish wife.
CHARACTER ANALYSIS EXAMPLES:
(Using “The Necklace” by Guy de Maupassant)

Body Paragraph

Body paragraphs fill in the specific details that explain, illustrate, and support each topic sentence. This detail comes from the work you did while studying the story. It includes exact quotes, paraphrases, and summaries from the story of description, speeches, actions, and thoughts. In addition, it explains the significance of those details as they pertain to character. You will not be able to use all the detail you extracted but only the most effective quotes and examples that relate to your topic sentences. Be sure to end with a concluding sentence.

Example Paragraph:

    Loisel is to be admired in showing interest in the happiness of his wife. Because he knows that she is dissatisfied with her mundane life devoid of social events, he brings home an invitation to his company ball. She receives it by asking, “What do you expect me to do with this?” (7). Lovingly, he reveals that getting such an invitation was not easy: “The demand is high, and not many clerks get invited,” he tells her (7). It is his interest in her happiness that leads him to persevere in getting the coveted invitation. After Mathilde has bought a dress with money Loisel was saving for a shotgun, he shows interest in her happiness by his concern for her lack of proper jewelry. At that point many men would throw up their hands in disgust, but this loving husband suggests that she borrow a necklace. During the ball, it becomes even more apparent that his interest in the ball was really just concern for his wife’s happiness. As the night turns to early morning, Loisel and the other husbands fall asleep while their wives enjoy the party. Obviously, this man would have left hours earlier had it not been that he wanted the night to be everything Mathilde had dreamed it would be. Although Mathilde complains selfishly at every juncture of their celebration, Monsieur Loisel consistently shows concern for her happiness over his own.
Fiddlin’ with the Flesh: The Character Analysis of Eric Hermanson

"The pagan smile that once hovered about his lips was gone, and he was one with sorrow. Religion heals a hundred hearts for one it embitters... This man understood things literally: one must live without pleasure to die without fear, to save the soul, it was necessary to starve the soul" (9). "Eric Hermanson's Soul" by Willa Cather is the story of Eric Hermanson, a young Norwegian, who, by giving up his one joy in life, loses his soul. Eric’s one joy in life was playing his violin. After converting to the Free Gospellers, Eric must recount his old ways and live without the joy of music. His soul remains lost and dead until he meets a young woman who unknowingly helps revive Eric's soul. Eric Hermanson lives two years of his life in utter disappointment. He has lost everything dear and pleasurable to him. By the end of the story, however, Eric is able to move past the legalities of the Free Gospellers and revive his soul through the gift of music, the power of love, and the joy of finding freedom through free will.

After his conversion to the Free Gospellers, Eric loses a part of who he is; however, when he is introduced to the exquisite music of Margaret Elliot’s culture, Eric’s soul is revived. At the beginning of the story, Cather tells her readers how Eric had been fairly social. He had played his fiddle for various dances and hung around with all the ladies. After his conversion, however, Eric is a completely different person. He is a quiet, reserved farmer. He is no longer the social, fun-loving man that he had been. Something changes in Eric, however, when Margaret Elliot, a visitor to Nebraska, plays Eric a piece of music from her culture. Margaret
brings the joy of music back into Eric’s life and reawakens a part of his soul. Margaret tells her brother about the experience saying, "Think of it, to care for music as he does and never hear it, never to know that it exists on earth!"(6). After Margaret plays the piano for Eric, he begins to open up to her and tell her stories of his past. When his soul is awakened through music, the quiet, reserved Eric begins to change back into the lively-spirited man he once had been.

Not only is Eric’s soul revived through music, but it also is revived through love. To Eric, Margaret is a symbol of freedom, potential, and everything he once had possessed. When Eric falls in love with Margaret, he transforms from a distraught and docile individual. His soul is revived, and he is able to rediscover who he is. The Free Gospellers had stripped Eric of his identity, but the love he feels towards Margaret helps him rediscover that identity. This transformation can be read when Margaret accompanies Eric on his ride to St. Anne. As Eric and Margaret are riding together, Eric musters up the courage to ride close beside her. He lets himself gaze upon her beauty: "Before, he had only stolen occasional glances at it, seen it in blinding flashes, always with more or less embarrassment, but now he determined to let every line of it sink into his memory"(10). On their way back from St. Anne, Eric and Margaret experience a frightening encounter with a group of wild horses. Eric risks his own life to save Margaret's. His soul, hardened by the Free Gospellers, is softened and awakened when Margret's life is threatened. As soon as Eric knows Margaret is safe, he confesses his love for her: "You are like all that I wanted once and never had, you are all that they have killed in me... I was afraid because I love you"(12). He finds what he longs for in Margaret and falls in love with it. His love for Margaret softens his heart and revives his soul.

After his soul is revived a little through music and love, Eric’s final transformation occurs when he practices free will. During the dance at Jerzy Lockheart's farm, Eric chooses to
enjoy himself, the music, and to dance with Margaret Elliot. Eric "was no longer the big, silent Norwegian that sat at Margaret’s feet and looked hopelessly into her eyes. Tonight he was a man, with a man’s rights and a man’s power" (I4). This decision to dance and enjoy himself frees Eric’s soul, and he is able to enjoy life once again. When sitting on top of the windmill tower, Margaret asks Eric whether or not he will regret his decision of neglecting his beliefs. Eric reassures her that he will not regret his decision because he had not experienced as much joy and happiness as he had with her. Eric’s reawakened soul can be observed when Cather describes him as being somewhat excited and completely fearless of the time when he should pay for his dancing, love of music, and enjoyment of the evening. Eric’s soul is restored when he practices independence from the legalities of the Free Gospellers and allows himself to enjoy life.

By allowing himself to enjoy the things he once had enjoyed, Eric is able to rediscover his lost soul. Three things free Eric’s soul: enjoying music, falling in love with Margaret, and choosing to ignore the restrictions of the Free Gospellers. Eric is able to go from being discontent with life to enjoying it and the pleasures it offers when he allows himself to remember and enjoy the things from his youth.