

Now you are ready to edit your essay by checking for errors in grammar, spelling, capitalization, and punctuation. You may want to put your writing aside for a while, and then go back to it. A little distance may give you a fresh eye. You may also want to read your draft aloud to catch errors. As you edit, consult your Personalized Editing Checklist (see page 32) and pay special attention to the Power Rules. The one that follows will remind you to join—and separate—sentences.

The Language of Power Run-ons

Power Rule: Use the best conjunction and/or use punctuation for the meaning when connecting two sentences. Revise run-on sentences. (See pages 672–674.)

See It in Action A run-on sentence, also called a fused sentence, is the incorrect joining of two complete sentences. When this mistake is made with a comma between the sentences, it is called a **comma splice**. The following are two sentences adapted from “The Mind of the Chimpanzee” by Jane Goodall that could easily have been run together in an early draft.

**Comma
Splice**

How naive I was, I didn’t realize that animals were not supposed to have personalities.

How naive I was is an independent clause. It can stand alone as a sentence. The same is true for *I didn’t realize that animals were not supposed to have personalities*. These are correctly written as two separate sentences.

Corrected

How naive I was. I didn’t realize that animals were not supposed to have personalities.

Remember It Record this rule and example in the Power Rule section of your Personalized Editing Checklist.

Use It Read through your essay and check your sentences for run-ons and comma splices. Separate the sentences, or combine two related sentences as a compound sentence or by making one clause dependent on the other.

Using a Six-Trait Rubric

Expository Writing

Use the following rubric to evaluate your own or another's expository text.

Ideas	4 The topic, focus, and details convey information powerfully with valid inferences.	3 The text conveys information, using valid inferences.	2 Some aspects of the topic are not clear and/or well developed.	1 Most aspects are not clear and/or well developed.
Organization	4 The organization is clear and easy to follow. Transitions provide coherence.	3 The organization is clear, but a few ideas seem out of place or disconnected.	2 Many ideas seem out of place and transitions are missing.	1 The organization is unclear and hard to follow.
Voice	4 The voice sounds natural and knowledgeable and is appropriate for the audience. The tone is consistent.	3 The voice sounds mostly natural and knowledgeable and is right for the audience. The tone is consistent.	2 The voice sounds a bit unnatural and does not seem right for the audience. The tone seems to change in places.	1 The voice sounds mostly unnatural or is inappropriate for the audience. The tone is not appropriate or consistent.
Word Choice	4 Words are specific and figures of speech are used.	3 Words are vivid and specific.	2 Some words are overly general.	1 Most words are overly general.
Sentence Fluency	4 Varied sentences flow smoothly. Sentences vary in structure and length.	3 Most of the sentences are varied and flow smoothly.	2 Some sentence patterns are not varied and some sentences are choppy.	1 Sentences are not varied and are choppy.
Conventions	4 Punctuation, usage, and spelling are correct and all Power Rules are followed.	3 There are only a few errors in punctuation, usage, and spelling and no Power Rule errors.	2 There are several errors in punctuation, usage, and spelling and no Power Rule errors.	1 There are many errors and at least one Power Rule error.

TIME OUT TO REFLECT

What parts of your expository writing experience went smoothly? Why do you think they did? What parts were more trouble? Why? What have you learned from this experience that you can apply to the next time you write an expository text? Record your responses in your Learning Log.

PUBLISHING

Each possible publication form has its unique characteristics. An article in a magazine, for example, might have a more dramatic, engaging opening than a brochure in a counselor's office. Both, though, might also use such reader-friendly formatting techniques as internal heads, bullet points, appealing graphics, and pull quotes—quotes pulled out of the text and placed in the margin, usually in larger type, to call attention to certain ideas. A children's book would probably have many pictures.

You may want to publish your expository text in a multimedia presentation in which you use visuals, sound, and graphics to convey a distinctive point of view to a specific audience. Presentation software is easy to use and can produce a powerful “publication.” Here are some points to keep in mind as you prepare a reader-friendly expository presentation.



Tips for Creating Effective Multimedia Presentations

Content

1. Keep it simple. Keep text to a minimum.
2. Include only the most important information.
3. Limit the number of bullet points per slide. Three or four should be the maximum.

Images and Video

4. Make sure the images and video support your key points.
5. Do not use graphics just as decoration.

Language

6. Limit the number of words you use.
7. Use parallel language. For example, if the first bullet point is a complete sentence, the second should be too.

Fonts

8. Heavy fonts are easier to read from a distance than light ones.
9. Keep the font size large enough to be seen easily at the back of the room.
10. Use only two font styles per presentation.

PROJECT PREP

Editing and Publishing Presentation

1. Edit your work using feedback from your writing partner. You may also want to use the editing checklist on page 31. Then write a final, polished version of your analytical essay and publish it through an appropriate medium. Ask for feedback from your readers and tuck away their responses so you can take them into consideration the next time you write an expository text.
2. Prepare a power presentation of your expository essay, or of some key part of it. Begin by making a plan. Which points do you want to convey? What graphics, including videos, would help you convey your information? What style would present information most clearly? After you have a plan, use the software to create your presentation. Practice presenting it before you actually present it to the class.

Writing Lab

Project Corner

Get Argumentative

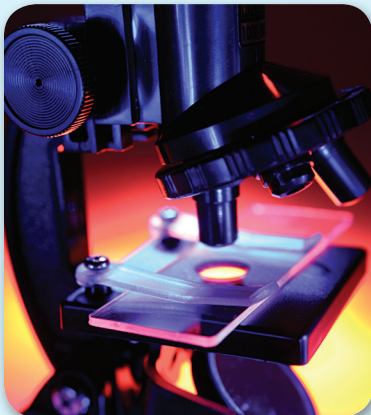
Plan Persuasion

What are your opinions about how people should express their feelings? For example, is it always best to get a negative feeling “off your chest” rather than keep it inside, or are there circumstances in which holding it in may be healthier? If you were to write a persuasive text based on this topic, what might its thesis be? **Sketch out a persuasive text** based on the expository work you have done. Make a simple graphic organizer to show what the main points of your paper would be and how they would be organized.



Collaborate and Create Make It Visual

With a partner, **create a collage** representing the differing emotions people experience. Editorialize in your collage: that is, try to make a point without saying so in words. Discuss with your partner how you can convey messages without words. Agree on the message you want the collage to convey, and then divide up the work for finding the items for the collage. Work together on creating the collage itself.



Apply to Science Explore the Ethics of Animal Experiments

In “The Mind of the Chimpanzee,” Jane Goodall uses the strategies of comparison and contrast as well as analogy to challenge the long-standing scientific belief that chimpanzees are incapable of thought or feeling. Adopting similar strategies, **write an expository essay** about the use of live animals in scientific research. Consider both their contribution to the advancement of scientific knowledge and the concern about their treatment.

In the Workplace

Informative E-mail

1. Your new boss is a robot that struggles to understand human behavior. She does not understand why people need breaks and do not work nights, weekends, or holidays. **Write an informative e-mail** to your boss explaining why people need to take breaks from their work. Start with a clear introduction that states the main idea and establishes the tone. (You can find information on writing e-mails on pages 484 and 539–543.)

In Academic Areas Informative Note

2. You are a geologist working in a town on a south seas island. The city council has asked you to survey the land on which it plans to build an ice rink. Unfortunately, your tests indicate heavy volcanic activity in this area. **Write a note** explaining to the city council why the rink should not be built. (You can find information on writing business letters on pages 481–491.)

Timed Writing Time Travel Report

3. You are a time traveler who has just returned from the year 3000. The object of your trip was to study the people, the technology they use, and the culture they have created. Since the government funded this top-secret mission, you have been asked to prepare a brief report with details from your trip. You are required to submit this report to a secret government agency. You have 25 minutes to complete your work. (For help with budgeting time, see pages 37 and 458–459.)

Before You Write Consider the following questions: What is the situation? What is the occasion? Who is the audience? What is the purpose?

Start with a working thesis and an outline. Organize your writing to ensure coherence, logical progression, and support for your ideas.

After You Write Evaluate your work using the six-trait evaluation form on page 256.

Apply and Assess

Expository Writing Workshops

Information can be categorized in several ways, depending on its type. For example, if you need to explain how to assemble a piece of furniture, you would write a how-to paragraph. A how-it-works paragraph might explain how data is sent over the Internet, while a cause-and-effect paragraph might explain what makes your heart beat faster when you exercise. You could write a compare-and-contrast paragraph to compare one kind of tree to another, but a definitions paragraph to tell what a cyborg is. This guide offers you information that will help you decide how best to gather and present the information you want to convey. You can use each of these methods of development within a longer expository text.

1 How-To, or Procedural, Texts

A **procedural text** gives step-by-step instructions for making or doing something.

A **process** is a sequence of steps by which something is made or done. Procedural texts often appear in directions, user manuals, and handbooks.

MODEL: Procedural Text in a Book on Crafts

A Simple Silk-Screen Print

Stenciled prints made on a silk screen can be simple and fun to do. Gather the following supplies available from a craft store: the screen—a piece of polyester net (not silk) stretched tightly across a wood frame; a squeegee—a rubber blade attached to a piece of wood; some art paper; small jars of paint; a roll of stencil film; a stencil or utility knife; and some mineral spirits.

Main Idea

- First draw a simple design of the size you want your print to be. Next lay a piece of stencil film over the design, and use the knife to trace and cut out the shapes from the film. This cutout is the stencil from which you print.
- Adhere the film to the underside of the silk screen by rubbing it lightly through the fabric with a piece of cloth dipped in mineral spirits. Then tape a sheet of art paper to an old table or a similar surface and place the stencil over it.
- Next pour some paint on the screen just above your design, and use the squeegee to pull it slowly over the paper. Finally lift the stencil carefully and admire your print.

You can use a graphic organizer to help you organize your information for a procedural text. The chain links in this organizer represent transitions between steps.



QuickGuide for Writing Procedural Texts

- Make a list of ingredients or materials you would need, and a second list of the steps to follow, written in the correct order.
- Anticipate reader questions as you write.
- Use transitions such as *first*, *next*, *then*, *finally* to keep the order of steps clear.
- Use formatting techniques that emphasize the steps and order, such as bullet points, boldface, or numbers.
- Include a clear introduction and conclusion.

● Create Real-World Texts

1. Write a set of instructions for a favorite hobby, sport, or craft, such as how to bunt a baseball, make delicious chili, or tune up a car.
2. Write the steps for a young sibling on how to clean a bedroom.
3. Compose an e-mail to a friend describing the steps involved in downloading and playing a podcast.

2 How-It-Works Texts

A **how-it-works text** describes how something happens, forms, works, or is put together.

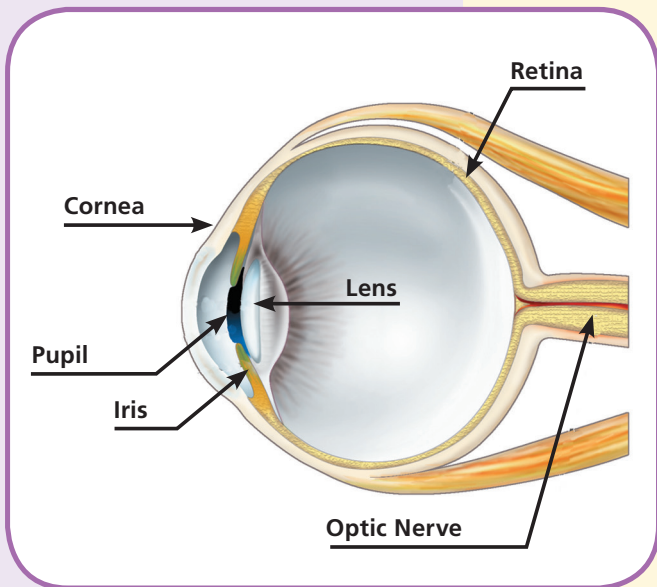
When you are describing how something forms, happens, or is put together, you are explaining the stages in a process or an operation. The information is usually arranged in chronological order.

MODEL: How-It-Works Text from a Science Textbook

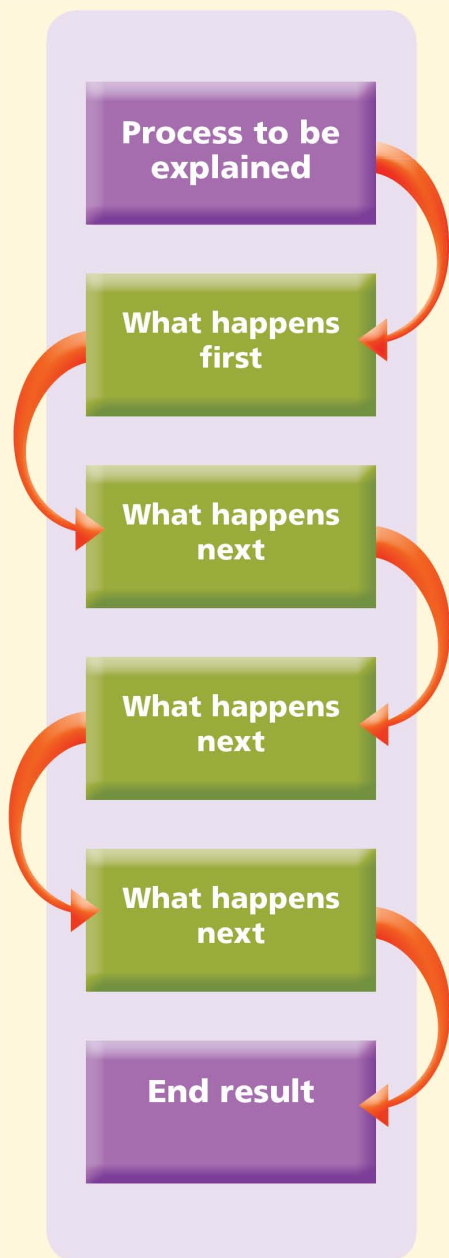
The Blink of an Eye

In the blink of an eye, your eyes, nervous system, and brain will see and process the words in this paragraph. The complex process begins when light reflected from the page enters your eye through your pupil, the black dot at the center of your eye. Controlling how much light enters the pupil is the iris, a colored ring of brown, blue, or green, that acts like a muscular curtain. After passing the pupil and iris, the light reaches the lens of your eye, where the light rays are focused. The lens flips the light pattern upside down and projects an inverted image onto the retina. The retina, a soft, transparent layer of nervous tissue inside the eyeball, is connected to the optic nerve. The long optic nerve transmits the image (still upside down) to your brain, which performs a complex analysis of the light patterns so that you can read and understand these words—and it all occurs in the blink of an eye.

Main Idea



Use the following graphic organizer to help you organize a how-it-works text. The arrows in this organizer represent transitions between steps.



QuickGuide for Writing How-It-Works Texts

- List the steps or stages involved and put them in chronological order.
- Use transitions such as *beginning*, *next*, *after* to keep the order clear.
- Use reader-friendly techniques that explain or show how, such as illustrations or diagrams.
- Include a clear introduction and conclusion.

Create Real-World Texts

1. Write about how thunderclouds form or another weather-related topic for science class.
2. Explain how lasers in supermarkets scan each product you buy.
3. Explain how hybrid cars use energy.

3 Compare-and-Contrast Texts

A **compare-and-contrast text** examines the similarities and differences between two subjects.

This type of paragraph will help you interpret, understand, and explain two related subjects or events (such as how an orange is like a grapefruit).

MODEL: Compare-and-Contrast Text

Two Dragons

Although the dragon appears often in the myths and early legends of Europe and Asia, the creatures have always played a more positive role in Asian cultures. Both Europeans and Asians describe dragons as large, lizard-like animals that breathe fire and have long, scaly tails. In Europe, dragons were ferocious beasts that terrorized human communities; they seemed to represent the evils that people fought. In Asia, by contrast, dragons were magical animals and usually good luck, a cross between a lion and an angel. The European dragon lived in dark mountainous caves. In Asia, however, they were associated with rivers, clouds, and much-needed rainfall. In later time, the European dragon became a ridiculous figure, something to poke fun at. This has not occurred in Asia, where the dragon remains a much-revered symbol.

Main Idea

Use a Venn diagram to list the similarities and differences between two subjects. In the area where the ovals overlap, note the characteristics the two subjects have in common. In the outer parts of the ovals, note the characteristics that are different.



ORGANIZING COMPARISON AND CONTRAST

You can choose one of two patterns for organizing your information. One way is to write about one subject first and then to write about the other subject. For example, if you were comparing outdoor camping (subject A) to vacationing in motels (subject B), you would first write all your information about subject A (camping) and then all your information about subject B (motel stays). For convenience this is called the **AABB pattern** of comparison and contrast. The following portion of an essay about vacation options shows the AABB pattern, which starts after the essay's introduction.

MODEL: AABB Pattern of Organization

Vacation Options

After World War II, dramatic new options for family vacations appeared on the American scene. Two of these options—**(A)** the family outdoor camping vacation and **(B)** the on-the-spot motel vacation—show the contrasting tastes of vacationers.

Suddenly, in the 1950s, shoppers began to see a variety of goods available for a new way to vacation—outdoor camping for the whole family. **(A)** The camping trailer and the motor home equipped with sleeping and cooking accommodations showed up in car dealers' lots and on the television screen. Hundreds of varieties of **(A)** camping gear—such as sleeping bags, cookers, tents, backpacks, and hiking boots—flooded the marketplace. People became aware of the **(A)** National Park Service and the development of private land into **(A)** camping facilities. American families were on the move out into the fresh air to enjoy the peace and pleasure of the country's wilderness, lakes, and seashores. "Let's go, America!" became the battle cry of **(A)** camping vacationers by the millions.

On the other hand, there loomed a whole population of **(B)** noncampers, who were allergic to campsites, to bugs, and perhaps to exertion. Their attention was soon captured by a new kind of vacation possibility. Road signs and neon lights and paper flyers in mailboxes announced the arrival of the **(B)** roadside motel. **(B)** Beautiful air-conditioned rooms with television and—wonder of wonders—a door leading directly to one's automobile beckoned the curious. Forget all that camping gear! **(B)** After a long drive, conveniences such as a swimming pool, a restaurant, a dance floor, miniature golf, and shuffleboard were within immediate reach. Moreover, these **(B)** complexes were available at all the pleasure spots of America! Such a splendid vacation option had never before existed.

The second way to organize comparison and contrast is called the **ABAB pattern**. In this pattern you discuss your two subjects together instead of separately. That is, first you compare both A and B in terms of one similarity or one difference. Then you compare both of them in terms of another similarity or difference. The following portion of the essay on vacation options switches to the ABAB pattern.

MODEL: ABAB Pattern of Organization

Even today families planning a trip often face the decision whether to go **(A)** camping or to stay in **(B)** motels along the way. Families would do well to weigh the advantages and disadvantages of each option by considering three major items. The first item, expense, is an important one, for **(A)** a camping vacation is much less expensive than **(B)** a vacation using motels. **(A)** Overnight camping accommodations will probably average a tenth of the expense of **(B)** motel accommodations. The second item is convenience. Although fortunate **(A)** campers may bathe in a quiet lake at sunset, many people prefer a hot shower in **(B)** a motel at the end of a long day of sightseeing. The third item to consider is accessibility to beautiful scenery. **(A)** Campers can pitch tents on wooded mountain slopes, near cool streams, in pine forests, or on the seashore. Most **(B)** motel sites are situated on crowded, noisy highways. After weighing the pros and cons, most families must make an intelligent compromise for a successful vacation for all.



AABB Organizer

Subject for Compare/Contrast

Topic 1 about subject A
Topic 2 about subject A
Topic 3 about subject A

Transition

Topic 1 about subject B
Topic 2 about subject B
Topic 3 about subject B

ABAB Organizer

Subject for Compare/Contrast

Topic 1 about subject A
Topic 1 about subject B

Transition

Topic 2 about subject A
Topic 2 about subject B

Transition

Topic 3 about subject A
Topic 3 about subject B

QuickGuide for Writing Compare-and-Contrast Texts

- Choose two subjects and make a list of their similarities and differences. Use a Venn diagram to organize your ideas.
- Choose an organizational pattern using either the AABB pattern or ABAB pattern.
- Use transitions such as *similarly*, *in contrast*, *like*, and *however*, to make the similarities and differences clear.
- Include a clear introduction and conclusion.

Create Real-World Texts

1. To predict who will win the World Series (or some other championship in a sport you know well), compare and contrast the two teams or players.
2. Two television shows you like are on at the same time. To help you decide which to watch, compare and contrast the shows and what you get out of them.
3. For world history class, compare and contrast Judaism and Islam.

4 Cause-and-Effect Analysis Texts

A **cause-and-effect text** explains why actions or situations (causes) produce certain results (effects).

When your expository subject requires you to explain *why* something happened, very often the best type of writing to use is a cause-and-effect paragraph.

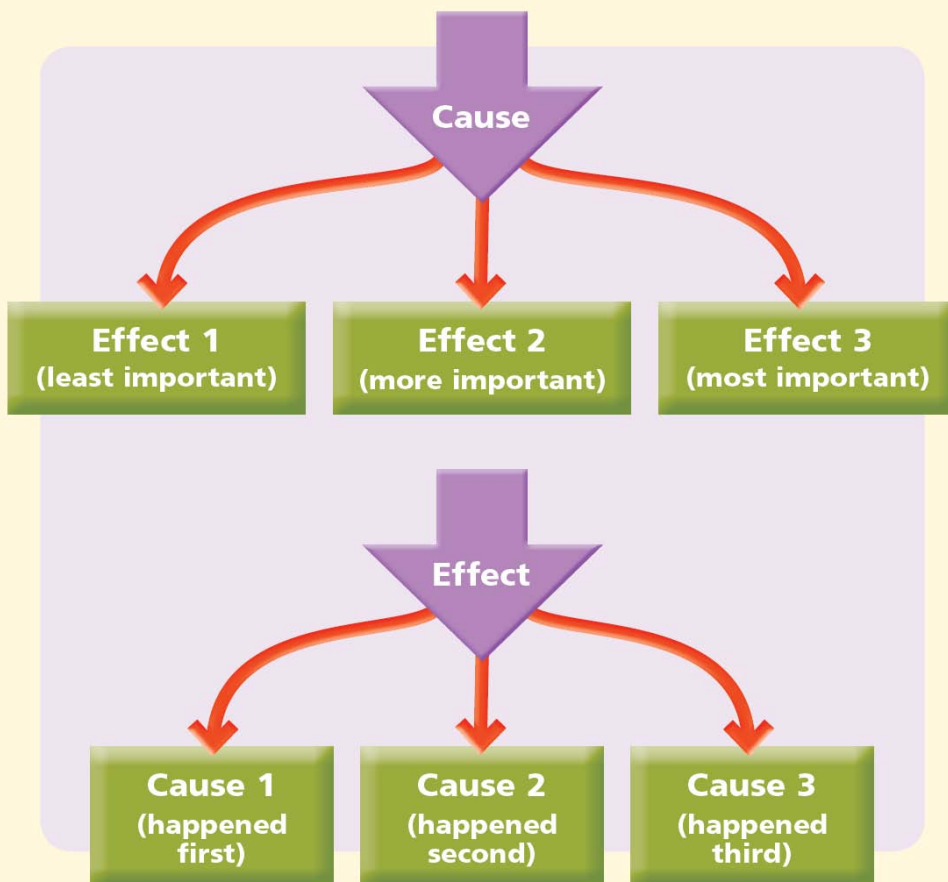
MODEL: Cause-and-Effect Text from a Social Studies Text

The Fall of the Soviet Union

Although the world was shocked by the collapse of the Soviet Union, the causes for this upheaval are easy to trace. For decades, Soviet citizens had been impatient with Communism, frustrated by low living standards and a lack of individual liberties. The key cause for the downfall of the Soviet Union, however, was Mikhail Gorbachev's rise to power in 1985. Promising to restructure the Soviet Union (*perestroika*) in a spirit of openness (*glasnost*), Gorbachev urged a series of democratic reforms. Taking Gorbachev at his word, the Soviet Union's satellite countries in Eastern Europe—Poland, East Germany, Czechoslovakia, and Hungary—began to “restructure” themselves by overthrowing their Communist governments. This greatly weakened the Soviet Union politically. Finally, when an August 1991 attempt by the Soviet military to get rid of Gorbachev failed, Gorbachev quit the Communist Party and the Soviet Union began to fall apart.

Main Idea

In a graphic organizer like the one on the next page, you can develop and organize a cause-and-effect text. You can start with the cause and explain the effects or start with the effect and explain the causes.



QuickGuide for Writing Cause-and-Effect Texts

- Choose an effect you want to analyze and identify the cause(s) of the effect.
- Conduct research to gather information and verify your analysis.
- Put the information in a logical order, and identify the event as 1) a chain of causes and effects, 2) a cause with multiple effects, or 3) an effect with multiple causes.
- Include a clear introduction and conclusion.

Create Real-World Texts

1. Analyze the causes and effects of one of the day's leading news stories.
2. Explain and interpret the reasons why someone close to you behaves the way he or she does.
3. Explain why reality shows are as popular as they are. Also consider what effect, if any, they have on viewers.

5 Definition Texts

A **definition text** explains the nature and characteristics of a word, an object, a concept, or a phenomenon.

These paragraphs are an excellent way to provide background information on a topic that is central to your main idea.

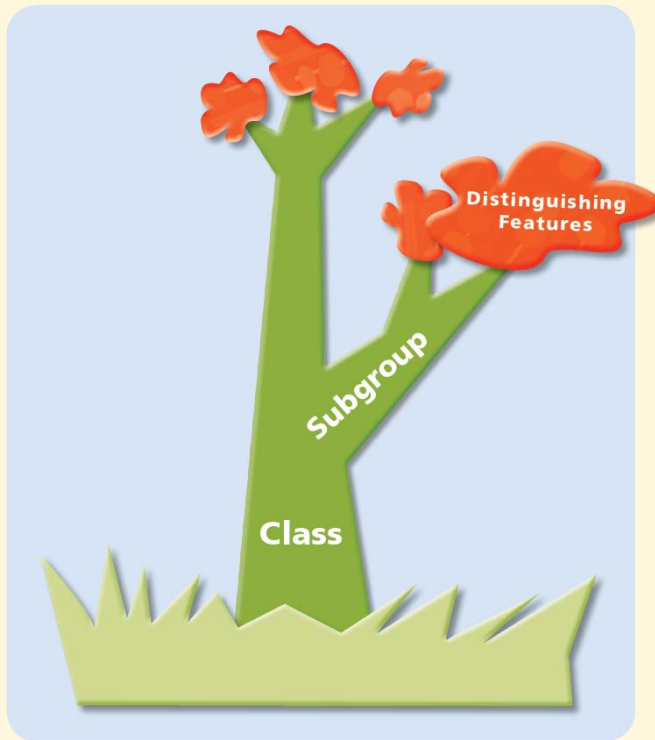
MODEL: Definition Text from a Web Site

Cookie

A cookie is a set of data that a Web site sends to a browser the first time the user visits the site. The data is updated with each return visit. The Web site saves the information the cookie contains about the user, and the user's browser does the same. Not all browsers support cookies, meaning they don't store them. Cookies store information such as user name and password and the parts of the site that were visited. This information can be updated with each visit. The browser shares each cookie only with the server that originated it; other servers can read only their own cookies. Your browser's preferences can be set up to alert the user when a cookie is being sent so the user can choose to accept it or not.



A graphic organizer like the following can help you develop a definition text.



QuickGuide for Writing Definition Texts

- Research and list the qualities of the subject you want to define. Decide on an order to present the information.
- Make sure your topic is narrow enough to define clearly. Then use formal but simple language to present the information for readers unfamiliar with the topic.
- Include three basic parts: the subject you are defining, the class it belongs in, and the characteristics that make it different from other member of that class.
- Include a clear introduction and conclusion.

● Create Real-World Texts

1. Define an unusual word, expression, or idiom that you have heard recently.
2. Define a modern, technical term for a parent or other older adult who is unfamiliar with it.
3. As a review for this chapter, write an extended definition of the term *expository writing*.

Writing to Persuade

Persuasive writing states an opinion on a subject and uses facts, reasons, and examples to convince readers. The kind of persuasive writing you will do most often in school is called **argumentative writing**.

Here are just a few examples of the ways in which persuasive writing is guiding important decisions in our lives.

- **Elected officials develop “position papers”** to explain, defend, and promote their stands on the tough issues of the day.
- **Medical researchers write articles** for popular magazines explaining recent scientific findings in health and medicine and urging healthful behaviors for prevention of serious disease.
- **High school students submit essays** with their college admission applications trying to persuade the reviewers to accept them into their programs.
- **Employees write a proposal** based on an idea for a new product and try to persuade the company decision makers to put up the money to develop it.
- **Attorneys draw up their closing arguments** to bring together all the facts and other evidence in a case and persuade the jury to decide a certain way.
- **Movie reviewers and book critics assess a work** and use persuasion to convince readers of their point of view.

Writing Project

Argumentative

Unexpected Gift Write an argumentative essay expressing your position on how a cash gift to the school should be spent.

Think Through Writing An anonymous donor has made a gift of \$10,000 to your school with no strings attached about how it should be spent. The donor’s only requirement is that the students should be the ones to decide how it will be used and that they should express their ideas in the most effective way possible. All of the money can be spent on one thing, or it can be divided up in any way. It can be given to the teachers; it can be given to students; it can be donated to charity—anything is possible. Write freely about

your school and about where you think a cash infusion could do the most good. Include reasons as you write and try to anticipate how to overcome the objections others may have to your ideas.

Talk About It In your group, discuss the writing you have done. What ideas and opinions surfaced? Each writer should have a chance to discuss his or her choice, and the reasons for it, in as much detail as possible. Also provide potential opposing views so each writer can have a chance to respond to them. Ask for clarification if a classmate says something you don't understand.

Read About It The following selection by Joan Beck appeared in the *Chicago Tribune* during the height of the winter holiday season. She describes “charities” that in fact provide little money for the stated purpose of the fund-raising. One group, for example, reported it spends 90 percent of its donations on telemarketing to keep the gifts coming.

