

Unit 1

Compare/Contrast Writing

What Is Comparison and Contrast?

When you buy something — for example, an air conditioner, a car, a hair drier, or a computer — you often comparison-shop, looking at various models to determine how they are alike and how they are different. Eventually, you decide which one you want to buy. In other words, you *compare and contrast*. When you **compare**, you look at how two things are similar. When you **contrast**, you look at how they are different.

Comparison-and-contrast paragraphs can examine just similarities, just differences, or both. When you write a comparison-and-contrast paragraph, keep the following guidelines in mind:

- A **comparison-and-contrast paragraph** should begin with a topic sentence that tells readers whether the paragraph is going to discuss similarities or differences. The topic sentence should also make clear the focus of the comparison (for example, “Toni Morrison and Maya Angelou have similar ideas about race and society” or “My parents and I have different ideas about success”).

- A comparison-and-contrast paragraph should discuss the same or similar points for both subjects, one by one. Points should be arranged in **logical order**—for example, from least important to most important.

- A comparison-and-contrast paragraph should end with a concluding statement that reinforces the main point of the comparison.

There are two kinds of comparison-and-contrast paragraphs: *subject-by-subject comparisons* and *point-by-point comparisons*.

Subject-by-Subject Comparisons

In a **subject-by-subject comparison**, you divide your comparison into two parts and discuss one subject at a time. In the first part of the paragraph, you discuss all your points about one subject. Then, in the second part, you discuss all your points about the other subject, comparing it to the first. (In each part of the paragraph, you discuss the points in the same order.)

A **subject-by-subject comparison** is best for short paragraphs in which you do not discuss too many points. Because readers are not asked to remember a great many points, they will have little difficulty keeping track of the comparison as they read.

A subject-by-subject comparison generally has the following structure.

Topic Sentence _____

Subject A _____

Point 1 _____

Point 2 _____

Point 3 _____

Subject B _____

Point 1 _____

Point 2 _____

Point 3 _____

Concluding Statement _____

The writer of the following paragraph uses a subject-by-subject comparison to compare two places to eat on campus.

Eating on Campus

Food trucks are a good alternative to the campus cafeteria. Eating in the cafeteria takes a lot of time. Students have to go into a building, wait in line, walk down some stairs, and find a table. In addition, the cafeteria usually has a limited variety of food, with only two or three different hot meals and some prepackaged sandwiches. The food is cooked in advance, and after sitting on a steam tray for a few hours, it is dry and lukewarm. Finally, food in the cafeteria costs a lot. Students who are not on a food plan can easily spend seven or eight dollars for dinner. In contrast, the food trucks are much quicker than the cafeteria. Most food trucks serve a meal in less than five minutes. If the weather is nice, students can sit anywhere on campus and eat. In addition, the food trucks offer a lot of choice. Some of the trucks, such as the ones that sell Chinese food, even sell platters. In addition, the food from the trucks is fresh and hot most of the time. Finally, meals from a food truck usually cost less than five dollars. This is a big savings, especially if you are a student on a tight budget. For busy students, the food trucks are often a better choice than the cafeteria.

Topic sentence

Subject A:
Eating in the school cafeteria

Subject B:
Eating at the food trucks

Concluding statement

Read the paragraph above and complete the outline below.

Topic Sentence _____

Subject A _____

Point 1 _____

Point 2 _____

Point 3 _____

Subject B _____

Point 1 _____

Point 2 _____

Point 3 _____

Concluding Statement _____

Point-by-Point Comparisons

When you write a **point-by-point comparison**, you discuss a point about one subject and then discuss the same point for the second subject. You use this alternating pattern throughout the paragraph.

A **point-by-point comparison** is a better strategy for paragraphs in which you discuss many points. It is also a better choice if the points you are discussing are technical or complicated. Because you compare the two subjects one point at a time, readers will be able to see each point of comparison before moving on to the next point.

A **point-by-point comparison** generally has the following structure.

Topic Sentence _____

Point 1 _____

Subject A _____

Subject B _____

Point 2 _____

Subject A _____

Subject B _____

Point 3 _____

Subject A _____

Subject B _____

Concluding Statement _____

In the following paragraph, the writer uses a point-by-point-comparison to compare baseball and football.

Baseball versus Football

After being a fan for years, I understand how different baseball and football are. First, football is violent, and baseball is not. In football, the object is to tackle a person on the other team. The harder the hit, the better the tackle. In baseball, however, violence is not the object of the game. If a player gets hurt, it is usually an accident, such as when two players run into each other. Next, the words used to describe each game are different. The language of football is the language of war: linemen "blitz," quarterbacks throw "bombs," tacklers "crush" receivers, and games end in "sudden death" overtimes. The language of baseball, however, is peaceful: hitters "sacrifice," runners "slide," and pitchers throw "curves" or "sliders." Finally, the pace of each game is different. Football is played against the clock. When the clock runs out, the game is over. Unlike a football game, a baseball game does not end until nine innings are played or a tie is broken. Theoretically, a game could go on forever. Even though football and baseball are so different, I like them both.

— Topic sentence

— Point 1: Level of violence

— Point 2: Language used to describe games

— Point 3: Pace of games

— Concluding statement

Read the paragraph above and complete the outline below.

Topic Sentence _____

Point 1 _____

Subject A _____

Subject B _____

Point 2 _____

Subject A _____

Subject B _____

Point 3 _____

Subject A _____

Subject B _____

Concluding Statement _____

Writers and Ballerinas

On the surface, writers and ballerinas seem to have nothing in common. In reality, the qualities of a good writer **mirror** the qualities of a good ballerina. One such quality is motivation. Good writers are motivated to learn new and better ways of telling a story, just as ballerinas try to learn many new and better ways of performing certain movements. Another similarity between the two is the importance of dedication. Good writers spend hours each day developing their language skills to **enhance** their writing. Likewise, good ballerinas spend countless hours in the gym or studio each week increasing their **accuracy** and **endurance**. Finally, people in both professions hope to entertain their audience. Writers choose their themes and language with their audience in mind, and ballerinas consider which movements and which outfits will have the biggest impact on their audience. In sum, few people realize that writers and ballerinas share these common **traits**.

to mirror: to resemble

to enhance: to improve

accuracy: correctness, exactness

endurance: stamina, ability to continue

a trait: a characteristic

Read the paragraph above and answer the questions below.

1. What is the topic of this paragraph?

2. Underline the topic sentence. (*Hint: It is not the first sentence.*) Circle the controlling idea.

3. Underline the concluding sentence.

4. What type of concluding sentence is used?

- restatement suggestion opinion prediction

5. What is the writer's purpose in writing this paragraph? _____

6. Write what you think the writer's purpose statement was. _____

7. What features of a comparison paragraph do you see in this paragraph? Put a check mark (✓) next to each feature you found and then explain your answer.

_____ a. two subjects _____

_____ b. compared similarities or contrasted differences _____

_____ c. showed similarities that are not so obvious _____

8. Which use of a comparison paragraph did the writer choose? Put a check mark (✓) next to the correct answer and then explain your choice.

_____ a. showed similarities between two things

_____ b. showed differences between two things

_____ c. showed strengths and weaknesses of something

_____ d. showed advantages and disadvantages of something

From Paragraph to Essay

The Weather in Chicago and Miami

My cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion centered on three differences between the weather in our two hometowns. First, Chicago has all four distinct seasons, but Miami does not. Chicagoans enjoy summer, fall, winter, and spring weather. Miami, in contrast, has only two seasons: a very mild winter and a very long summer. Another major difference in the weather between our two cities is that Chicago's worst weather occurs in the winter. On average, the high temperature reaches only around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. Unlike Chicago, the problem in Miami is not the cold but rather the heat. In the summer, the daytime temperature reaches 95 degrees and drops to only 75 or so at night. Finally, they worry about different weather problems. While a Chicagoan's biggest weather fear is a blizzard, the biggest weather problem for them is a hurricane. In the end, we learned that each of our hometowns has unique weather.

1 paragraph / 12 sentences / 179 words

The Weather in Chicago and Miami

1 People usually have very strong opinions about what **constitutes** good weather, and one person's idea of good weather may easily be another person's weather **nightmare**. In fact, my cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion **centered on** three differences between the weather in our two hometowns.

2 Our first point of discussion was the number of seasons. Chicago is located in the midwestern part of the United States. It is also much **farther** north than Miami is. Chicago has four seasons: summer, fall, winter, and spring. These four seasons are clearly marked by **distinct** weather changes. Miami, on the other hand, is in the southeastern corner of the United States. Because it is much farther south, near the Caribbean Sea and the Gulf of Mexico, Miami is much warmer. Miami has two seasons: a very **mild** winter and a long, hot summer.

3 We also considered the worst temperatures in both cities. The worst weather in Chicago occurs in the winter. On average, the high temperature only reaches around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. In addition, frequent high winds drive the **perceived** temperature down even more. This combination of cold and wind, called the wind chill factor, can make life almost **unbearable** in Chicago during the winter months. The problem in Miami is not the cold but rather the heat. In the summer, the temperature reaches 95 degrees in the daytime and drops only to 75 or so at night. Combined with a constant **humidity** of 90 percent or more, the temperature actually feels **significantly** warmer.

