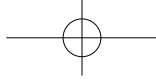


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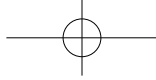
To the Teacher PV

To the Student PVI

Unit	Learning objectives
1 Review of the Essay P1	<ul style="list-style-type: none">▪ Considering reasons for writing essays▪ Reviewing the standard parts and format of an essay▪ Reviewing methods of support▪ Reviewing process writing
2 Choosing a Topic P9	<ul style="list-style-type: none">▪ Selecting a topic for your essay (and research paper)▪ Learning the difference between a persuasive and an expository research paper▪ Preparing to write the first draft of your essay
3 Peer Review P19	<ul style="list-style-type: none">▪ Learning more about introductions and conclusions▪ Learning to effectively review papers with a classmate▪ Making revision decisions▪ Writing the second draft of your essay
4 Researching P29	<ul style="list-style-type: none">▪ Considering sources of information▪ Learning effective online search techniques▪ Evaluating the reliability of websites▪ Focusing your research
5 Outlining P39	<ul style="list-style-type: none">▪ Assessing your progress with your research▪ Learning some important vocabulary for talking about research papers▪ Looking at common patterns of organization▪ Practicing different types of outlining techniques▪ Writing an outline for your research paper
6 Avoiding Plagiarism P51	<ul style="list-style-type: none">▪ Learning about the issue of plagiarism and academic expectations for original work▪ Learning the importance of crediting sources▪ Understanding the issues related to choosing what to quote and what to paraphrase▪ Learning and practicing techniques for quoting directly



<h2>7 The Language of the Research Paper</h2> <p>P63</p>	<ul style="list-style-type: none"> ▪ Learning and practicing techniques for paraphrasing ▪ Looking at standard “moves” for performing various functions in a research paper ▪ Considering common grammatical structures in a research paper ▪ Reviewing and practicing using transitions
<h2>8 Writing the First Draft</h2> <p>P77</p>	<ul style="list-style-type: none"> ▪ Learning more about thesis statements, and reviewing your own ▪ Further practicing introducing quoted and paraphrased material ▪ Practicing peer reviewing a sample research paper ▪ Writing your first draft ▪ Investigating the issue of plagiarism more deeply
<h2>9 In-Text Citations</h2> <p>P89</p>	<ul style="list-style-type: none"> ▪ Learning about correct formatting for APA-style in-text citations ▪ Further practicing deciding whether to paraphrase or quote ▪ Practicing paraphrasing and quoting, using correct in-text citations ▪ Conducting a peer review of a classmate’s research paper
<h2>10 Academic Language</h2> <p>P99</p>	<ul style="list-style-type: none"> ▪ Considering appropriate style and tone for academic work ▪ Learning how to make your points stronger and more precise ▪ Learning about avoiding phrasal verbs and idioms ▪ Considering qualifying your thesis statement ▪ Using hedging language to make claims and assertions more believable and accurate ▪ Writing a second draft of your paper
<h2>11 Editing Your Paper</h2> <p>P111</p>	<ul style="list-style-type: none"> ▪ Learning how to check your own paper for language and punctuation ▪ Discussing issues related to accuracy in research ▪ Learning how to write an APA-style abstract ▪ Conducting a “self check” on your own paper
<h2>12 Presenting Your Research</h2> <p>P121</p>	<ul style="list-style-type: none"> ▪ Preparing for and delivering an oral presentation of your research ▪ Learning how to format an APA-style title page ▪ Learning how to format an APA-style Works Cited section ▪ Submitting your final research paper



Appendices

<i>P131</i>	Unit 4 additional material
<i>P133</i>	Peer review form: essay
<i>P134</i>	Peer review form: research paper
<i>P136</i>	Sample essay
<i>P141</i>	Freewriting
<i>P145</i>	Sample research paper

UNIT

1

Review of the Essay

In this unit you will

- 1 consider reasons for writing essays;
- 2 review the standard parts and format of an essay;
- 3 review methods of support;
- 4 review process writing.

1 Work in a small group. Discuss these questions.

- What are some reasons university students write essays? (e.g., to demonstrate that they have thought about or learned something)
- What are some common types of support in essays? (e.g., comparison/contrast)
- Imagine that you have been asked to write a 500-word essay on a topic that is familiar to you.
 - How much time will it take you?
 - What will be the easiest part? The most challenging part?
 - What will you do first? Then what steps will you follow?

2 Read the example student essay. Check unfamiliar vocabulary in a dictionary or with your instructor.

Sugar: Friend or Foe?

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English Composition 101

March 15, 2011

In the developed world, sugar is present in almost all aspects of our diet. The most common sources of natural sugar are sugar cane and the sugar beet. Sugar also occurs naturally in most fruits and some other foods. However, in addition to these natural sugars, there is a huge amount of refined sugar added to the food and drink we consume. Soft drinks, sweets, desserts, fast food, and even salty foods like crisps all contain some form of sugar added to make them taste better. The results of this over-consumption of sugar are worrying. It is linked to obesity, tooth decay, diabetes, and other illnesses and conditions. People should be aware of the amount of sugar in their diets and take steps to reduce it.

Raw sugar has been eaten by humans for thousands of years. Sugar is a form of pure energy, high in calories and low in nutrients. Like gasoline refined from raw crude oil, refined sugar has undergone a process to make it easy to store, transport, and consume. Refined sugar fuels the body with instant energy, while also having a pleasant taste. In fact, it is this pleasant taste that is the problem. The appealing taste can make a person want to consume

more, even when the body is at rest and has no need of sugar. Over-filling a car with gasoline creates only a minor spill at the local filling station, but over-filling a human with sugar can create much greater problems.