MODEL: Persuasive Writing

Giving Intelligently to Worthy Causes

Joan Beck

Along with the forest of mail-order catalogs and a blizzard of holiday cards, the pre-holiday mail brings burdens of cleverly crafted guilt. How can you toss away those appeals for money—when people are homeless, hungry, afflicted with catastrophe, disabled, aging, suffering from every disease known to humanity? When the environment needs protecting, victims of discrimination lack aid, your alma mater is short of scholarship money

To rub in the guilt, some of the appeals include a clutch of inexpensive greeting cards (typically Monet lilies), or a set of address labels, or a calendar, or a good luck token from an Indian tribe. Dump them in the trash and you feel like you're stealing from sick kids or taking nickels from a blind man's cup. Send a check and you can't be sure you aren't a sucker for a familiar holiday scam or that the money won't be used simply to send out more fundraising letters.

You get lavish invitations to pay \$10,000 for a table at a holiday ball for a charity you didn't even realize existed. There are intimate notes from “friends” you don't remember

Vivid opening captures attention and raises interest in the topic.

Beck uses examples with which her audience is no doubt very familiar. These examples raise strong feelings.

Even by the third paragraph, the thesis statement has not yet been clearly stated. All of this introductory material is building up to it.

asking that you join them in sending a check to help their favorite good cause. An apparently “personal” note from a celebrity wants you to join him in a favorite appeal.

The holiday season is the peak time for charity solicitations. The experts who craft the pleas know that you are most open to goodwill-toward-men feelings this time of year, that your resistance to sales pitches is lower, that you’re too busy to check out the soliciting organizations carefully, that you are feeling slightly guilty because your family has so much and others are so needy. Americans gave more than \$143 billion last year to charitable organizations, up 7.5 percent from the year before. More money than you’d like to think did not go to further the cause itself, but for more fundraising.

If you have more time, you could check out the appeals with a national ratings service for charities (there are three major ones). Or send for an annual report or IRS tax filing. Or look for data on the Internet (double-check the source of information). But there are more than 650,000 non-profits out there and all of them seem to have your name and address.

There are a few guidelines to help. Be sure you at least know the identity of the organization that wants your check. Some unscrupulous groups—in the cancer research field, for example—use names that sound like familiar established charities, assuming you won’t pay close attention and dash off a check.

Find out how much of your money will actually go for the purpose you intend. It’s a rule of thumb in charity fundraising that at least 60 percent to 65 percent of donations should actually be used for the good cause; the best non-profits make it 80 percent or more. The rest is spent on more fundraising and administration or the vague-sounding “education.” That means an unscrupulous organization can tuck a message about cancer’s warning signs into its fundraising letters and count them as “programs.”

Abuses can be blatant, indeed. One group, for example, reported it spends 90 percent of its donations on telemarketing to keep the gifts coming. It’s not considered unusual for an organization to send out 100,000 appeals in hopes of generating 1,000 responses from first-time contributors.

The examples end here and Beck turns to the information she has to back up her main idea.

Starting here, Beck offers specific advice to those who wish to make donations.

A very specific example helps illustrate the problem with uncertainties in the fundraising field.

This dramatic statistic further supports Beck’s main idea.

You should make sure the group you are considering helping has the same purpose you have in mind. If you're giving to combat a disease, for example, you should know whether your money is going largely for research, prevention or treating patients. The Nature Conservancy has a much different approach to environmental concerns than, say, Greenpeace.

There is an easier way. You can share your holiday blessings with the Chicago Tribune Holiday Fund. Every cent and more that you give will go to help children have a happy holiday and a better future, to relieve hunger and homelessness, aid the abused, and support programs for the developmentally disabled. Not only does the Tribune pay all of the expenses of the fund, it matches every dollar you contribute with 60 cents from the McCormick Tribune Foundation. Instead of hoping 60 to 65 percent of your gift is going for the work you intend, you can be sure that 160 percent will.

Finally, here is Beck's main point: she is appealing to readers to donate to the Chicago Tribune Holiday Fund. All that came before set up the reasons why this would be a good choice. Is she persuasive?



Respond in Writing Respond to Joan Beck's account of holiday charity scams. What have you learned about how to make an effective argumentative appeal?

Develop Your Own Appeal Work with your classmates to develop ideas that you might use in persuading readers that your plan for using the anonymous gift is the best one.

Small Groups: In your small group, discuss the writing you have done. List the tools of persuasion you might use in your argumentative essays. For example, you might appeal to emotions or appeal to reason. You might offer effective counter-arguments. Anticipate the tools you will need to win your case.

Whole Class: Make a master chart of all of the ideas generated by the small groups to create a toolbox of persuasive techniques. If they are not already included, also list the techniques Beck uses in her writing.

Write About It You will next write an argumentative essay about how to spend the anonymous gift to your school. You may choose from any of the possibilities in the chart below or any of your own ideas.

Possible Topics	Possible Audiences	Possible Forms
<ul style="list-style-type: none"> • a plan to spend all the money on one project or department • a plan to divide the money among various projects or departments • a plan to give the money away to needy or deserving students, faculty, or community organizations or individuals • a plan to invest all or part of the money so it can make more money for the school 	<ul style="list-style-type: none"> • only the students at your school • the students at your school as well as the school administration • the students at your school as well as the community at large • the students at your school as well as the benefactor 	<ul style="list-style-type: none"> • an open letter to the community • a traditional essay • a traditional essay accompanied by a multimedia presentation • a blog • a public service announcement • a magazine article

Elements of Persuasive Texts

Analyzing

The ability to cast a net into a controversial subject area, draw back and evaluate the ideas you have “caught,” and shape them into a forceful statement of opinion is among the most valuable skills you can develop. Persuasive writing can teach those skills.

1 Structure

Like all essays, an argumentative essay has three main parts: an introduction, a body, and a conclusion. The chart below shows how to make each part fulfill its function.

HERE'S HOW

Structuring a Persuasive Essay

- In the **introduction**, capture the audience's attention, present the issue, and introduce your precise claim in a thesis statement. (See pages 246-247 for more on claims.)
- In the **body of supporting paragraphs**, present reasons, facts, examples, and expert opinions to support your claims. Clearly distinguish your claims from others.
- In the **conclusion**, present a summary or strong conclusive evidence—logically drawn from the arguments—that drives home your position.

As the following model shows, a strong argumentative text also:

- considers a whole range of information and views on the topic and represents them honestly and accurately
- develops claims and counterclaims fairly, anticipating audience concerns and knowledge
- uses language to link sections and clarify relationships among claims, counterclaims, evidence, and reasons

MODEL: Persuasive Essay

Talking Chimps

In the past several decades, a number of chimps have been taught the gestures of American Sign Language (Ameslan). The results of these studies are hotly debated. A recent survey asked scientists to name the most significant discovery in recent years. Many replied that it was the failure of chimps to acquire language. About an equal number, however, believed the most significant discovery was the *success* of chimps in learning and using language. These opinions arise from differing definitions of language use. The first group of

Introduction:
Provides
background
information

Presents the
whole range of
opinions on the
subject

scientists see too much simple imitation or reward-seeking in chimp language to call it true language learning. **The success of chimps in mastering sign language, however, indicates that they have indeed learned a simple language.**

Thesis Statement

To use language, it is first necessary to understand that a word—or a sign—is a symbol. It is a symbol of the thing it names, not the thing itself. Humans know, for example, that the word *cup* is a symbol for the thing they drink from. The five chimpanzees, Washoe, Moja, Pili, Tatu, and Dar, reared by Professors R. A. and B. T. Gardner at the University of Nevada, acquired between 100 and 200 signs by age five. They were able to name things in pictures, showing another level of understanding. In addition to learning the names of things, such as *cat*, *hat*, and *tree*, they also learned the names of actions, such as *chase*, *hug*, and *tickle*, and of qualities, such as *dirty* and *hot*.

First body paragraph: Uses facts, examples, and reasons

Critics of the early experiments argued that since chimps did not understand the concept of negating, they were not really using language. (Negating is adding a negative, such as *no* or *not*, to a thought.) Sarah, a chimp trained at the University of California, Santa Barbara, showed an understanding not only of negating but also of compound and complex sentences. Sarah learned to compose and read sentences by placing metal symbols on a metallic board. She once asked herself, “What is an apple not?” and correctly—and creatively—replied, “Bread.”

Second body paragraph: Anticipates and answers opponents’ objections

Critics also believe that chimps use language only after being cued by trainers. Sarah’s trainers decided to test the chimp’s ability to use language without the help of cues. They sent an inexperienced person in to “converse” with Sarah—a person who did not know Sarah’s language. That person was unable to cue Sarah to do something that she could then imitate. Sarah did not do as well as she usually did, probably because she was confused by the appearance of a new human partner. Still she scored high enough on her test to convince her trainers that she could use language without being cued.

Third body paragraph: Also answers opponents’ objections, making a determination about the relative value of information and interpretations

Those who doubt that chimps have successfully learned a simple language place too much emphasis on comparing chimps to humans. Our language has developed over a long period of time, while chimps have only recently been exposed to language learning. Given their short exposure to language, chimps have demonstrated remarkable mastery. Any creature who can sign to himself, “Cry me; me cry” after his trainer has left him for the day surely can handle simple language.

Conclusion: Drives home the main point and appeals to emotions

Based on the discussions you have had with your classmates and the model persuasive essay about talking chimps, sketch out a persuasive text. On the subject of how to spend an anonymous gift to the school, for example, ask yourself what your position is on the question. Decide on your audience as well. Organize the plan for your argument into a three-column chart like the one below in which you make a series of claims about the school, give examples that illustrate each claim, and assert a warrant that explains how the example illustrates the claim and strengthens your position. (See pages 112–113 and 246–247 for more information on claims, examples, and warrants.)

Claims	Examples	Warrants
The school's computer facilities need upgrading.	The computers in the media center use an outdated operating system and cannot run the programs that would be best for the students.	Because the computers in the media center use an outdated operating system, they cannot run the programs that would be best for the students. For this reason, they should be upgraded to state-of-the-art technology that would allow students to make the most of the computers' capabilities.



2 Facts and Opinions

When you write a persuasive essay, you should be aware of the difference between facts and opinions. Facts are statements that can be proved. Opinions, on the other hand, are beliefs or judgments that can be supported but not proved.

A **fact** is a statement that can be proved. An **opinion** is a belief or judgment that cannot be proved.

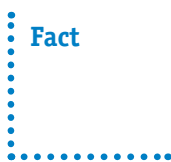
You can test whether a statement is factual in two ways. One way is to ask yourself whether you would be able to prove the statement through your own observation and experience.



Fact

There are three chimpanzees at our local zoo.
(You could go to the zoo and observe this.)

The second way is to ask yourself whether you could prove it by consulting accepted authorities.



Fact

The chimpanzee is an anthropoid ape with a high degree of intelligence.
(You cannot use your experience to test this statement, but you can verify it by consulting a recognized expert or an encyclopedia.)

Unlike facts, opinions cannot be proved. They are personal judgments, interpretations, preferences, and predictions that differ from person to person. Here are some examples.



Opinions

War movies are **too violent**.
Mr. Ling is the **best** candidate for mayor.
I believe that nuclear energy plants are a **terrible** threat to the atmosphere.
Computer programming is our school's **most valuable** course.

Sometimes you can recognize opinions in what you hear, read, and write by listening and watching for some of the following words that are often used in statements of opinion.

OPINION WORDS		
should	good, better, best	probably
ought	bad, worse, worst	might
can	beautiful	perhaps
may	terrible	maybe

In persuasive essays the soundest opinions are those supported by factual evidence, logical arguments, or both. Claims are well-supported opinions.

**Unsupported
Opinion**

Chimps can be taught to speak English.
(No supporting facts back up this statement.)

**Supported Opinion,
or Claim**

Chimps have shown a remarkable mastery of language.
(Numerous studies document apparent mastery.)

Writing Tip

Support your opinions with convincing factual evidence from your own experience and observation as well as from reliable authorities.



Practice Your Skills

Identifying Facts and Opinions

State whether each sentence below is a *fact* or an *opinion*. If you are in doubt about a statement, verify it by checking its validity in the library or media center or with a reliable authority.

1. Recycling is not worth the expense.
2. The bald eagle is no longer on the list of endangered species.
3. The United States expects major fuel shortages in the future.
4. Toxic wastes have often been disposed of in populated areas.
5. Cutting down forests diminishes the oxygen supply in the air.

Practice Your Skills

Supporting Opinions

Write one fact that could be used to back up each of the following opinions. If necessary, use library or media center resources to find supporting evidence.

1. Nutrition should be a required course in elementary school.
2. Using illegal drugs is self-destructive.
3. Many citizens are careless about energy consumption.



PROJECT PREP *Prewriting* Facts and Opinions

Using the chart you made of claims and warrants, review your key ideas. Identify where you will need facts to support your assertions and make a list of facts, examples, and data you might find useful in support of your thesis. Next to each item, indicate where you might find the information you need. (Refer to pages 356–385 for help in locating research sources.) Consider the full range of information on the topic and gather the most relevant and precise evidence you can find.

3 Reasoning

When you write a persuasive essay, your ability to win over your reader usually depends on your reasoning skills. Facts and opinions cannot argue by themselves. Instead, you must create a logical argument by fitting the facts together so they lead to a reasonable conclusion.

GENERALIZATIONS

When you state a rule or a principle based on fact and experience, you are forming a **generalization**. For example, suppose you have visited Washington, D.C., three times in July and August, and each time the weather was hot and muggy. From these experiences you could generalize that Washington, D.C., is hot and muggy in the summer.

Generalizing is an important reasoning skill that will help you develop a strong thesis statement for your essay. However, you must use it carefully so that you do not overlook those important exceptions that will make a generalization false.

HASTY GENERALIZATIONS

When you reason, beware of the pitfall of **hasty generalizations**—broad generalizations based on insufficient evidence. Such hasty generalizations often lead to misleading or false conclusions. To avoid this fallacy, you must examine *enough* particular experiences so that you can draw a sound conclusion.

- **Hasty Generalization** All professional athletes are healthy.
(Has the writer examined enough athletes to conclude that they *all* are healthy?)
- **Hasty Generalization** Chlorine in swimming pools causes earaches.
(Does *everyone* who swims in chlorinated pools have earaches?)

You can make the previous hasty generalizations more sound if you limit them to *some*, *many*, or *most* cases instead of *all* cases.

- **Sound Generalization** **Most** professional athletes are healthy.
- **Sound Generalization** **Some** people experience earaches from swimming in pools that are chlorinated.

HERE'S
HOW

Avoiding Hasty Generalizations

- Examine several facts or examples.
- Be sure your examples represent the whole group.
- Check reliable authorities to confirm your generalization.
- Be able to explain any exceptions.
- Avoid words like *all*, *complete*, *always*, *never*, and *none*, because they suggest that there are no exceptions.
- Limit your generalization by using words like *some*, *many*, *most*, *probably*, *often*, and *sometimes*.

Practice Your Skills

Writing Limited Generalizations

Choose one of the following hasty generalizations. Limit the statement to an opinion with which you agree.

1. Any rural area is less polluted than a city.
2. Chimps are more intelligent than any other animal.
3. Adults are responsible for more litter than teenagers.
4. Education is the only avenue to success.
5. Television shows are too violent.

Writing Tip

Avoid making **hasty generalizations** by limiting generalizations to *some*, *many*, or *most* cases instead of all cases.

MAKING VALID INFERENCES

To be persuasive, you also need to make sure your conclusions or inferences are valid. An inference is **valid** if it follows logically from the claims. (See page 247 for more information on valid inferences.)

PROJECT PREP

Prewriting

Reasoning

In your writing group, evaluate one another's claims. Decide if each writer's major claims hold up under scrutiny. Can you think of reasons not to accept the claims? Are the inferences valid? Help each author strengthen the quality and phrasing of each claim so that readers will be persuaded by the argument.

In the Media

Print Advertisement

A good way to develop the habit of careful reasoning is to examine careless reasoning with a critical eye. Advertisements are usually geared more toward emotion than reason; they often contain careless thinking in their messages. Consider the following example:

When you find the woman of your dreams . . .

Give her the diamond of her dreams.

Diamonds. There is no better way to say, "I love you."

Zenith Jewelers:
A Century of Making Dreams Come True.
We have all the answers to your questions.
We have the diamond of your dreams.
We'll even save you money.

This ad is aimed at men. It flatters men by suggesting that a beautiful woman is out there waiting, dreaming about a ring from them. The unsupported underlying idea is that women want material things from men.

This asserts that every woman dreams about getting a diamond ring. This is an unsupported assertion.

The picture of a ring with a large diamond suggests that diamond rings are important and play a large role in our lives. This idea is also unsupported.

This is a hasty generalization. After all, there are countless ways to show love to another person. Why is a diamond the best way?

This asserts that a customer will somehow save money by buying a diamond. This assertion is unsupported.

The company also makes a hasty generalization when it claims to have the answers to all your questions.

Oral Expression

Find a dramatic, illustrated ad from a newspaper or magazine and take turns reading your ads aloud to the class. The listeners should identify facts, supported or unsupported opinions, and hasty or sound generalizations in each advertisement.

1 Purpose, Subject, and Audience

In a persuasive essay, your purpose is to influence the opinions and the behavior of your readers—your audience. In other words, you want to persuade your audience to adopt your point of view and perhaps to take an action that you suggest. Your first step in accomplishing this purpose is to develop a logical and reasonable argument that supports your opinion.

Most of the success of an argumentative essay depends on careful planning during the prewriting stage. Choose a subject with care and take the time to prepare your argument thoroughly.

CHOOSING A SUBJECT

The subject you choose should be meaningful to you. The stronger your interest, the more convincing your persuasive essay will be. The subject you choose should also be controversial—one about which people tend to disagree. For instance, the treatment of the homeless in American society, the effectiveness of the new welfare laws, teenagers' tastes in music, and the care of American seashores are all issues about which people hold opposing points of view. Brainstorm a list of issues you care about strongly enough to say, "I think," or "I believe." Next narrow your choices by brainstorming, freewriting, or clustering on each of the issues under consideration. Then use the following guidelines to choose the best subject for your persuasive essay.

HERE'S
HOW

Guidelines for Choosing a Subject

- Choose a subject related to an issue that is important to you.
- Choose a subject about an issue on which people hold very different opinions.
- Choose a subject that you can support with examples, reasons, and facts from your own experiences or from other reliable sources.
- Choose a subject for which there is an audience whose beliefs or behavior you would like to influence.

IDENTIFYING AN APPROPRIATE AUDIENCE

Sometimes when you write a persuasive essay, you may have to address an audience outside of the classroom. Learn as much as possible about that audience in advance in order to decide whether you can successfully persuade them or move them to action. Knowing your audience well also helps you choose the best material to support your argument. Be sure to represent the whole range of views your audience may have and address those views fairly and accurately.

HERE'S
HOW

Questions for Analyzing an Audience

- What does my audience already know about my subject?
- What is my audience's point of view about my subject?
- Do they already agree or disagree with my position?
- What are the chances of changing the opinions and behavior of my audience?
- Are there any sensitive issues I should be aware of?

Writing Tip

If your audience disagrees with your position, make sure you know exactly why they disagree. That way you will be better able to develop a strong argument that directly or cleverly counters their specific point or points of opposition.

Practice Your Skills

Identifying Your Audience

Form a small group and identify five possible audiences for each of the following subjects.

Example

establishing a large green space in town

Audience

joggers, day-care helpers, landscape architects, senior citizens, gardeners

1. establishing a neighborhood clean-up committee
2. starting a freshman football team
3. building a town dog run

PROJECT PREP

Prewriting

Audience

In your writing group, discuss the audience each writer is intending to reach. Then discuss where that audience is likely to stand on the issue and how best to persuade that audience. Also help each author identify an appropriate voice for the persuasive purpose.

2 Developing a Clear Thesis Statement

Once you have chosen a subject and identified your audience, you are ready to develop a **thesis statement**, a statement of the point of view you will argue for in your essay. Avoid a statement of fact or of personal preference. Often the thesis statement will take the form of a recommendation for action.

Fact

Throughout history, some companies have polluted water resources in the United States.

Preference

I think my town should form a watchdog committee to protect the reservoir.

Thesis Statement

Although cleaning up water resources will be a long, costly process, this town should start at once.

Use the following guidelines to develop your thesis statement.

HERE'S
HOW

Guidelines for Developing a Thesis Statement

- Choose a debatable opinion—one that has two sides.
- State the thesis simply and directly in one sentence.
- Avoid hasty generalizations by limiting your statement.
- Give a supportable opinion or a recommendation for action.
- As you consider the whole range of information on the topic, continue to revise the thesis statement until it is clear-cut and defensible and covers all the evidence.

If your thesis does not meet all of these guidelines, you need to rethink your position or look for a more appropriate issue.

PROJECT PREP

Prewriting

Thesis Statement

In your writing group, help each author develop an effective thesis statement. Help each author confirm that each of the claims is in line with the paper's overall thesis and that each makes a point that contributes to the essay's main purpose. Discuss the relative value of the data, facts, and ideas used as examples and warrants to support each claim. Which are more important and/or convincing? Further, consider whether or not additional precise and relevant evidence is needed to make other points that will help persuade the intended readers to accept the argument.

3 Developing an Argument

After you have defined your position in a thesis statement, you are ready to develop the argument that will defend your thesis. You should first consider your audience. You will want to use evidence—facts, examples, and expert opinions—that your audience will find convincing. Be sure to select factual evidence that supports your opinion (pro) and also evidence that refutes it (con) so that you can address opposing views in your essay. Keep in mind that as you collect this evidence and your argument develops, you may have to revise your thesis statement. Once you have collected your evidence, use the following guidelines to help you develop your argument.

HERE'S
HOW

Guidelines for Developing an Argument

- List pros and cons in separate columns in your notes. Be prepared to address the opposing views point by point.
- Use facts and examples rather than more opinions to support your claims, but evaluate them to determine their relative value. Some data and “facts” are not as reliable as others. (For more information on evaluating sources, see pages 357–359.)
- If those with the opposing view have a good point, admit it. Then show why the point is not enough to sway your opinion. Such an admission is called *conceding a point*, and it will strengthen your credibility.
- Use polite and reasonable language rather than words that show bias or overcharged emotions.
- Refer to respected authorities who agree with your position.

Speaking and Listening Tip

Since you are working in a community of writers, you have built-in help with anticipating readers’ opposing views and knowing how to address them. Spend as much time as necessary in your writing group sharing ideas, opinions, and feelings to air the whole range of viewpoints on a subject.



PROJECT PREP

Prewriting

Counter-Arguments

In your writing group, help each author anticipate and address objections to the author’s assertions. Discuss ways that the evidence the author has gathered can be used to develop counter-arguments. Then write a new paragraph in which you state and refute an opponent’s disagreements. (See page 290 for more information.)

Think Critically

Developing Counter-Arguments

In order to form a strong argument to back your opinion, consider all the possible objections, or counterclaims, to your argument. Then think of a counter-argument—an answer to each objection. To try this, ask a partner to play the role of a person who disagrees with you. Use your conversation to create a list of objections and counter-arguments. You can then create a chart similar to the one below to help you develop your persuasive paragraph.

Opinion: The school should switch to “green” energy to cut down on energy use.

Me: As respected institutions in the community, schools should lead the way for responsible energy conservation.

Luke: Schools never seem to have enough money, and the switch can be expensive.

Me: There’s no point in leadership if it’s easy. Schools should model how to solve the problem.

Luke: Well, where would the money come from? Fewer teachers? No new computers?

Me: A group of determined students might be able to work out a partnership with local businesses.

Luke: Students should be spending their time studying and learning, not raising money or forming partnerships.

Me: Maybe we need to rethink that idea; maybe students could learn more by actually working in the community.

OBJECTION

COUNTER-ARGUMENT

1. schools don’t have enough money

1. schools should help others figure out how to solve the money problem

2. school would have to sacrifice other programs

2. students might be able to find outside funding sources

3. students should be studying, not raising money

3. working out in the community might be an effective way to learn, as effective as study in some ways

4 Organizing an Argument

The most common organization for persuasive essays is **order of importance**—beginning with the least important point and working up to the most important. This emphasis will help your audience remember your most convincing points.

As you develop your argument, also remember to use transitional words and phrases to guide the reader from one point to the next. The following transitions are especially strong when conceding a point or showing contrasting ideas.

TRANSITIONS FOR PERSUASIVE WRITING

although	instead	on the other hand
admittedly	nevertheless	still
however	nonetheless	while it is true that

USING AN OUTLINE

An outline helps you organize your ideas.



Tips for Organizing and Outlining a Persuasive Text

- Revise the thesis statement, if necessary, to express your view.
- Analyze the relative value of the data, facts, and examples in the supporting evidence you prepared. Then list at least three points that support your position in the order of least to most important. Leave two blank lines under each point.
- Assign each of your points a Roman numeral, as in an outline.
- Add at least two supporting points under each Roman numeral.

Your outline should look like this, though it may well have more than three main points.

- I. (Least important point)
 - A. (Supporting point)
 - B. (Supporting point)
- II. (More important point)
 - A. (Supporting point)
 - B. (Supporting point)
- III. (Most important point)
 - A. (Supporting point)
 - B. (Supporting point)

USING A REASONING PILLAR

Another way to picture a solidly built argumentative essay is to see it as a pillar, with each block representing at least one paragraph and strengthening the whole.

Thesis Statement

Without support, the claim expressed in the thesis statement would topple.

Least Important Point —supporting point —supporting point

Each main point includes a claim, example, and warrant when appropriate.

More Important Point —supporting point —supporting point

Supporting points are presented so that each one rests on an even stronger one.

Most Important Point —supporting point —supporting point

Counter-arguments are addressed either point by point or all at once, often near the end.

Strong restatement of thesis, now with evidence to support it

A thesis with compelling evidence is the foundation for an effective essay.

PROJECT PREP

Prewriting

Organizing Ideas

In your writing group, discuss the best way to organize each writer's ideas. Talk through which are the most important ideas and what kind of supporting material each requires. Discuss where in the paper the counter-arguments will be presented. Help one another make an outline, reasoning pillar, or some other graphic organizer for the structure of the composition.

The Power of Language ⚡

Subordinate Clauses: Tip the Scale

Good persuasive writing usually acknowledges other viewpoints and, in fact, often builds arguments around them. If you can show in your argument that your opponents' views are flawed, you strengthen your own case. When you write your thesis statement, you might express your opponents' views in an independent clause (**highlighted**), coupled with another independent clause expressing your viewpoint. This construction, however, puts your opponents' viewpoint on an equal footing with yours.

Two Independent Clauses

The best nonprofit charities give eighty percent of donations to their causes, but some unscrupulous organizations give only ten percent of donations to the causes they represent.

A better way to express the same idea is to use a subordinate, or dependent, clause for your opponents' views. This construction allows you to present opposing views while “tipping the scale” in favor of your own position. In the following example, the subordinate clause is highlighted.

One Subordinate, One Independent Clause

Although the best nonprofit charities give eighty percent of donations to their causes, some unscrupulous organizations give only ten percent of donations to the causes they represent.

Expressing opposing views in a subordinate clause, the writer acknowledges those views and *still* keeps the focus on the writer's viewpoint, expressed in the main clause. (See pages 63 and 657 for a list of subordinating conjunctions.)

Try It Yourself

Try creating some sentences of your own by presenting an opposing viewpoint in a subordinate clause, followed by your viewpoint in a main clause. Later, you can check your draft to see if there are any other places you'd like to add clauses to show the relationship among ideas.

Punctuation Tip

Place a comma after an introductory subordinate clause.

FOLLOWING YOUR OUTLINE

Use your outline and prewriting notes to express your ideas as quickly as possible. Note any place where your information seems weak and where new facts may be required.

An effective way to capture your audience's attention is to begin with a startling fact or a probing question. You can give the reader a sense of how important the issue is by making sure that your thesis is a strong statement of your position. Experiment with emphasis, for example, by placing the thesis statement at different places in the introduction for the most dramatic effect.

As you draft the body of your essay, devote at least one paragraph to each main point in your outline. Use the most valuable of the specific data, facts, and ideas you have gathered to support your thesis. In addition to presenting your own supporting evidence, include the opposition's position where appropriate and counter-arguments based on evidence to show why this position has not changed yours. Remember to use transitional words (pages 90–91) to guide the reader through your argument. Transitions also help you clarify the relationships among claims, counterclaims, evidence, and reasons.

Finally, draft a conclusion that summarizes your position and restates your thesis. If you want to persuade readers to take some action, make a recommendation. Then add a title that is lively and challenging.

USING PERSUASIVE LANGUAGE

The strong, emotional words used in high-pressure advertising get attention; but if those words are offensive, they will never convince people to buy the product. Keep this in mind as you write your persuasive essay. Establish and maintain a formal style and objective tone. If you use sincere, straightforward language, you will more likely convince your audience.

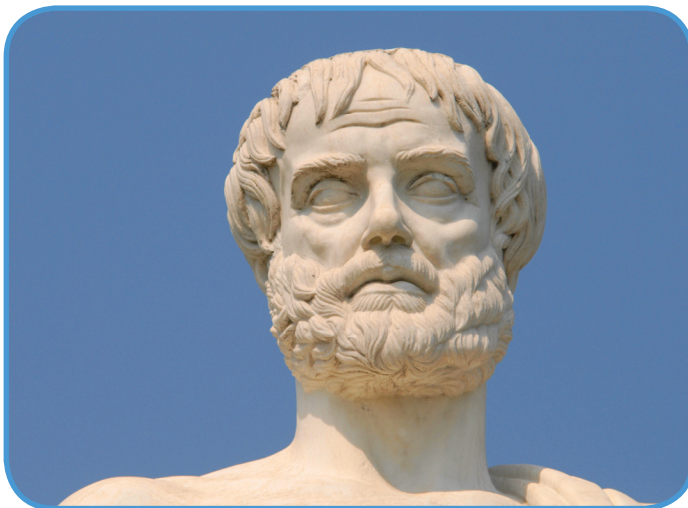


The following sentence uses emotionally charged words. Write the sentence and circle the overly emotional words. Then revise the passage (you can use more than one sentence in the revision) in straightforward, forceful language.

The oily lake is full of dead fish, and dirty little kids dump junk all over the beach.