4 Finally, our two hometowns have different kinds of severe weather. Chicagoans' biggest weather fear is a **blizzard**. Blizzards can occur frequently during the frigid winter months. When a blizzard hits the city, it can **dump up to** five or six feet of snow in certain areas. The cold and snow **paralyze** the city, making it impossible for people to go to school or work. While blizzards affect Chicago, the biggest weather problem for people in Miami is a **hurricane**. These powerful storms are possible from May through November. **While** hurricanes occur less frequently than blizzards, they can cause much more damage. For instance, Hurricane Andrew destroyed large parts of the city of Miami in 1992.

5 In the end, my cousin and I learned that each of our climates has its unique characteristics. Chicagoans have to live with extreme cold and frequent blizzards that can **upset** their daily routines. Conversely, Miami enjoys warm temperatures while having to **deal with** the **threat** of hurricanes. Deciding which city has better weather proved to be more difficult than we **anticipated**. My cousin does not like hot weather, and I cannot **stand** the cold. Thus, we believe that the definition of perfect weather depends largely on each person's preference.

5 paragraphs / 34 sentences / 481 words

A- Compare the paragraph with the essay. What do you conclude?

B- Read the essay above and answer the questions below.

1. What points of comparison does the writer use in this essay?

2. What method of organization does the writer use: point-by-point or block?

3. Circle the writer's hook.
4. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)?
_____ If yes, underline that sentence (or sentences).
5. Underline one supporting sentence in each body paragraph (Paragraphs 2, 3, and 4).
6. Reread the concluding paragraph. Does the writer offer a **suggestion**, an **opinion**, or a **prediction**? Circle the appropriate word in bold here and write the sentence from the essay.

Organisation of a Comparison Essay

Writers organize a comparison essay in two ways. In the **block method**, the writer discusses the points of comparison of the first and second subject separately. In the **point-by-point method**, the writer discusses one point of comparison of both subjects together.

Regardless of which method you use, you must choose **points of comparison** of the two subjects to compare and contrast. For example, if your two subjects are life in London in 1900 and life in London in 2000, you might include these three points of comparison in your essay: population, technology, and transportation.

Block Method

In this method, the writer discusses points of comparison about one subject first before discussing the same points about the second subject. It is important to discuss the points of comparison in the same order. Here is an example of an outline using the block method.

Title: Snapshots of London: 1900 and 2000

I. Introduction

A. Hook

B. Connection information

C. Thesis statement: Though London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, technology, and transportation.

II. Body Paragraph 1 (Subject 1): London in 1900

- SUPPORT**
- A. Point of comparison 1:** Population
 - B. Point of comparison 2:** Technology
 - C. Point of comparison 3:** Transportation

III. Body Paragraph 2 (Subject 2): London in 2000

- SUPPORT**
- A. Point of comparison 1: Population
 - B. Point of comparison 2: Technology
 - C. Point of comparison 3: Transportation

IV. Conclusion

Remember that the purpose of your essay is to clearly point out similarities and/or differences. In the block method, sometimes the specific similarities or differences and the degree of similarity or difference are not so clear. Good writers make sure that readers can see the comparisons and contrasts clearly.

Point-by-Point Method

In the point-by-point method, information about the two subjects is contained within each paragraph, thus making the writer's comparison or contrast much easier for the reader to understand. In this method, the writer discusses one point of comparison about both subjects first before discussing the second point of comparison about both subjects and then the third point of comparison. (You must use at least two points of comparison.)

Be sure to discuss the subjects in the same order for each point of comparison. Here is an example of an outline using the point-by-point method.

Title: Snapshots of London: 1900 and 2000

- I. Introduction
 - A. Hook
 - B. Connection information
 - C. Thesis statement: Though London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, technology, and transportation.
- II. Body Paragraph 1 (Point of comparison 1): Population

SUPPORT

 - A. Subject 1: London in 1900
 - B. Subject 2: London in 2000
- III. Body Paragraph 2 (Point of comparison 2): Technology

SUPPORT

 - A. Subject 1: London in 1900
 - B. Subject 2: London in 2000
- IV. Body Paragraph 3 (Point of comparison 3): Transportation

SUPPORT

 - A. Subject 1: London in 1900
 - B. Subject 2: London in 2000
- V. Conclusion

Subject-by-Subject Pattern

Topic Sentence: Similarities and/or differences in Subject A and Subject B.

- I. Subject A
 - A. Point #1
 - B. Point #2
 - C. Point #3
 - D. Point #4
 - E. Point #5
- II. Subject B
 - A. Point #1
 - B. Point #2
 - C. Point #3
 - D. Point #4
 - E. Point #5

Topic Sentence: Fred Flintstone and Ralph Kramden are remarkably similar.

- I. Fred Flintstone
 - A. Appearance
 - B. Personality
 - C. Friend
 - D. Activity
 - E. Job
- II. Ralph Kramden
 - A. Appearance
 - B. Personality
 - C. Friend
 - D. Activity
 - E. Job

Point-by-Point Pattern

Topic Sentence: Similarities and/or differences in Subject A and Subject B.

- I. Main point #1
 - A. Subject A
 - B. Subject B
- II. Main point #2
 - A. Subject A
 - B. Subject B
- III. Main point #3
 - A. Subject A
 - B. Subject B
- IV. Main point #4
 - A. Subject A
 - B. Subject B
- V. Main point #5
 - A. Subject A
 - B. Subject B

Topic Sentence: Fred Flintstone and Ralph Kramden are remarkably similar.

- I. Appearance
 - A. Fred
 - B. Ralph
- II. Personality
 - A. Fred
 - B. Ralph
- III. Friends
 - A. Fred (Barney Rubble)
 - B. Ralph (Ed Norton)
- IV. Activities
 - A. Fred
 - B. Ralph
- V. Jobs
 - A. Fred
 - B. Ralph

Thesis Statements for Comparison/Contrast

The topic sentence of a paragraph or the thesis of an essay should name the subjects (A and B) and announce the focus on contrast and/or comparison.

In a blueprinted thesis, the writer spells out the main points the essay will cover. In a general thesis, the writer states a general opinion but leaves the enumeration of points to the body of the essay.

Fred Flintstone of *The Flintstones* and Ralph Kramden of *The Honeymooners* are remarkably similar.

The topic sentence names the subjects of the comparison, Fred and Ralph, and announces the focus on similarities.

When we moved from Chapel Hill to Richmond, I discovered my new and old neighborhoods were not as different as I had expected.

This topic sentence names the subjects, Chapel Hill and Richmond, and announces comparison as the focus.

My neighborhoods in Chapel Hill and Richmond had similar kinds of kids and similar activities. (blueprinted thesis)

Notice how this topic sentence names the subjects, Chapel Hill and Richmond, and spells out the areas of similarity.

Contrast Thesis Examples

Although football and soccer are both popular sports for kids, football is more expensive and more dangerous than soccer.

The topic sentence names the subjects, football and soccer, and spells out the areas of difference.

My junior and senior years in high school were as different as night and day.

This topic sentence names the subjects, my junior and senior years, and announces contrast as the focus.

My junior and senior years in high school differed in the amount of work expected of me and the amount of freedom I had. (blueprinted thesis)

Notice that this main idea statement names the two subjects to be compared, my junior and senior years, and spells out the differences that the writer will develop.

Comparison/Contrast Thesis Examples

Despite the two shows' obvious differences in form and setting, the main characters of the shows share a number of similarities. Fred Flintstone of *The Flintstones* and Ralph Kramden of *The Honeymooners* are similar in appearance, habits, and occupations.

The thesis names the subjects of the comparison, Fred and Ralph, and lists their similarities.

Although ultralight and single-engine planes are visually similar, they differ in construction, flight requirements, and cost.

The thesis announces the subjects of the essay, ultralight and single-engine planes, and spells out their differences.

Although Shakespeare's *Hamlet* and Steve Martin's *L.A. Story* are from different periods and are different genres, they are similar in plot, theme, and characterization. (blueprinted thesis)

This essay will emphasize similarities.

Supporting Details

The essay “Snapshots of London: 1900 and 2000” will have supporting sentences for each point of comparison. For an example of supporting details, we can look at some of the details generated to support *technology*. The following chart shows how this information for *technology* is handled in each method of essay organization.

Block Method	Point-by-Point Method
Title: Snapshots of London: 1900 and 2000	Title: Snapshots of London: 1900 and 2000
I. Introduction	I. Introduction
II. London in 1900	II. Population
A. Population	A. London in 1900
B. Technology	B. London in 2000
1. lighting	III. Technology
2. heating	A. London in 1900
3. transatlantic communication systems	1. lighting
C. Transportation	2. heating
III. London in 2000	3. transatlantic communication systems
A. Population	B. London in 2000
B. Technology	1. lighting
1. lighting	2. heating
2. heating	3. transatlantic communication systems
3. transatlantic communication systems	IV. Transportation
C. Transportation	A. London in 1900
IV. Conclusion	B. London in 2000
	V. Conclusion

Deciding which of these two methods of organization to use is largely a personal choice, though there are several factors to consider. **The one-side-at-a-time method/block method** tends to convey a more unified feeling because it highlights broad similarities and differences. It is, therefore, an effective approach for subjects that are fairly uncomplicated. This strategy also works well when essays are brief; the reader won't find it difficult to remember what has been said about subject *A* when reading about subject *B*.

