

Name _____

9th Grade Research-Based Persuasion



Part IV

Statement of Inquiry

Critical readers logically interpret perspectives and identify their point of view through moral reasoning and ethical judgment.

Applying Writing Strategies to Enhance Research

<u>Benchmarks</u>	<u>Due Dates:</u>
Connecting Ideas (Transitional Phrases)	_____
Writing Strategy: Using Complex Sentences	_____
Writing Strategy: Sentence Tension	_____
Writing Strategy: Comma Use	_____
Writing Strategy: Integrating Quotations	_____
Writing Strategy: Revising Thesis Statements	_____
Writing Strategy: Avoiding “I”, “you”, “we”, “they”	_____
Writing Strategy: Attention Getting Devices (AGD)	_____
Writing Strategy: Maintaining a Formal Tone	_____
Writing Strategy: Avoiding Plagiarism	_____

Task

Although labeled Part IV, you will review various writing strategies throughout the unit. These writing strategies have been specifically chosen to enhance your research paper. Be sure to ask questions as we review the writing skills to make sure you can implement them correctly as you write!

CONNECTING IDEAS

USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases create links between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. And remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. Here

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ADD RELATED INFORMATION	GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA	MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD	COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR	CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT
<ul style="list-style-type: none"> • furthermore • moreover • too • also • again • in addition • next • further • finally • and, or, nor 	<ul style="list-style-type: none"> • to illustrate • to demonstrate • specifically • for instance • as an illustration • for example 	<ul style="list-style-type: none"> • that is to say • in other words • to explain • i.e., (that is) • to clarify • to rephrase it • to put it another way 	<ul style="list-style-type: none"> • in the same way • by the same token • similarly • in like manner • likewise • in similar fashion 	<ul style="list-style-type: none"> • nevertheless • but • however • otherwise • on the contrary • in contrast • on the other hand
EXPLAIN HOW ONE THING CAUSES ANOTHER	EXPLAIN THE EFFECT OR RESULT OF SOMETHING	EXPLAIN YOUR PURPOSE	LIST RELATED INFORMATION	QUALIFY SOMETHING
<ul style="list-style-type: none"> • because • since • on account of • for that reason 	<ul style="list-style-type: none"> • therefore • consequently • accordingly • thus • hence • as a result 	<ul style="list-style-type: none"> • in order that • so that • to that end, to this end • for this purpose • for this reason 	<ul style="list-style-type: none"> • First, second, third... • First, then, also, finally 	<ul style="list-style-type: none"> • almost • nearly • probably • never • always • frequently • perhaps • maybe • although

Writing Strategy: Complex Sentences

“At the Foul Line”

Directions:

Read each paragraph below and then answer the questions that follow.

Paragraph #1

He stood at the foul line. He was alone. All the other players were at the side-lines. The pep band was silent. No fan cheered. Everyone watched breathlessly. He gripped the ball tightly. He bounced it once. He bounced it twice. He shot the ball. It went in.

Paragraph #2

He stood at the foul line alone because the rest of the players had been instructed to go to the sidelines. The pep band was silent, and even the fans didn't cheer. Everyone, in fact, watched breathlessly as he gripped the basketball tightly. He bounced it twice before shooting and making his shot.

1. How do these paragraphs differ in terms of their sentence structure?
2. What mood or tone is established in Paragraph #1?
3. Which paragraph offers more details?
4. Why does Paragraph #2 seem to have a better sense of coherence/organization?
5. How could this practice apply to your research paper writing?

Writing Strategy Practice: Sentence Tension

Directions:

Short sentences tend to create a feeling of tension or suspense, while longer sentences are generally more useful for description. Read the following paragraph, answer the questions, and then create your own series of short sentences.