USING A VARIETY OF APPEALS

Greek philosopher Aristotle (384–322 BC) laid out three kinds of appeals a speaker might make to an audience. They apply equally well to writing. He categorized them this way: appeals to *ethos* (the audience's sense of right and wrong), appeals to *logos* (the audience's sense of logic), and appeals to *pathos* (the audience's emotions). All three play a role in presenting a convincing argument.



Within these three kinds of appeals, writers have many choices about how to present their cases. The following chart shows a range of devices you can use in presenting your argument.

DEVICES FOR MAKING APPEALS	
Descriptions	Well-crafted descriptions that help give your persuasive writing the punch of a visual documentary
Anecdotes	Stories that illustrate a point in a personal way
Case Studies	A close look at individual cases involved in the controversy as a way to provide depth
Analogies	Comparisons between two things alike in important ways but different in many others (but watch for false analogies, pages 297–298)
Illustrations	Verbal or graphic representations of specific aspects of the controversy

PROJECT PREP

Drafting

Following the Plan

Using all your prewriting notes, write a draft of your persuasive text. Be aware of its structure and the purpose of each main part of the essay. Check to be sure your reasoning is solid and your organization clear. Add transitions if necessary to get from one point to another. Use language appropriate for your subject, occasion, and audience, and avoid overly emotional language. Make appeals to your audience's sense of right and wrong, logic, and emotions using a range of techniques.

Begin revising by reviewing the coherence of your organizing structure. Is it appropriate to your purpose, audience, and context or occasion? Then read your essay several times, each time addressing a different aspect of the writing.

- Does your introduction challenge your audience?
- Is your thesis statement a strong and clear statement of your position on the issue?
- Can your facts be strengthened by better examples?
- Have you overlooked any important points?
- Have you conceded a point? In other words, have you admitted that an opposing point has validity but is not strong enough to sway you?
- Are there words you might use that have more impact?
- Does your conclusion work?

Once you have refined your language and strengthened your argument, read your essay again to check your logic and eliminate any of the following logical fallacies.

1 Eliminating Logical Fallacies

A **fallacy** is an error in logic. You have already seen how to avoid hasty generalizations on pages 283–284. Following are several other fallacies that can creep into your reasoning and weaken your argument.

Writing Tip

Eliminate logical **fallacies** in your writing.

ATTACKING THE PERSON INSTEAD OF THE ISSUE

In Latin this fallacy is called *argumentum ad hominem* (“argument against the man”). Writers who fall into this trap criticize the character of their opponent instead of concentrating on the issue.

Ad Hominem Fallacy

The clean-water study was doomed to failure because Mayor Reed is always out of town. (Unless the mayor is personally conducting the study, his absence had very little to do with its doom.)

It is just as illogical for a writer to use positive aspects of a person's personality as a basis of the argument.

Ad Hominem Fallacy

The clean-water study should have been a great success because Mayor Reed is interested in everything—especially Little League. (In this case the mayor's interests had little to do with the study's success.)

EITHER-OR FALLACY

Sometimes a writer of a persuasive essay assumes that there are only two sides to an argument. In fact, there may be many alternative opinions situated between the two extremes.

Either-Or Fallacy

Senator Wing must be willing to risk disastrous oil spills because she is against the use of atomic energy. (Senator Wing may actually support other alternative sources of energy.)

CONFUSING CHRONOLOGY WITH CAUSE AND EFFECT

Writers fall into this trap when they assume that whatever happens after an event was caused by that event. In many cases the relationship between the two events is merely coincidental.

Cause-Effect Fallacy

Every time Chris and his family go on vacation it rains, so they must plan poorly. (Chris and his family are unlikely to plan for the rain. They may be victims of unlucky coincidence, or they may unknowingly vacation in the rainy season of particular areas.)

FALSE ANALOGIES

An **analogy** is a comparison between two things that are alike in some important ways. A writer or speaker can use an analogy to communicate an unfamiliar idea by showing how it is very much like a more familiar one. You could, for example, explain the effect of acid rain to a small child by using the following analogy.

Analogy

Acid rain hurts trees the way the salt on the road last winter hurt my bicycle. (The unfamiliar idea—acid rain hurts trees—is compared to the quite familiar idea—salt on the road hurt my bicycle last winter.)

A **false analogy** is an attempt to compare two things that are alike in some ways but too far apart in others to be logically compared.

False Analogy

Since this desert wilderness is just a great big sandbox, environmentalists should stop worrying about preserving it. (Both a desert and a sandbox contain sand, but a desert is a complex ecosystem that is home to many forms of life. A person's concept of a desert, based on one's knowledge of the contents of a sandbox, would have nothing to do with reality.)

False Analogy

José García owns a new skateboard. I should have one too. (José García may have a different level of ability on a skateboard and may also have more money to buy a new one.)



PROJECT PREP

Revising

Checking for Logical Fallacies

Bring your draft to your writing group and take turns reading one another's drafts aloud. Listen for logical fallacies and make suggestions for eliminating them. Revise your draft based on feedback from your peers. As your teacher directs, submit your revised draft to him or her for review.

In the Media

Symbols

Often, especially in advertising, an analogy will be made through the use of a symbol. Consider the following advertisement.



The purpose of this ad is to represent a feeling and attitude through the use of a visual symbol, and then to attach that feeling to the product. The symbol is the cowboy hat and spurs, bringing to mind feelings of rugged individualism, bravery, strength. By analogy, the bottled water begins to pick up those characteristics too. This isn't ordinary bottled water that *females* might drink: this is *cowboy* water. Obviously, unexamined symbolic analogies are as unreliable as other false analogies.

Media Activity

Imagine that you, too, are designing an advertisement for a bottled water company. You have been told to use a visual symbol to help customers associate the bottled water with youth, health, and happiness. You have also been asked to think of a name for the water. Design an ad that uses a visual symbol and explain your symbolic analogy in a paragraph.

2 Avoiding Propaganda Techniques

People who read or listen with care and discernment know that words can sometimes be misleading. This is especially true when writers and speakers use **propaganda** instead of facts and examples to get you to accept their point of view. A writer or speaker may use propaganda to distort or misrepresent information or to disguise opinions as facts. Propaganda can also be used to appeal to readers' and listeners' emotions by using strongly biased language, stereotypes, and exaggerations. As you revise your persuasive essay, watch for the following propaganda techniques and avoid using them.

CONFUSION BETWEEN FACT AND OPINION

When opinions are written as facts, misunderstanding or confusion often results for the reader. Take care not to express your opinions as facts.

BANDWAGON APPEALS

The **bandwagon appeal** tries to get people to do or think the same thing as everyone else. Bandwagon appeals in advertising often try to make consumers feel inferior if they do not conform. Political parties and candidates use bandwagon appeals to win votes. Common slogans associated with this type of propaganda include Get on board! Join the crowd! Everyone loves—, and Don't be left out!

Everyone who is in the know wears Toe-Stomp'n Sneakers.
Don't be an outsider; get your Toe-Stomp'ns today!

More subtle bandwagon appeals can creep into formal persuasive writing and may be harder to detect. Watch for statements like, "Everyone recognizes that more military spending is necessary to fight terrorism" whose purpose seems to be to encourage the reader to "join the crowd."

TESTIMONIALS

A famous person's endorsement, or support, of a product, candidate, or policy is called a **testimonial**. A testimonial can be misleading because it suggests that a famous person's opinions must be right or that a product must be good if a celebrity recommends it. Product placement, the subtle placement of products and logos in movies and television shows, is a variation of the testimonial appeal.

Hi! I'm Tiffany, star of the blockbuster film *Fire in the Desert*. You probably wonder how I can keep my hair so shiny while working under such harsh conditions. Well, it's easy with Shampoo Shazam. It works wonders on my hair, and it can do the same for your hair.

Supporting your ideas with the opinions of credible experts is a very good way to add strength to persuasion. Be sure, though, that the expert opinion is genuine.

GLITTERING GENERALITIES

Careless thinking about general ideas can lead to a reasoning problem called **glittering generalities**, words and phrases most people associate with virtue and goodness. These words and phrases are used intentionally to trick people into feeling positive about a subject.

VIRTUE WORDS		
democracy	family	motherhood
values	moral	education

When one of these virtue words is attached to a controversial idea, chances are the speaker or writer is trying to influence you to associate a positive attitude with the idea. For example, suppose a newspaper editor writes, “We must change this law to preserve our democracy.” Since the editor rightly assumes you support—even love—our democracy, she or he hopes to convince you that our democracy will come tumbling down if the law does not get changed and that you would not want to see that happen.

Watch for glittering generalities in persuasive appeals made by public figures, in newspapers and magazines, and in television advertisements and programs. When you recognize a glittering generality, slash through it by asking yourself these questions, recommended by the Institute for Propaganda Analysis.

QUESTIONS FOR ANALYZING PROPAGANDA

- What does the virtue word really mean?
- Does the idea in question have any legitimate connection with the real meaning of the word?
- Is an idea that does not serve my best interests being “sold” to me merely by its being given a name that I like?
- Leaving the virtue word out of consideration, what are the merits of the idea itself?

PROJECT PREP

Revising

Checking for Propaganda Techniques

Review your latest draft with an eye for identifying any propaganda techniques that may have crept in and make any necessary revisions. Also consider any feedback you received from your teacher and make appropriate revisions.

3 Using a Revision Checklist

Use the following checklist to go over your persuasive text one more time.



Evaluation Checklist for Revising

Checking Your Introduction

- ✓ Does the thesis statement express your claim effectively? (page 288)
- ✓ Will your introduction convince readers that your topic is important? (page 277)
- ✓ Is the language you use both formal and objective? (page 294)

Checking Your Body Paragraphs

- ✓ Does each paragraph have a topic sentence? (pages 80–82)
- ✓ Have you supported your main points with precise and relevant evidence by analyzing the relative value of specific data, facts, and ideas? (page 114)
- ✓ Have you developed arguments and organized them in the most appropriate way? (pages 289–294)
- ✓ Have you considered the full range of views on the topic and represented them fairly and accurately? (pages 277–279 and 289–290)
- ✓ Have you used a variety of appeals and avoided logical fallacies and propaganda techniques? (pages 295–298)
- ✓ Have you used transitions to help your reader follow your argument from point to point? (page 291)
- ✓ Have you included counter-arguments based on evidence to anticipate and address objections? (pages 290 and 294)

Checking Your Conclusion

- ✓ Does your conclusion summarize your main points? (page 294)
- ✓ Did you restate your thesis? (page 294)
- ✓ Is your conclusion logically drawn from your arguments? (pages 246–247)

Checking Your Words and Sentences

- ✓ Have you used constructions that allow you to present subtleties? (pages 50–51)
- ✓ Have you avoided biased, emotionally charged words? (pages 51 and 294)

PROJECT PREP

Revising

Add, Delete, Substitute, and Rearrange

Using the checklist above, add, delete, substitute, or rearrange to make your argumentative essay the best it can be.

TIME OUT TO REFLECT

If you have written a persuasive essay earlier in the year, read it again now. How does it differ from the work you just completed? What did you do better in your most recent work? Is there anything you did better before? Record your reflections in the Learning Log section of your journal.

When you edit, you carefully reread your revised draft for the conventions of language. Often, however, you are so familiar with what you intended to say that you miss errors. Allow time to put your writing aside. A little distance will help you see mistakes.

The Language of **Power** Agreement

Power Rule: Use verbs that agree with the subject. (See pages 752–775.)

See It in Action Subjects have number. Number indicates whether a noun or pronoun is singular or plural and determines which form of a present-tense verb to use. In sentences, a verb must agree with its subject in number. Notice the agreement between subject and verb in the following sentence.

The **success** of chimps in mastering sign language **indicates** that they have indeed learned a simple language.

In the example sentence above, the verb is separated from the subject by other words. If a phrase or a clause separates a subject and verb, a mistake in agreement sometimes occurs. The verb may be mistakenly made to agree with the object of a prepositional phrase or some other word that is closer to the verb. In the example, *chimps* is the object of the preposition *of* and is plural in number; however *chimps* is not the subject of the sentence and does not determine the verb form.

Remember It Record this rule and example in the Power Rule section of your Personalized Editing Checklist.

Use It Read through your persuasive text. Pay special attention to verbs separated from their subject by phrases. Mentally remove the separating words and check that the verb form used in each sentence is the correct one for the subject.

PROJECT PREP

Editing

Checking Conventions

As you carefully edit your paper, refer to your Personalized Editing Checklist to make sure you are not repeating errors you have made before. Asking a classmate or family member to help you catch errors is a good strategy.

Using a Six-Trait Rubric

Persuasive Writing

Use the following rubric to evaluate your persuasive text.

Ideas	4 The thesis statement is clear. Evidence is solid, and there are no logical fallacies. Rebuttals are effective.	3 The thesis statement is clear. Most evidence is solid, and there are no logical fallacies. Some rebuttals are effective.	2 The thesis statement could be clearer. Some evidence is solid, but there is one logical fallacy. Rebuttals are weak.	1 The thesis statement is missing or unclear. Some evidence is solid, but there are logical fallacies. No rebuttals are offered.
Organization	4 The organization is clear with abundant transitions.	3 A few ideas seem out of place or transitions are missing.	2 Many ideas seem out of place and transitions are missing.	1 The organization is unclear and hard to follow.
Voice	4 The voice sounds natural, engaging, and forceful.	3 The voice sounds natural and engaging.	2 The voice sounds mostly natural but is either weak or overly bombastic.	1 The voice sounds mostly unnatural and is inappropriate.
Word Choice	4 Words are specific and powerful. Language is respectful.	3 Words are specific and language is respectful.	2 Some words are too general and/or emotional.	1 Most words are overly general and emotional.
Sentence Fluency	4 Varied sentences flow smoothly.	3 Most sentences are varied and flow smoothly.	2 Some sentences are varied, but some are choppy.	1 Sentences are not varied and are choppy.
Conventions	4 Punctuation, usage, and spelling are correct. The Power Rules are all followed.	3 Punctuation, usage, and spelling are mainly correct and Power Rules are all followed.	2 Some punctuation, usage, and spelling are incorrect but all Power Rules are followed.	1 There are many errors and at least one failure to follow a Power Rule.

PROJECT PREP

Editing

Final Review

In your writing group, evaluate one another's persuasive text using the rubric above. Make any revisions that seem appropriate.

You have been considering your purpose, audience, and occasion throughout the process of writing your persuasive text and have been making revisions accordingly. The medium in which you publish writing also has a bearing on the style and format of your work. Consider, for example, the different requirements of each of the following types of publications.

CHARACTERISTICS OF ASSORTED PUBLISHING FORMATS

Blog

- style is often more casual than printed text
- may be written to invite interaction from readers in the form of comments to the blog
- reader-friendly formatting techniques, such as bullet lists and a clear heading structure, assist in reading from the computer screen
- graphics may be added to enhance the message
- hyperlinks lead to related stories

Magazine article

- article's style and tone need to fit with the style and tone of the publication. For example, an article in a financial magazine would likely need to be somewhat formal.
- in some two-column magazines, paragraphs tend to be short
- graphics often accompany the article

E-mail notice

- e-mails need to be concise and to the point
- the text is often "chunked" in manageable amounts for ease of reading
- hyperlinks are often provided

Public announcement

- generally has very neutral and formal language
- may include charts and other graphics

PROJECT PREP

Publishing

Presenting

Publish your essay through the form you chose from among the possibilities on page 276 or another appropriate medium. (For help with multimedia presentations, see pages 526–531.)

Writing Lab

Project Corner

Speak and Listen Group Discussion

Just as you have been trying to persuade students how to use the money donated to the school, advertisers try to persuade consumers how to spend their money. **Discuss the approaches advertisers use** and compare them to the persuasive techniques you used in your text. Refer to specific advertisements as examples. (See pages 513–516 for more on group discussions.)

Collaborate and Create A Satire

With your writing group, **write a satirical persuasive essay** arguing a ridiculous position with an earnest tone and conventional persuasive techniques. Read Jonathan Swift's "A Modest Proposal" (available online) for inspiration.



Get Technical A Web Site

With your writing group, **create a Web site** devoted to persuasive writing, with strategies for persuasive writing, sample essays, and links to useful Web sites. Divide the labor so that people with web-design skills are in charge of layout and the linking and uploading of the essays, people who are good writers produce the home page's text, and people with graphic arts ability create graphics and take charge of the look and feel of the site. (See pages 519–533 for more on Web sites and electronic publishing.)



In the Workplace

Persuasive Business Letter

Apply and Assess

1. Next week your favorite band is coming to the radio station where you work to do an interview and then perform a concert in the lobby of your office building. The concert will be great for business. Many listeners will drop by, but the other businesses in your building might have a problem with the noise. **Write a letter** to the other businesses convincing them that the concert is a good idea. Avoid highly charged emotional language. Admit opposing viewpoints, if necessary. Give facts and opinions pointing out why this idea is good for everyone. (You can find information on writing business letters on pages 481–491.)

For Oral Communication Oral Business Proposal

2. As an engineer at an auto company, you feel it would be a good idea to install airbags for backseat passengers. **Prepare an oral presentation** for the company decision makers. Explain how much extra the seats will cost but that people will pay this price for the added safety. Mention necessary time and production delays, extra factory workers needed, advertising, increased sales due to this unique feature, and other pertinent factors. Use a thesis statement and connecting devices to develop a strong and persuasive argument. (You can find information on preparing presentations on pages 502–508.)

Timed Writing Persuasive Letter

3. The business leaders in your community have decided to construct a 100-foot statue of a muskrat in your downtown city plaza. The cost will be \$5 million, to be paid for with added tax on food sales. The town leaders believe tourists from all over the world will want to come to see The Golden Muskrat. Write a letter to the community leaders to persuade them to spend the money another way. You have 25 minutes to complete your work.

Before You Write Consider the following questions: What is the situation? What is the occasion? Who is the audience? What is the purpose?

Know the difference between fact and opinion, and use facts to support your ideas. Present pros and cons, and be sure your argument is organized.

After You Write Evaluate your work using the six-trait evaluation rubric on page 304.

Writing About Literature

A literary analysis presents an interpretation of a work of literature and supports that interpretation with appropriate responses, details, and quotations.

Here are some examples of how the skills of thinking, writing, and speaking about literature are used in school and in life.

- **Members of a “Mystery Lovers” book group read a new writer’s work and discuss** how the mystery compares to favorites by Agatha Christie, Patricia Cornwell, and Sir Arthur Conan Doyle.
- **An Internet magazine publishes poems** that express the experience of living in our society. Readers are invited to post responses to the poems on a message board.
- **High school drama students select a play** to act in, direct, produce, and present to the school as a final project.
- **The weekly entertainment section of the newspaper prints a review of a new movie.** The reviewer shares a personal reaction to the film, as well as insights about the characters, plot, and dialogue.

Writing Project

Interpretive Response

Literary Analysis Write a response to a literary work that uses evidence from the work to support a thoughtful interpretation.

Think Through Writing Think about a short story, novel, play, or poem that you like, and write about why you like it. Explain what it is you like: the characters, the story, the theme, the style, or whatever grabs you. If you have never read a work of literature that you have liked, explain what you don’t like about literature.

Talk About It In your writing group, discuss the writing you have done. What kinds of stories or poems did people write about? What do you and your writing group members like when you read?

Read About It You will next read two poems about courage. Think about the ideas about courage that are conveyed through these poetic portraits.

Courage

Anne Sexton

- It is in the small things we see it.
The child's first step,
as awesome as an earthquake.
The first time you rode a bike,
5 wallowing up the sidewalk.
The first spanking when your heart
went on a journey all alone.
When they called you crybaby
or poor or fatty or crazy
10 and made you into an alien,
you drank their acid
and concealed it.
- Later,
if you faced the death of bombs and bullets
15 you did not do it with a banner,
you did it with only a hat to
cover your heart.
You did not fondle the weakness inside you
though it was there.
20 Your courage was a small coal
that you kept swallowing.
If your buddy saved you
and died himself in so doing,
then his courage was not courage,
25 it was love; love as simple as shaving soap.
- Later,
if you have endured a great despair,
then you did it alone,
getting a transfusion from the fire,
30 picking the scabs off your heart,
then wringing it out like a sock.
Next, my kinsman, you powdered your sorrow,
you gave it a back rub
and then you covered it with a blanket
35 and after it had slept a while
it woke to the wings of the roses
and was transformed.

- Later,
 when you face old age and its natural conclusion
 40 your courage will still be shown in the little ways,
 each spring will be a sword you'll sharpen,
 those you love will live in a fever of love,
 and you'll bargain with the calendar
 and at the last moment
 45 when death opens the back door
 you'll put on your carpet slippers
 and stride out.

The Courage That My Mother Had

Edna St. Vincent Millay

- The courage that my mother had
 Went with her, and is with her still:
 Rock from New England quarried;
 Now granite in a granite hill.
- 5 The golden brooch my mother wore
 She left behind for me to wear;
 I have no thing I treasure more:
 Yet, it is something I could spare.
 Oh, if instead she'd left to me
- 10 The thing she took into the grave!—
 That courage like a rock, which she
 has no more need of, and I have.

Respond in Writing Respond to these two poems. What do they communicate to you? On what evidence in the poem do you base your answer to that question?

Develop Your Own Ideas for Analysis Work with your classmates to develop ideas you might use in writing a literary analysis.

Small Groups: In your small group, discuss the writing you have done. Use the following organizer to help you gather evidence to support your interpretation of each poem.

Overall Meaning: What do you think the poem means?	
Literary Elements	Examples of Evidence
Who is the speaker in the poem? Are the speaker and author the same? If not, what effect does the choice of speaker have on the poem?	
What lines or words in the text offer clues to the poem's meaning?	
How do the clues work together so the meaning is consistent throughout the poems?	
What figurative language (metaphors, similes) does the author use to help suggest a meaning?	
What graphic elements (line length and punctuation, for example) contribute to the poem's meaning, and how?	

Whole Class: Make a master chart of all of the ideas generated by the small groups to see how different members interpreted the poems.

Write About It In this chapter you will interpret a variety of literary works. You may choose from any of the following topics, audiences, and forms.

Possible Topics	Possible Audiences	Possible Forms
<ul style="list-style-type: none"> • what the literature means to you personally • what the stylistic and rhetorical devices used in a literary work tell you about its meaning • what the stylistic and rhetorical devices used in a literary work tell you about the author's literary heritage • how the literary work might be viewed as an example of an author's unique style and substance 	<ul style="list-style-type: none"> • English teachers • poets • the poem's author • your friends 	<ul style="list-style-type: none"> • an essay • a literary blog • a letter

Structure of a Literary Analysis

A common format for a literary analysis is an essay, which has the following features.

STRUCTURE OF A LITERARY ANALYSIS	
Title	Identifies which aspect of the work the writer will focus on
Introduction	Names the author and the work; contains a thesis statement expressing an interpretation of some aspect of the work
Body	Supports the thesis statement with details and direct quotations from the work. In some instances the body contains quotations from other respected sources, such as literary critics and biographers. It may also include the author's personal comments and letters.
Conclusion	Summarizes, clarifies, or adds an insight to the thesis statement

Notice how completely the introduction lays the groundwork for the rest of the essay in this model by Arizona high school student Griffin Burns.

STUDENT MODEL: *Introduction to Literary Analysis*

Details of Dystrophic¹ Destiny

Death and indoctrination are depicted by George Orwell in *1984*, his work on the corrupt and authoritarian tomorrow of the civilized world. Presenting an extreme example of a totalitarian government, the story offers a bleak yet disturbingly accurate suggestion of what the trends of communism and fascism emerging in the 1940s held in store. It was a time of all-powerful dictators, and Orwell was an Englishman supporting socialist ideals. This work provides a keen look into the staggering flaws resulting from an unhindered, authoritarian government, with a highlight on the policies, philosophy, and application which may eliminate civil liberties altogether.

¹ **dystrophic**: defective

The title suggests which aspect of the work the writer will focus on.

The first sentence identifies the author and title of the work and a very brief description of the work.

Thesis Statement

PROJECT PREP

Evaluating

Structure

In your writing group, discuss how you might structure an essay analyzing either of the two poems you have read in this chapter.

Responding to Literature

Reading literature is a creative process in which the reader interacts with a literary work. Before writing formally about a work, experience this creative process by understanding your response to what you read. Your response comes from several sources.

HERE'S
HOW

Sources of a Reader's Response to Literature

- individual characteristics—such as age, sex, and personality
- cultural or ethnic origins, attitudes, and customs
- personal opinions, beliefs, and values
- life experiences and general knowledge
- knowledge of literature and literary genres
- knowledge of the historical and social climate in which an author has written a work
- reading and language skills

Who you are, what you know, what you believe, and where, when, and how you live all help you to understand the content of the story, novel, play, or poem you are reading. The more you identify with a work, the greater your enjoyment will be in reading it.

1 Responding from Personal Experience

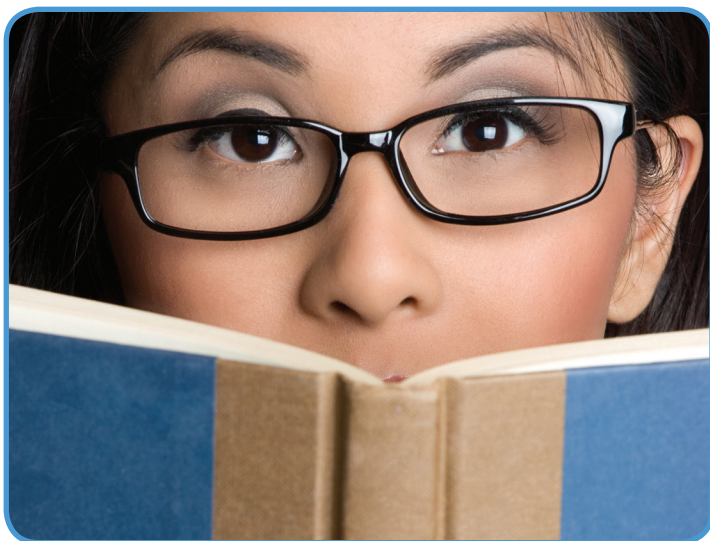
A writer once commented, “You will not find poetry anywhere unless you bring some of it with you.” Think back to poems you have read that have had a lasting impact on you. Chances are that each of those poems calls something of personal importance to mind—an experience, dream, mood, hope. Your willingness to let a poem awaken such personal matters is the way you can “bring poetry with you.” The poet contributes the words and structure of the poem; you and your memories contribute to the poem’s special meaning to you.

A similar interaction occurs with any literary work you are reading: a story, play, or novel as well as a poem. Your ability to identify with characters, to let the work serve as a mirror to your own world, makes you an integral part of each literary work you read. As a result, your reactions to literature may not always be positive; sometimes a work will irritate, disturb, or even bore you. A negative response, however, is just as important as a positive one, and it also deserves to be explored.

All of the following techniques will help you respond and will help you make sense out of those responses to literature.

Personal Response Strategies

1. Freewrite answers to the following questions:
 - a. When you approached this reading, did you have any expectations of the text? In other words, did you expect to be bored? to experience pleasure? to be stimulated? to have difficulty? Were your expectations met? How? Were you surprised? If so, explain why.
 - b. Where in the poem, story, novel, or play do you see yourself? In other words, with what character or characters do you most closely identify? Why? Do your feelings about the character or characters stay the same? Do they change? If so, when and why do they change? What characters remind you of other people you know?
 - c. In what ways are they like those real people? In what ways are they different? How has your experience with those real people influenced your reactions to the characters in the work?
 - d. If you were a character in the work, would you have behaved any differently? Why or why not? What actions or behaviors puzzle you?
 - e. What experiences from your own life come to mind as you read this work? How are they similar to the events portrayed? How are they different? What feelings do you associate with the experiences? Are those feelings represented in the work?
 - f. What moved you in the work? How and why did it affect you?
2. Write a personal response statement explaining what the work means to you.
3. In small discussion groups, share your personal response statement and your various reactions to the questions above. Listen carefully to your classmates' reactions and, if appropriate, contrast them with your own. Be open to changing your responses if you find other points of view convincing. Afterward write freely about whether your ideas changed and why.



The model on page 316 shows how a reader used the strategies above to write a personal response statement about the following two poems. Notice how the reader explores feelings in depth, relates the poems to life experiences, and makes distinctions in responses to the different poems.

The Explorer

Somehow to find a still spot in the noise
Was the frayed inner want, the winding, the frayed hope
Whose tatters he kept hunting through the din.
A satin peace somewhere.

5 A room of wily hush somewhere within.

So tipping down the scrambled halls he set
Vague hands on throbbing knobs. There were behind
Only spiraling, high human voices,
The scream of nervous affairs,

10 Wee griefs,
Grand griefs. And choices.

He feared most of all the choices, that cried to be taken.

There were no bourns.
There were no quiet rooms.

—Gwendolyn Brooks

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could

5 To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there

10 Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,

15 I doubted if I should ever come back.

- I shall be telling this with a sigh
 Somewhere ages and ages hence;
 Two roads diverged in a wood, and I—
 I took the one less traveled by.
 20 And that has made all the difference.

—Robert Frost

MODEL: Personal Response

I had just read Gwendolyn Brooks' poem "The Explorer" twice and felt really depressed and anxious. The poem makes life sound so scary and grim. After a while I read Robert Frost's "The Road Not Taken" and must admit I felt calmer, yet a bit let down. That poem makes life sound ho-hum and very businesslike without any enthusiasm or fun. The traveler speaks as though all you have to do is "case" things and then make up your mind. Everything will work out. Then I decided to read both poems aloud. After that I had a few different feelings and thoughts.

I can't say I strongly prefer the Frost poem; it's just that I like its message better. The view of life and choice seem more helpful to anyone who's wondering what life's all about or needs direction.

Both poems talk about choices. As a sophomore in high school, I have a lot of choices I have to make soon. I must decide what college to go to—if I do go—and what to study. If I don't go to college, I have to decide what else to do with my life. Besides worrying about these practical matters, I guess I'm in the process of deciding just who I am. My choice of friends and my choice of clothes and pastimes tell who I am. I guess everything we do one way or another is a choice, which is a little scary to think of. However, I don't feel as fearful about the choices as the explorer does in the first poem. Still, I wish I knew as much about choice as the traveler in the Frost poem does. That person already knows the consequences of choice and isn't afraid to grab the one "less traveled by." This poem means more to me because I realize, too, that the choices I make now will have a lasting effect on my life. As I read the poem, I kept saying to myself, "Yeah, that's how it is!"