Because the **point-by-point** method permits more extensive coverage of similarities and differences, it is often a wise choice when subjects are complex. This pattern is also useful for lengthy essays because readers would probably find it difficult to remember, let's say, ten pages of information about subject *A* while reading the next ten pages about subject *B*. The **point-by-point** approach, however, may cause readers to lose sight of the broader picture, so remember to keep them focused on your central point.

Outlining

Here is an outline for an essay that compares the weather in two cities. The outline is missing important pieces. Use the words and phrases from the box to fill in the missing pieces.

Chicago	Effects	hurricanes	Introduction
Location	Miami	Names of seasons	opinion
Point of comparison	Restate	Temperature	Thesis statement

Title: The Weather in Chicago and Miami

I. _____

- A. Hook
- B. Connecting information
- C. _____

II. Body Paragraph 1 (Point of comparison 1): The number of seasons

- A. Chicago
 - 1. Location
 - 2. Number of seasons
 - 3. Names of seasons
- B. Miami
 - 1. _____
 - 2. Number of seasons
 - 3. _____

III. Body Paragraph 2 (Point of comparison 2): The worst temperature

- A. _____
 - 1. Worst season
 - 2. Supporting fact: Temperature
- B. _____
 - 1. Worst season
 - 2. Supporting fact: _____

IV. Body Paragraph 3 (_____ 3): Bad weather

- A. Chicago
 - 1. Blizzard
 - 2. When blizzards occur
 - 3. _____ of a blizzard
- B. Miami
 - 1. Hurricane
 - 2. When _____ occur
 - 3. Effects of a hurricane

V. Conclusion

- A. _____ the thesis statement
- B. Summarize the main points
- C. Concluding statement: a suggestion, a(n) _____, or a prediction

Study the essay below

Not as Different as You Think

1 All countries in the world are unique. Obviously, countries are different from one another in location, size, culture, government, climate, and lifestyles. However, many countries share some surprising similarities. Some may think that because Brazil and the United States are in different **hemispheres**, these two nations have nothing in common. On the contrary, they share many similarities.

2 One important similarity is their size. Both Brazil and the United States are large countries. Brazil covers almost half of the South American continent. Few Brazilians can say that they have traveled **extensively** within the country's borders. Because of Brazil's large size, its weather varies greatly from one area to another. Like Brazil, the United States takes up a significant portion of its continent (North America), so most Americans have visited only a few of the 50 states. In addition, the United States has a wide range of **climates**. When the Northeast is experiencing snowstorms, cities like Miami, Florida, can have temperatures over 85 degrees Fahrenheit.

3 Another similarity between Brazil and the United States is the **diversity** of ethnic groups. Brazil was colonized by Europeans, and its culture has been greatly influenced by this fact. However, the identity of the Brazilian people is not **solely** a product of Western civilization. Brazil is a "melting pot" of many ethnic groups that immigrated there and mixed with the native people. The United States also has a diversity of ethnic groups representing the early colonists from northern Europe as well as groups from Africa, the Mediterranean, Asia, and South America. The mixture of cultures and **customs** has worked to form ethnically rich cultures in both countries.

a hemisphere: one half of the world

extensively: widely, over a large area

climate: the usual weather of a region over a period of time

diversity: variety

solely: exclusively

a custom: a learned social or cultural behavior

4 Finally, **individualism** is an important value for both Brazilians and Americans. Brazil works hard to defend the **concept** of freedom of choice. Citizens believe that they have the right to do and be whatever they desire as long as they do not hurt others. Individualism and freedom of choice also exist in the United States, where freedom is perhaps the highest value of the people. Some people may believe that the desire for individual expression is divisive and can make a country weak. However, the ability of people to be whatever they want makes both countries strong.

5 Although Brazil and the United States are unique countries, there are **remarkable** similarities in their size, ethnic diversity, and personal values. Some people tend to believe that their culture and country are without equal. Nevertheless, it is important to remember that people as a whole have more in common than they generally think they do.

individualism: uniqueness, independence

remarkable: amazing, extraordinary

a concept: an idea

1. How many paragraphs are there in the essay?

2. What are they?

3. What two subjects does the writer compare in this essay?

4. What method of organization does the writer use—point-by-point or block?

5. What is the hook for this essay? Write it here.

6. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? If yes, underline the sentence in the conclusion that restates the thesis.

7. In Paragraph 2, the author writes about the ways in which size affects Brazil and the United States. In the following chart, list the supporting information the writer uses.

The Effects of Size

Brazil

United States

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

8. Reread the concluding paragraph of “Not as Different as You Think.” Does the writer offer a suggestion, an opinion, or a prediction? _____ Write the concluding sentence here.

Read the essay above and complete the outline with the appropriate information

Title: _____

I. Introduction (Paragraph 1)

A. Hook: *All countries in the world are unique.* _____

B. Connecting information: Different location, size, culture, government, climate, lifestyle

C. Thesis statement: _____

II. Body

A. Paragraph 2 (Similarity 1) topic sentence: _____

1. Brazil's characteristics

a. Size: _____

b. Travel: Few Brazilians have traveled extensively in their country.

c. Climate: _____

2. _____

a. _____

b. Travel: _____

c. Climate: The weather can be extremely different in the northern and the southern parts of the country.

B. Paragraph 3 (Similarity 2) topic sentence: Another similarity is the diversity of ethnic groups.

1. Brazil

a. _____

b. Other ethnic groups

c. _____

2. United States

a. Europe

b. Africa

c. the Mediterranean

d. _____

e. _____

C. Paragraph 4 (Similarity 3) topic sentence: _____

1. Brazilians' belief in freedom: _____

2. _____

III. Conclusion (Paragraph 5)

A. Restated thesis: _____

B. Opinion: Nevertheless, it is important to remember that people as a whole have more in common than they generally think they do.

SUPPORT

SUPPORT

SUPPORT

Connectors in context

Comparing	
Within a Sentence	Between Sentences
<ul style="list-style-type: none"> • compared to + noun • the same + noun + as • as + adjective / adverb + as • like + noun • not only _____ but also _____ (parallel structure needed) • both _____ and _____ (parallel structure needed) • also • Subject + Verb, and Subject + Verb • Subject + Verb, and Subject + Verb, too 	<ul style="list-style-type: none"> • In addition, Subject + Verb • Similarly, Subject + Verb • Likewise, Subject + Verb
Contrasting	
Within a Sentence	Between Sentences
<ul style="list-style-type: none"> • Although / Even though / Though + Subject + Verb, Subject + Verb • Unlike + noun • Whereas / While + Subject + Verb, Subject + Verb • Subject + Verb, but Subject + Verb 	<ul style="list-style-type: none"> • Conversely, Subject + Verb • However, Subject + Verb • On one hand, Subject + Verb • On the other hand, Subject + Verb • In contrast, Subject + Verb • Nevertheless, Subject + Verb

Connectors That Show Comparison	
Between sentences or paragraphs	Example
In addition,	Both Red Beauty and Midnight Dream roses are known for the size of their blooms, their color, and their fragrance. In addition , they are easy to grow.
Similarly,	The Midnight Dream rose won awards in local contests last year. Similarly , the Red Beauty rose was singled out for its beauty.
Likewise,	The blooms of Red Beauty roses last longer than those of most other roses. Likewise , the blooms of the Midnight Dream rose are long-lasting.
Compared to . . . ,	Some roses last for a very short time. Compared to these roses, the blooms of Red Beauty and Midnight Dream roses last a long time.

Connectors That Show Contrast	
Between sentences or paragraphs	Example
However, / On the other hand,	Many differences are clear to even novice gardeners. However / On the other hand , some of their differences are not very obvious.
In contrast,	Red Beauty has a strong, sweet fragrance. In contrast , Midnight Dream's fragrance is light and fruity.
Although . . . ,	Both Midnight Dream roses and Red Beauty roses are red. Although both these two varieties have red flowers, Midnight Dream roses are much darker than Red Beauty roses.
Even though . . . ,	Red Beauty roses and Midnight Dream roses are long-stemmed roses. Even though both these two species are long-stemmed roses, Red Beauty stems are thin and covered with thorns while Midnight Dream stems are thick and have almost no thorns.
Unlike . . . ,	What do we know about the cost of these two kinds of roses? Unlike Red Beauty, Midnight Dream roses are relatively inexpensive.

Read the student essay below and circle the appropriate connector in each set of parentheses.

The writer in this essay compares the university entrance requirements in Taiwan before and after 2001 when educational reforms were implemented.