Paragraph

The guards finally finished and left. The Row was now locked down. Every inmate in his cell. All doors secured. All windows locked. Sam had begun shaking with the closing of the windows. His head dropped even lower. Adam placed an arm around his frail shoulders. (from John Grisham's "The Chamber")

1. How does Grisham convey a sense of fear?
2. Why do you think Sam is shaking?
3. What is the image you get from these sentences?
4. Write your own sentences to convey a sense of tension or urgency:
5. How could this writing practice help you as you write your research paper? Think about the urgency of your message/how your viewpoint may create questions or tension in the reader's mind and how you can best share that with your audience:

Writing Strategy Practice: Comma Use

Directions:

Using the comma correctly can be tricky for writers. Read through the comma use rules below. Then, create your own example to help you remember the rule.

1. **Rule:** Before a conjunction that joins the independent clauses in a compound sentence:

Example	<i>My son likes to race motorcycles,</i>	<i>and</i>	<i>my husband races ATVs.</i>
Explanation of Grammar Terms:	independent clause (could be own sentence)	conjunction	clause added to the thought to make it a compound sentence

Your Example Sentence: _____

2. **Rule:** After a dependent clause that comes at the beginning of a complex sentence:

Example	<i>Even though I came in fifth,</i>	<i>I still won the championship.</i>
Explanation of Grammar Terms:	dependent clause (cannot be its own sentence)	independent clause that makes this a complex sentence

Your Example Sentence: _____

3. **Rule:** After introductory words at the beginning of a sentence:

Example	<i>After the game,</i>	<i>the fans celebrated.</i>
Explanation of Grammar Terms:	Introductory words	

Your Example Sentence: _____

4. **Rule:** To set off appositives:

Example	<i>Kiwi,</i>	<i>the cutest and most caring cat in the world,</i>	<i>slept like a baby all day.</i>
Explanation of Grammar Terms:		Appositive phrase- extra information to help the reader understand; not needed for the sentence to make sense	

Your Example Sentence: _____

5. **Rule:** After words that interrupt the basic idea of the sentence (usually transition words):

Example	<i>The football player,</i>	<i>of course,</i>	<i>wore a helmet.</i>
Explanation of Grammar Terms:		Transition words used to help the reader understand but they interrupted the thought	

Your Example Sentence: _____

6. **Rule:** To separate two adjectives that modify (describe) the same noun:

Example	<i>The yellow,</i>	<i>disgusting earwax dropped onto the desk.</i>
Explanation of Grammar Terms:	adjective	second adjective

Your Example Sentence: _____

7. **Rule:** To separate words or phrases in a series:

Example	<i>My Uncle Ben likes to fish,</i>	<i>camp,</i>	<i>and hunt.</i>
Explanation of Grammar Terms:	1 st in series (fish)	2 nd in series (camp)	3 rd in series (hunt)

Your Example Sentence: _____

Writing Strategy Practice: Integrating Quotations

Vocabulary to know:

Ellipsis points or ellipses: three spaced periods (...) that show what part of the text you left out

Square brackets: punctuation [] used to show where you made changes from the original text

Slash marks: punctuation / used after a line of poetry where two or three lines are quoted together

Rule: If you only need to quote a portion of a sentence because the rest is not relevant, use ellipses to show the reader that in the original text, the thought continues.

Example- Original text: Google Docs brings your documents to life with smart editing and styling tools to help you easily format text and paragraphs. Choose from thousands of fonts, images, drawings, and tables. All for free.

Shortened text with ellipses: Google Docs brings your documents to life with smart editing and styling tools. . . thousands of fonts, images, drawings, and tables.

Rule: If you change the exact wording of the text in any way, mark the change:

Example- Explaining the origin of his famous story, Rudyard Kipling once wrote, "For the outlines of 'Rikki-tikki-tavi', the Editor [Kipling] stands indebted to one of the leading herpetologists of Upper India.

Rule: When quoting lines of poetry, put a single line in quotation marks within your regular essay. However, if you quote more than one line, separate the lines with a space-slash-space (/).

Example- As Shakespeare noted in "As You Like It": "All the world's a stage / And all the men and women are merely players: / They have their exits and their entrances."