Practice Your Skills

Responding from Personal Experience

Review the poems “The Explorer” and “The Road Not Taken” on pages 315–316. Then answer the following questions.

1. Do you like “The Explorer”? Why or why not?
2. What in your life comes to mind when you read this poem?
3. Do you like “The Road Not Taken”? Why or why not?
4. What in your life comes to mind as you read this poem?
5. Can you identify with either character? If so, how?



PROJECT PREP

Prewriting

Personal Responding

Review the poems “Courage” and “The Courage That My Mother Had” on pages 309–310. Then, using the **Personal Response Strategies** chart on page 314, freewrite a personal response to the poems. Save your work for later use.

In the Media

Movie Criticism

Movies and literature have many common elements. In fact, most of the criteria presented in this chapter for finding meaning in and evaluating literature hold true for movies as well. In addition, movies have their own “language” that expresses meaning. Good movie critics evaluate how the camera work, lighting, soundtrack, special effects, and editing enhance the basic narrative elements of plot, character, and theme.

The following excerpt is from a review in *American Cinematographer* of the 2006 digital release of Alfred Hitchcock’s famed movie *Lifeboat* (1944), in which eight survivors of a German bombing and a lone Nazi are stranded in a lifeboat. Glen MacWilliams is the cinematographer:

[The movie exhibits a] sophisticated manipulation of point of view, as Hitchcock and MacWilliams . . . employ subtle changes in lighting and camera placement that shift the viewer’s identification from one character to another. Although *Lifeboat* is a wartime thriller and Hitchcock was fiercely loyal to Britain and the United States, the complexity of the screenplay and the artistry on display prevent the film from becoming didactic.

MacWilliams’ black-and-white cinematography is stylish yet extremely functional; whenever he uses light to express character or theme, the light is practically motivated rather than purely self-conscious. In one shot, for example, a shadow passes over the duplicitous German’s face, emphasizing his dual nature, and it is caused by a realistic source: a sail blowing in the wind. Images like this abound in *Lifeboat*, and light, camera movement and content become inextricably bound to one another.

—Jim Hemphill

Media Activity

Challenge your abilities to find meaning in visual elements by writing your own movie review. Choose a movie you know well and that you can rent or borrow to watch at home. Using all you have learned in this chapter about writing a critical essay, write a review that examines the movie’s impact on you and analyzes the features in the movie that created that impact.

When you are satisfied with your review, search movie review sites on the Internet. Create a Web version of your movie review and, if your school has a site, publish your review online.

2 Responding from Literary Knowledge

Each story, poem, and novel that you have read has probably taught you something about literary traditions and literary elements—the parts and characteristics of a literary work. For example, when you were just a child and were read your first fairy tale, you probably were nervous about how it would come out in the end. Because you had never heard a fairy tale before, you had no way of knowing that the good characters in fairy tales always live “happily ever after.” The more fairy tales you heard or read, the more you learned about that literary tradition, and the more you came to expect happy endings.

The same process has taken place over the years as you have read other types of literature, including poems, novels, and plays. You have learned more about what you can expect in the various genres of literature and about how literary elements work.

The chart below shows the main elements of fiction, poetry, and drama. The elements listed under drama show only the features that differ from those of other kinds of literature.

ELEMENTS OF LITERATURE	
FICTION	
Plot	the events that lead up to a climax (high point) and to an outcome that resolves a central conflict
Setting	when and where the story takes place
Characters	the people in the story who advance the plot through their thoughts and actions
Dialogue	the conversations among characters that reveal their personalities, actions, and motivations , or reasons for behaving as they do
Tone	the writer’s attitude toward her or his characters
Point of View	the “voice” telling the story— first person (<i>I</i>) or third person (<i>he</i> or <i>she</i>)
Theme	the main idea or message of the story

POETRY	
Persona	the person whose “voice” is saying the poem, revealing the character the poet is assuming
Meter	the pattern of stressed and unstressed syllables in each line
Rhyme Scheme	the pattern of rhymed sounds usually at the ends of lines
Sound Devices	techniques for playing with sounds to create certain effects, such as alliteration and onomatopoeia

Figures of Speech

imaginative language, such as **similes** and **metaphors**, which creates images by making comparisons

Shape

the way a poem looks on the printed page, which may contribute to the underlying meaning of the poet's thoughts and feelings

Theme

the underlying meaning of the poem

DRAMA**Setting**

the time and place of the action; lighting and stage sets, as described in the stage directions

Characters

the people who participate in the action of the play

Plot

the story of the play divided into acts and scenes and developed through the characters' words and actions

Theme

the meaning of a play, as revealed through the setting and the characters' words and actions

HOW LITERARY ELEMENTS CONTRIBUTE TO MEANING

The elements of each genre of literature contribute to the meaning of a work. In poetry, for example, a poet may use stylistic or rhetorical devices such as figurative language, sound devices, meter, and sometimes rhyme. A poet may also use free verse—which has no regular meter or rhyme—to reveal his or her message to readers. To find meaning in a work of literature, analyze how the author has used such elements in writing. As part of a **close reading** of a literary work, plan to reread several times to get the most meaning possible out of the text. Ask yourself the following questions as you explore the meaning of a literary work.



Questions for Finding Meaning in Poetry

- What is the poet's persona? How does the persona relate to the subject, mood, and theme of the poem?
- How does the meter affect the rhythm of the poem? How does that rhythm express the mood?
- How does the rhyme scheme, if any, affect the expression of thoughts and feelings?
- What sounds do alliteration and onomatopoeia create? What images do those sound devices suggest?
- What images do the figures of speech create? What feelings do those images suggest?
- How does the shape of the poem relate to the subject, mood, or theme?
- What feeling, theme, or message does the poem express?
- What meaning does the poem have for me?

Questions for Finding Meaning in Drama

- What details of setting and character do the stage directions emphasize? How do those details contribute to the meaning of the play?
- What are the key relationships among the characters? How do those relationships reveal the central conflict? What changes in the relationships help resolve the conflict?
- How does the dialogue advance the plot? What plot developments occur with each change of act and scene?
- What is the subject and theme of the play? What meaning does the play have for me?

Questions for Finding Meaning in Fiction

Plot

- How does each event in the plot affect the characters?
- What do details in the plot reveal about the central conflict?
- What do the climax and the ending reveal about the theme?

Setting

- How does the setting contribute to the tone or mood of the story? How does the setting help define the characters?
- Which details of the setting are most important in the development of the plot?

Characters

- How do the characters relate to their setting?
- How does each character contribute to the development of the plot? Who or what does each character represent? How do the details of characterization reveal personalities?
- What does the dialogue reveal about the characters' personalities and motivations?
- How does the point of view of the story affect the characterizations?

Theme

- What passages and details in the story best express the main theme? Are there other recurring ideas that contribute to the meaning?
- How does the author communicate the theme through the development of setting, characters, and plot? Does this theme have meaning for me? What else have I read that has a similar theme?

EVALUATING A LITERARY WORK

Analyzing the elements of literature helps you make judgments about the work. You set standards for each element and judge how well those standards are met. You evaluate the work as a whole, its meaning for you and for others, based on those individual standards. However, your personal judgment and the judgment of others may not agree. Following are some criteria by which great literature is judged.

SOME CHARACTERISTICS OF GREAT LITERATURE

- Explores great themes in human nature and the human experience that many people can identify with—such as growing up, family life, love, the courageous individual's struggle against oppression, and war
- Expresses universal meanings—such as truth or hope—that people from many different backgrounds and cultures can appreciate
- Conveys a timeless message that remains true for many generations of readers
- Creates vivid impressions of characters, situations, and settings that many generations of readers can treasure

The literary work you are reading may or may not meet the criteria for great literature, but you can still apply other standards of evaluation. When you are making judgments about a work, ask yourself the following questions.

HERE'S
HOW

Questions for Evaluating Literature

- How original and inventive is the work?
- How effectively does the writing achieve the author's purpose?
- How vividly and believably are characters, settings, dialogue, actions, and feelings portrayed? In fiction and drama, is the plot well structured? Is there a satisfying resolution of the central conflict?
- How effectively does the writer use such stylistic devices as rhyme, alliteration, and figurative language to enhance the aesthetics (artistic quality) of a work?
- How effectively does the writer use such rhetorical devices as irony, flashback, and foreshadowing to enhance the aesthetics of a work?
- How strongly did I react to the work? Did I identify with a character, situation, or feeling? Did the work stir my memories and emotions?
- Does the message of the work have meaning for me? What do I think I will remember about this work in the future?

Practice Your Skills

Responding from Literary Knowledge

Answer these questions about “The Explorer” and “The Road Not Taken” on pages 315–316. Refer to the chart on pages 319–320 to help you understand any unfamiliar terms.

1. What can you infer about the persona in “The Explorer”?
2. What are some of the images the poet uses in “The Explorer”? What does the imagery contribute to the poem?
3. What figures of speech does the poet use in “The Explorer”? What do they add to the poem?
4. What is being said about life in this poem? In other words, what is the theme of the poem?
5. What can you infer about the persona in “The Road Not Taken”?
6. Identify the rhyme scheme of “The Road Not Taken” by noting the final sound in each line. How does the rhyme scheme affect the feeling of the poem?
7. Around what metaphor is “The Road Not Taken” built? Is it a convincing metaphor? Why or why not?
8. What is the theme of “The Road Not Taken”? How is it like or unlike the theme of “The Explorer”?
9. What is the meaning for you?

PROJECT PREP

Prewriting

Responding from Literary Knowledge

Freewrite a literary response to “Courage” and “The Courage That My Mother Had.” Using the chart on pages 319–320, identify the literary elements the poets use to evoke your individual response. How do the figures of speech, rhyme scheme, or imagery influence how you respond to the poems? Save your work for later use.



1 Choosing a Subject

The prewriting work you have completed so far has helped you explore your responses—both personal and literary—to the work or works you are reading. You can now use these responses to help you focus on a subject for your literary analysis. The following questions will help you think of subjects that are personally important to you and appropriate for a literary analysis.

HERE'S HOW

Questions for Choosing a Subject

- What parts of the work do I find moving? surprising? disappointing? Why do they have an effect on me?
- What images or details made a strong impression on me? What do they contribute to the overall work?
- With which character do I identify most? Why?
- What makes the characters distinct from one another? What motivates each of them?
- What parts of the work puzzle me? What would I like to understand better?
- What does the work “say” to me? What message does it convey? What insight or understanding have I gained?

Before you choose a subject, be sure to consider your audience. Since interpretive responses go beyond mere summary and try to get at the heart of a work, they assume that the audience is familiar with the literature being analyzed.

● Practice Your Skills

Choosing Subjects

Review the Elements of Poetry on pages 319–320. Then, for each of the following literary elements, think of a possible subject for a literary analysis of “The Explorer,” “The Road Not Taken,” or both poems.

● Example	persona
● Possible Subject	how the character in “The Explorer” differs from the character in “The Road Not Taken”

- | | |
|----------------------|--------------------|
| 1. figures of speech | 3. rhyme and meter |
| 2. theme | 4. imagery |

Think Critically

Synthesizing

When choosing a subject for your literary analysis, remember that while your subject should reflect your personal response to the literary work, it cannot ignore the literary elements in the work. By **synthesizing**—combining or bringing together—you can include both responses in your subject.

Suppose you have decided to write about “The Explorer” and “The Road Not Taken.” Make a chart like the one below to track your personal response to both poems. Then look for a focus. In the chart below, the idea of choices clearly intrigues the reader.

Next synthesize your personal responses with a literary element. You may decide on the element of theme, since the theme of both poems deals with choices. Then take brief notes on the right side of the chart about the theme of each poem.

PERSONAL RESPONSE	LITERARY ELEMENT
Choices are so important in life. Can be scary. Career? Friends? My future life? I’m not as afraid as the explorer. I’m more like the person in “Road.” I know that my choices, like college, could lead to lots of other choices. Some I might regret later.	<i>Theme of “Explorer”:</i> Life is a journey with choices that bring conflict, depriving us of peace and quiet. <i>Theme of “Road”:</i> We stumble upon choices, try to see consequences, but can see only so far. We must make the choice, or never know how it might have been.

Synthesis: The subject is the theme of choice in two modern poems.

Thinking Practice

In your journal make a chart like the one above to combine your personal responses with the literary elements of the poems “Courage” and “The Courage That My Mother Had.” Synthesize your responses to the subject of courage in each poem.



Think Critically

LIMITING A SUBJECT

Once you have focused on a subject, ideas often begin to flood your mind. To be sure your main idea does not drown in the flood, take the time to limit your subject. One good way to limit your subject is to try to express it in a phrase instead of a single word. To develop a single-word subject into a phrase-length subject, ask yourself, “What do I plan to say about my subject?” When you can express the answer to that question in a phrase, you probably have a suitably limited subject.

If you were writing about “The Explorer” and “The Road Not Taken,” you might go through the following thought process.

EXAMPLE: Limiting a Subject

Too General	theme
Ask Yourself	What do I plan to say about the theme?
Possible Answer	In both poems the theme has to do with choice, but the poems seem to have different attitudes toward choice.
Limited Subject	the differing attitudes toward choice in the two poems

PROJECT PREP

Prewriting Subject

For your literary analysis, you will be comparing and contrasting “Courage” and “The Courage That My Mother Had.” However, it is up to you to determine the subject. You may choose, for example, to compare and contrast elements of both poems—such as the personae, the themes, or the uses of figurative language. With input from your writing group, review your personal and literary responses to the poems, and synthesize your responses to identify the element that interests you most. Then ask yourself, “What do I want to say about my subject?” until you have a clearly focused phrase.



2 Developing a Thesis

Every good literary analysis has a thesis at its core. This **thesis**, or proposition, is the main point the writer is making about some part of a literary work. Since interpretations of literary works differ from one reader to another, your task in a literary analysis is to convince your audience that your thesis is valid and that evidence in the work supports your interpretation.

Your limited subject is just a step away from your thesis statement. To develop your limited subject into a clear thesis statement, you simply have to express your main idea in a complete sentence instead of in a phrase. In the following example about “The Explorer” and “The Road Not Taken,” the thesis statement makes a definite proposition that was only hinted at in the limited subject.

EXAMPLE: Developing a Thesis

Focused, Limited Subject	the differing attitudes toward choice in the two poems
Thesis Statement or Proposition	“The Explorer” presents a fearful attitude toward choice, while “The Road Not Taken” presents a calmer, more resigned attitude toward choice.

To convert your limited subject into a clear thesis statement, you can repeat the technique of asking yourself, “What exactly do I want to say about my subject?” The thesis statement at this stage should be precise enough to guide you through the rest of your planning. However, you should regard it as a working thesis statement only. You can change or adjust it as you continue to develop your essay.

Writing Tip

After you have focused and limited your subject, express it in a complete sentence as a **thesis statement**.

PROJECT PREP

Prewriting

Thesis Statement

Review your focused, limited subject. If you are satisfied that your subject homes in on your thesis, you are ready to proceed. To develop your working thesis statement, write your limited subject in the form of a sentence. Remember you can change or adjust it as needed. Share your work with your writing group and give feedback to one another on the suitability of each writer’s thesis statement.

3 Gathering Evidence

What happens when you read a poem or some other work of literature? If you are like most readers, you probably pay little conscious attention to such elements as character, theme, imagery, style, or form. Instead you probably lose yourself in the work and let it speak to you on an emotional level.

Even though you may not be aware of it, the only way a work can succeed in moving you is through the details it uses. These details form an overall impression, touching off memories and surges of emotion. This overall impression helps you formulate your ideas about a literary work and express them in a thesis statement.

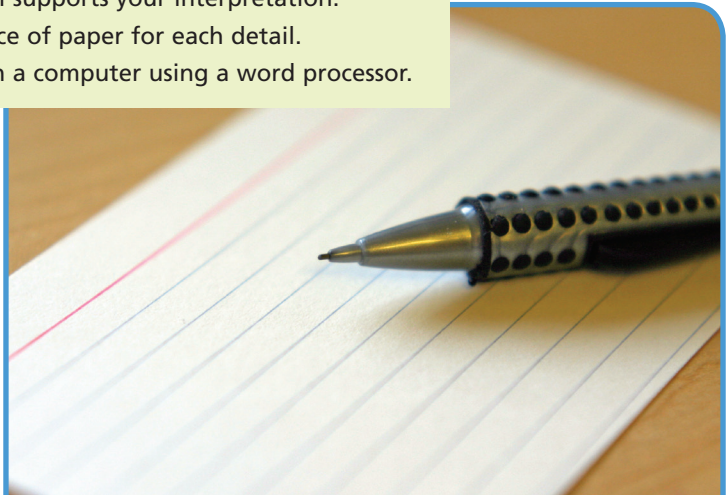
Once you have a clear thesis statement, however, you can go back over the work and take a closer, more conscious look at what exactly in the poem or story created the overall impression. Ask yourself, “Why did the work make me feel this way?” and then review the work to find the quotations and details to back up what you want to say about your feelings and reactions. For example, the student who wrote the personal response on page 316 to “The Explorer” and “The Road Not Taken” decided to write about the different attitudes toward choice in the two poems and looked for all the references to choice in each work. The student also looked for ways in which the other elements of the poems reinforce the attitudes toward choice.

The summary below explains basic steps to follow when you are gathering evidence for a critical essay on a literary work.

HERE'S
HOW

Gathering Details for a Literary Analysis

- As you scan the work, look for quotations and other details that support your interpretation.
- Write each detail on a commentary card or piece of paper. If it is a quotation, indicate who said it and write the page number on which it appears. If it is a quotation from a poem, write the number of the line from which it comes.
- Tell how a particular detail supports your interpretation.
- Use a separate card or piece of paper for each detail.
- You can also take notes on a computer using a word processor.



MAKING NOTES

The model cards below show how one writer gathered evidence to support the thesis that “The Explorer” and “The Road Not Taken” express sharply contrasting views toward choice.

MODEL: Gathering Evidence for “The Road Not Taken”

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
5 To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
10 Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
15 I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence;
Two roads diverged in a woods, and I—
I took the one less traveled by.
20 And that has made all the difference.

1. Seems to welcome choices, only wishes he could take both roads and still “be one traveler.” Looks down road, thinks through consequences of choices.

2. 2nd stanza confusing. Says one road has “the better claim,” but then they’re “really about the same.” Suggests how hard choice is.

3. Sigh “Oh” in line 13 is important—suggests traveler feels regret at not traveling both roads. Lines 14 and 15 accept that “way leads on to way.”

4. Last stanza mentions sigh. Dash at end of line 18 suggests another sigh—more regret. Yet he expects to tell his story someday.

MODEL: Gathering Evidence for “The Explorer”

Somehow to find a still spot in the noise
 Was the frayed inner want, the
 winding, the frayed hope
 Whose tatters he kept hunting
 through the din.
 A satin peace somewhere.
5 A room of wily hush somewhere within.

So tipping down the scrambled halls
 he set
 Vague hands on throbbing knobs.
 There were behind
 Only spiraling, high human voices,
 The scream of nervous affairs,
10 Wee griefs,
 Grand griefs. And choices.

He feared most of all the choices,
 that cried to be taken.
 There were no bourns.
 There were no quiet rooms.

1. word “somehow” suggests how impossible a task it’s going to be; reinforced in lines 4 and 5 with word “somewhere.”

2. Explorer is low on hope—hope is “frayed” (line 2) and in “tatters.” (line 3)

3. Images seem nightmarish in 2nd stanza; explorer “tips” down “scrambled halls.” (line 6) “Vague hands” make explorer uncertain. (line 7)

4. Line 12 presents statement about choice. Explorer fears choice. Also it “cried to be taken.” Choice is frightening and insistent.

5. Last two lines suggest explorer will never find peace. “Bourns” means “gentle streams” or “limits.”

PROJECT PREP**Prewriting****Gathering Evidence**

In your writing group, gather possible evidence that would support your thesis for your interpretation of “Courage.” Use the following graphic organizer to track the details in the poem that support your interpretation. Include notes on stylistic and rhetorical devices. Create a separate chart for “The Courage That My Mother Had.”

Detail	Significance of Detail

4 Organizing Details

When gathering your evidence, you probably will jot down supporting details in the order in which they appeared in the literary work. In most cases you may wish to keep your evidence in that order when writing your literary analysis. For example, when writing about a single poem, you may wish to present your evidence line by line. If you are writing about fiction and you are showing how a character changed over time, following the chronology of the story would be the best way to show the changes.

On the other hand, if you give reasons why a character behaves in a certain way, using cause and effect or order of importance would be a more effective way to organize your details. With some other subjects you might have to use comparison and contrast—one of the best ways to support an interpretation of two works. In all cases you need to reorder your supporting details so that they are arranged in the most effective way possible to support your thesis.

USING COMPARISON AND CONTRAST

A common type of literary analysis is one that discusses the similarities and differences between two works of literature. In this type of essay, comparison and contrast is the most appropriate way to organize your supporting evidence.

You can organize details in a comparison and contrast essay in two different ways. To understand how these methods work, assume that you are comparing and contrasting “The Explorer” and “The Road Not Taken.” The first pattern of organization is called **AABB**. In this pattern you would make all your points about “The Explorer” (poem A). Then you would make all your points about “The Road Not Taken” (poem B). As you discuss the second work, you would explain how it is similar to and different from the first work. Such an approach is called **whole by whole** because you examine the whole of one work before moving on to the other work.

Another way to organize comparison and contrast is called **ABAB** or **point by point**. In this pattern, you make one point about both literary works. This point could be either a similarity or a difference. For instance, you might discuss how the tone of “The Explorer” (poem A) is similar to or different from that of “The Road Not Taken” (poem B). Then you move on to make another point about the two poems. You might compare and contrast the imagery in the two poems, for example.

MAKING AN OUTLINE

Once you organize your details, write an outline to guide you as you draft. The outline on the next page shows the plan one writer used for a literary analysis about “The Explorer” and “The Road Not Taken.”

MODEL: Outline

Introduction: includes thesis statement as well as points of similarity and difference between two poems

Body

- I. “The Explorer” shows hopeless feelings about choice.
 - A. line 1: “somehow” = impossible task
 - B. lines 2–3: “frayed inner want” and “frayed hope in tatters” = hopelessness
 - C. line 5: “somewhere” = impossible place
- II. “The Explorer” shows fearfulness about choice.
 - A. lines 6–7: “scrambled halls” and “vague hands on throbbing knobs” = desperation
 - B. line 12: “choices . . . cried to be taken” = fear
- III. “The Road Not Taken” shows acceptance of difficulties of choice.
 - A. lines 2–3: “travel both and be one traveler” = wants both choices
 - B. line 4: “looked down as far as I could” = thinks about choices
- IV. “The Road Not Taken” shows awareness of choice and need for action.
 - A. line 6: “as just as fair” = options are very similar
 - B. line 8: “it was grassy and wanted wear” = second choice is less traveled
- V. “The Road Not Taken” shows acceptance of all the consequences of choice.
 - A. line 14: “how way leads on to way, / I doubted if I should ever come back”
 - B. line 16: “telling this with a sigh” = regret and resignation

Conclusion: ties both poems together, emphasizing differences in their attitude toward choice

PROJECT PREP**Prewriting****Outline**

With your writing group, review your notes on “Courage” and “The Courage That My Mother Had.” After deciding on a whole by whole or point by point pattern for your supporting details, use the following graphic organizer to plan the essay. For each body paragraph, focus on a single point that you develop as a claim, support with evidence from the literature, and justify with a warrant (a statement that explains how the evidence supports the claim). (See pages 112–113 and 246–247 for more on claims and warrants.)

Point	Claim	Evidence	Warrant
Point 1			

The Power of Language ⚡

Adjectival Clauses: Relativity

Your writing can be transformed when you use clauses effectively. An **independent clause** can stand alone as a sentence, but a **subordinate clause** cannot. (See pages 654–655.) An **adjectival clause** is a subordinate clause that is used as an adjective to describe a noun or a pronoun. Adjectival clauses add information to sentences by answering questions, such as *Which one?* *What kind?* and *How many?* Notice the use of adjectival clauses in these paraphrases of lines from “The Courage That My Mother Had.”

- **Which One?** The courage **that my mother had** went with her.
- **What Kind?** I have need of my mother’s courage, **which was like a rock.**

The writing would be very choppy if these ideas were expressed in separate sentences.

- **Choppy Sentences** My mother had courage. The courage went with her.
I have need of my mother’s courage. My mother’s courage was like a rock.

You get not only flowing sentences when you use relative clauses but also stronger ties between ideas than you would if they were expressed in separate sentences. In the first example, the relative pronoun is the word *that*. It is called a relative pronoun because it strongly *relates* the word to a nearby noun—in this case, the word *courage*. The relative pronoun in the second sentence is *which*. Other common relative pronouns you can use to create adjectival phrases are *who* and *whom*.

Try It Yourself

Create a single sentence with an adjectival clause out of the following two sentences:

The boy had red hair. The boy looked like his father.

Look for places in your interpretive response where you can improve your style and clarity by using adjectival phrases, and construct effective sentences using relative pronouns.

Punctuation Tip

Use commas to set off a nonessential adjectival clause from the rest of the sentence. A **nonessential adjectival clause** is one that could be removed from the sentence without changing its meaning.

Writing a Literary Analysis

Drafting

Your outline or graphic organizer will prove to be a valuable guide as you draft your literary analysis. The guidelines below will help you draft your literary analysis.

HERE'S
HOW

Guidelines for Drafting a Literary Analysis

- Use present-tense verbs throughout your essay.
- In the introduction be sure to identify the author and the title of the work you are discussing.
- Include your thesis statement somewhere in the introduction. Refine it as needed and work it in as smoothly as possible.
- In the body of your essay, include your clearly organized supporting details, using transitions to show how one detail relates to another. Throughout your essay use direct quotations from the work if they strengthen the points you are trying to make. (Always enclose direct quotations in quotation marks.)
- In the conclusion draw together the details you have included to reinforce the main idea of your essay. Then add a title that suggests the focus of your essay.

USING QUOTATIONS

The best supporting evidence for a critical essay about literature comes from the work itself. You should plan to have your essay full of references to the literature, with plenty of quotations. To give strong support to your thesis statement, however, be sure your quotations make a strong point rather than just fill space. The following guidelines will help you.

HERE'S
HOW

Guidelines for Writing Direct Quotations

1. Follow the examples below when writing **quotations in different positions** in a sentence. Notice that quotations in the middle of a sentence are not usually capitalized.

Begins Sentence

"Two roads diverged in a yellow wood," observes the persona in Robert Frost's poem.

Interrupts Sentence

Since one road in the Frost poem is "just as fair" and worn "really about the same," the persona suggests that the options themselves are not that different.

Ends Sentence

The road Frost chose "made all the difference."

2. If you need to show that words have been left out of a quotation, use an **ellipsis**—a series of three dots—for the missing words.

Ellipsis

“Oh . . . I doubted if I should ever come back.”

3. If the quotation is **five lines or longer**, set it off by itself without quotation marks. Indent it and leave space above and below.

Five Lines or Longer

The persona in “The Road Not Taken” shows resignation and perhaps regret in the final stanza.

I shall be telling this with a sigh
Somewhere ages and ages hence;
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

4. After each quotation, cite the page number of the source in parentheses. The citation should precede punctuation marks such as periods, commas, colons, and semicolons. For plays or long poems, also give the act and scene of the play or part of the poem, plus line numbers.

The following literary analysis, which has already been revised and edited, will give you an idea of how to create a convincing presentation of your interpretation. Notice that this model uses the AABB pattern of organization.

MODEL: Literary Analysis

**Choice in “The Explorer”
and “The Road Not Taken”**

“The Explorer,” by Gwendolyn Brooks, and “The Road Not Taken,” by Robert Frost, are both poems that express the confusion people often face when confronted with choice. Both poems focus on a person traveling through life. One is searching for peace and quiet, and the other for all the richness that life can offer. Both poems also suggest that what the travelers seek can never be found. Despite these similarities the two poems are starkly different in their attitude toward choice. “The Explorer” represents a fearful, desperate attitude, while “The Road Not Taken” presents a calmer, more resigned attitude toward choice and its consequences.

Thesis Statement

From the very first word in “The Explorer,” the reader senses that hopelessness and fear lie ahead. The word *somehow* suggests a virtually impossible task, just as *somewhere*, repeated in lines 4 and 5, suggests an impossible place. The explorer’s hope for a quiet spot amid the noise and chaos of life is far from strong. In fact, it has worn so thin that it is “frayed” and in “tatters.”

The desperation increases in the second stanza of the poem. The explorer unsteadily tips down “scrambled halls” as if in a nightmare of tilted, frightening reality. His “vague hands” make him seem almost random in his efforts to find his way through the chaos (lines 6-7). At each turn he finds only more of the same: “high human voices,/ ... Wee griefs,/ Grand griefs. And choices.” In line 12 the poem makes its strongest, clearest point about choice; the explorer fears the choices. The choices do not beckon temptingly; instead they “cried to be taken.” To the explorer any choice would be painful, since it would lead again only to grief, “wee” or “grand.” No matter how hard he searches or what choices he makes, the explorer will not find his peace. This fact is clearly stated in the final lines of the poem.

In sharp contrast to “The Explorer,” Robert Frost’s famous poem presents a calm, accepting attitude toward the choices life offers. The persona in “The Road Not Taken” does not fear each choice before him; instead he wishes he could take both roads and still “be one traveler.” He thinks long and hard about which road to take, trying to follow each as far as his eye will take him. He acts like many people who, before they act, think through all the consequences of a choice they have to make.

The second and third stanzas raise a question familiar to anyone who has ever faced a choice. How different, really, are the options? The poem never clearly resolves this question. First the traveler says the second road is “just as fair” (6). Then he suggests that the second road is less traveled; “it was grassy and wanted wear” (7-8). Just as quickly he turns around and admits that the two roads are “really about the same” and “both that morning equally lay” (9-11). The traveler’s inability to tell for sure

Main Topic I
from outline
(poem A)

Main Topic II
from outline
(poem A)

The first time
line numbers
are referred to,
the word “lines”
precedes them.
Thereafter just
the line numbers
are used.