Higher Education Reforms in Taiwan

1 I completed my university studies less than ten years ago in Taiwan. (However/Another), I cannot consider myself a **product** of modern Taiwanese education. If people ask me about the current educational system in Taiwan, I do not have an easy answer for them. As it happens, Taiwan experienced many educational reforms in 2001. The changes focused on the steps needed to enter a Taiwanese university. In short, the entry requirements then and now have changed in three major areas: testing, non-academic activities, and school **autonomy**.

2 One of the most obvious differences between entry into college before and now is the entrance test **criterion**. When I was a student, there was one and only one exam that all high school students took. If a student did well on the exam, his or her future as a university student was **set**. If the exam result was low, that student had little, if any, opportunity to get a higher education. This “high stakes” exam mentality did much damage to many of my classmates. (In addition/ However), the school reforms of 2001 changed that. Nowadays, Taiwanese students get more than one opportunity to take the test. In addition, universities are now using testing options, including standardized tests that are commonly utilized in the United States and tests that focus on critical thinking and leadership skills. (Unlike/Even though) students in the past, Taiwanese students today are assessed based on much more than rote learning and information.

3 (However/In addition), there is a great difference in the importance of non-academic **achievements** for college entry. Before 2001, external activities such as membership in clubs and other areas were not considered at all in evaluating a student’s worthiness. Again, the focus was solely on the student’s examination score. (In contrast/Likewise), the current educational requirements in Taiwan are much broader. A Taiwanese student today can be evaluated on his or her outside activities—not just his or her academic achievements—from high school. This **paradigm** shift ends up affecting not only the student’s eventual entry to a university but also his or her high school experience.

a product: a creation

autonomy: self-rule; independence

a criterion: a condition; a standard (plural: *criteria*)

set: established, ready

an achievement: a success, an accomplishment

a paradigm: a model; an archetype

4 The last obvious difference between the old and new educational systems in Taiwan is the autonomy of each university in making enrollment choices. Prior to 2001, universities relied on the entrance exam. There was little variation from one school to another in terms of evaluating prospective students. (Even though/Compared to) these universities claimed to pay some attention to the “whole” student, in reality the focus was on the exam. (In contrast/Likewise), Taiwanese universities today can be completely unique and creative in their acceptance procedures. Admissions offices can prepare their own unique examinations, develop special projects for students to complete, and even accept letters of recommendation from high schools. Universities now have the authority to decide how they will assess their prospective students.

5 Education is **vital** to everyone’s future success. While it may take ten years to grow a tree, a **sound** educational system may take twice as long to take root. (However/Although) my education differed tremendously from the education of Taiwanese students today, as students we both share the ultimate goal: to become as well educated as we can. This goal can be reached only if people take advantage of all the educational opportunities given to them.

vital: fundamental; essential

sound: reliable; firm; positive

Further Practice

The following reading is from a chapter of a college textbook in cultural anthropology. It discusses cultural differences in the custom of exchanging gifts at a marriage.

Marital Exchanges¹

- 1 In most cultures, the marriage of a man and a woman is accompanied by some kind of transfer of goods or services. These marital exchanges are used to create in-law relationships, compensate a family for the loss of one of its members, provide for the new couple's support, or provide a daughter with an inheritance that helps attract a desirable husband.
- 2 Marital exchanges take numerous forms, including the North American custom of wedding showers and wedding gifts. In these, the presents given by relatives and friends supposedly help the newlyweds establish an independent household. We give things that are useful to the couple jointly, with food-preparation and other household utensils easily the most common type of gift. Many couples even register at stores so that their relatives and friends will provide the items they want.
- 3 From a cross-cultural perspective, the most unusual feature of North American marital exchange is that nothing is transferred between the relatives of the groom and bride: The couple treat the gifts as their private property. Like most of our other customs, this seems natural to us. Of course the gifts go to the couple—what else could happen to them?
- 4 Plenty else, as we shall see in a moment. For now, notice that the fact that the couple receives the gifts fits with several other features of Euro-American marriage.
- 5 First, in addition to creating new nuclear families, marriage is the bond through which new independent households are started. So the husband and wife "need their own stuff." If, in contrast, the newlyweds moved in with one of their relatives, they would not have as great a need for their own pots and pans, wine glasses, silver candlesticks, and other "stuff."
- 6 Second, our marriage-gift customs fit with the value our culture places on the privacy of the marital relationship: It is a personal matter between the husband and wife, and their relatives should keep their noses out. If the in-laws get along and socialize, that's great, but our marriages generally do not create strong bonds between families of the bride and groom. (In fact, the two families often compete for the visits and attention of the couple and their offspring.) . . . The fact that the in-laws do not exchange gifts with each other is a manifestation of the absence of a necessary relation between them after the wedding. If, in contrast, the marriage created an alliance between the two sets of relatives, some kind of an exchange would probably occur between them to symbolize and cement their new relations.
- 7 Third, gifts are presented to the couple, not to the husband or wife as individuals, and are considered to belong equally and jointly to both partners. But there are marriage systems in which the property of the wife is separate from that of her husband; if divorce should occur, there is no squabbling over who gets what and no need for prenuptials.

8 With this background in mind, what kinds of marital exchanges occur in other cultures?

9 **Bridewealth** *Bridewealth* is the widespread custom that requires a man and his relatives to transfer wealth to the relatives of his bride. It is easily the most common of all marital exchanges, found in more than half the world's cultures. The term *bridewealth* is well chosen because the goods transferred usually are among the most valuable symbols of wealth in the local culture. In sub-Saharan Africa, cattle and sometimes other livestock are the most common goods used for bridewealth. Peoples of the Pacific Islands and Southeast Asia usually give their bridewealth in pigs or shell money and ornaments. . . .

10 **Brideservice** As the term implies, *brideservice* is the custom whereby a husband is required to spend a period of time working for the family of his bride. A Yanomamo [a native tribe living in the rain forests of the Amazon] son-in-law is expected to live with his wife's parents, hunting and gardening for them until they finally release control over their daughter. Among some !Kung [a tribe living in the Kalahari desert of Africa] bands, a man proves his ability as a provider by living with and hunting for his wife's parents for three to ten years, after which the couple is free to camp elsewhere.

11 Brideservice is the second most common form of marital exchange; it is the usual compensation given to the family of a bride in roughly one-eighth of the world's cultures. However, sometimes it occurs alongside other forms of marital exchange and occasionally is used to reduce the amount of bridewealth owed.

12 **Dowry** A marital exchange is called *dowry* when the family of a woman transfers a portion of their own wealth or other property to their daughter and her husband. The main thing to understand about dowry is that it is *not* simply the opposite of bridewealth; that is, it is not "groomwealth." It is, rather, ordinarily the share of a woman's inheritance that she is allowed to take into her marriage for the use of her new family, although her parents are still alive. The woman and her family do not acquire marital rights over her husband when they provide a dowry, as they would if dowry were the opposite of bridewealth; rather, the bride and her husband receive property when they marry, rather than when the bride's parents die. By doing so, parents give their female children extra years of use of the property and also publicly demonstrate their wealth.

13 . . . Dowry is a relatively rare form of marital exchange, occurring in only about 5 percent of the societies recorded by anthropology. Dowry today is common in parts of India, where it includes jewelry, household utensils, women's clothing, and money. Much of the dowry is presented to the bride on her wedding day, but her parents and maternal uncle often provide gifts periodically throughout the marriage. Dowry, then, is not always a one-time expense for a family but may represent a continual drain on their resources.

14 There are other forms of exchanges that occur at marriages, including some in which both sets of relatives exchange gifts as a material symbol of the new basis of their relationship. And the three forms discussed above are not mutually exclusive. For example, in most of traditional China, both bridewealth and dowry occurred at most marriages. The groom's family would make a payment to the bride's family and the bride's family would purchase some furniture and other household goods for their daughter to take with her when she moved into her husband's household. For wealthier families dowry was usually displayed by being transported ostentatiously over the streets between the households of the bride and groom. Dowry thus became a Chinese "status symbol." Sometimes, if the bride's family

was substantially poorer than the groom's, part of the bridewealth payment would be spent on purchasing goods for the woman's dowry. This was legal and common until after the Communist Revolution in 1949, when the leaders outlawed both bridewealth and dowry, though both continue in some places to this day.

About the Organization

1. In which paragraphs do the authors describe the North American form of marital exchange?
 - a. 1-7
 - b. 2-7
 - c. 1-4
 - d. 2-4

2. Excluding the North American form of marital transfer, what other forms do the authors discuss? List them in order:

- a. _____
- b. _____
- c. _____

Why are they discussed in this particular order? In other words, what pattern did the authors use to organize this part of the reading?