1. Read the item. Write **correct** if the quotation is integrated with the correct punctuation. Write **incorrect** if it is not. Disturbed by this extraordinary tendency of people to deceive themselves, Sigmund Freud once noted dryly, "Being entirely honest with oneself is a good exercise." _____
2. Perhaps the most succinct statement of the carpe diem or "seize the day" philosophy is found in William Herrick's famous lines, "Gather ye rosebuds while ye may, Old Time is still a-flying, And this same flower that smiles today, Tomorrow will be dying." _____
3. Original text- "Whether you use either the simple web upload method, a dedicated program on your computer, or another method (such as a mobile app on your phone or uploading by email on Flickr or Picasa, for example), having your photos online and shareable is just a few steps away."

Shortened text with ellipses: "Whether you use either the simple web upload method, a dedicated program on your computer, or another method . . . having your photos online and shareable is just a few steps away."

Writing Strategy Practice: Revising Thesis Statements

Directions:

Read each of the faulty thesis statements below. Revise each thesis statement so that it meets the requirements of a strong thesis statement/claim. You may make up details if required to revise the statement.

1. The purpose of my paper is to write about how strikes in sports have affected fans.
2. How do the amount and the kind of television that teenagers watch influence their achievements in school?
3. The purpose of my paper is to write about some of the many young-adult novels that deal with important issues that are helpful to their readers, who most likely never see counselors.
4. How do weather forecasters make their predictions?
5. I really think that something needs to be done about elections in the United States because too few people register to vote and usually only a small percentage of registered voters actually cast their ballots.

Writing Strategy Practice: Avoiding the use of “I” “You” “We” “They”

Error: If you have a friend who does drugs, they will probably pressure you into it.

Correction: Teens who use drugs will usually pressure friends to join them.

Error: Make new friends that you have things in common with.

Correction: Teens need to make friends with others who share the same interests.

Directions:

1. Create a sentence using “you” that fits with your essay topic:

2. Correct the sentence by replacing “you”:

3. Create a sentence using “I” that fits with your essay topic:

4. Correct the sentence by replacing “I”:

Writing Strategy: Attention Getting Device (AGD)

The first thing you want to do is to capture the reader's attention. You also want your essay to stand out above the rest with a moving, gripping opening. You can't do this by just restating the thesis. So, use an Attention Getting Device (AGD)!

Grab the reader's attention through sympathy, emotions, or logic. Make the writing vivid and invite the reader inside your head.

Possible Options:

- **Startling statistics** -- Over the next few months, over twenty percent of Americans will die from malnutrition. Twenty percent dead of malnutrition in the most advanced country in the world...
- **Examples from Current Events** -- The International Olympic Committee has been caught accepting bribery from cities interested in hosting the Games. Even an event as sacred as the Olympiad is not immune from human vices...
- **Examples from Literature or Film** -- In Shakespeare's "Troilus and Cressida" the reader is shown, through the antics of Pandarus, that people are never who they seem to be.
- **Examples from Sport** -- At 12:41 a.m., local time in Boston, the world froze for a moment as a baseball hung deep in left field right on the line between fair and foul ground. It was the thirteenth inning of the sixth game of the World Series between the Red Sox and the Reds....
- **Sad stories** -- Little Suzy was a promising child until....
- **Quotations from important figures**-- As Nathaniel Hawthorne so precisely explained: "Life is made up of marble and mud."



Writing Strategy: Maintaining a Formal Tone

Tone and purpose are very much related: one's tone is defined by *why* one is writing and vice versa.