Main Topic III
from outline
(poem B)

Main Topic IV
from outline
(poem B)

how different the roads are reinforces the theme of the poem. Unless one actually makes a choice and follows it through, one can never know for sure how the choice would have come out.

As stanza 3 continues, the traveler makes his choice but also recognizes that he will probably never come back to try the other road. He knows—and seems to accept—“how way leads on to way.” Frost’s language and style suggest regret but resignation. The sigh “Oh” at the beginning of line 13 is the first of several to come. Indeed the word *sigh* appears in the first line of stanza 4, and the dash at the end of line 18 signals another sigh. All the sighs add up to a sense of resigned regret.

How different, though, is the traveler’s sigh in “The Road Not Taken” from the explorer’s fear and misery in the poem by Gwendolyn Brooks? In “The Road Not Taken,” the persona realizes that little by little, through the choices he makes, he gradually limits his options and defines his life in narrower terms. Although he accepts this inevitability, he regrets that he cannot follow several different choices at once. The traveler in “The Road Not Taken” is left at least with the mixed pleasure and regret of telling his tale “ages and ages hence.” The explorer, in contrast, is left with nothing—neither “bourns” nor “quiet rooms,” where a weary wanderer could tell his tale.

Main Topic V
from outline
(poem B)

Conclusion: Ties
both poems
together and
contrasts the
travelers’
attitudes toward
choice

Notice how the writer has seamlessly incorporated quotations from the poems in the literary analysis. Also notice how the topics, as well as the conclusion, support the thesis statement.

PROJECT PREP

Drafting

Literary Analysis

With your writing group, discuss your plan for writing your interpretive response. Go over your outline or graphic organizer aloud, inviting comments from your group. As each writer shares his or her ideas, be open to incorporating some of them if they help you support your thesis. Then, using the guidelines on page 334 and the work you have saved, write a first draft of your literary analysis of “Courage” and “The Courage That My Mother Had.” When you have a rough draft you are happy with, submit it to your teacher for his or her review if appropriate.

Writing a Literary Analysis

Revising

The checklist below and the rubric on page 340 are two tools to help you make your revisions as effective as possible.



Evaluation Checklist for Revising

Checking Your Essay

- ✓ Do you have a strong introduction that identifies the author and work you will discuss? (pages 312 and 334)
- ✓ Does your introduction contain a clear thesis? (pages 312, 327, and 334)
- ✓ In the body of your essay, have you provided ample quotations from the work as evidence to support your thesis? (pages 312, 328–330, and 334–335)
- ✓ Did you analyze the aesthetic effects of stylistic or rhetorical devices? (pages 319–322)
- ✓ Does your conclusion summarize the details in the body of your essay and reinforce your thesis statement? (pages 312 and 334)
- ✓ Does your whole essay have unity and coherence? (pages 89–93 and 115)
- ✓ Did you add a title showing the focus of your essay? (pages 24 and 312)
- ✓ Does your essay meet the requirements for your purpose and audience?

Checking Your Paragraphs

- ✓ Does each paragraph have a topic sentence? (pages 80–82)
- ✓ Is each paragraph unified and coherent? (pages 89–93 and 115)

Checking Your Sentences and Words

- ✓ Are your sentences varied and concise? (pages 59–66 and 68–70)
- ✓ Did you use lively, specific language? (pages 48–56)

PROJECT PREP

Revising

Using a Checklist

Exchange the draft of your literary analysis with a partner. Comment on the strengths and weaknesses of your partner's paper. Consider your partner's comments as you use the preceding **Evaluation Checklist for Revising** to improve your draft. Also take into account any comments you have received from your teacher.

TIME OUT TO REFLECT

With the comments from your peer fresh in your mind, think back to responses to other essays you have written. Are your reviewers and teachers making similar remarks each time? Record your findings, as well as strategies for improving, in the Learning Log section of your journal.

Writing a Literary Analysis

Editing

As you check for errors in grammar, usage, spelling, capitalization, and punctuation, look especially for problems with clauses. (See page 670.)

The Language of **Power** Verb Tense

Power Rule: Use a consistent verb tense except when a change is clearly necessary. (See pages 707–708.)

See It in Action **Tense** is the form a verb takes to show time. For a literary analysis, writers usually choose to write in the present tense. Examine the following sentences from the literary analysis of the poems “The Explorer” and “The Road Not Taken.” Notice the use of the present tense throughout the writing.

Both poems **focus** on the person traveling through life. . . . Both poems also **suggest** that what the travelers seek can never be found.

Use the same tense throughout a piece of writing. Notice how a shift in tenses can cause confusion for the reader.

Both poems **focus** on the person traveling through life. . . . Both also **have suggested** that what the travelers seek was not to be found.

Remember It Record this rule and example in the Power Rule section of your Personalized Editing Checklist.

Use It Read through your literary analysis and check for any shifts in tense.

PROJECT PREP

Editing

Conventions

Edit your revised draft for grammar errors. Try reading your draft aloud to hear sentences that simply sound odd. Also refer to your Personalized Editing Checklist for mistakes you are prone to making and be sure you have avoided them—and violations of the Power Rules. When you are satisfied with your changes and corrections, evaluate your work using the six-trait rubric on the next page.

Using a Six-Trait Rubric

Literary Analysis

Use the rubric below to evaluate a literary analysis.

Ideas	4 The thesis statement is clear. Evidence and inferences are solid. The analysis goes beyond mere summary and includes consideration of the aesthetic effects of stylistic and rhetorical devices.	3 The thesis statement is clear. Most evidence and inferences are solid. The analysis goes beyond mere summary and includes consideration of the aesthetic effects of stylistic and rhetorical devices.	2 The thesis statement could be clearer. Some evidence and inferences are solid, but there is too much simple summary. There is some consideration of the aesthetic effects of stylistic and rhetorical devices, but there could be more.	1 The thesis statement is missing or unclear. There is little evidence and few inferences, and the ideas rarely go beyond summary. There is little or no consideration of the aesthetic effects of stylistic and rhetorical devices.
Organization	4 The organization is clear with abundant transitions.	3 A few ideas seem out of place or transitions are missing.	2 Many ideas seem out of place and transitions are missing.	1 The organization is unclear and hard to follow.
Voice	4 The voice sounds natural, engaging, and forceful.	3 The voice sounds natural and engaging.	2 The voice sounds mostly natural but is weak.	1 The voice sounds mostly unnatural and is weak.
Word Choice	4 Words are specific and powerful. Language is appropriate.	3 Words are specific and language is appropriate.	2 Some words are too general and/or inappropriate.	1 Most words are overly general and inappropriate for the purpose and audience.
Sentence Fluency	4 Varied sentences flow smoothly. Quotes are embedded seamlessly.	3 Most sentences are varied and flow smoothly. Some quotes are smoothly embedded.	2 Some sentences are varied, but some are choppy. Some quotes seem to stick out.	1 Sentences are not varied and are choppy. Quotes are not embedded or are not handled smoothly.
Conventions	4 Punctuation, usage, and spelling are correct. Quotes are handled correctly. The Power Rules are all followed.	3 Punctuation, usage, and spelling are mainly correct and Power Rules are all followed.	2 Some punctuation, usage, and spelling are incorrect but all Power Rules are followed.	1 There are many errors and at least one failure to follow a Power Rule.

Writing a Literary Analysis

Publishing

You can complete the writing process by connecting your literary analysis with a reader who would have an interest in it. You can also submit your literary analysis to your school's literary magazine for publication or enter your work in a literary competition.

PROJECT PREP

Publishing

Connecting with Readers

1. For the chapter project, you were free to choose among three types of publications for your literary analysis: an essay (the most common medium for writing of this type); a blog (an increasingly popular way to share ideas about literature); and a letter (some people exchange letters or e-mails to share their understanding of literary works, much as people discuss works in a book group). In your writing group, discuss ways in which a blog and a letter would require different treatment from a writer. After the discussion with your writing group, make any changes that would be fitting for the medium you chose and make an effort to connect your literary analysis with one or more readers.
2. Entering your literary analysis in a competition is one great way to share your work with others. For information on literary contests, write to the National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801. Be sure to follow standard manuscript form and follow any specific entry rules for the competition.



Writing Lab

Project Corner

Speak and Listen Class Discussion

With your classmates, **discuss why people read literature**. Also discuss answers to these questions: How does literary analysis fit with the reasons that people read literature? What do you learn from conducting a literary analysis? (See pages 513–516 for help with group discussions.)

Think Critically Compare and Contrast

In your writing group, **compare and contrast the different interpretations** of the two poems arrived at by different students. When interpretations are different, on what basis do you support one over the other? What kinds of evidence and critical thinking and writing are most persuasive in asserting an interpretation? Discuss these questions and write a two-paragraph response to share with the class.



Get Artistic Interpret in a Different Genre

Interpret the poems through art rather than writing: draw, sculpt, dramatize, choreograph, animate, or express your understanding about the poems in some other visual or auditory medium. Then write a reflection answering these questions: How does this form of interpretation influence your understanding of the poem's meaning? How is it similar to, and different from, writing a formal literary analysis?

In Everyday Life

E-mail to a Friend

Apply and Assess

1. Next Tuesday will be the birthday of your best friend Laura. Unfortunately, Laura is on vacation and will not be able to celebrate with you. You have decided to write an e-mail to tell her about a song you especially like and analyze how the lyrics remind you of your friendship. **Write an e-mail** to your friend analyzing how the lyrics are significant to your friendship. Describe the experiences from your own life that come to mind when you hear the song or read its lyrics. Also describe what aspects of the song move you and why. (You can find information on writing e-mail in *A Writer's Guide to Using the Internet*.)

In the Workplace Analytical Essay

2. You have just been promoted to the position of Assistant Editor at *Image Journal*, a literary magazine. This month's issue will be devoted to poetry. Your boss has asked you to find a haiku to reprint in the magazine. As a test of your editorial skills, your boss also wants you to write an essay that analyzes the meaning of the poem. **Write an analytical essay** of a poem you have read. Analyze the attitude of the persona of the poem to the poem's subject, mood, and theme. Also analyze what images the figures of speech create and what feelings those images suggest. (You can find information on responding to poetry on pages 313–341.)

Timed Writing Application Essay

3. You are trying to get into a summer camp in a remote forest setting that explores the value of the arts. One of the required items for applying is a personal essay. This year's essay topic is "The Character from Literature with Whom I Most Identify." **Write the essay** for the admissions board of the camp. You have 25 minutes to complete your work. (For help with budgeting time, see pages 37 and 458–459.)

Before You Write Consider the following questions: What is the situation? What is the occasion? Who is the audience? What is the purpose?

After choosing a character from a book, play, or poem, consider reasons why the character may have influenced you. Does the character express some meaning in life or do something that causes you to live your life differently? Be sure your essay contains a strong introduction, body, and conclusion, with clear transitions to convey your meaning. Cite specific examples from the chosen text to support your points.

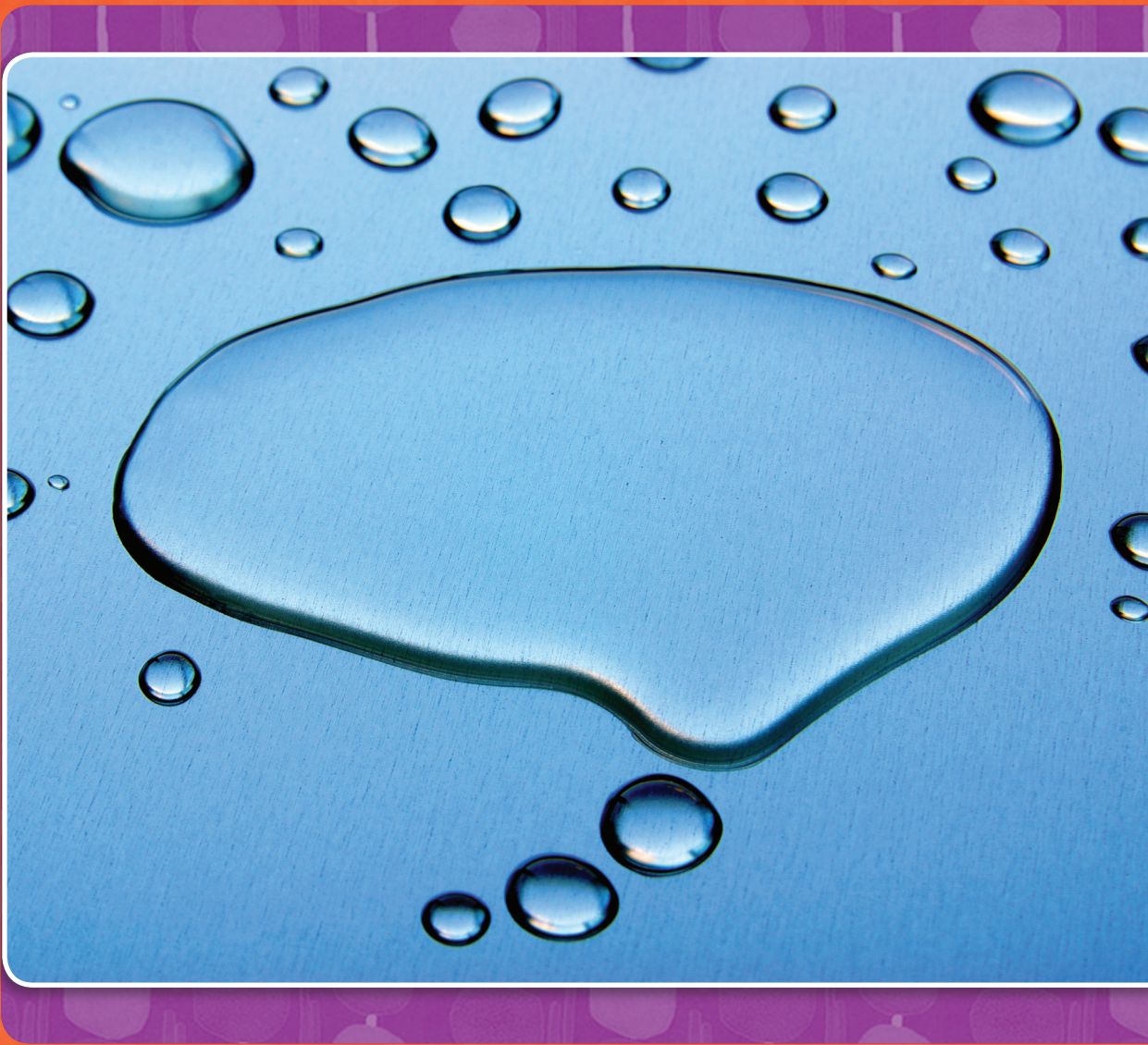
After You Write Evaluate your work using the six-trait evaluation rubric on page 340.

Unit 3

Research and Report Writing

Chapter 10	Research: Planning and Gathering Information	346
	<i>Research Companion</i>	366
Chapter 11	Research: Synthesizing, Organizing, and Presenting	386

Your research report can have it all—a solid plan, relevant facts, astute synthesis, clear organization, an entertaining presentation. Yet while all of these elements contribute to a great research report, your choices make it genuine research. Your thesis statement, the facts you compile and the unique way you organize them, the graphics you choose to illustrate your subject, and the title you choose to summarize it all stamp your work with your unique perspective. In addition to planning, fact-gathering, synthesizing, organizing, and presenting, this unit will help you learn to draw valid conclusions about your subject, to look at the facts and “think what nobody else has thought.”



*Research is to see what everybody else has seen
and to think what nobody else has thought.*

— Albert Szent-Gyorgyi

Research: Planning and Gathering Information

A research report is an essay based on information drawn from sources such as books, periodicals, the media, and interviews with experts.

Writing based on well-documented research is one of the best ways to present information effectively. Reports in newspapers, either in print or online, can alert a large audience to a recent event or problem quickly. Reports, books, or magazines take longer to produce but are good sources for more in-depth information. In many occupations, reports are used to gather information, reach conclusions, and make important recommendations. The following examples are only a few uses of research reports:

- **A historian finds documents that shed new light on the life of a famous poet** and writes a paper to report on the discovery.
- **Doctors in a university hospital release the results of a new study on blood pressure** and write a report to share their findings.
- **A researcher for a chain of computer stores in New England studies markets in other states** and recommends where the chain should expand.
- **Two journalists spend a year traveling with farm workers.** Afterward, they write a book that details the difficulties that these workers face.
- **A political consultant researches voter polling data** and reports on what personal traits people are looking for in a candidate.

Writing Project

Research Report

Looking at a Leader Plan and gather information for a research report on an influential person.

Think Through Writing Brainstorm about someone who has influenced other people. Write down everything you know about that person and his or her influence. The person should be a political leader, a corporate leader, a pop culture icon, or other well-known figure, either in today's news or from history.

Talk About It In a group of three to five students, discuss the person about whom you wrote. What influence did that person exert over others? Why would people admire and accept the influence of the person?

Read About It In the following passage, published on President Obama's inauguration day, Phil Hirschhorn writes about the ways in which President Obama has been influenced by President Lincoln. Think about why Lincoln served as a model for Obama's presidency.

MODEL: Article

The Obama-Lincoln Parallel: A Closer Look

by Phil Hirschhorn

(CBS) Barack Obama's arrival in Washington by train today harkens back to the inaugural White House trip of the former President who is Obama's political idol: Abraham Lincoln. In 1861, our 16th President rode the rails through New York, New Jersey, and Pennsylvania en route to the capital.

Hirschhorn establishes his topic—comparing Lincoln and Obama—in the first sentence.

“He called it ‘my circuitous journey,’” says Lincoln biographer Harold Holzer, an author or editor of 33 books about Lincoln, including his recently published *Lincoln: President-Elect*.

Hirschhorn uses a quotation and provides information to show that the person quoted is an expert on Lincoln.

“He knew that it was a cockeyed itinerary meant to expose him to as many people as possible. They say 250,000 people saw him—more than had ever cast eyes on a President in the history of the country.”

Obama began in Philadelphia, where 148 years ago Lincoln stopped to raise an American flag outside Independence Hall, where the Declaration of Independence was ratified, though in Lincoln's time the flag had only 34 stars on it—one for every state in the then-smaller union.

Using precise details such as the number of states in the Union, Hirschhorn notes one of the key differences between Lincoln and Obama. Lincoln came to power as states were seceding.

“It didn't recognize that seven states had seceded,” Holzer says.

The train rides are another symbolic link between Lincoln and Obama. The parallels range from the superficial—their tapered physiques, their young children living in the White House—to the serious: Lincoln freed the slaves, and Obama will be the first African-American president.

From the start of his political career, Obama seems to have modeled himself on Lincoln. Both were born in other states—Hawaii for Obama, Kentucky for Lincoln—before settling in Illinois. Each became a lawyer and then served in the state legislature before serving a single term in Congress. Each rocketed onto the national political stage with powerful speeches and became commander-in-chief without any military experience.

For Lincoln, the turning point was his 1857 speech at the Illinois state house for preserving the union. “A house divided cannot stand,” Lincoln said, drawing inspiration from scripture. “I believe this government cannot endure permanently, half slave and half free.”

The next year, Lincoln’s debates with Stephen Douglas in a U.S. Senate race he lost placed him at the center of the nation’s most pressing question. (Two years later, he would edge out Douglas for the presidency.)

For Obama, the breakthrough was his 2004 keynote address at the Democratic National Convention, when as a little-known U.S. Senate candidate he pleaded for unity. “There is not a liberal America and a conservative America, there is the United States of America,” he said.

“Lincoln and Obama shared a love of words, a belief that rhetoric and oratory could change people’s minds, and the way they would express things, the confidence they would have in a debate—not by fiery oratory, but by a calming presence, a reasoned argument,” says Rice University History Professor Douglas Brinkley, also the presidential historian for CBS News.

“Obama has learned from Lincoln, and what he’s learned is how to hold a civil debate without giving up your main position, meaning you don’t have to put your finger in your enemy’s face and scold him. You can have dignity and composure and still win an argument,” Brinkley says.

Lincoln made sure a text of the Lincoln-Douglas debates was published, and it sold tens of thousands of copies in the months leading to the Republican National Convention in Chicago, where Lincoln’s backers snatched the Presidential nomination from the frontrunner, Senator William Seward of New York.

After briefly listing several comparisons between the two presidents in one paragraph, Hirsch Korn goes into more depth about one of the most important—speaking skill.

Again, when Hirsch Korn cites another person, he provides that person’s credentials to establish the speaker’s credibility.

(Like Lincoln, Obama appointed his party's runner-up, Hillary Clinton, who held the same office as Seward, to be Secretary of State).

The comment about Clinton and Seward is not about the speaking skills of the Presidents, so Hirschhorn treats it as a sidenote by putting it in parentheses.

In the 19th century, presidential candidates neither spoke at the conventions nor campaigned publicly in the fall. Instead, Lincoln's anti-slavery oration at Cooper Union in New York City became a campaign manifesto, similar to Obama's book, *The Audacity of Hope*, his second best-seller following his memoir, *Dreams from My Father*.

This paragraph begins discussing Lincoln's era and ends by discussing Obama's. By using the word "similar," Hirschhorn makes a smooth transition from one to the other.

"In a campaign culture in which Presidential candidates didn't speak, that (Lincoln) book was as important as Senator Obama's books in creating his public image," Holzer says.

Last March, pushing his Lincoln connection, Obama used Cooper Union as his platform to call for major economic reforms. "Our free market was never meant to be a free license to take what you can get, however you can get it," Obama said.

In a sense, both of their buzzwords as candidates was "change," because Lincoln was the first president elected on an anti-slavery platform. "He was the first candidate who expressed his refusal to allow slavery to move into the West unobstructed, and that was a major change, and that was a change to which the Southern states reacted," Holzer says.

Hirschhorn compares the campaign themes of Obama and Lincoln in general terms. He signals to the reader that he is making an abstract comparison by using "In a sense."

On the campaign trail, Obama often said Lincoln was his favorite president, telling reporters once that during Senate "squabbling" he'd venture down to the Lincoln Memorial for a respite and to be reminded "of all the hard times that this country has gone through." Last weekend, Obama took his family there.

The detail about Obama's family gives the paragraph a personal touch and shows the depth of Obama's respect for Lincoln.

With Lincoln often ranking atop historians' surveys of the greatest U.S. presidents, who wouldn't want the "Lincolnesque" moniker applied to them? Obama's circle goes further in portraying him as also fulfilling the legacies of John F. Kennedy and Martin Luther King.

"What all of those men have in common is a kind of rallying the country together behind words," Brinkley says. "If people start to have the name Barack Obama

uttered in the same breath as Martin Luther King, Jr. or Abraham Lincoln, that's walking in pretty tall cotton."

As Brinkley sees it, a better analogy lies between Obama and Franklin Roosevelt, who inherited the Great Depression or Lyndon Johnson, who launched the Great Society programs. The Lincoln inspiration, Brinkley says, is nothing new.

"All Presidents walk the corridor and think about Lincoln. They stare at his portrait. Richard Nixon used to . . . have the Secret Service take him to the Lincoln Memorial at night just to talk to Lincoln's statue," Brinkley says. Theodore Roosevelt wore a lock of Lincoln's hair in a ring on his finger.

"We don't realize how hard it is to be President and how lonely it is in the White House," Brinkley says, especially when rebel troops are occupying Maryland and Virginia.

"It's very hard to say who has a tougher job," says Holzer. "Is it the man who's facing a fiscal crisis worse than any since the Depression and also the specter of nuclear war, terrorism, health pandemics, and all of the issues that a 21st century president has to deal with and hopefully solve? Or is it the President who is facing the destruction of the entire country that he's been elected to lead?"

The next parallel comes Tuesday. When Obama takes the oath as our 44th President, he will rest his hand on the very Bible once owned and used by Lincoln at his first inauguration.

Brinkley makes a general statement and then provides specific examples about Nixon and Theodore Roosevelt to support it.

Hirschhorn puts the Obama-Lincoln comparison in a broader context to help the reader see the significance of his article.

The conclusion ends with a concrete detail, the use of the same Bible, that reinforces the main point of the article.

Respond in Writing Respond to Hirschhorn's argument that Lincoln influenced Obama and other presidents. In what ways does he claim that Obama was influenced? Why did he try to imitate Lincoln more than other presidents?

Develop Your Own Ideas Work with your classmates to develop ideas that you might incorporate into an essay in which you explain how one person has served as the model for others who hope to emulate him or her.

Small Groups: In your small group, discuss the writing you have done so far. Consider each argument in light of the following considerations:

- Who is the person that others try to emulate? What is the setting in which this person achieved success—the times of his or her life, the situations that brought out admirable qualities, and so on.
- What qualities does this person have, and what accomplishments has he or she achieved, that lead others to view him or her as a role model?
- What person, or sort of person, would seek to emulate this role model?
- What is the setting in which the emulators live that makes them want to be like the role model?
- What sorts of goals could the emulator reach by taking on the qualities and characteristics of the role model?

Whole Class: Make a master chart of all of the ideas generated by the small groups to compare the role models and emulators written about by the range of students in the class.

Write About It You will next write a paper in which you explain how one person has influenced either a specific person (who could be you) or a larger number of people. Your essay might be concerned with any of the following possible topics, audiences, and forms. You might instead generate your own question or problem to research.

Possible Topics	Possible Audiences	Possible Forms
<ul style="list-style-type: none"> • a current figure who has served as a role model • a historical figure who has served as a role model • a controversial person who has been both admired and criticized • an unsung hero who has been a role model for a specific person 	<ul style="list-style-type: none"> • the person you are writing about • people who are not familiar with your subject but who, you think, should be • people who know about your subject and will enjoy learning more • people who find your writing in a time capsule 	<ul style="list-style-type: none"> • an essay • a blog • a newspaper opinion paper • a slide show via presentation software • an article for a Web site

Since you will be collecting information from a variety of different sources for your report, keep your notes organized from the beginning. Use a notebook and a folder with pockets to store index cards, paper clips, rubber bands, and pens. Keep track of any Internet sources you consult by creating a bookmark folder for your report topic. Next choose a subject that is limited enough for you to cover adequately based on your assignment or purpose.

1 Choosing and Limiting a Research Subject

Your teacher may assign a topic for a research report or provide a list for students to choose from. Sometimes the choice of subject is completely up to you. The best research reports usually grow out of a genuine desire to learn more about a subject. The following strategies may be helpful when you begin searching for possible topics.

HERE'S
HOW

Finding Ideas for Research Reports

- Browse through the stacks of the library or media center to find book titles that look interesting.
- Skim through magazines or newspapers, in print or online, for interesting articles.
- Take ideas from television news programs or documentaries.
- Surf the Internet based on keyword searches that interest you.
- Review your journal for possible ideas.
- Use freewriting or brainstorming to complete the following statement: I've always wondered why. . . .

You can learn more about brainstorming on page 18–19.

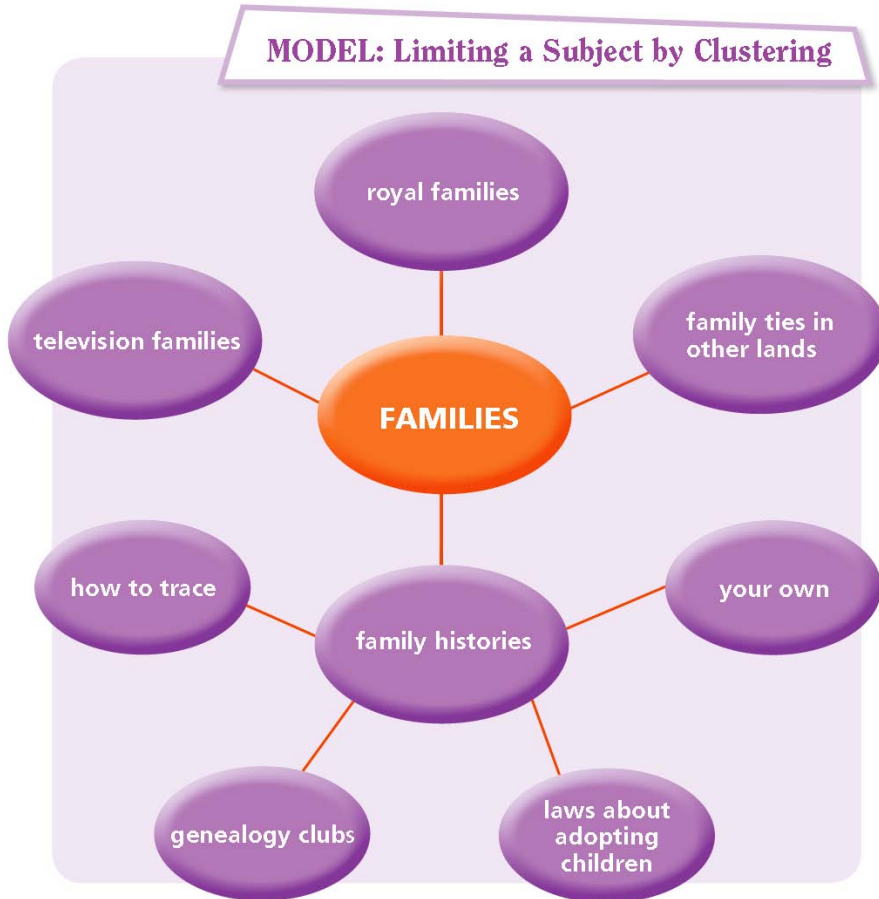
When you have five to ten possible subjects, choose one that you think best suits your purpose and audience. The following guidelines will help.

HERE'S
HOW

Guidelines for Choosing a Subject

- I would like to know more about this subject.
- My audience would like to know more about this subject.
- This subject is appropriate for my purpose; that is, I can cover the topic thoroughly in a research paper of three to five pages.
- I can find enough information on this subject from a variety of sources in the library or media center, including online sources.

Once you have chosen a subject, the next step is to limit it. One good way to limit your topic is by using a cluster diagram. In the following cluster, the general subject is families, and each offshoot from the center is a more limited version of that topic. To limit the subject even further, you can create another cluster, using one of the offshoots as the middle of the cluster.



Any of the offshoots in the second cluster is a suitably limited topic for a report. Each has a specific enough focus to provide the writer an angle on the subject.