One of the greatest dangers of consuming too much refined sugar is obesity. Many college students in Japan and Korea, for example, report that they gain weight during their studies abroad in North America and Western Europe. There could be many reasons for this, but one primary cause is eating too much sugar. Visitors to these regions are often surprised at both how common sweets are and how sweet the foods are. In fact, when the typical sugar content of the average diet in North America is compared with that of most Asian or Middle Eastern countries, the difference is clear. This corresponds to a similar difference in rates of obesity, particularly among children. Obesity in turn can lead to many other problems, including heart disease and depression.

In addition to obesity, refined sugar is responsible for a rise in other modern conditions and illnesses such as diabetes, tooth decay, and gout. By changing our sugar-eating habits, we can reduce the occurrence of these serious ailments.

Finally, over-consumption of refined sugar steals nutrients from the body. The body's engine, the metabolism, has great difficulty burning refined sugars, and so it must use some of its own stored nutrients to convert refined sugars into energy. This is why refined sugar has been called a thief.

In conclusion, instead of being a useful fuel for the body, refined sugar acts like the body's enemy. Of course, as with all things in life, raw sugar in moderation is both healthy and desirable. However, with the high concentrations of refined sugars in so many common products, eating sugar only in moderation is a big challenge. Everyone needs to face this challenge and recognize how serious it is.

Note

This is the first draft of a student essay, so it is not perfect. You will have the chance to see comments on and improvements to this essay as you work through this course.

3 Work with a partner. Answer the questions about the example essay.

- a. Look at the introduction. Which sentence is the thesis statement? Underline it.
- b. What is the function of the other sentences in the introduction?
- c. How many major points are there in the essay? What are they?
- d. Check (√) the types of support the writer uses.
 - An example from his personal life
 - An example from someone else's life
 - A comparison to a similar situation
 - Quotations from experts
 - Statistics or other numerical data
 - Logical reasoning
 - Common knowledge
 - Personal knowledge
- e. What does the conclusion do? Check (√) all that apply.
 - Summarizes the main ideas
 - Restates the supporting evidence
 - Introduces a new argument
 - Makes a recommendation
 - Makes a prediction
- f. Which arguments did you find the most convincing? Why?
- g. Were there any statements that you didn't believe or weren't sure about? How could the writer convince you that they were true?

4 Complete the description of the steps of the writing process on page 5 with labels from the box.

Reviewing	Brainstorming	Organizing
Publishing	Drafting	Revising

The Writing Process



Good writing is more than just sitting down at the computer and typing a document. To write effective essays and research papers, strong writers use process writing. This means that they go through a number of different steps that each help shape a final product of quality.

Word map



The first step is (1) _____. This means gathering ideas. You might make a quick list, design a word map, or just talk with a few other students. At this stage, you want as many ideas as you can find, so write everything down, even if it doesn't seem useful at first. You can later edit out ideas that don't work. The more ideas you have to work with, though, the easier it will be to write your paper.

After you have collected a lot of ideas, the next step is (2) _____ them. Cross out ideas that aren't relevant or interesting. Circle or star the ideas you want to use. Number them from the most important to the least important. Then write an outline. If your outline is very detailed, writing your

first draft will go quickly and you will stay organized.

Now you are ready for (3) _____, or writing your paper.

Follow your outline as you write so that you remember to include all of your ideas, and in the correct order. Some writers find it easiest to write the introduction and conclusion last; others start at the beginning and write all the way through.

Outline

- | | |
|----------------------|------------------------|
| I. Introduction | III. Second main point |
| II. First main point | A. Support |
| A. Support | a. Example |
| B. Support | b. Example |
| | B. Support |

After your paper is written, it's time for (4) _____, or checking. Sometimes you will read your own paper, and sometimes you will exchange papers with a classmate. Make notes about places where you want to add information, where you want to take out any sentences that aren't relevant, and any other changes you'd like to make. Review the original assignment to make sure you have addressed the task and included all necessary parts.

(5) _____, also known as editing, refers to actually making the changes. If you have received comments from another reader, remember that you do not have to accept every recommendation. You are the writer, so the final choice is still yours. However, you want your paper to be clear and complete. Remember to use your computer's spell check program. Ask your instructor about any language or vocabulary issues you can't figure out on your own.

Finally, you are ready for (6) _____. For professional writers, this means having the work printed in a newspaper or magazine or posted online; for students, it usually means submitting the work for a grade.

Note

Beginning writers sometimes feel that going through a number of different steps will take more time. However, the opposite is true. Adequate preparation (brainstorming and organizing) means that the drafting stage will go much more smoothly. Reviewing and revising means that you will be presenting your best efforts to your audience, so that your publishing is successful.

Put it together

- a Think of a creative process other than writing that involves several steps; for example, cooking a meal, writing a song, decorating a room, planning a vacation.
- b Write a short description of what someone would do for each of the steps of the creative process. An example is given below for the process of decorating cookies.

Brainstorming	Organizing	Drafting
Reviewing	Revising	Publishing

- First, I brainstorm ideas about how to decorate the cookies. For example, I could use seasonal colors, or make abstract designs, or write my friends' names, or make them look like animals, or color them like my favorite sports team's colors.
- Then, I organize the ingredients and tools I need to decorate the cookies: plates, spoons, a knife, colored frosting, nuts, raisins, and sprinkles.
- To draft my cookies, I apply the frosting and other decorations using a knife, a spoon, and my fingers.
- I review my cookies by arranging them on a plate and looking at them. I judge whether they look like I want them to.
- I revise my cookies by making a few changes. If any decorations have fallen off, I put new ones on. I add some more nuts or raisins to cookies that are too plain. If there are any cookies that look too ugly, I remove them—by eating them!
- Finally, I am ready to publish my cookies. I serve them to my friends at a party. I also serve some tea. Success! All of the cookies are eaten.

- c Present your process to a small group or the whole class.