YOUR BEHAVIOR WHILE ATTENDING CHURCH is different from your behavior while hanging out in the back yard with friends, or at least we hope it is. And part of that difference is the difference in language, a difference not just in the words we use but in what we call *tone*. We also recall being told, when we were very young, not to "use that tone of voice with me, Mister (or Missy, as the case may be)!" Just as the pitch and volume of one's voice carry a difference in tone from street to church, the choice of words and the way we put our sentences together convey a sense of tone in our writing. The tone, in turn, conveys our attitude toward our audience and our subject matter. Are we being frivolous or serious, casual or formal, sweet or stuffy? The choice of a single word can change the tone of a paragraph, even an entire essay. In the first sentence of this paragraph, for example, the phrasal verb "hanging out" is considerably more casual than others we might have chosen: gathering, congregating, assembling.

Audience

One difficulty in writing for a course is that it's hard to think of the reader of our essays as an *audience*. Our instructor might, in fact, be our sole reader, somebody who will pack a pile of papers into a briefcase or backpack and take them home to read on the kitchen table, correcting pen in hand. This is a very limited audience, indeed, and if we aim our essay at that one individual, we have severely limited its appeal. We would be much better off if we could conceive of our essays as being aimed toward a community of readers, the readership, say, of a small-town or neighborhood newspaper. These readers are interested in what we have to say — curious, in fact — but they're easily distracted; they expect — demand, even — something that is fresh, honest, imaginative, energetic. We don't know exactly who is going to pick up this newspaper, so we need to be on our best behavior; our tone must aim toward being friendly and helpful without being overly casual (and never slangy); if we can maintain this tone of slight formality without being stuffy, we've hit it just right.

Contractions

One measure of the formality of our language is our use of **contractions**. The paragraph just before this one has five verb contractions: *it's* (twice), *they're*, *don't*, and *we've*. We use contractions all the time in casual conversation, of course, and using contractions in our text will convey an informal quality. To elevate the style, eliminate the contractions and write out the verbs: "if we can maintain this tone of slight formality without being stuffy, we have hit it just right." It is a very easy matter to do a search for apostrophes in our text, and it is a very useful exercise, also. First, we can check for any possessives we may have formed incorrectly, but then we can also check for contractions. Remember, there is nothing inherently wrong with contracted verbs; however, they are one hallmark of informality, and your instructor may object to their use. It would be wise to know how your instructor feels about contractions and a looser, informal style before you experiment with their use — at least in a paper that you're writing for a grade.

Here is a paragraph from *Mother Jones Magazine* from an article which calls upon us to stop using antibiotics haphazardly. Where would you place this paragraph on a continuum of formality to informality, and why?

Media reports have likely made you aware of this problem, but they have neglected the implications. Your brother catches a cold that turns into a sinus infection. His doctor treats him with antibiotics, but the bacteria are resistant to all of them. The infection enters his bloodstream — a condition known as septicemia — and a few days later, your brother dies. (Septicemia is what killed Muppets creator Jim Henson several years ago.)

Or instead of a cold, he has an infected cut that won't heal, or any other common bacterial disease, such as an ear or prostate infection.

Michael Castleman, "Cold Comfort."

March/April 1998.

And here is a paragraph from *Atlantic Monthly* from an article declaring that the cultural assumptions of the eighteenth-century Enlightenment are current at the end of the millennium. Although you have only four sentences to go on, can you say how this paragraph differs from the paragraph above? Does this difference say something about the audiences of *Atlantic Monthly* and *Mother Jones*, respectively? Do you prefer one style to another? Which one feels more like *your* style?

Governments everywhere are at a loss regarding the best policy for regulating the dwindling forest reserves of the world. Few ethical guidelines have been established from which agreement might be reached, and those are based on an insufficient knowledge of ecology. Even if adequate scientific knowledge were available, we would have little basis for the long-term valuation of forests. The economics of sustainable yield is still a primitive art, and the psychological benefits of natural ecosystems are almost wholly unexplored.

Edward O. Wilson, "Back from Chaos."

March 1998.

If we tried counting contractions for the entire articles from which these paragraphs are taken, we would discover that there is only one contraction — a *shouldn't* — in Wilson's article and there are twenty contractions in Castleman's, even though Wilson's article is considerably longer. How do these contractions, or the lack of them, affect your sense of the seriousness of the essays?