3. Which two paragraphs contain the phrase *in contrast*?

Paragraphs ____ and ____

- a. In the first paragraph containing the phrase *in contrast*, what is contrasted?
-

- b. What is contrasted in the second paragraph containing *in contrast*?
-

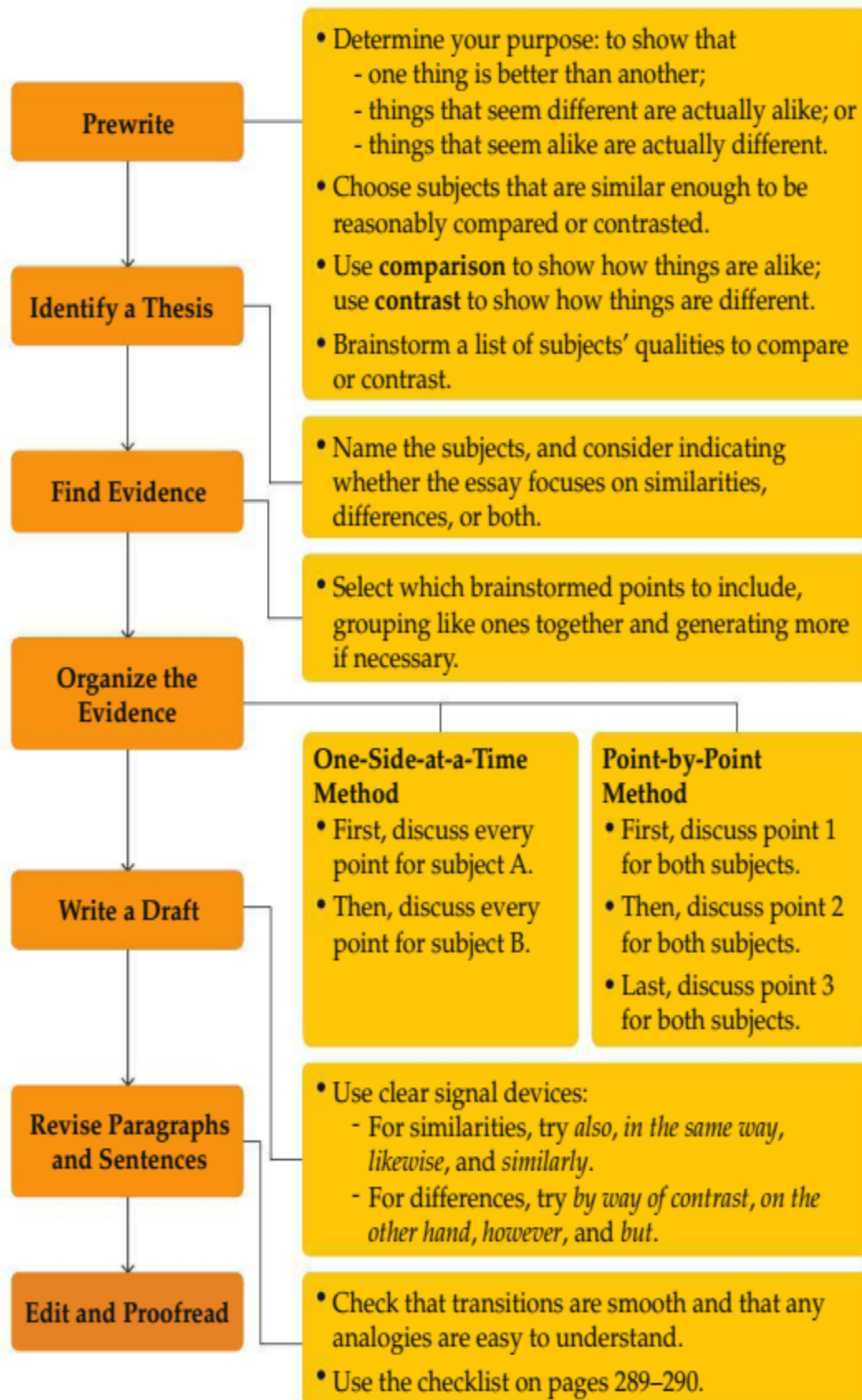
4. What is contrasted in paragraph 7?
-

Is there a contrast signal word in this paragraph? If so, what is it?

5. In which paragraphs do the authors contrast the customs of *bridewealth* and *dowry*?

- a. 9, 10, 12, 14
- b. 9 and 12
- c. 12 only

Development Diagram: Writing a Comparison-Contrast Essay



Brainstorming and Planning

Complete the following steps to develop ideas for a comparison essay.

1. Choose one topic from the list below or use your own idea for a topic. If you want to use an original idea, talk to your teacher to see if it is appropriate for a comparison essay.

two sports
two places
two desserts

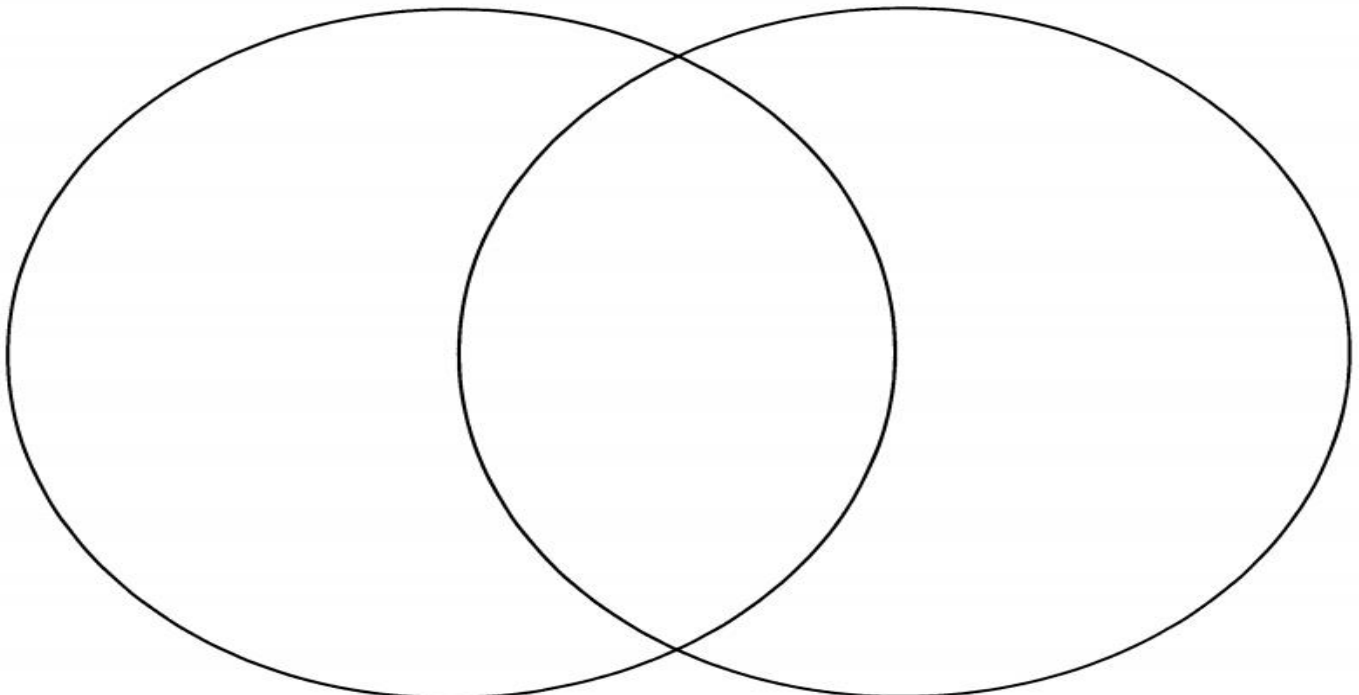
two movies
two machines
two famous people

two systems of education
two kinds of professions
two celebrations or holidays

Use the chart below to brainstorm a list of information about your topic.

TOPIC: _____	
Subject 1: _____	Subject 2: _____

3. Now fill in the Venn diagram using the information from the chart in Item 2 above.



4. Decide if you are going to focus on the similarities or the differences between the two subjects or both in your comparison essay. Then choose three or four main points of comparison that you will use and list them here.

- a. _____
- b. _____
- c. _____
- d. _____

Outlining

Topic: _____

I. Introduction (Paragraph 1)

A. Hook: _____

B. Connecting information: _____

C. Thesis statement: _____

II. Body

A. Paragraph 2 (first point of comparison) topic sentence: _____

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

B. Paragraph 3 (second point of comparison) topic sentence: _____

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

C. Paragraph 4 (third point of comparison) topic sentence: _____

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

III. Conclusion (Paragraph 5)

A. Restated thesis: _____

B. Suggestion, opinion, or prediction: _____

SUPPORT

SUPPORT

SUPPORT

Drafting+revising+editing+proofreading+ writing the final version

Unit 2- Cause Effect Writing: 1- The Paragraph

When you write a cause-and-effect paragraph, keep the following guidelines in mind:

- A **cause-and-effect paragraph** should begin with a topic sentence that tells readers whether the paragraph is focusing on causes or on effects (for example, "There are several reasons why the cost of gas is so high" or "Going to the writing center has given me confidence as well as skills").
- A cause-and-effect paragraph should discuss every important cause or effect, one at a time. The causes or effects should be arranged in some kind of **logical order**—for example, from least important to most important.
- A cause-and-effect paragraph should end with a concluding statement that sums up the main idea stated in the topic sentence.

A cause-and-effect paragraph generally has the following structure.