Practice Your Skills

Limiting a Subject

With a partner, decide which of the following subjects are suitable for a short research report and which are too broad. Indicate your answer by writing *suitable* or *too broad*. Then for each subject that is too broad, use a cluster to limit it. Use reference materials if necessary. Then choose an offshoot in the first cluster to create a second cluster with at least four new offshoots. Each of these offshoots should be a suitably limited topic for a report.

1. the Industrial Revolution
2. how computers are used in airplane cockpits
3. how awards for movies are chosen
4. space exploration
5. the impact of television on presidential campaigns
6. ecology
7. effect of Trans-Alaska Pipeline on animal life
8. the music industry
9. how U.S. Olympic athletes are chosen
10. bowling



PROJECT PREP

Prewriting

Narrowing a Topic

Use the strategies on page 352 to find ideas for a research report on a role model and his or her influence on others. Include any ideas you have gathered or realized through brainstorming or discussions with your classmates. When you have chosen at least five possible subjects, use the **Guidelines for Choosing a Subject** to select one subject. Then, use clustering or any other prewriting strategy you prefer to limit your subject. Write the topic in your notes and save your work for later use.

2 Developing Research Questions

Once you have limited your subject, the next step in your research plan is to jot down a few questions that you want to answer in your research. These questions will serve as a guide for gathering information on a complex, multi-faceted topic in the most efficient and effective way. As you develop these questions, keep in mind the purpose of your research report and the audience you intend to reach so that the direction of your research is appropriate and on the mark. For example, if your **major research question** is, “What do beginners need to know to research their family history successfully?” you might consider the following questions.

MODEL: Research Questions

- Why do people want to trace their ancestry?
- What basic information does a family researcher need to know to start tracing his or her ancestry?
- What kinds of documents are needed in the search for family roots?
- Where are the best collections of materials for family researchers located?
- What problems might an inexperienced family researcher encounter?
- Who are some experts in family history I might be able to interview?

PROJECT PREP

Prewriting

Writing Questions

With the help of your writing group, write a list of questions to guide your research. Formulate a major research question to summarize the individual questions and provide a focus for your research. Help each author identify areas of information that are incomplete and that can be expanded by information found by reading electronic and print sources, watching news and documentary footage, and consulting any other sources that might inform the research.

Writing a Research Report

Gathering Information

1 Finding Relevant Sources

With your preparatory questions clearly in mind, formulate a plan to conduct your research. Begin to find the information you need by using the following guidelines.

HERE'S
HOW

Guidelines for Gathering Information

- Use a general reference work such as an encyclopedia, either in print or online, to get an overview of your subject. (pages 373–382)
- Use the online catalog or other database in the library or media center to find books on your subject. (pages 369–371)
- Use a variety of primary sources (firsthand accounts), and secondary sources (information about primary sources) to explore your topic, especially if the subject is about a historical figure or event. (pages 373–382)
- Consult online databases or indexes in the library or media center to find magazine and newspaper articles on your subject. (pages 373–375)
- Use a search engine to do a keyword search on the Internet for your topic. Make note of any Web sites you find that you think would be useful. (pages 370–371, 374, and 383–385)
- List all sources available on your subject. For books, include the author, title, copyright year, publisher and location, and call number. For periodicals, include author, title, date, volume, issue, and page numbers. Note the names of any databases or Internet addresses that provided you with sources.
- Assign each source on your list a number that will easily identify it when you take notes.

Practice Your Skills

Gathering Information

Use the library or media center to locate five sources for each of the following subjects. Record author, title, copyright year, publisher and location, call number, database, or Internet address as needed for each source.

1. solar energy
2. new features of laptop computers
3. gorillas as an endangered species
4. earthquakes along the San Andreas fault

PROJECT PREP

Prewriting

Gathering Information

Use the library or media center to find sources of information on the role model you are writing about. If possible, use at least three different types of sources.

2 Evaluating Sources

As you begin the research process, keep in mind that not all sources of information you discover will be equally useful to you. Before using a source, you need to evaluate it critically with some basic guidelines in mind. Regardless of your specific topic, all of your sources should be relevant, reliable, up-to-date, and objective. The information should relate directly to your topic; the author should be a respected, trusted expert; the material should be current; and if your subject is controversial, your report should represent different points of view and identify major issues and debates on the topic.

EVALUATING PRINT SOURCES

As you begin your research process, you may find bibliography references or other citations that lead you to possible print sources. Just because someone else cited a particular source or because it is in your library catalog or database doesn't mean that it's appropriate for your project. You still need to decide if it's relevant to your subject and whether the information is valid, accurate, up to date, and appropriate to the kind of report you are writing. The following guidelines can help you evaluate print sources.



Guidelines for Evaluating Print Sources

- **On whose authority?**

Find out the author's background. A library catalog entry or online book reviews may give information about the education or experience that makes the author an expert. Magazine or newspaper articles often provide a brief summary of their author's credentials. Do an author search in your library's catalog or the Library of Congress online <http://www.loc.gov/index.html> to find out what else the person has written. See if other people frequently cite this author, which may indicate that the person is considered an authority. Get recommendations from a teacher, librarian, or someone else who is knowledgeable about the topic.

- **Who's behind it?**

See if the author is associated with a particular organization and whether that organization might be biased. Find out who published the book. Major publishers, including university presses and government agencies review what they publish and are likely to be reputable sources. Some publishers may specialize in certain fields or particular audiences. If the publisher is unfamiliar, do an online search to find out more about it. A librarian can help lead you to the best sources for particular types of information.

- **What's right for you?**

Make sure the book or article is relevant to your limited subject. Some sources may be too general or too specific for what you are trying to accomplish. They may be written at a level that is either too simple or too complex for a student researcher. You may get a sense of the audience and purpose from library catalog descriptions or book reviews or you may need to examine the book or article.

- **Look inside.**

Check the publication date to make sure the information is current. Even historical topics should rely on recent findings in the field. If a book has been reprinted several times it may indicate that the information is considered worthwhile and is frequently updated. Read the preface or introduction of a book to see what the author's purpose is. Look at the table of contents and index to see whether your particular topic is covered in appropriate detail. Skim sections to see if sources are given to back up the facts presented. Does the author support his or her opinions with solid evidence?

You can learn more about the parts of a book on page 372.

EVALUATING ONLINE SOURCES

When you check out a book from the library, a librarian or a committee of educators has already evaluated the book to make sure it's a reliable source of information, but remember, no one owns or regulates the Internet. Just because you read something online doesn't mean it's true. How can you tell the difference? Here are a few guidelines on how to evaluate an online source.

HERE'S HOW

Guidelines for Evaluating Online Sources

- **Play the name game.**

First, find out who publishes the site and consider their objectivity. Does the URL end in ".com" (which means it's a commercial company)? If so, is it a large, reputable company, or one you've never heard of that might just be trying to sell you something? An educational site in which the URL ends in ".edu," such as a college or university, might be a more reliable choice. Or a site sponsored by a well-known organization (with a URL that ends in ".org"), such as the American Red Cross <http://www.redcross.org>, would also probably be a credible source. Many museum and library sites that end in ".org" are also good sources. Some ".org" sites are owned by nonprofit organizations that may support a particular cause.

- **Scope it out.**

Click around the site and get a feel for what it's like. Is the design clean and appealing? Is it easy to navigate the site and find information? Are the sections clearly labeled? Is the site rated by a reputable group for the quality of its content? Does the site accept advertising? If you think the site seems disjointed or disorganized, or you just have a negative opinion of it, listen to your instincts and move on to another one.

- **Says who?**

Suppose you find an article on the Web that seems full of great information. The next question you need to ask yourself is, Who is the author? Is the person an acknowledged expert on the subject? If you don't recognize the author's name, you can send a question to a newsgroup asking if anyone knows about the person. You can also do a search on the Web, using the author's name as the keyword, to get more information about him or her. You may find information about the author and sponsoring organization on the home page or through the "About Us" or "Contact Us" links. If an article doesn't list any author at all, be skeptical. A credible site clearly identifies its authors and usually lists the person's credentials. It's also important to know how content on the site may be updated or changed. Are changes reviewed by an authority or can anyone make changes? Some open-source encyclopedias are not reliable because articles can be revised by individuals without expertise.

- **Is this old news?**

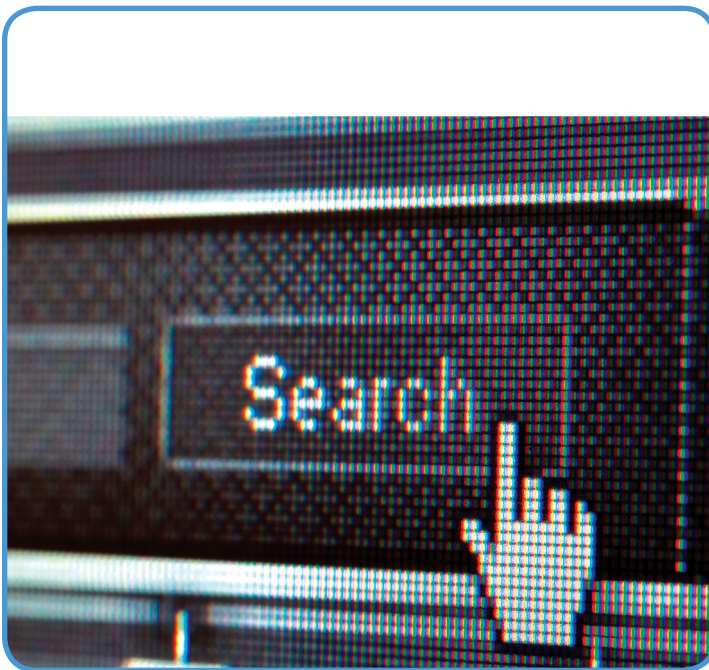
If you are doing research on the Roman Empire, it's probably all right if the information wasn't posted yesterday. But if you're looking for information in quickly changing fields, such as science and politics, be sure to check the publication date before you accept the information as valid and accurate. Look at the bottom of the page to see if you can find a "last revised" date. A current copyright date does not necessarily mean the site was recently updated. References within the content may also provide clues about when the material was written or updated. Dead links on the site indicate that it is not maintained regularly.

- **Ask around.**

Reliable Web sites frequently provide e-mail addresses or links to authors and organizations connected to the content on the site. Send off a quick e-mail to one of these sources, tell them what you are writing, and ask them: Is this material accurate? You can also find recommendations for reliable Web sites at ipl2 (the Internet Public Library) <http://www.ipl.org/>.

Always check information on a Web site against another source—and the best source is your local library or media center.

You can learn more about using the Internet for research on pages 383–385.



PROJECT PREP

Prewriting

Debating Sources

Compare the information you have found on the same topic from two or more sources. Do you get the same facts and opinions from both sources? If not, how can you decide which source to trust when assembling information for your research?

In the Media

Advertisement or Not?

As you turn to reference sources, pay close attention to the kinds of articles you rely on for accurate information. Why were the articles created? Is their main purpose to inform, to entertain, or to persuade?

In print media such as encyclopedias or other reference books, the purpose is usually informative. Nonfiction books may have the dual purpose of informing and entertaining.

Sometimes, though, it is hard to tell for sure what the writing purpose is. Suppose, for example, that you are researching health fads. You find a book that argues that a certain herb will cure colds. You later find out that the author has a business interest in a company selling that herb. The writing purpose suddenly seems less clear. Is the book really one long commercial?

On the Internet, the distinctions among the different types of writing—and graphic presentations—are sometimes even harder to see. No one monitors the Internet to make sure only well-researched, accurate pieces are published. Almost anyone with a bit of coding skill and an Internet connection can publish something on the Web.

Using sources from the Internet, then, requires you to be very clear about their purposes. “Who wrote this, why, and when?” are the questions you should ask about every site from which you plan to use information. There are many high-quality sites that will stand up well under this scrutiny.

Media Activity

Search the Internet for information on the subject of your research report or a related subject. Find and save (either electronically or by printing out) a piece of writing and one graphic in the following categories: information, entertainment, and advertising.

Write a paragraph to a first-time Web user explaining how you knew the difference among these types. Discuss how to determine the reliability, validity, and accuracy of online sources by examining their authority and objectivity.

Writing a Research Report

Taking Notes

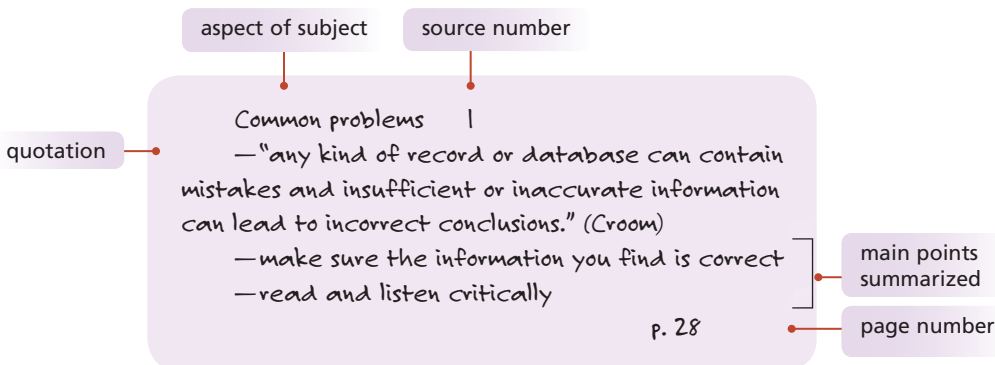
Before you take any notes from your library or media center sources, review your research questions. Check to see if your source contains the information you need. When you are looking for information in a book, check the index to see if your topic, or related ones, are listed. If you are using articles, skim the contents to see what topics are covered. If you find similar information in several sources, analyze the relative value of the specific data, facts, and ideas you find. If you decide to use the source, keep in mind that the goals of note taking are to summarize the main points in your own words and to record quotations that you might use in your research report.

Notice how the following information is summarized on the note card below.

MODEL: Paragraph and Note Card Summary

Genealogists, like detectives, try to determine the best possible information: the right people in the right places at the right times. We must not jump to conclusions but must be ready to question and scrutinize what we hear or read. We must realize that any kind of record or database can contain mistakes, and insufficient or inaccurate information can lead to incorrect conclusions.

Emily Anne Croom, *Unpuzzling Your Past*



Clip together the note cards from each source and keep them in your folder. Make sure, however, that the source is identified on each card. Later you will re-sort your note cards. If you are working on a computer as you prepare your notes, you can store this information in an easily accessible place by using the Note Pad feature.

Think Critically

Summarizing

When you research a report, summarize key ideas and details from your sources onto real or virtual note cards. **Summarizing** means restating the main idea concisely in your own words using several important thinking processes. First, you **translate**, or make sense of, what you have read. Then, you **analyze**, or identify, the passage and **evaluate**, or decide, which points are important. Finally, in your own words, you **synthesize**, or put back together, these important points in a concise summary—often no longer than a phrase or a sentence. If you look back at the sample note card on the previous page, you will see a clear, simple summary of a paragraph. The writer decided that there were two main points—to make sure the information is correct and to evaluate sources critically. The writer then reworded the main points concisely.

Thinking Practice

Write a one-sentence summary of the following paragraph. First read the paragraph to make sure you understand it. Then include the most important points in your sentence, omitting unnecessary details.

Though most people would name the wood or the fruit of a tree as its most useful part, a surprising number of trees are valued chiefly for their bark. The bark of the cork oak, for example, provides the world with cork. Another tree, the cinnamon tree, which grows in Sri Lanka and India, has bark that curls as it dries. The curled bark becomes cinnamon sticks and can be ground for use as a spice. The aroma and flavor of cinnamon are savored around the world. In addition, the cinchona tree, related to the poplar tree, has bark that contains the chemical quinine. This chemical protects the tree from pests and is used in the treatment of malaria.



Practice Your Skills

Taking Notes and Summarizing

Take notes on the following article for a report called “Esperanto: The Universal Language.” On your note card, identify the aspect of the subject being discussed. Then summarize the main points in your own words and record any useful quotations. Use the note card on page 361 as a model.

A Language of Hope

Bialystok is a city that has been part of several countries, held at first by one and then by another warring nation. When Ludwig Zamenhof (1859–1917) was growing up there, it was in Poland, although the Russians occupied the area. Throughout Zamenhof’s upbringing, people of different backgrounds—Russians, Poles, and Germans—were in political and social conflict all around him. He believed strongly that their language differences were causing a division among them.

One reason for his belief was the rising tide of nationalism in world affairs. Nationalism is the belief that the good of one’s country surpasses all other values, including peaceful coexistence with neighbors. Nationalism stresses the ties that bind a nation’s people together: native music, literature, folk traditions, and—most importantly—language. Zamenhof believed that if language differences were done away with, humanity instead of nationality would become the tie that binds.

Under the pen name Doktoro Esperanto, Zamenhof published a book outlining an international language he had carefully worked out. The name he chose for himself means “one who hopes.” The language itself is known by that name. For the thousands who have learned Zamenhof’s language, it still speaks of hope for a peaceful future.

PROJECT PREP

Prewriting

Taking Notes

Review the sources that you have compiled for your research subject. Using the information that you have learned about note taking and summarizing, prepare some useful notes on the sources that you will use for your report. You may follow the sample note card format shown on page 361 or create other types of graphics to record and organize the information. Save your note cards for later use.

Writing Lab

Project Corner

Speak and Listen Identifying Leadership

In a small group, **prepare a presentation** to the class about what makes a good leader. Start by discussing what traits make an individual a successful leader. Talk about individuals you have studied or know about who have had influence on society in general, on a particular group, or on specific individuals. Leaders can be either contemporary or historical, famous or not. Then try to reach a consensus on the three traits that you think are most important in making someone a leader. Have one member of your group present these traits to the rest of the class. As a class, discuss any differences among the traits presented by groups.



Use Technology Show It

Create a **visual presentation** portraying the person you studied in your project. Use images of the person and write captions that both identify what is happening in the image and explain something about the leadership traits of the person.



Experiment Turn the Tables

Choose a famous person, living or dead, that you consider a great leader. **Write a short essay** explaining what you think this individual would say to you if he or she studied your life. What traits of yours would the person notice? What praise would he or she give you? What advice might you receive?

In Everyday Life

Power Presentation

Apply and Assess

1. Your grandparents sent an e-mail sharing some highlights of their trip around the world: watching sharks cruising along the Great Barrier Reef off the northeast coast of Australia; walking down the Champs Élysées and admiring the view of the Eiffel Tower in Paris; strolling along the canals and visiting the van Gogh Museum in Amsterdam; and climbing the ziggurats of Chichén Itzá. Use the clues in the e-mail to research the countries they have visited. Then research photos online and **create a power presentation** about the trip.

For Oral Communication Acceptance Speech

2. Your band has been nominated for an award for its latest song, praised for its refreshing mix of rap and country-western music. It is your job to prepare a short speech that you will give if you win the award. **Prepare a short speech** that includes a summary of the history of rap and country-western music. Research important performers and highlights of these types of music and make notes to support the points of your speech. Then give the speech to your classmates.

Timed Writing Fact Check

3. You are an encyclopedia editor. Research the life of President Kennedy and revise the following entry, which is full of mistakes, to make it clear and accurate. You have 30 minutes in the library media center to complete your work.

John Edgar Kennedy (1961–1973), the 35th President of the United States of America, was one of the country's most popular leaders. In 1973 he was assassinated and was succeeded by Gerald Ford. During his administration, Kennedy defused the Vietnam missile crisis and supported the Civilian Rights Movement. During the Korean War, his boat, the *Andrea Doria*, was sunk in the Bay of Pigs. While he waited for rescue, he wrote the book *Profiles in Courage*, for which he won a Nobel Prize.

Before You Write Consider the following questions: What is the subject? What is the occasion? Who is the audience? What is the purpose?

After You Write Evaluate your work by checking that your sources are reliable as outlined on pages 356–359.

Research companion

The metaphor of exploration is a useful way to describe the research process. Researching the proper reference materials will help you discover, understand, and present information on topics that at first seemed so unfamiliar and challenging. Researching and becoming familiar with a topic enables a writer to produce an interesting and well-crafted article. Knowing how to access and evaluate information effectively is an important and useful skill. With so many areas of information to explore, applying your reference skills should be considered an enjoyable part of the writing process, not an overwhelming challenge.

Using the Library or Media Center

In the past, when people thought about the library, they mostly thought of it as a place to find books. Today, however, most libraries operate as media centers where, in addition to books, you can find magazines, newspapers, and a wide range of reference materials in print, online, or in electronic formats. In addition to printed materials, libraries and media centers also carry nonprint materials, such as audio recordings, video documentaries, downloadable audio books and electronic books, photographic archives, and computers that provide access to the Internet, online databases, and the World Wide Web. The library or media center is the best place to learn how to use reference materials and become a better researcher.

Most of the materials in a library or media center are arranged in four main sections: fiction, nonfiction, magazines and newspapers (or periodicals), and reference.

FICTION

In many libraries or media centers, works of fiction, such as short stories and novels, are marked with the letters *FIC* or *F*. Books in the fiction section are arranged alphabetically by the authors' last names. In special cases, the following rules apply.

HERE'S
HOW

Guide for Finding Fiction

- Two-part names are alphabetized by the first part of the name. (**Mac**Donald, O'Connor, **Van** Dyke)
- Names beginning with **Mc** or **St.** are alphabetized as if they began with **Mac** or **Saint**.
- Books by authors with the same last name are alphabetized by the authors' first names.
- Books by the same author are alphabetized by title, skipping the words *A*, *An*, or *The*.
- Numbers in titles are alphabetized as if they were written out. (*50* = *Fifty*)



NONFICTION

Nonfiction books are usually arranged according to the **Dewey decimal classification system**, developed by an American librarian, Melvil Dewey, in the 1870s. In this system, each book is assigned a number known as a **call number** according to its subject. A book usually has the same call number in all libraries that use the Dewey system.

DEWEY DECIMAL SYSTEM

000–099	General Works (reference books)
100–199	Philosophy
200–299	Religion
300–399	Social Science (law, education, economics)
400–499	Language
500–599	Science (mathematics, biology, chemistry)
600–699	Technology (medicine, inventions)
700–799	Fine Arts (painting, music, theater)
800–899	Literature
900–999	History (biography, geography, travel)

Each main subject area has ten subdivisions. The subdivisions for science are as follows.

500–599 NATURAL SCIENCES

500–509	Pure Sciences	550–559	Earth Sciences
510–519	Mathematics	560–569	Paleontology
520–529	Astronomy	570–579	Anthropology
530–539	Physics	580–589	Botany
540–549	Chemistry	590–599	Zoology

The subdivisions of a main subject are further subdivided through the use of decimal numbers and letters. The book's call number includes these numbers and letters, and is displayed on the book's spine. Some works also carry a special label to show the section of the library or media center in which they are shelved.



BIOGRAPHIES AND AUTOBIOGRAPHIES

Biographies and autobiographies can usually be found in a separate section shelved in alphabetical order by the subject's last name rather than by the author's last name. Each book is labeled *B* for biography or *92* (a shortened form of the Dewey decimal subdivision 920), followed by the letters of the subject's last name and the author's name. For example, a biography of an early leader of Texas, Mirabeau Lamar by Asa Christian might be labeled B Lamar. M Christian. A.

Develop Research Skills

Using the Dewey Decimal System

Using the list of classifications on page 367, write the subject numbers for each book. If the title is marked with an asterisk (*), also write the science subdivision.

Example *Chemistry Made Easy**

Answer 500–599, 540–549

1. *What to Listen for in Music*
2. *The Story of Speech and Language*
3. *Thinking Machines*
4. *Astronomy: The Cosmic Journey**
5. *Images of African Americans in Literature*
6. *Earth's Valuable Minerals**
7. *A Guide to Traveling Alone*
8. *Technology and the Future*
9. *Introduction to Geometry**
10. *Asimov on Physics**

THE LIBRARY CATALOG

Most libraries and media centers store records of their holdings in an **online catalog**. To search the listings in most online catalogs, you select a category to search—author, title, or subject. Authors’ names are written last name first. For most titles, the words *A*, *An*, and *The* are omitted at the beginning of a title. For subjects, searchers must enter the exact words for each category. If your book is available, the computer displays an entry similar to that in the following example:

ONLINE CATALOG RECORD	
The Martian chronicles Bradbury, Ray, 1920-	
Personal Author:	Bradbury, Ray, 1920-
Title:	The Martian chronicles/Ray Bradbury; with a new preface by Kim Stanley Robinson.
Publication info:	New York: Book-of-the-Month Club, c2001.
Physical descrip:	xviii, 268 p.; 22 cm.
Subject term:	Science fiction.
Geographic term:	Mars (Planet)–Fiction.

You may also find a simpler record of the book that may appear as follows. This type of catalog entry tells you where you can find the book in the library. It may also include a brief summary of the book.

ITEM INFORMATION ENTRY			
The Martian chronicles Bradbury, Ray, 1920-			
Publisher:	Book-of-the-Month Club,		
Pub date:	c2001.		
Pages:	xviii, 268 p.;		
ISBN:	096501746X		
Item info:	All copies are currently checked out. Place Hold.		
Holdings			
Columbia Public Library	Copies	Material	Location
F BRA	1	Book	Checked out

On some systems, you can also do a **keyword** search, using a word or short phrase just as you would on an Internet search engine. A keyword search can search the library's collections by both title and subject headings at the same time. If the book you are looking for is not available, the computer can tell you if it has been checked out and when it is due back. By using the Web to search other library databases, the librarian can also tell you if the book is available elsewhere.



Strategies for Using an Online Catalog

Think about what you already know that can limit your search. A title or author search will always give you more focused results than a subject search. If you are doing a subject search, find a way to limit the category, either by year or by subcategory.

Searching by Author's Name

- If the last name is common, type the author's complete last name followed by a comma, a space, and the author's first initial or complete first name.
- Omit all accent marks and other punctuation in the author's name.
- For compound names, try variations in placement of the parts:

von during klaus or **during klaus von**

Searching by Title

- If the title is long, type only the first few words. Omit capitalization, punctuation, accent marks, and the articles *a*, *an*, and *the*.

color pur (you need not include the full title)

great gatsby (omit initial article words)

going going gone (omit punctuation)

- If you are unsure of the correct form of a word, try variations such as spelling out or inserting spaces between initials and abbreviations; entering numbers as words; using an ampersand (&) for *and*; spelling hyphenated words as one or two words.

Searching by Subject

- Omit commas, parentheses, and capitalization.
- Broad categories can be divided into subcategories to make your search more specific.
- If you don't know the correct subject heading, find at least one source relevant to your topic by doing a title or keyword search. Use one or more of the subject headings listed there for additional searches.

Searching by Keyword

- Searching with a single word, such as *computers*, will look for that word anywhere in the entry: in the title, author, subject, or descriptive notes.
- A phrase, such as *solar energy*, finds entries containing the words *solar* and *energy*. To search for *solar energy* as a phrase, type *solar and energy*, or *solar adj energy* (adj = adjacent).
- An open search will look anywhere in the entry for your word. You can limit your keyword searches to specific search fields—author, title, or subject—by doing an advanced search and selecting the appropriate field.

Search Tip

You can also limit your search by using the Boolean search terms (*and, or, not*):

- and** searches for several terms anywhere in the same entry
 - or** searches for any or all of the terms in the same entry
 - not** searches for the first term and will match the words only if the second word is NOT in the same entry
- Not all search engines support Boolean search terms.

Develop Research Skills

Searching Online Catalogs

Write the category you would select for a search on the following items. Then write the words that you would enter to find each item.

- the life of Frank Lloyd Wright
- the books of Charles Dickens
- the art of sculpting
- The Sun Also Rises*
- the fastest airplane
- The Best of Times*
- the skill of public speaking
- modern architecture
- the works of Willa Cather
- migration patterns of birds

PARTS OF A BOOK

Once you find several sources that you think can help you with your project, you need to spend some time looking through them to see if they have any information that you can use. Books have features that can make finding this information easier if you know how to use the parts of a book effectively.

INFORMATION IN PARTS OF A BOOK

Title Page	shows the full title, author's name, publisher, and place of publication
Copyright Page	gives the date of first publication and dates of any revised editions
Table of Contents	lists chapter or section titles in the book and their starting page numbers
Introduction	gives an overview of the ideas in each chapter and the work that other writers have done on the subject
Appendix	gives additional information on subjects in the book; charts, graphs, and maps are sometimes included here
Glossary	lists, in alphabetical order, difficult or technical words found in the book and their definitions
Bibliography	lists sources that the author used to write the book, including title and copyright information for works on related topics
Index	lists, in alphabetical order, topics that are mentioned in the book and gives the page numbers where these topics can be found

Develop Research Skills

Using Parts of a Book

Write the part of the book you would use to find each of the following items of information.

1. the year of publication
2. the author's explanation of the book's contents
3. the title of a specific chapter
4. the name for a source used by the author
5. a chart or graph with additional information
6. the name and location of the publisher
7. a specific topic or person mentioned in the book
8. definition of a difficult or technical word

Using Print and Nonprint Reference Materials

Most libraries or media centers keep current reference materials in a separate section because these materials cannot be checked out. These materials are listed in the library's catalog and shelved according to the same classification system as other books (see pages 367–368).

Now libraries and media centers are also often the best way to find the most authoritative online reference sources. Most libraries subscribe to **online databases** that can be accessed through computers in the library. Many databases can also be accessed through the library's Web site from computers outside the library by anyone with a library card. These databases provide a wealth of authoritative information that is not usually available for free just by searching the Internet. Some databases are especially designed for high school students. Following is a review of the kinds of reference materials you may find most helpful.

PRINT AND ELECTRONIC REFERENCES

- general and specialized encyclopedias
- general and specialized dictionaries
- atlases, almanacs, and yearbooks
- specialized biographical and literary references
- online databases and indexes of periodicals (including magazines, newspapers, and journals)
- microfilm and microfiche files of periodicals and government documents
- computers with access to the Internet and World Wide Web
- audio recordings and video documentaries

PERIODICALS—MAGAZINES AND NEWSPAPERS

Periodicals, including magazines and journals, are excellent sources for current information. The periodical reading room in the library or media center should have the most recent print issues of all the periodicals to which the library subscribes. You can usually search for periodical titles in the library's online catalog but you cannot search for individual articles. The entry will describe the extent of the library's holdings. For example, a library may keep two months of a daily newspaper and two years of weekly or monthly magazines.