Visit the web-sites of other well-known magazines. Find examples of clearly definable tones that seem consistent throughout an online publication. Test the contraction-count theory and see if it supports your sense of formal versus informal.

Obtained at: <http://grammar.ccc.commnet.edu/grammar/composition/tone.htm>

Questions:

1. What is the tone of your paper?
2. How will/are you ensuring the correct tone is interpreted by your readers?
3. What type of mood are you trying to create in your writing and what words can you use to create that mood?

Avoiding Plagiarism ***Plagiarized writing (even if it is only once) will receive a grade of zero. The administration and the student's parents will also be notified.

A. Below is a segment taken directly from the original source:

There is a section of the Western Atlantic off the southeast coast of the United States, forming what has been termed a triangle. It extends from Bermuda in the north to southern Florida, and then east to a point through the Bahamas past Puerto Rico to about 40 west longitude and then back again to Bermuda. This area occupies a disturbing and almost unbelievable place in the world's catalog of unexplained mysteries. This is usually referred to as the Bermuda Triangle, where more than 100 planes have literally vanished into thin air, most of them since 1945, and where more than 1,000 lives have been lost in the past twenty-six years, without a single body or even a piece of wreckage from the vanishing planes or ships having been found. Disappearances continue to occur with apparently increasing frequency, in spite of the fact that the seaways and airways are today more traveled, searches are more thorough, and records are more carefully kept. —Charles Berlitz pg. 42

B. Below is an example of "patchwork" plagiarism; the student changes a single word or a few words, but otherwise using the text word for word (verbatim):

There is a section of the Western Atlantic off the southeast coast of the United States, that forms a triangle. It extends from Bermuda in the north to southern Florida, and then east to a point through the Bahamas past Puerto Rico to about 40 west longitude and then back again to Bermuda. This area occupies a disturbing and almost unbelievable place in the world's catalog of unexplained mysteries. This is the Bermuda Triangle, where more than 100 planes have literally vanished into thin air, most of them since 1945, and where more than 1,000 lives have been lost in the past twenty-six years, without a single body or even a piece of wreckage from the vanishing planes or ships having been found. Disappearances continue to occur in this area even though the seaways and airways are today more traveled, searches are more thorough, and records are more carefully kept (Berlitz, 42).

(underlined portions are plagiarized/stolen!)

C. Below is an example of lifting out "perfect phrases". It is plagiarism and does not reflect the writing style of the student!

Mysterious disappearances of ships and aircraft in the area known as the Bermuda Triangle have long puzzled people. In fact, no other sizable portion of the globe remains as much a source of wonder and fear as the section of the western Atlantic off the southeast coast of the United States. Here mysteriously 100 planes and ships have literally vanished. Although today searches are more thorough, these disappearances continue. This is a disturbing and almost unbelievable place (Berlitz,42).

Even if the underlined portions were quoted, this would not be acceptable- too many quotes strung together!

D. Below is an example of a student who over quoted to the point that this segment of the paper is not truly written by the student, but by the original author. It is not plagiarism, but it is poor summarizing.

“There is a section of the western Atlantic off the southeast coast of the United States” that forms a triangle. **“Extending from Bermuda in the north to southern Florida and then east to a point through the Bahamas past Puerto Rico to about 40 west longitude and the back again to Bermuda.”** This area is a mystery called Bermuda Triangle, **“where more than 100 planes and ships have literally vanished into thin air.”** **“Disappearances continue to occur”** in this area even though **“searches are more thorough, and records are more carefully”**(Berlitz,42).

E. Below is an example of a student's writing which reflects summarizing in his/her own words:

Mysterious disappearances of ships and aircraft in the area known as the Bermuda Triangle have long puzzled people. The statistics that have been collected concerning these disappearances are startling especially because the disappearances seem unnatural. For example in the last few decades over 100 planes and ships have been lost and over 1,000 people have died in that area, leaving no traces (Berlitz 42).

When in doubt, ask for help!