Topic Sentence	_____
Cause (or effect) #1	_____

Cause (or effect) #2	_____

Cause (or effect) #3	_____

Concluding Statement	_____

Why Young People Don't Vote

Topic sentence — There are several reasons why young adults do not often vote in national elections. The first reason is that many young people are just not interested in politics. They are busy getting an education or working, and they do not take the time to think about politics or which candidate to vote for. Another reason is that they do not think that their vote is important. They think that because millions of people are voting, their vote will not have an effect on the outcome of an election. A third reason is that many young people do not think that the candidates are speaking to them. They do not think that national issues such as capital gains taxes, Social Security, and Medicare have much to do with them. Finally, many young people are turned off by politics and politicians. As far as they are concerned, politicians just want to get elected and will say anything to get votes. Until these issues are addressed, many young people will continue to stay away from the polls.

Causes arranged in logical order

Concluding statement

A-Read the two paragraphs and answer the following question
1-Which paragraph focuses on causes, and which one focuses on effects? _____

Read the paragraph above and complete the outline below.

Cause1 _____

Cause2 _____

Cause3 _____

Global Warming

Topic sentence — Climate change caused by global warming would have several negative effects. One effect would be an increase in the number of intense storms. Large hurricanes and other types of storms would damage property and kill many people. Another effect would be a rise in sea level. As the earth warms, the polar ice would melt and raise the level of the earth's oceans. Coastal cities and low-lying areas would probably be flooded. Still another effect would be the spread of certain kinds of diseases. Many diseases, now found only in warm areas, would spread to areas that were once cool but then became warm. Malaria and yellow fever, for example, could become as common in the United States as they are in Africa and Southeast Asia. Finally, climate change associated with global warming would affect agriculture. Farming areas, such as the Midwest, where American farmers grow corn and wheat, would become dry. As a result, there would be food shortages, and many people could go hungry. No one knows for certain what will happen, but if global warming continues, our lives will certainly be affected.

Effects arranged in logical order

Concluding statement

B-Read the paragraph above and complete the outline below

Effect1+supporting details _____

Effect2+supporting details _____

Effect 3+supporting details _____

Cause/Effect Essay

Cause and effect essay is another common pattern of essay organization. In a cause/effect essay, you discuss the causes (reasons) for something, the effects (results), or both causes and effects. You might use cause/effect organization to answer typical test questions such as these:

Education: Explain the decline in reading ability among schoolchildren.

Environment: Discuss the effects of global warming on the environment.

History: Discuss the causes of the U.S. Civil War.

Psychology: Explain the causes and effects of the "Stockholm syndrome."

In a **focus-on-effects essay**, you would write about the threatened habitat of polar bears as a result of global warming and the melting of large parts of the Arctic Circle. Your essay might include five paragraphs and look like this:

INTRODUCTION	Paragraph 1	Hook Connecting information Thesis
BODY	Paragraph 2	Effect 1: dangerous swimming conditions • sea ice platforms farther apart
	Paragraph 3	Effect 2: scarcity of food • fewer hunting opportunities
	Paragraph 4	Effect 3: reduced population • Females with less body weight have lower reproduction rates.
CONCLUSION	Paragraph 5	Restated thesis Suggestion/opinion/prediction

In a **focus-on-causes essay**, you would write about the causes of global warming, such as could essay this for organization the case, this In atmosphere. The in dioxide carbon excessive have five paragraphs and look like this:

INTRODUCTION	Paragraph 1	Hook Connecting information Thesis
BODY	Paragraph 2	Cause 1: human activities • carbon dioxide from vehicles • not recycling (requires creating more products from scratch)
	Paragraph 3	Cause 2: increased industrial activity • greater carbon dioxide from burning fuels to run factories
	Paragraph 4	Cause 3: deforestation • Increased human population requires more space, so trees are cut down. • Fewer trees mean less oxygen, which causes a higher percentage of carbon dioxide in the atmosphere.
CONCLUSION	Paragraph 5	Restated thesis Suggestion/opinion/prediction

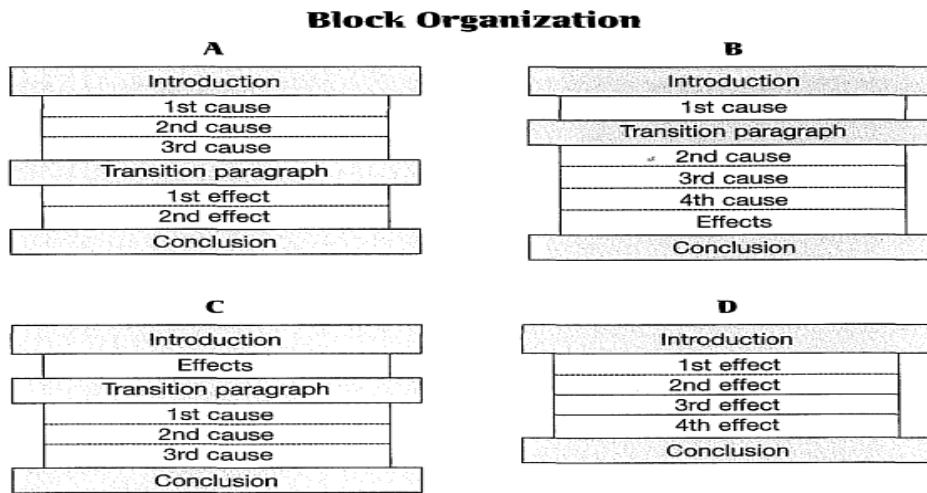
Organization for Cause/Effect Order

You can organize a cause/effect essay in two main ways: "block" organization and "chain" organization. In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss **only** causes or **only** effects.

Block Organization

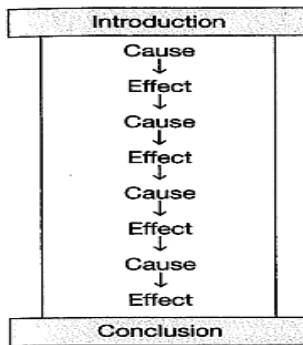
In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy. In short, a block-style cause/effect essay could have many different patterns. Some possibilities are shown below.



Chain Organization

In this pattern, causes and effects are linked to each other in a chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. Each new cause and its effect are links in a chain. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph. Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. Notice the chain pattern in the diagram and example below.

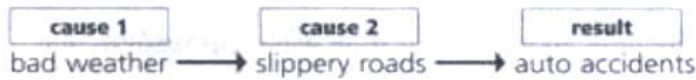


How Fertile Land Becomes Desert

People move into new areas and clear land for agriculture by cutting down trees.
 The tree roots no longer hold the soil in place.
 The tree roots do not hold the soil in place.
 The topsoil washes away during heavy rains.
 The topsoil washes away during heavy rains.
 There is no good soil to grow crops in.
 There is no good soil to grow crops in.
 People move to new areas and clear land for agriculture by cutting down trees.

Causal Chains

Sometimes the causes of an event happen in a sequence in which one event leads to another in a chain. Depending on the event or situation, the writer must explain how the causes in a chain are related to each other. Look at the causal chain below. Then read the short passage that follows to see how this chain was developed into a paragraph.



Auto accidents occur more frequently when the weather is bad. Rain, snow, and especially ice can make the roads slippery. Drivers can easily lose control of a car on slippery roads. A car can slide on the pavement and hit another car or go into a ditch. Therefore, bad weather can lead to more accidents on the road.

Notice that in the passage above, bad weather does not cause accidents directly: bad weather leads to slippery roads, which then create conditions for auto accidents to happen.

Conclusion

The type of cause/effect organization you choose depends on your topic.

- A chain pattern is usually easier if the causes and effects are very closely interrelated. You might use a chain pattern to write about the causes of a particular disease or phenomenon in nature such as a thunderstorm or a rainbow.
- The block pattern is usually easier with larger, complex topics such as global warming or homelessness.
- Sometimes you will want to use a combination of block and chain organization. Therefore, it is possible to use block organization in some paragraphs and chain organization in others.

Rhetorical Focus

Cause and Effect Organization

A cause and effect essay explains why certain actions, situations, and behaviors happen. The essay can start with an effect, such as success, and find its causes, which might be education or talent. Or the essay can begin with a cause and describe its effects.

Introduction

- The hook introduces the cause(s) or effect(s).
- Background information helps the reader understand the cause(s) or effect(s). It can give historical information.
- The thesis statement shows the relationship between the cause(s) and effect(s).

Body Paragraphs

- The topic sentence in each paragraph defines a specific cause or effect to support the thesis.
- All supporting details must relate to the topic sentence. These details can include explanations, examples, or facts.
- Body paragraphs are organized in order of importance, chronologically, or according to short-term or long-term effects.
- Each paragraph must use clear logic.

Conclusion

- The conclusion restates the cause(s) and effect(s) of the essay.
- It may evaluate or reflect on the ideas presented.
- It may give advice.

Consider the following charts that show the relationship of causes and effects.