By subscribing to online databases, libraries can now offer people access to a wider variety of periodicals than they would have space for in the library. Databases may cover general interest periodicals, scholarly journals, or periodicals covering specialized fields

such as business or health. A librarian or media specialist can help you determine which databases are best for your particular research project. You can search in a database using keywords as you would with an Internet search engine. Database entries provide an abstract or short summary of the article so you can decide if it is useful to read the full text. Full text is available for many articles from the 1990s onward. These full text articles can be downloaded or printed. Many databases allow you to save your search results in folders for future reference.

Newspapers

Newspapers are valuable sources of current and historical information. Some online databases contain only newspapers and others combine newspapers and magazines. Some even include radio and television news transcripts. Many databases allow you to limit your search to specific dates or even specific periodical titles. While most databases focus on articles from the 1990s to the present, some include references to articles from earlier periods. The *Historical New York Times* database offers full text articles back to the newspaper's first issue in 1851.

Most major newspapers now have Web sites and electronic databases where you can view current issues and search for archived articles. The following examples are only a few of the many available online.

• <i>The Chicago Tribune</i>	http://www.chicagotribune.com
• <i>The Dallas Morning News</i>	http://www.dallasnews.com
• <i>The Los Angeles Times</i>	http://www.latimes.com
• <i>The Miami Herald</i>	http://www.miamiherald.com
• <i>The New York Times</i>	http://www.nytimes.com
• • • • •	

By going directly to the Web, you can also search databases that locate and access the home pages of newspapers from every state in the United States and many countries around the world. Both of the following sites list hundreds of newspapers by location (country and state) and by subject (business, arts and entertainment, trade journals, or college papers).

• ip12 (The Internet Public Library)	http://www.ipl.org/div/news
• Newspapers Online!	http://www.newspapers.com
• • • • •	

Remember: always read the guidelines at the home page for each newspaper. Recent articles are usually available free of charge, but you may have to pay a fee to download and print an archived article.

Older Periodicals

To save space, many libraries store older issues of some magazines and newspapers as photographic reproductions of print pages on rolls and sheets of film. **Microform** holdings may be included in the library's online catalog or may have a separate catalog or list in the microform area of the library or media center. **Microfilm** (rolls) or **microfiche** (sheets) are stored in filing cabinets and can be viewed easily on special projectors. Newspapers, for example, are arranged in file drawers alphabetically by keywords in their titles. The holdings for each newspaper are then filed chronologically by date. For example, if you wanted to know what happened in Houston, Texas, on New Year's Eve in the year you were born, you could go to the file cabinets and get the roll of film for the *Houston Chronicle* on that day in that year. Check with a librarian to see if there are indexes for any of the newspapers to help you locate articles on specific topics.

Researchers looking for older magazine articles not covered in online databases may use *The Readers' Guide to Periodical Literature*, an index of articles, short stories, and poems published in a large number of magazines and journals. Articles are indexed by date, author, and subject. Libraries may subscribe to print or online versions of the *Readers' Guide*. A search of the library's catalog will tell you which issues of the guide are available in your library and whether they are in print or electronic form. Once you know the name of the magazine or journal you want, you will need to check the library's catalog to see if that specific periodical is available.

Develop Research Skills

Locating Articles in Online Databases or Indexes

Using your library's online databases or periodicals index, list two recent magazine articles on four of the following subjects. List the title of the article, the name of the magazine in which each article can be found, the date of publication, the pages on which the article can be found, and the database or index.

- | | |
|---------------------|-----------------------|
| 1. architecture | 6. land speed records |
| 2. classical music | 7. air travel |
| 3. laptop computers | 8. video games |
| 4. solar energy | 9. the North Pole |
| 5. U.S. rivers | 10. rain forests |

ENCYCLOPEDIAS

An encyclopedia is a good reference to start with when you begin to collect information for a report because encyclopedias provide basic information on a wide variety of subjects. In print encyclopedias, subjects are arranged alphabetically in a number of volumes. Most libraries now subscribe to one or more online encyclopedias, as well. Using online encyclopedias through the library's databases provides free access to authoritative information. Such encyclopedias may have linked editions for adults,

students, and children. Many articles provide bibliographic references or links to the best Web sites on a topic. Databases geared to student researchers often include an encyclopedia along with many other types of sources.

Print and online

Through libraries and media centers:

Compton's by Encyclopaedia Britannica

World Book Encyclopedia

Encyclopedia Americana

Grolier Multimedia Encyclopedia

Online

Reliable free encyclopedia:

Columbia Encyclopedia <http://www.bartleby.com/65/>

These sites provide links to online dictionaries, thesauruses, and other reference materials as well.

SPECIALIZED ENCYCLOPEDIAS

Specialized encyclopedias are available on almost every subject, from mythology to baseball to music. Because a specialized encyclopedia concentrates on a specific subject area, it provides more detailed information on that subject than you will find in a general encyclopedia. Specialized encyclopedias are a particularly strong resource that libraries offer. They are located in the reference area, shelved according to their subject call number. Specialized encyclopedias online let you search for information by subject and connect to other Web sites on your topic through hyperlinks. The *Encyclopedia Smithsonian* online, for example, covers topics in physical sciences, social sciences, and U.S. and natural history.

Print

Encyclopedia of Mythology

The Baseball Encyclopedia

The Encyclopedia of American Facts and Dates

The International Encyclopedia of the Social Sciences

Online

Encyclopedia Smithsonian

http://www.si.edu/Encyclopedia_SI/

A collection of almost 50 different encyclopedias

<http://www.encyclopedia.com>

BIOGRAPHICAL REFERENCES

Information about famous people of the past and of the present may be found in biographical reference books or databases. Some biographical references contain only a paragraph of facts about each person, while others, such as *Current Biography*, contain long articles. The following excerpt about the American writer Maya Angelou is from *Who's Who in America 2008*.

Angelou, Maya (MARGUERITE ANNIE JOHNSON), Writer, actress; b. St. Louis, Apr. 4, 1928; d. Bailey and Vivian (Baxter) Johnson; m. Tosh Angelos, 1950 (div 1952) . . . 1 child Guy Johnson. Studied dance with Pearl Primus, NYC; degrees (hon.), Smith Coll., 1975, Mills Coll., 1975, Lawrence U., 1976 . . . Hope Coll., 2001, Columbia U., 2003., Eastern Conn. U., 2003. Taught modern dance The Rome Opera House and Hambina Theatre, Tel Aviv; writer-in-residence U. Kans., Lawrence, 1970; disting. vis. prof. Wake Forest U., 1974-, Wichita State U., 1974, Calif. State U., Sacramento, 1974; apptd. mem. Am. Revolution Bicentennial Council by Pres. Ford, 1975–76; 1st Reynolds prof. Am. Studies, Wake Forest U. 1981-, a lifetime appointment. Author: *I Know Why the Caged Bird Sings*, 1970. *Just Give Me A Cool Drink of Water 'Fore I Die*, 1971. *Georgia, Georgia*, 1972. *Gather Together in My Name*, 1974. *Oh Pray My Wings are Gonna Fit Me Well*, 1975. *Singin' and Swingin' and Gettin' Merry Like Christmas*, 1976. *And Still I Rise*, 1978. *The Heart of a Woman*, 1981. *Shaker, Why Don't You Sing?*, 1983. *All God's Children Need Traveling Shoes*, 1986. *Now Sheba Sings the Song*, 1987. *I Shall Not Be Moved*, 1990. *On the Pulse of Morning: The Inaugural Poem*, 1992. *Lessons in Living*, 1993. *Wouldn't Take Nothing for My Journey Now*, 1993. *My Painted House, My Friendly Chicken, and Me*, 1994. *The Complete Collected Poems of Maya Angelou*, 1994 . . .

Other biographical references include important basic information, such as date of birth, education, occupation, and the person's accomplishments, and may have longer entries describing the person's life in more detail, depending on their focus. Many libraries subscribe to one or more biographical databases that contain information from a variety of published sources including books and magazine articles and that may have links to reliable Web sites with information on the person. Some biographical resources focus on the lives of women and African Americans in U.S. history, and some multimedia or online resources contain film clips and audio recordings of important historical events.

Print

Who's Who and Who's Who in America
Current Biography
Dictionary of American Biography
Dictionary of National Biography
Merriam-Webster's Biographical Dictionary
American Men and Women of Science

Online

Distinguished Women of Past and Present
<http://www.distinguishedwomen.com>
Encyclopaedia Britannica Guide to Black History
<http://search.eb.com/blackhistory/>

REFERENCES ABOUT LANGUAGE AND LITERATURE

For your English class, you may need to consult reference materials specifically about language and literature. These references may be in books or online databases. Following are examples.

Specialized Dictionaries

Dictionary of Literary Terms
Brewer's Dictionary of Phrase and Fable

Specialized Encyclopedias

Reader's Encyclopedia of American Literature
Encyclopedia of American-Indian Literature

Biographical References

Contemporary Authors
American Authors 1600–1900
Contemporary Poets
Notable African American Writers

Handbooks, or companions, are another kind of literary references. Some handbooks give plot summaries or describe characters. Others explain literary terms or give information about authors.

Books of quotations tell you the source of a particular quotation. These books also list complete quotations as well as other quotations on the same subject.

Indexes are useful for finding a particular poem, short story, or play. An index such as *Granger's Index to Poetry* lists the books that contain the particular selection you are looking for. The *Gale Literary Index* contains information about authors and their major works.

Comprehensive online databases combine many of these literary references into a convenient resource that you can search by author, title, subject, or keyword. You may find complete works along with biographical information and literary criticism. A database likely contains information from hundreds of sources on thousands of authors. Ask your librarian what your library provides.

Print

The Reader's Encyclopedia
The Oxford Companion to American Literature
The Oxford Companion to English Literature
Bartlett's Familiar Quotations
The Oxford Dictionary of Quotations
Granger's Index to Poetry

Online

About.com: Classic Literature <http://classiclit.about.com/>
 Gale Literary Index <http://www.galenet.com/servlet/LitIndex>
 Bartlett's Familiar Quotations <http://www.bartleby.com/100>
 The Quotations Page <http://www.quotationspage.com/>

Develop Research Skills

Using Literary References

Write one kind of reference work about language and literature that you could use to find the answer to each question.

Example

What collections of poetry contain Robert Frost's "The Road Not Taken"?

Possible Answer

index to poetry

1. What does the term *unreliable narrator* mean?
2. Who defined a coward as "One who in a perilous emergency thinks with his legs"?
3. What was the real name of George Eliot, a British novelist?
4. Where could you find information on the short story "A Bottle of Milk for Mother" by Nelson Algren?
5. What is a synonym for *determine*?
6. Which play contains the line "Parting is such sweet sorrow"?
7. How many books did the American author Ralph Ellison write?
8. In what collections is the play *Pygmalion* published?
9. J. D. Salinger is a twentieth-century American author. What do the initials J. D. stand for?
10. What is the meaning of the term *denouement*?

ATLASES

These books of maps present information about the regions of the world. Special-purpose maps and tables may show a region's physical geography, cities, population, climate, industries, natural resources, and systems of transportation. Historical atlases show maps of the world during different periods of history. In addition, some specialized atlases focus on the geography and history of a specific country or state. *Goode's World Atlas* and *The Times Atlas of the World* are found in most libraries. Your library may also provide access to online databases that include a variety of maps. Some online resources from the U.S. Geological Survey incorporate satellite imagery to let you examine the geography of the United States by state and by region.

Print

Goode's World Atlas
The Times Atlas of the World
Rand McNally International World Atlas
The National Geographic Atlas of the World
Rand McNally Atlas of World History

Online

National Atlas of the United States
<http://www-atlas.usgs.gov/>

ALMANACS AND YEARBOOKS

Because almanacs and yearbooks are published once a year, they are reliable sources for current information on a wide range of subjects, as well as for information about famous people, unusual achievements, and sports. Almanacs also provide historical facts and geographic information. Some, such as *The Old Farmer's Almanac*, focus on weather-related and seasonal information.

Print

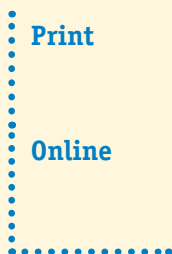
Information Please Almanac
Guinness Book of World Records
World Almanac and Book of Facts

Online

The Old Farmer's Almanac <http://www.almanac.com>
Infoplease <http://www.infoplease.com/>

SPECIALIZED DICTIONARIES

When you do research on topics that are new to you, you will often encounter words you do not know. A specialized dictionary, one that focuses on a particular field of study, will be of great help to you. You can find specialized dictionaries for many topics, such as music, medicine, science, and social sciences. Some online sites include dictionaries in several languages and excerpts from guidebooks on writing.



Print

Harvard Dictionary of Music
Concise Dictionary of American History
Merriam-Webster's Geographical Dictionary

Online

Medical, legal, and multilingual dictionaries and a style guide <http://dictionary.reference.com/>
Strunk's Elements of Style <http://www.bartleby.com/141/>

BOOKS OF SYNONYMS

Another type of dictionary, called a **thesaurus**, features synonyms (different words with the same meanings) and antonyms (words with opposite meanings). This resource is especially helpful if you are looking for a specific word or if you want to vary your word usage and build your vocabulary. Many Web browsers, online databases, and word processing software programs include dictionary and thesaurus features.



Print

Roget's Thesaurus in Dictionary Form
Merriam-Webster Dictionary of Synonyms and Antonyms
Oxford American Writer's Thesaurus

Online

Roget's Thesaurus <http://machant.uchicago.edu/rogets>
Merriam-Webster Dictionary and Thesaurus
<http://www.merriam-webster.com/>

OTHER REFERENCE MATERIALS

Most libraries and media centers have a variety of printed materials that are not found in bound form. They also have other nonprint resources such as audio recordings and video documentaries that contain information that cannot be conveyed in print form.

Vertical Files Libraries often store pamphlets, catalogs, and newspaper clippings in a filing cabinet called the vertical file. Materials are stored in folders in file cabinets and arranged alphabetically by subject.

Government Documents and Historical Records Many libraries and media centers save storage space by storing some documents and back issues of periodicals on microfilm and microfiche—photographic reproductions of printed material that are stored on rolls or sheets of film. References stored on microforms may include government documents from state and federal agencies; and original, historic records and papers. These rolls and sheets of film are stored in filing cabinets in another part of the library or media center and can be viewed easily on special projectors. Libraries may also subscribe to databases that provide access to some government documents or historical records. Many government Web sites also provide access to such documents. Two useful sites for federal government documents are <<http://usasearch.gov/>> and <<http://www.gpoaccess.gov/>>.

Audiovisual Materials Audiovisual materials can be valuable sources of information and are often available through your library or media center. Audiovisual materials may include recordings of interviews and speeches, and DVDs of documentaries and educational programs. If you cannot check out these materials to view in the classroom, listening and viewing equipment is usually available in the library. CD-ROMs have largely been replaced by online databases and other online or electronic resources. Some libraries may still have specialized indexes, databases, encyclopedias, or dictionaries such as the complete *Oxford English Dictionary* on CD-ROM. Check with the media specialist to see which resources are available in these forms.

● Develop Research Skills

Using References

Write one kind of reference work—other than a general encyclopedia—that would contain information about each subject.

1. magazine articles about the 2008 presidential election
2. famous young Americans
3. Olympic records in track and field events
4. location of active volcanoes in North America
5. college catalogs
6. the meaning of the term *allegro* in music
7. the name and location of the capital of Hawaii
8. pamphlets on museum exhibits
9. information about a scientific discovery this year
10. information about a Supreme Court justice

Using the Internet for Research

The Information Superhighway could be the best research partner you've ever had. It's fast, vast, and always available. But like any other highway, if you don't know your way around, it can also be confusing and frustrating. This is particularly true of the Internet because the sheer volume of information often can be intimidating.

This section will explore ways to help you search the Web effectively. Be patient. It takes time to learn how to navigate the Net and zero in on the information you need. The best thing to do is practice early and often. Don't wait until the night before your research paper is due to learn how to do research on the Internet!

GETTING STARTED

Just as there are several different ways to get to your home or school, there are many different ways to arrive at the information you're looking for on the Internet.

Internet Public Library Perhaps the best place to start your search for reliable information on the Web is ipl2, the Internet Public Library site <<http://www.ipl.org/>>. This virtual reference library provides links to Web sites that have been reviewed and recommended by librarians. The home page is organized with links to sections much like those at your local library or media center. Clicking on the links that relate to your topic will take you to a list of suggested resources.

Search Bar Another good first step is your browser's search bar. You can usually customize a browser by adding the search tools you use most to the drop down menu.

Search Tools There are several different free search services available that will help you find topics of interest by entering words and phrases that describe what you are searching for. Some of the most popular **search engines** include:

- AltaVista—<http://www.altavista.com/>
- Ask—<http://www.ask.com/>
- Bing—<http://www.bing.com/>
- Google—<http://www.google.com/>
- Lycos—<http://www.lycos.com/>
- Yahoo!—<http://www.yahoo.com/>

Metasearch engines search and organize results from several search engines at one time. Following are a few examples:

- Clusty—<http://clusty.com/>
- Dogpile—<http://www.dogpile.com/>
- Ixquick Metasearch—<http://ixquick.com/>

Search services usually list broad categories of subjects, plus they may offer other features, such as “Random Links” or “Top 25 Sites,” and customization options. Each one also has a search field. Type in a **keyword**, a word or short phrase that describes your area of interest. Then click Search or the Enter key on your keyboard. Seconds later a list of Web sites known as “hits” will be displayed containing the word you specified in the search field. Scroll through the list and click the page you wish to view. Be aware that some of the sites pay the search service to be listed when certain keywords are used.

The tricky part about doing a search on the Internet is that a single keyword may yield a hundred or more sites. You also may find many topics you don’t need. For example, suppose you are writing a science paper about the planet Saturn. If you type the word *Saturn* into the search field, you’ll turn up some articles about the planet, but you’ll also get articles about NASA’s Saturn rockets and Saturn, the automobile company.



Ways to Use the Internet

- find great ideas for topics to write about
- gather information about your topic from companies, colleges and universities, and professional organizations
- connect with people who are recognized experts in your field of interest
- connect with other people who are interested in the same subject and who can provide you with information or put you in touch with other sources

SEARCH SMART

Listed on the next page are a few pointers on how to narrow your search, save time, and search *smart* on the Net. Not all strategies work with all search engines.

You can learn more about Evaluating Online Sources on pages 358–359.

Guidelines for Smart Searching

- The keyword or words that you enter have a lot to do with the accuracy of your search. Focus your search by adding the word “and” or the + sign followed by another descriptive word. For example, try “Saturn” again, but this time, add “Saturn + space.” Adding a third word, “Saturn + space + rings” will narrow the field even more.
- On the other hand, you can limit unwanted results by specifying information that you do *not* want the search engine to find. If you type “dolphins not football,” you will get Web sites about the animal that lives in the ocean rather than the football team that uses Miami as its home base.
- Specify geographical areas using the word “near” between keywords as in “islands near Florida.” This lets you focus on specific regions.
- To broaden your search, add the word “or” between keywords. For example, “sailboats or catamarans.”
- Help the search engine recognize familiar phrases by putting words that go together in quotes such as “Tom and Jerry” or “bacon and eggs.”
- Sometimes the site you come up with is in the ballpark of what you are searching for, but it is not exactly what you need. Skim the text quickly anyway. It may give you ideas for more accurate keywords. There might also be links listed to other sites that are just the right resource you need.
- Try out different search engines. Each service uses slightly different methods of searching, so you may get different results using the same keywords.
- Check the spelling of the keywords you are using. A misspelled word can send a search engine in the wrong direction. Also, be careful how you use capital letters. By typing the word *Gold*, some search services will only bring up articles that include the word with a capital G.

INTERNET + MEDIA CENTER = INFORMATION POWERHOUSE

Since the Internet is not cataloged, it can be tricky to locate the information you need, and sometimes the information you find is not reliable. The library is a well-organized storehouse of knowledge, but it has finite resources. If you use the Internet in conjunction with your local media center, you have everything you need.

Ways to Use the Media Center

- find reliable sources of information either in print or online
- get background information on your topic
- cross-check the accuracy and credibility of online information and authors

TIME OUT TO REFLECT

Do you find that certain sources are more or less useful for different types of research? Which print sources did you find most useful in your research? Which Internet sources helped you the most? How does your work in this chapter prepare you to carry out research projects more efficiently in the future? Record your thoughts in your Learning Log.

Research: Synthesizing, Organizing, and Presenting

Like a builder, when you are putting together a research report you need to prepare your site and gather your materials before starting to hammer parts together. In the previous chapter you have done just that. You have

- chosen and limited a subject
- posed a major research question
- developed a research plan
- used your library and media center to find sources
- evaluated those sources
- taken notes

The activities in this chapter will take you through the rest of the process of preparing a research report.

Writing Project

Research Report

Looking at a Leader Complete a research report on an influential individual.

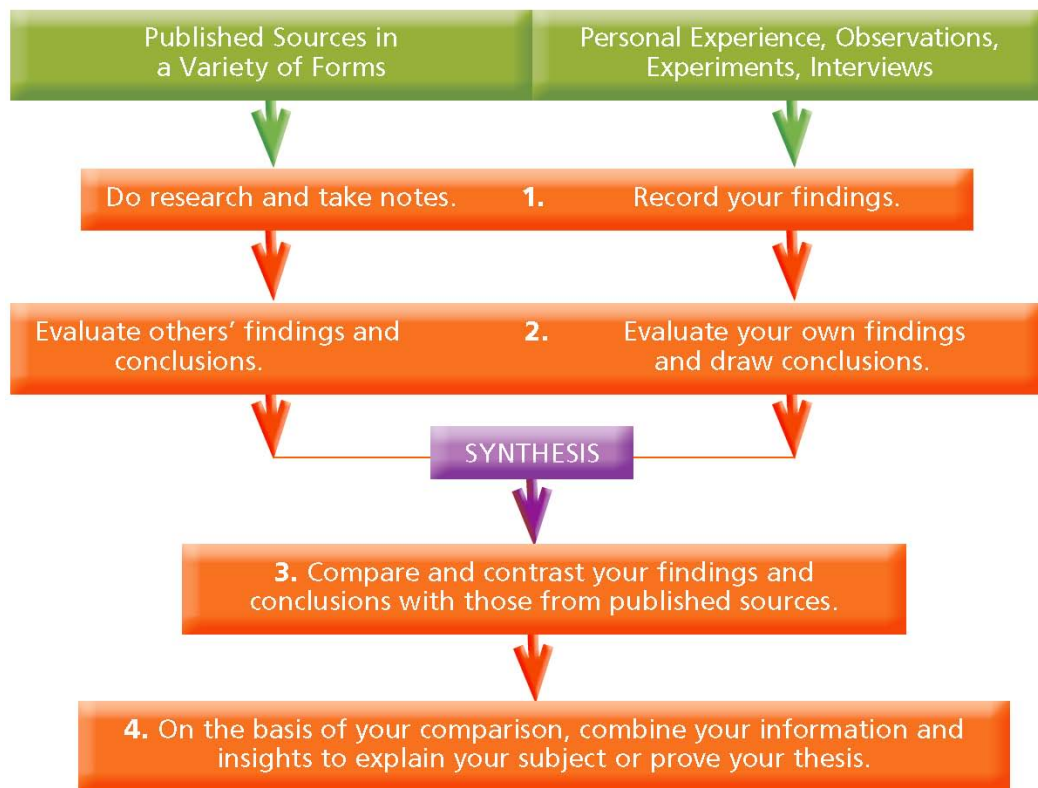
Review In the previous chapter you gathered and organized information for your research report, using your major research question as the focus for your inquiry and refining that question. You have taken notes from sources to record information to use when answering your research question, and you have converted both graphic and written material from your sources to written notes for your report. You may have used a word processing program to take notes as you accumulated new information. In this chapter you will learn how to take the information you have gathered and use it to write the research report itself.

Writing a Research Report

Synthesizing

To prevent your report from being a mere collection of facts, you need to synthesize what you have learned to develop your own insights. To **synthesize** means to merge together information from different sources and your own experience and understanding. The following diagram shows the steps you can take to synthesize information.

SYNTHESIZING INFORMATION FROM DIFFERENT SOURCES



PROJECT PREP

Prewriting

Synthesis

Review your research question and all the notes you took as you conducted research. Follow the steps in the diagram above to synthesize the information, beginning with step 2. Write a brief paragraph evaluating the findings and conclusions of others. Write a second brief paragraph evaluating your own views on the subject. Then complete steps 3 and 4. Write a few sentences explaining how you combined the various sources of information to build the understanding you now have.

Writing a Research Report

Organizing

CHAPTER 11

1 Developing a Thesis

You have followed your research plan to gather information and take notes from authoritative sources. Focusing your thoughts even further will save you time and effort as you organize your research. The best way to focus your thoughts at this stage is to develop a **working thesis** that expresses the main ideas your research revealed. In a research paper, as in a critical essay, you may frame your thesis as a statement that you intend to prove is true. You then give the information you researched as evidence to support your thesis. In such a paper it is necessary to identify the major issues and debates related to your major research topic. A working thesis is a tentative proposition; you can revise it as needed if you discover more information that you want to include in your research report.

To develop your working thesis, think carefully about what you know about your subject. For example, after gathering information about tracing family histories, the writer of that report learned that there are some basic sources and documents each genealogist should consult and also discovered that there are a number of common mistakes beginners make. Consequently, she developed a working thesis statement that accounts for this information.

EXAMPLE: Working Thesis

Limited Subject

How to trace a family history

Working Thesis Statement

The best way to study one's family history is to know the sources of genealogy and to avoid some common mistakes.

PROJECT PREP

Prewriting

Working Thesis

Bring your writing about the influential individual to your writing group. For each author, help to evaluate the information that has been included and how the author has written about it. Consider the following: Has the author divided the information into different topics, with each topic separated into its own paragraph? Has the author provided specific examples to support general statements? Has the author explained why the example is appropriate? Finally, has each author provided a source for each piece of information reported? Based on the feedback from your writing group, revise what you have written.

2 Organizing Your Notes

After you have answered all of the pre-research questions on page 355 and written a working thesis statement, you can begin to organize your notes in order to plan the structure of your research report and develop an outline.

The first step in organizing your notes is to group your note cards into categories. Using a graphic organizer may be helpful for this sorting process. Notice how the following categories on family histories come from the pre-research questions on page 355.

MODEL: Classifying Details

Category 1	general information: popularity of genealogy, events that made genealogy popular
Category 2	kinds of public documents needed
Category 3	major collections of genealogy records
Category 4	mistakes to avoid from the start
Category 5	the family itself as a starting point

After grouping your note cards into three or more main categories, clip together the cards in each category or bind them with a rubber band. Cards that do not fit into any of your categories should be clipped separately. You may be able to use these in your introduction or conclusion.

PROJECT PREP

Prewriting

Organizing Notes

Sort your notes for your research report into three to five broad categories that you will use later to organize an outline of your report. After you have organized your note cards, keep them banded together in categories in your writing folder. There are a number of software programs that you can download from the Internet that allow you to keep notes in user-defined categories and save the information securely on your computer. Do not destroy your notes until you are absolutely sure you won't need them again.

3 Outlining

The categories you created when organizing your notes will be the basis for your outline. You can begin structuring your **outline** by deciding which type of logical order suits your subject: chronological order, spatial order, order of importance, or developmental order.

Then, after you assign each category a Roman numeral, arrange the categories according to the type of order you have chosen.

You may want to read more about types of logical order on pages 5, 20–22, 90–93, and 239.

The following list is the beginning of an outline for a research report about family history. As you will see, the main categories are arranged in developmental order.

MODEL: Categories in Developmental Order

- I. Collecting family data
- II. Using major record collections
- III. Using public documents
- IV. Avoiding common mistakes

The next step is to go back over your notes and add **subtopics** (indicated by capital letters), **supporting points** (indicated by Arabic numerals), and **supporting details** (indicated by lower case letters) to fill out the outline. Your outline should show how you intend to support your thesis and related claims. A fuller outline for the research report on tracing a family history is shown on the next page.



MODEL: Outline

- I. Collecting family data**
 - A. Asking the right questions**
 - 1. Basic facts
 - 2. Family stories
 - a. Father's family
 - b. Mother's family
 - B. Interpreting family photographs**
- II. Using major record collections**
 - A. Library of the Church of Jesus Christ of Latter-Day Saints**
 - 1. Size and scope of information
 - 2. Accessing the information
 - B. Ellis Island Archive**
 - 1. Types of information
 - 2. Time period covered
 - 3. Accessing the information
- III. Using public documents**
 - A. Types of documents**
 - 1. Local records
 - 2. Federal records
 - B. Online resources**
- IV. Avoiding common mistakes**
 - A. Organize your research**
 - B. Focus your research**
 - C. Approach documents critically**

Main Topic

Subtopic

Supporting Points

Supporting Details

Subtopic

Main Topic

Subtopic

Supporting Points

Subtopic

Supporting Points

Main Topic

Main Topic

PROJECT PREP**Prewriting****Outline**

Look back over your categorized note cards and select a logical order that suits your subject, audience, purpose, and context or occasion. Then use those categories to write an outline for the body of your research report, identifying main topics and subtopics with the appropriate numerals and letters. Choose the best details as your supporting points and arrange them in a logical order in your outline.

The Power of Language ⚡

Parallelism: The Power of 3s

As you read the following three sentences, consider whether they are simple, clear, and memorable.

A country's government should consist of people who live in that country.

The people should run their own country's government.

Government should serve the people who are governed.

These sentences may be simple and clear, but they are not memorable. However, when Abraham Lincoln wanted to include the ideas expressed in these sentences in his Gettysburg Address, he distilled them into one memorable phrase “government of the people, by the people, and for the people.” His statement shows the power of **parallelism**: the same kind of word or group of words, grammatically speaking, in a series of three or more. Writers often use this technique because it organizes their writing and gives readers an easily grasped way to follow the flow of ideas.

The parallel elements can be words, phrases, clauses, or sentences. In “Fifth Chinese Daughter,” Jade Snow Wong used parallelism to describe the life of her older brother (pages 40–41):

He had his own room; he kept a German shepherd as his pet; he was tutored by a Chinese scholar; he was sent to private school for American classes.