Cause	Effect
Steve lit fireworks in his backyard at one o'clock in the morning.	His neighbors reported him to the police.
Visibility on the night of March 17, 2013, was poor.	Over 20 cars were involved in an accident on Highway 7.
People are living longer.	Governments can no longer provide the same benefits to everyone.

Causes	Effect
Marwan takes good notes in class.	Marwan gets high scores on his exams.
Marwan studies his notes every day.	
Marwan participates in class.	

Cause	Effects
People lose faith in a country's currency.	The value of the currency decreases.
	Prices on most goods increase.
	Exchange rates for the currency fall.

From paragraph to essay

Dropping Out

University administrators call it “retention,” and it refers to the number of students who choose to stay in college. The truth is, no matter how much these administrators focus on keeping them in school, there are always reasons for students to drop out. One of the most common reasons is financial. Universities, especially private ones, must charge **exorbitant** fees to keep their doors open, and some students do not have the **means** to continue their studies. Other students drop out of school because they find the **rigors** of the coursework too **demanding**. They were not prepared for all the studying involved in maintaining good grades and end up leaving the university after a short time. Finally, there are those students who suffer the personal pressures of being university students. These individuals are away from home for the first time and living with strangers. They cannot cope with the absence of family just yet, so they decide to go back to the nest. Whatever the reasons, it is no joke that “retention” numbers are not as healthy as they may appear on the surface.

1 paragraph / 10 sentences / 183 words

exorbitant: very expensive

means: way; resources

rigors: strictness; severity

demanding: difficult; challenging

Dropping Out

1 University administrators call it “retention,” and it refers to the number of students who choose to stay in college. It is a lot cheaper for these university heads to try to keep existing students than to recruit new ones. However, this is a difficult task. The truth is, no matter how much these administrators focus on keeping students in school, there are always reasons for them to drop out.

2 One of the most common reasons students drop out of college is financial. Universities, especially private ones, must charge **exorbitant** fees to keep their doors open, and some students do not have the **means** to continue their studies. Even public universities have had to increase their fees. Without adequate amounts of state and federal tax dollars, the increasing cost of tuition, textbooks, housing, and other activities often falls on the student and his or her family. As a result many students drop out of college because of a shortage of funds.

3 Another cause for students to drop out of school is that they find the rigors of the coursework too demanding. Due to being unprepared for all the studying involved in maintaining good grades, these students end up leaving the university after a short time. In high school they may have been overachievers and regularly appeared on the honor roll. College is different. There are few people pushing students to study and do well in all aspects of university life. Students cannot get by “**cramming**” for exams as they did in high school. If new university students do not have the study habits to keep up with the university professors, it will not take long for them to be left behind.

4 Finally, there are those students who suffer the personal pressures of being university students. These individuals are away from home for the first time and living with strangers. They cannot cope with the absence of family. University life does not seem “right” for these individuals. The pull of home is too strong for them, and they succumb to the desire of being back at home.

5 Whatever the reasons, it is no joke that “retention” numbers are not as healthy as they may appear on the surface. Perhaps if administrators and others tried to really understand the reasons behind these “leavers” and attempted some type of intervention, more university students would remain in college.

5 paragraphs / 23 sentences / 393 words

to cram: to study for an exam at the last minute

Paragraph Structure *versus* Essay Structure in practice

Paraph Structure

1. What is the topic of this paragraph? _____

2. Underline the topic sentence. (*Hint: It is not the first sentence.*) Circle the controlling idea.
3. Underline the concluding sentence.
4. What type of concluding sentence is used?
 restatement suggestion opinion prediction
5. What is the writer's purpose in writing this paragraph? _____

Essay Structure

1. Does the writer tell about causes, effects, or both? _____
2. Underline the writer's hook.
3. Circle the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? If yes, underline that sentence.
4. What are the three main causes of dropping out of the university?
 a. _____
 b. _____
 c. _____
5. In Paragraph 4, the writer discusses the difficult study environment for many new students. List those factors here:
 a. _____
 b. _____
 c. _____
6. How does the writer organize the essay: categorically, chronologically, or order of importance?
 a. _____

Main Point in Cause and Effect

The **main point** in a cause and effect essay should reflect your **purpose**. For example, if you are writing about why a certain event in history happened, your main point would be to explain the causes. If you are writing about what happened as a result of that event, your main point would be to explain the effects. Consider the following thesis from an essay on drunk driving:

Topic + cause + effect = Thesis

Drunk driving destroys thousands of lives every year.

The main point of the essay is to discuss the effects of drunk driving—thousands of destroyed lives. The body of the essay will give examples.

Sometimes a thesis statement for a cause and effect essay will include both what caused the topic and what resulted from the topic. The topic sentence in the paragraph on page 272 follows this pattern:

Topic + cause + effect = Thesis

Little doubt remains that global warming is a threat to our world, but not everyone understands why it is happening and what the effects are.

Sometimes the writer does not directly indicate causes or effects in the thesis statement, as in the following example:

Until local police departments enforce restraining orders, women and children will continue to be the victims of violence.

Although the writer does not indicate a specific cause or effect, the main point of the essay is clear—to discuss how unenforced restraining orders have resulted in violence. The body of the essay will likely give examples of such situations.

As you begin to write cause and effect essays, you might find it helpful to include both the topic and an indicator of cause or effect in your thesis statement.

Thesis Statements for Cause/Effect

The topic sentence or thesis should present the event or phenomenon that will be analyzed and announce whether causes, effects, or both will be examined.

Salmon populations have dwindled due to overfishing, pollution, and the presence of dams on spawning runs.

This thesis examines the causes of the decline in the salmon population. Since it announces the three causes the essay will examine, we call it a blueprinted thesis.

World War II devastated the economy of Germany.

This thesis announces a focus on the effects of World War II on the German economy.

Acid rain is an environmental catastrophe with complex causes and devastating effects.

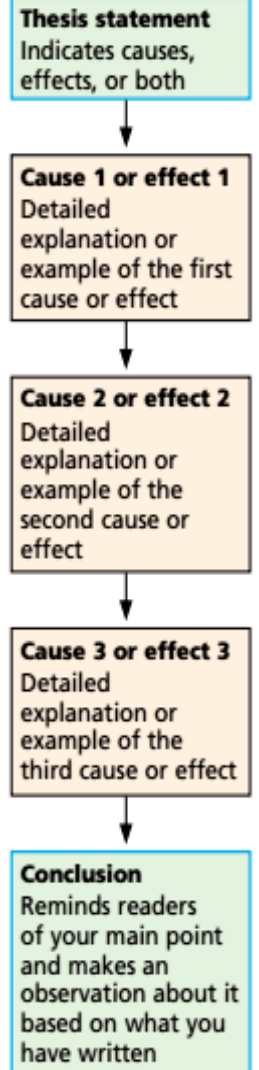
This essay will examine both the causes and effects of acid rain in an attempt to persuade the reader to do something about the problem.

Organization in Cause and Effect

Cause and effect essays are organized in different ways depending on their purpose.

MAIN POINT	PURPOSE	ORGANIZATION
Global warming is a serious threat to life as we know it.	To explain the effects of global warming	Order of importance (saving the most serious effect for last)
Global warming will flood many coastal states.	To describe how the U.S. map eventually might look	Space order
Over the next century, the effects of global warming will be dramatic.	To describe the effects of global warming over the next 100 years	Time order

CAUSE AND EFFECT AT A GLANCE



FOCUS Topics for Cause and Effect

The wording of your assignment may suggest cause and effect. For example, the assignment may ask you to *explain why*, *predict the outcome*, *list contributing factors*, *discuss the consequences*, or tell what *caused* something else or how something is *affected* by something else.

Assignment

Women's studies What factors contributed to the rise of the women's movement in the 1970s?

Public health Discuss the possible long-term effects of smoking.

Media and society How has the Internet affected the lives of those who have grown up with it?

Thesis Statement

The women's movement of the 1970s had its origins in the peace and civil rights movements of the 1960s.

In addition to its well-known negative effects on smokers themselves, smoking also causes significant problems for those exposed to secondhand smoke.

The Internet has created a generation of people who learn differently from those in previous generations.

Block Organization

Shyness

1 If you suffer from shyness, you are not alone, for shyness is a universal phenomenon.¹ According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives” (Payne, par. 3).² As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

2 Recent research reveals that some individuals are genetically predisposed to³ shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles⁴ and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).⁵

3 However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

4 The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited⁶ in social interactions. Another factor is the fact that today's children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have the socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

5 A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent.

Researchers Henderson and Zimbardo say, "One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person." Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. "In Israel, the situation is entirely reversed," according to Henderson and Zimbardo. "Failure is externally attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise." The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain (10).