Try It Yourself

Choose a leader, current or from the past, whose actions you might describe in a research report, or use the subject of the research report you are developing. First, write a sentence with at least three parallel phrases that describe this person's beliefs, positions, or actions. Then, write three parallel sentences about the leader.

Punctuation Tip

Use commas to separate items in a series. Use a comma before the final item and the word *and*.

Writing a Research Report

Drafting

1 Refining Your Thesis Statement

Now that you have an outline with clear categories of information, check your working thesis once again. Make it broad enough to cover the categories in your outline but also limited enough to express the main idea of the research report.

The following guidelines will help you refine your working thesis into an appropriate thesis statement.

HERE'S
HOW

Guidelines for Refining a Thesis Statement

- A thesis statement should make the main point of your research report clear to a reader.
- A thesis statement should cover all the main topics listed in your outline.
- A thesis statement should fit smoothly into the introduction of your research report.

The writer of the research report on studying a family history wanted to point out that the inexperienced person studying a family history is a “budding genealogist.” She also wanted to use wording that was smoother than the wording she used in her working thesis. The model below shows how she accomplished these goals.

EXAMPLE: Refining a Working Thesis

Working Thesis

The best way to study one’s family history is to know the sources of genealogy and to avoid some common mistakes.

Thesis Statement

Before becoming a family detective, a budding genealogist should become familiar with the basic sources of genealogy and the common mistakes beginners make.

PROJECT PREP

Drafting

Refining Thesis Statement

Draft an introduction to your research report. For the report on an influential leader, how should you introduce that person to your readers? In your writing group, read one another’s introductions and share suggestions for improving the thesis statement.

2 Using Sources

The model research report on pages 396–398 shows the different kinds of references that need to be credited to the original authors. Failure to give proper credit for original ideas, direct quotations, and borrowed facts and statistics is called **plagiarism**, a serious and unlawful offense. In some cases you may want to **paraphrase** an author's idea, or rewrite an author's idea in your own words. Even if you paraphrase, however, you must credit the author for the idea.

When you borrow material from sources, work it smoothly into your research report. The following suggestions will help you improve the flow of your presentation.

HERE'S
HOW

Quoting and Paraphrasing Information

- Use a quotation to finish a sentence you have started.

Example The information is described as “equal the content of more than 130 Libraries of Congress.”

- Quote a whole sentence.

Example Lynch reminds beginners, “Family members will not be around forever.”

- Quote just a few words.

Example Learning their own family's history makes “the entire subject” of history come alive for genealogists.

- Paraphrase information from a source.

Example According to Croom, family photographs are important sources.

Practice Your Skills

Quoting and Paraphrasing

Read the following excerpt about hiking in Yellowstone National Park. Then work with a partner to use it as a source to complete the assignment that follows it.

Yellowstone National Park

One area that typifies the enormity of Yellowstone is the park's southwest corner, a collage of remote waterfalls, geysers, and wild animal herds. The 27-mile hike from Bechler Ranger Station to Old Faithful starts in the creek-laced Bechler Meadows before tracing the region's namesake river through a cool, spruce-forested canyon. One by one, you'll pass Ouzel, Colonnade, and Iris Falls, the highest of which, Ouzel,

tops out at 230 feet. Beyond the Great Divide, you'll reach Lone Star Geyser, a backcountry show that erupts every three hours (whether you hit it right is another matter). More reliable is a sit-and-soak hot spring the locals call "Mr. Bubble," accessible from Three Rivers Junction via a short trail along Ferris Fork River. Another side hike leads two miles to Shoshone Lake, the biggest backcountry lake in the park, where there's an *au naturel* geyser basin sans boardwalks or guardrails. The three- or four-night trip, which is best in August or September, culminates as any Yellowstone hike should—at the like-clockwork plume of Old Faithful.

The National Geographic Society

1. Write a sentence that ends with a quotation.
2. Summarize the highlights of the hike in three sentences. One of the sentences should be a direct quotation.
3. Write a sentence about Lone Star Geyser that quotes just a few words from the source.
4. Write a sentence paraphrasing part of the passage.

PROJECT PREP

Drafting

Using Sources

On your project topic, practice summarizing, paraphrasing, and using quotes as you draft by following these directions:

1. Write a sentence that ends with a quotation from one of your sources.
2. Write three sentences, making one of the sentences a direct quotation from the source.
3. Write a sentence that includes only a few words that are quoted from the source.
4. Write a sentence paraphrasing information from a source.

If you can use these sentences in your draft, feel free to do so. If not, watch for opportunities to use quotations in all the ways described in the chart on page 394.

3 Studying a Model Draft of a Research Report

The following model report was written from the outline on page 391. Although it is more polished than your first draft will be, it shows you how each part in the report contributes to the whole. Notice that whenever words or ideas are borrowed, a citation in parentheses refers the reader to the proper source on the works-cited page, about which you will learn more on pages 403–405.

Your report may be more complex than this brief model or have a different purpose, such as identifying the major issues and debates about a controversial topic. In every report it is important to reflect a logical progression of ideas with evidence that supports the thesis and any related claims. Clearly express your own point of view on the evidence you present.

MODEL: Research Report

Climbing a Family Tree

Since the United States celebrated its 200th birthday in 1976, the study of family history, called genealogy, has gained many devoted followers. Genealogists often find that learning their own family's history makes "the entire subject" of history come alive (Melnyk 5). In America, that history frequently involves an immigrant ancestor's story or celebration of a particular ethnic heritage (Shute). Before becoming a family detective, become familiar with the basic sources of genealogy and the traps that could leave you dangling from a branch in someone else's tree.

The first basic source of information for your family tree is your family. Begin by asking family members who their ancestors were; where and when they were born, married, and died; and how they were related to one another (Croom 46). Professional genealogist and author Daniel Lynch reminds beginners, "Family members will not be around forever. Public records are not likely to disappear." He also advises interviewers to "let people speak. Don't challenge what they say. You can sort out the facts later." Family photographs are another excellent source. Look for clues that can provide information about places, dates, and details of your ancestors' daily lives (Croom 77–78). Tracing a family history is more than filling in a chart. You must

Title

Introduction

Background
Information

Thesis Statement

Main Topic I

learn as much as you can about how life really was for people in the past.

After you have explored family sources, consult the genealogical collection of the Church of Jesus Christ of Latter-Day Saints based in Salt Lake City, Utah. This collection, which contains millions of records from all over the world, is considered the greatest in the world and is open to all people (Rosen). The information is described as “equal the content of more than 130 Libraries of Congress” (Maurer). If you cannot go to Salt Lake City, you can use one of the many branch libraries around the country. Much of the collection can also be accessed online through the church’s genealogy database <<http://www.familysearch.org>> (Crowe 250).

Main Topic II

Another important resource for many family historians is the collection of immigration records and ships’ passenger lists available at Ellis Island in New York City. About 40 percent of Americans have an immigrant ancestor who came through Ellis Island between 1892 and 1924. Since 2001 this treasure trove of information has been available online at <<http://www.ellisland.org>>. The Web site has many useful tips and tools to help researchers add missing pieces to their family puzzle (Briganti).

If these family records do not include your ancestors, you should search through local and federal records to track down your forebears. Birth and death certificates and marriage licenses are the “best records for establishing the identity of family members” (Jaussi). Census records, which have been kept in the United States since 1790, are “often a good place to begin your use of public records” (Croom 91). Court records, church records, and military records are also helpful (Crowe 21). Online services and the Internet provide access to genealogical information that might take months to locate using traditional methods. For example, the USGenWeb Project <<http://www.usgenweb.org>> can help you find records and resources for each county in the United States, including information on local libraries and historical societies (Melnik 71). Through an impressive array of blogs, Really Simple Syndication (RSS) feeds, e-mail lists, and forums, you can “learn from experts . . . [and] other genealogists like you” (Crowe 136).

Main Topic III

To beginning family detectives, the great number and variety of sources can seem overwhelming. One expert suggests three key guidelines that can keep you from making major mistakes. The first is “organize early and often.” With so many sources, keeping well-organized and accurate notes is critical to putting the pieces together later (Croom 5). Second, it’s important to focus your work. “Researchers who spread their efforts thin by trying to work on too many ancestors at once usually do not tackle and solve the tough questions” (Croom 7). The third guideline is perhaps most important of all—read all sources critically. “Any kind of record or database can contain mistakes, and insufficient or inaccurate information can lead to incorrect conclusions” (Croom 28). For example, one writer has observed that female ancestors may be harder to locate in most civic archives because they were often barred from owning land and writing their own wills (Przecha). These obstacles require careful researching to overcome. A careful researcher will learn to question the accuracy of every source until it can be validated by another (Lynch).

Main Topic IV

Despite the pitfalls, family research offers many rewards. Samantha Dorsey is a high school senior who has learned about herself by finding out about her immigrant ancestors from Russia and France. She concludes, “History isn’t just about the past. It’s about what makes you you” (Stepp). With the help of family memories, important record collections, and tips from seasoned genealogists, anyone with the patience and motivation can discover the pleasures of climbing the family tree.

Conclusion

Restatement
of Thesis

Works Cited

- Briganti, Stephen A. Foreword. *The Family Tree Guide to Finding Your Ellis Island Ancestors*. By Sharon DeBartolo Carmack. Cincinnati: Family Tree, 2005. N. pag. Print.
- Croom, Emily Anne. *Unpuzzling Your Past: The Best-Selling Basic Guide to Genealogy*. Cincinnati: Betterway, 2001. Print.
- Crowe, Elizabeth Powell. *Genealogy Online*. New York: McGraw, 2008. Print.
- Jaussi, Laureen R. "Genealogy." *World Book Advanced Online*. World Book, 2009. Web. 3 Mar. 2009.
- Lynch, Daniel M. Telephone interview. 3 Mar. 2009.
- Maurer, David. "Tending to the Family Tree." *Daily Progress* [Charlottesville] 9 Mar. 2009: n. pag. *Newspaper Source*. Web. 12 Mar. 2009.
- Melnyk, Marcia D. Yannizze. *Family History 101: A Beginner's Guide to Finding Your Ancestors*. Cincinnati: Family Tree, 2005. Print.
- Przecha, Donna. "Finding Female Ancestors." *Genealogy.com*. Generations Network, 2007. Web. 12 Mar. 2009.
- Rosen, Ellen. "Latest Genealogy Tools Create a Need to Know." *New York Times*. New York Times, 18 Aug. 2007. Web. 3 Mar. 2009.
- Shute, Nancy. "New Routes to Old Roots." *Smithsonian* Mar. 2002: 76+. *MAS Ultra – School Edition*. Web. 3 Mar. 2009.
- Stepp, Laura Sessions. "Genealogy Blends Past and Present for Teens." *Los Angeles Times*. Los Angeles Times, 28 Aug. 2001. Web. 3 Mar. 2009.

Notice that only sources consulted and actually cited in the research report can be included on the works-cited page.

PROJECT PREP

Drafting

First Draft

Building on the introduction you wrote earlier, draft the body and conclusion to your research paper. In the body, summarize, paraphrase, quote, and accurately cite the information you researched. In the conclusion, explain how the claims and examples you have provided in the body paragraphs demonstrate the thesis you state in the introduction. How can you drive home the point of your learning in your concluding paragraph? When you have completed this draft, meet with your writing group and discuss one another's work. Help one another draft well-developed body paragraphs and a clear, strong conclusion.

4 Citing Sources

Notes that tell the original source of words or ideas you have used in your research report are called **citations**. Although several formats for citing sources are available, this textbook uses the guidelines established by the Modern Language Association (MLA) for parenthetical citations—the preferred way to give credit to your sources.

Parenthetical citations identify the source briefly in parentheses immediately after the borrowed material. Footnotes are another type of citation. Instead of identifying sources within the report in parentheses, **footnotes** use a number next to the borrowed material that refers to a source listed at the bottom, or foot, of the page. A similar type of citation is the **endnote**. Instead of identifying sources at the foot of the page, endnotes come at the end of the research report, after the conclusion but before the works-cited page.

Writing Tip

Cite the sources of information you include in your research paper by using **parenthetical citations**, **footnotes**, or **endnotes**. Your teacher will tell you which type of citation to use in your research papers.

PARENTHETICAL CITATIONS

When you use parenthetical citations, you give readers only enough information to identify the source of the borrowed material. Readers then refer to your works-cited page for complete information on each source. The following examples show the correct MLA form for using parenthetical citations.

MODERN LANGUAGE ASSOCIATION (MLA) STYLE GUIDELINES	
Book by One Author	Give author's last name and a page reference: (Crowe 250).
Book by Two or More Authors	Give both authors' names and a page reference: (Doane and Bell 82).
Article; Author Named	Give author's last name and a page reference: (Gates 38).
Article; Author Unnamed	Give shortened form of title of article (omit initial <i>A</i> , <i>An</i> , or <i>The</i>) and page reference, unless the article is a single page: ("Family Leaves").
Article in a Reference Work; Author Unnamed	Give title (full or shortened) and page number, unless title is entered alphabetically in an encyclopedia: ("Genealogy").
Online Article; Author Named	Give author's last name; include a page or paragraph number only if the online source includes them; do not use page references from a print version of the article: (Przecha).
Online Article or Web Page; Author Unnamed	Give title of article or Web page, as used on the works-cited page: ("Family History Begins at Home").

The Chicago Manual of Style uses a slightly different style of parenthetical citations. This style is recommended for research reports in the physical sciences and most social sciences. Parenthetical citations include the author's name, the date of publication, and a page reference. This style is similar to that in the *Publication Manual of the American Psychological Association*, which is now focused on professionals writing articles for publication.

A useful guide for these parenthetical citations is Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, which is based on *The Chicago Manual of Style*.

TURABIAN (*Chicago Manual of Style*) GUIDELINES

Book or Article by One Author	Give author's last name and date of publication, then a page reference separated by a comma: (Crowe 2008, 250).
Book or Article by Two Authors	Give both authors' names and date of publication, then a page reference: (Doane and Bell 1992, 82).
Article; Author Unnamed	Use the name of the publication in place of the author, then give the date of publication and page reference: (<i>Parents</i> 2008, 201).

No matter which style you use, a parenthetical citation placed at the end of a sentence goes after a closing quotation mark and before the period. Titles of articles should be enclosed in quotation marks within the parentheses.

See the model research paper on pages 396–398 for examples.

FOOTNOTES AND ENDNOTES

If your teacher tells you to use footnotes or endnotes, you need to follow a different form for citing sources than you would use in parenthetical citations. With either footnotes or endnotes, place a small number, called a **superscript**, halfway above the line and immediately after the borrowed material. As shown in the following examples, the footnote entry itself does not begin with a superscript.

Example

The information is described as
“equal the content of more than
130 Libraries of Congress.”¹

The Turabian *Manual* is also a useful guide for footnotes or endnotes. This *notes-bibliography style* of citations is used primarily in the humanities and some social sciences.

TURABIAN (*Chicago Manual of Style*) GUIDELINES FOR FOOTNOTES AND ENDNOTES

General Reference Works

Books by One Author

Books by Two or More Authors

Articles in Magazines

Articles in Newspapers

Articles from Online Databases

Articles from Web Sites

1. *World Book Encyclopedia*, 2009 ed., s.v. "Genealogy." [s.v. = "under the word"]
2. Elizabeth Powell Crowe, *Genealogy Online* (New York: McGraw-Hill, 2008), 250.
3. Gilbert H. Doane and James B. Bell, *Searching for Your Ancestors: The How and Why of Genealogy* (Minneapolis: University of Minnesota Press, 1992), 82.
4. Henry Louis Gates Jr., "Family Matters," *New Yorker*, December 1, 2008, 38.
5. Kathleen A. Hughes, "The Person Over the Mantel," *Wall Street Journal*, February 14, 2009.
6. Nancy Shute, "New Routes to Old Roots." *Smithsonian*, March 2002, 76+, <http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=6297893&site=ehost-live> (accessed March 3, 2009).
7. Donna Przech, "Finding Female Ancestors," Generations Network, http://www.genealogy.com/50_donna.html (accessed March 12, 2009).

For repeated references to a work already cited, you can use a shortened form of footnote.

First Reference

Later Reference

2. Elizabeth Powell Crowe, *Genealogy Online* (New York: McGraw-Hill, 2008), 250.
8. Crowe, 21.



WORKS-CITED PAGE

Sources cited in the research paper must also be listed on a separate works-cited page at the end of the report. The author's last name comes first and the indentation and punctuation are different. On a works-cited page, the entries are listed in alphabetical order by the author's last name. If no author is given for a work, the entry is alphabetized by first letter of the title. (See pages 400 and 403 for examples.)

The following examples show the correct form for works-cited entries. In each example, note the order of information, the indentation, and the punctuation. When citing online sources, always give the date you accessed the site.

MLA GUIDE TO WORKS-CITED PAGE

• General Reference Works	Jaussi, Lauren R. "Genealogy." <i>World Book Encyclopedia</i> , 2009 ed. Print.
• Books by One Author	Crowe, Elizabeth Powell. <i>Genealogy Online</i> . New York: McGraw, 2008. Print.
• Books by Two or More Authors	Doane, Gilbert H., and James B. Bell. <i>Searching for Your Ancestors: The How and Why of Genealogy</i> . Minneapolis: U of Minnesota P, 1992. Print.
• Articles; Author Named	Gates, Henry Louis, Jr. "Family Matters." <i>New Yorker</i> 1 Dec. 2008: 34–38. Print.
• Articles; Author Unnamed	"Family Leaves." <i>Parents</i> Nov. 2008: 201. Print.
• Articles in Newspapers	Hughes, Kathleen A. "The Person Over the Mantel." <i>Wall Street Journal</i> 14 Feb. 2009, Eastern ed.: R6. Print.
• Interview	Lynch, Daniel M. Telephone interview. 3 Mar. 2009.
• Articles from Online Databases	Shute, Nancy. "New Routes to Old Roots." <i>Smithsonian</i> Mar. 2002: 76+. <i>MAS Ultra – School Edition</i> . Web. 3 Mar. 2009.
• Articles from Web Sites	Przecha, Donna. "Finding Female Ancestors." <i>Genealogy.com</i> . Generations Network, 2007. Web. 12 Mar. 2009.

These entries follow the style recommended in the *MLA Handbook for Writers of Research Papers* (7th ed.). The MLA no longer recommends including URLs for most online sources because they change so frequently. If your teacher requires you to include a URL, enclose it in angle brackets, for example <http://www.genealogy.com/50_donna.html>, as the last entry in the citation.

Turabian (*The Chicago Manual of Style*) recommends including URLs for most electronic sources. Following are examples for entries in a works-cited page using different citation styles.

TURABIAN (*Chicago Manual of Style*) BIBLIOGRAPHY STYLE FOR WORKS-CITED PAGE

Books by One Author

Crowe, Elizabeth Powell. *Genealogy Online*. New York: McGraw-Hill, 2008.

Books by Two or More Authors

Doane, Gilbert H., and James B. Bell. *Searching for Your Ancestors: The How and Why of Genealogy*. Minneapolis: University of Minnesota Press, 1992.

Magazine Articles

Gates, Henry Louis, Jr. "Family Matters." *New Yorker*, December 1, 2008.

Articles from Online Databases

Shute, Nancy. "New Routes to Old Roots." *Smithsonian*, March 2002. <http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=6297893&site=ehost-live> (accessed March 3, 2009).

Articles from Web Sites

Przecha, Donna. "Finding Female Ancestors." Generations Network. http://www.genealogy.com/50_donna.html (accessed March 12, 2009).

TURABIAN (*Chicago Manual of Style*) REFERENCE-LIST STYLE FOR WORKS-CITED PAGE

Books by One Author

Crowe, Elizabeth Powell. 2008. *Genealogy online*. New York: McGraw-Hill.

Books by Two or More Authors

Doane, Gilbert H., and James B. Bell. 1992. *Searching for your ancestors: The how and why of genealogy*. Minneapolis: University of Minnesota Press.

Magazine Articles

Gates, Henry Louis, Jr. 2008. Family matters. *New Yorker*, December 1.

Articles from Online Databases

Shute, Nancy. 2002. New routes to old roots. *Smithsonian*, March. <http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=6297893&site=ehost-live> (accessed March 3, 2009).

Articles from Web Sites

Przecha, Donna. Finding female ancestors. Generations Network. http://www.genealogy.com/50_donna.html (accessed March 12, 2009).

Use the Turabian bibliography style with footnotes or endnotes; use the reference-list style with parenthetical citations based on the Turabian style. Whatever style you use, use it consistently for all the citations in your paper.

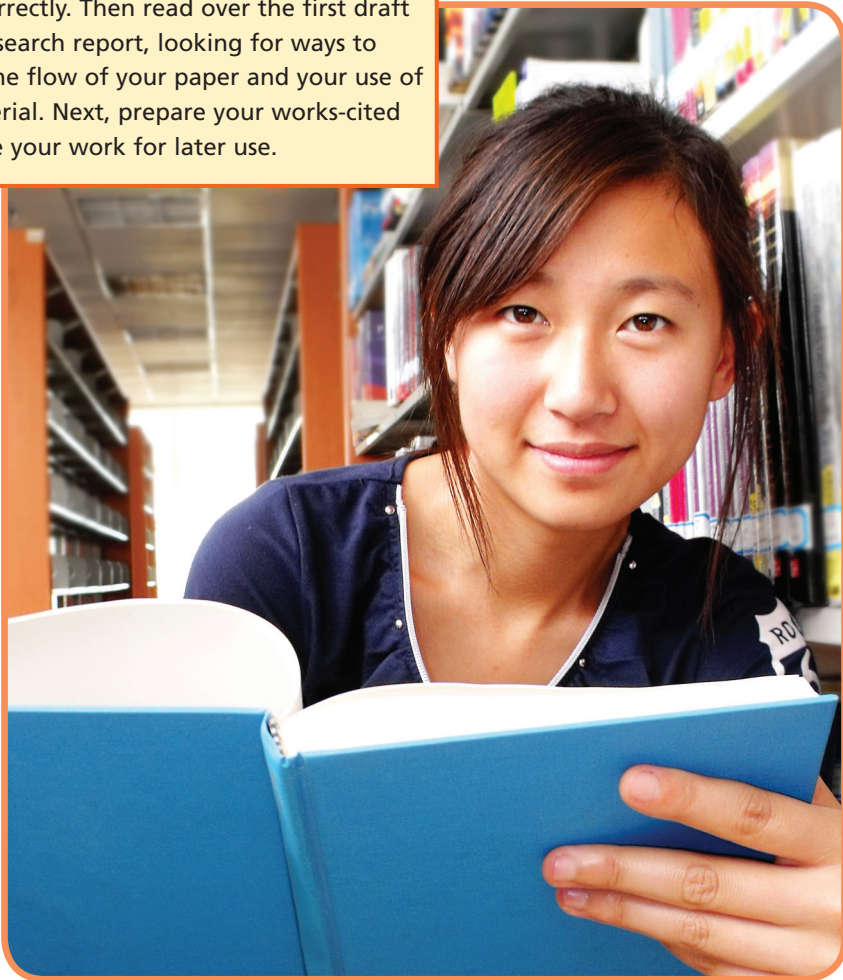
Your teacher may require a works-consulted page—often called a **bibliography**—in which you include all works you consulted whether or not you cited them in the actual report. A works-consulted list uses the same manuscript form as the works-cited page.

PROJECT PREP

Drafting

Citations

Review what you have learned about citing sources correctly. Then read over the first draft of your research report, looking for ways to improve the flow of your paper and your use of cited material. Next, prepare your works-cited page. Save your work for later use.



Writing a Research Report

Revising

When your first draft is finished, you can do a critical survey of your project: do the parts of the report fit together smoothly? Does your work need more color or style in places? In the revising stage, you should clear your desk and read over your report with a fresh eye and a keen sense of concentration. Your first concern is whether you have achieved the purpose of your research paper. Then ask yourself: Does the report inform or persuade the audience as fully and accurately as possible?

CHECKING FOR ADEQUATE DEVELOPMENT

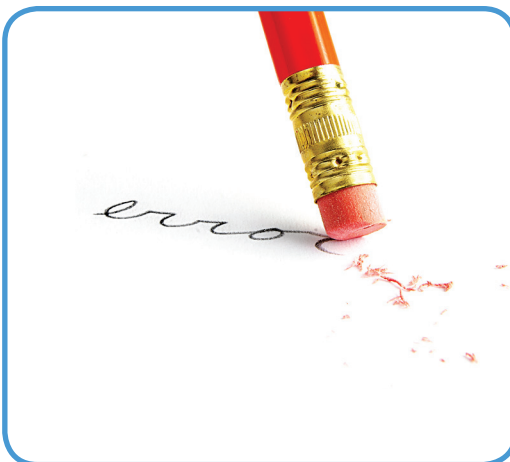
One especially important feature to look for in your draft is adequate development. A good research report will have ample evidence to support the thesis statement and related claims thoroughly. If certain sections seem thin and weak, analyze them to determine what the problem is.

You may find that the addition of a detail here and there will do the trick. In other cases, you may need to return to the library or media center and do additional research to bolster these sagging parts of your report.

CHECKING FOR ACCURACY

Another important feature of a research report is accuracy. Whenever you borrow material from another source, you need to take special care that you are accurately representing the views of the author of that source. In your zeal to support your thesis, make sure that you have not quoted an authority out of context or failed to include some important information that would cast your thesis in doubt.

The checklist on the following page will help you identify the parts of your research report that need improvement. The first section of the checklist will help you improve the most important aspect of your report—the content. The second section will help you refine each paragraph within your report to make it as sharp and concise as it can be. The final section will help you weave words and sentence rhythms into your writing that are sure to hold your reader's attention.





Evaluation Checklist for Revising

Checking Your Research Paper

- ✓ Does your introduction contain a thesis statement that makes the main point of your research report clear? (pages 387–388 and 393)
- ✓ Does the body of your research report support the thesis statement and related claims? (pages 387 and 393–406)
- ✓ Do the ideas in your research report follow a logical development? (pages 389–391 and 406)
- ✓ Does your research report reflect a clearly stated point of view? (page 396)
- ✓ Does your research report have unity? (pages 89 and 115)
- ✓ Does your research report have coherence? (pages 90–93 and 115)
- ✓ Is your emphasis clear? (page 115)
- ✓ Does your report use graphics or illustrations if needed? (pages 410–411)
- ✓ Does your conclusion have a strong ending? (pages 387 and 399)
- ✓ Does your research report have parenthetical citations and a list of sources on a works-cited page? (pages 400–405)
- ✓ Does your research report have a title that suggests the subject of the report?
- ✓ Did you use a style manual to format written materials? (pages 402–404)

Checking Your Paragraphs

- ✓ Does each paragraph have a topic sentence? (pages 80–82)
- ✓ Is each paragraph unified and coherent? (pages 89–93 and 115)
- ✓ Did you use transitions so that one paragraph leads smoothly into the next? (pages 5, 90–92, and 291)

Checking Your Sentences and Words

- ✓ Are your sentences varied? (pages 59–66)
- ✓ Are your sentences concise? (page 68–70)
- ✓ Did you avoid faulty sentences? (pages 71–72)
- ✓ Did you use specific rather than general words? (pages 48–56)

PROJECT PREP

Revising

Development, Accuracy, Sentences

Exchange papers with a writing partner and give one another suggestions on how to prepare the most complete, convincing, and polished version of your paper as you can. Make certain that you use at least eight reliable references for your paper and that they come from a variety of types of sources, including the Internet, encyclopedias, history books, and other sources of information available in the library.

Writing a Research Report

Editing

You want your research report to inform or persuade readers about your topic. Check for any errors in grammar, spelling, or punctuation that can weaken your presentation.

The Language of **Power** *Past Tense*

Power Rule: Use mainstream past-tense verb forms of regular and irregular verbs. (See pages 686–708.)

See it in Action In the first draft, the writer of the report on researching family history wrote this sentence.

About 40 percent of Americans have an immigrant ancestor who **come** through Ellis Island between 1892 and 1924.

During editing, however, the writer remembered that *come* is the mainstream form of the present tense, not the past. She edited the sentence to use the mainstream form of the past tense, *came*.

About 40 percent of Americans have an immigrant ancestor who **came** through Ellis Island between 1892 and 1924.

Remember It Record this rule in the Power Rule section of your Personalized Editing Checklist.

Use It Read through your research report to make sure you have used mainstream past tense verb forms. Watch especially for irregular verbs.

PROJECT PREP

Editing

Checking Your Work

Check your work for grammar, usage, mechanics, and spelling. As you edit your research report, refer to your Personalized Editing Checklist. When you are finished, use the rubric on the following page to measure the strength of each of the six traits in your writing.

Using a Six-Trait Rubric

Research Reports

Ideas	4 The text conveys a clear and original thesis statement with abundant supporting details and is well chosen for the purpose and audience.	3 The text conveys a thesis statement with ample details and suits the purpose and audience.	2 The text conveys a thesis statement with some supporting details and suits the purpose and audience.	1 The text does not convey a thesis statement and fails to suit the purpose and audience.
Organization	4 The organization is clear with abundant transitions.	3 A few ideas seem out of place or transitions are missing.	2 Many ideas seem out of place and transitions are missing.	1 The organization is unclear and hard to follow.
Voice	4 The voice sounds engaging and is appropriate for purpose and audience.	3 The voice sounds natural and is appropriate for purpose and audience.	2 The voice sounds mostly unnatural with some exceptions.	1 The voice sounds mostly unnatural.
Word Choice	4 Words are specific. All terms are explained or defined.	3 Words are specific and some terms are explained or defined.	2 Some words are overly general and some technical terms are not explained.	1 Most words are overly general.
Sentence Fluency	4 Varied sentences flow smoothly.	3 Most sentences are varied and flow smoothly.	2 Some sentences are varied but some are choppy.	1 Sentences are not varied and are choppy.
Conventions	4 Punctuation, usage, and spelling are correct. The Power Rules are all followed.	3 Punctuation, usage, and spelling are mainly correct and Power Rules are all followed.	2 Some punctuation, usage, and spelling are incorrect but all Power Rules are followed.	1 There are many errors and at least one failure to follow a Power Rule.

PROJECT PREP

Evaluating

Peer Evaluation

After a classmate has read your paper, conduct a final edit so that it is ready for publication.