⁶ In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be "due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology" (Payne, par. 4). Watching television, playing video games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with coworkers. Everyone texts, e-mails, and converses anonymously⁷ in online chat rooms. As a result, people have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

⁷ While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners ("Shyness").⁸ Furthermore, a university professor writing about his own shyness says, "Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic⁹ behavior" (Benton).¹⁰

⁸ To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

Writing Technique Questions

1. Is the topic of this essay primarily the causes or the effects of shyness?

2. Which paragraph(s) discuss(es) the causes?

3. Which paragraph(s) discuss(es) the effects?

4. What two subtopics are named in the thesis statement?

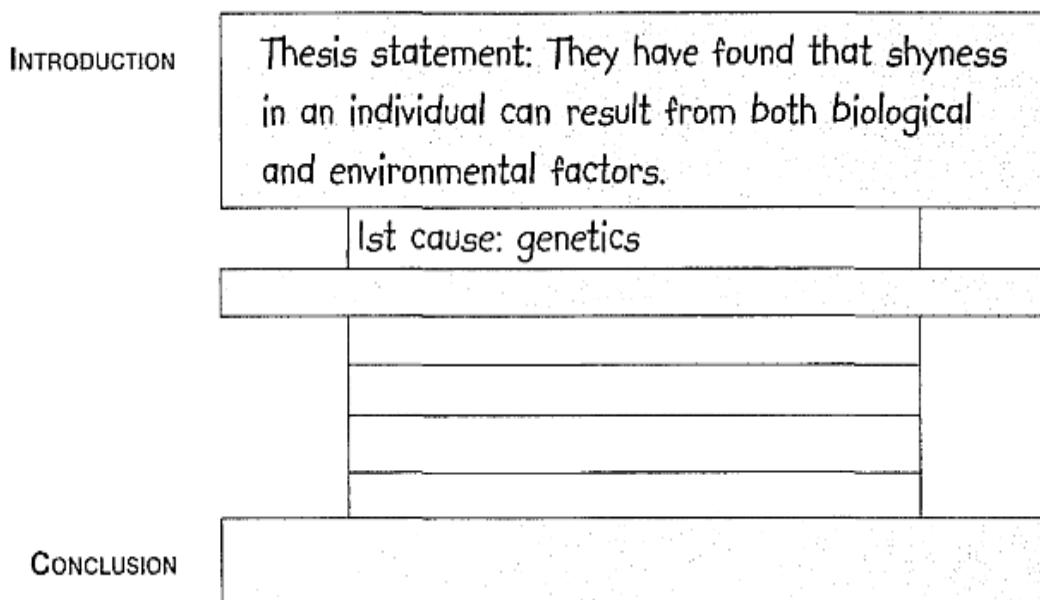
5. Which paragraph(s) discuss(es) the first subtopic?

6. Which paragraph(s) discuss(es) the second subtopic?

7. What is the function of paragraph 3?

8. Which pattern (A, B, C, or D) does the model follow?

Fill in the boxes to show the block organizational pattern of the essay. Write in the topic of each paragraph and tell whether it is a cause or an effect. The first two boxes have been filled in for you.



Chain organization

SAD

1 Years ago, medical researchers identified a psychological disorder that they appropriately named **Seasonal Affective Disorder**, or SAD. People who suffer from SAD become very depressed during the winter months. Doctors now understand the causes of this condition, which affects millions of people, particularly in areas of the far north where winter nights are long and the hours of daylight are few.

2 SAD results from a decrease in the amount of sunlight sufferers receive. Doctors know that decreased sunlight increases the production of melatonin, a sleep-related hormone that is produced at increased levels in the dark. Therefore, when the days are shorter and darker, the production of this hormone increases. Shorter, darker days also decrease production of serotonin, a chemical that helps transmit nerve impulses. Lack of serotonin is known to be a cause of depression ("Seasonal" HH, par. 1).¹ Depression may result from the resulting imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock ("Seasonal" NMHA, par. 2).² Doctors believe that the combination of chemical imbalance and biological clock disturbance results in symptoms such as lethargy,³ oversleeping, weight gain, anxiety, and irritability—all signs of depression.

3 Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front of a special light box that simulates¹ natural light for a few hours every day. An hour's walk outside in winter sunlight may also help (par. 4).

4 In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries; more important, it may suggest a remedy: When the days grow short, turn on the lights.

Writing Technique Questions

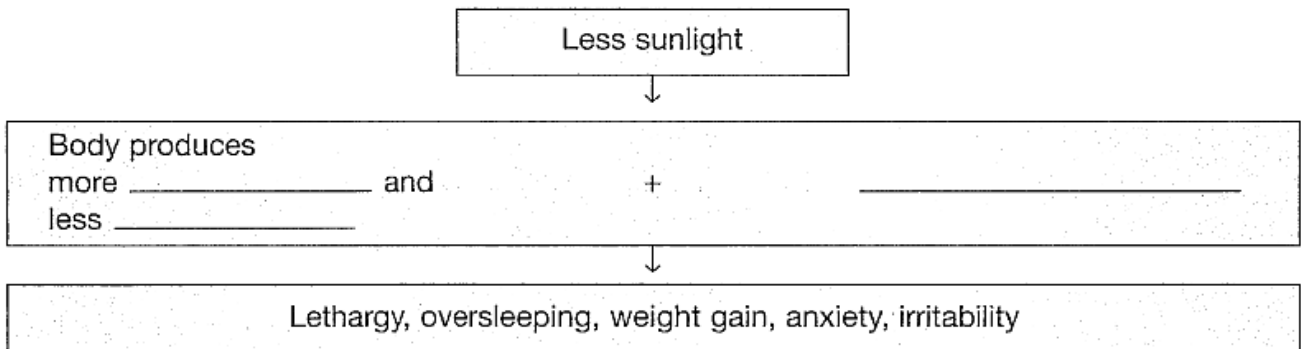
1. Which paragraph contains the chain of causes and effects?

2. What is the effect of decreased sunlight in winter?

3. What other change results from a decrease in the amount of sunlight?

4. What is the final result?

Fill in the boxes to complete the flowchart, which illustrates the cause/effect chain described in the model essay "SAD."



The type of cause/effect organization you choose depends on your topic.

- A chain pattern is usually easier if the causes and effects are very closely interrelated. You might use a chain pattern to write about the causes of a particular disease or phenomenon in nature such as a thunderstorm or a rainbow.
- The block pattern is usually easier with larger, complex topics such as global warming or homelessness.
- Sometimes you will want to use **a combination of block and chain organization**. The model essay on **shyness** uses **block organization**, but **in paragraphs 4, 5, and 6**, you will find **chain organization**.

Essay Outline & Organization

Effect Essay *Reading*

Effects of a Positive Outlook on Our Lives

Happiness is a state of being that everyone wants to achieve. A positive outlook can help you be happy and change the outcome of your life. It can enrich your relationships, improve your health, and guide you through some of life's greatest challenges.

A positive outlook helps you find happiness in professional, social, and personal relationships. Having a positive attitude will help you find a good job and keep it. Colleagues enjoy working with someone who always looks at the bright side and avoids conflict. Friends will appreciate your energy and want to spend more time with you. A happy person makes everybody else happy. It is contagious. Happiness and a positive outlook on life can any partnership will be a solid, strong, and happy relationship.

Having a positive outlook also makes a person healthy. In fact, medical science has proven that stress, which causes many of today's common illnesses such as high blood pressure, heart disease and cancer, can be avoided when people feel good about themselves. If you have a good sense of humor and laugh a lot, a chemical substance called serotonin will be released into your blood stream, giving you an immediate feeling of well-being and tranquillity. It has also been found that the elderly recover faster from illness when they are cheerful. Being positive and happy is synonymous with health and longevity.

Finally, people with positive outlooks are stronger and capable of confronting difficult situations. They develop clear minds, which help them cope with life's challenges better than those individuals who are not at peace with themselves. Happy people's optimism creates the strength needed to find rational solutions to the many unexpected problems that life presents. This optimism also promotes self-esteem. For example, happier students are more likely to approach professors for help when they are having some trouble in their course work. In contrast, unhappy or less happy students may internalize their frustrations and be less likely to seek out help.

In conclusion, it is a good idea to have a positive outlook and recognize what makes us happy since it will bring us more harmony. Happiness will bring us strong relationships, good health, and the ability to face any obstacle. If we promise ourselves to laugh more and think positively, we will change our lives for the better.

Exercise: Read the essay above and complete the task below.

- 1- Circle the hook.
- 2- Underline the background information.
- 3- Highlight the thesis statement.
- 4- Circle the topic sentence in each paragraph.
- 5- Underline the first idea+development in each body paragraph.
- 6- Underline the clincher in the conclusion.
- 7- What type of clincher is that?

- 8- How are the introduction and the conclusion similar?

Cause Essay

Exercise1: Read the essay and answer the question below.
According to the writer, what factors lead to success in college?

Factors that Lead to Success in College

The road to success in college is full of obstacles that might interfere with students reaching their goals. Despite these obstacles, students can achieve their dream of earning their degree. They need support from family and friends, strong motivation, and the ability to focus.

First, college students need the support of their families to succeed. If they are lucky, they have families that protect and nurture them. Their family members act as helping hands, friends who they can depend on emotionally. Students need this support system to help them realize their own capacity even when they doubt themselves. For example, because the work load is too great or the exams are too hard, students may get discouraged. Families can encourage them to persevere. In addition, tuition and books are very expensive; consequently, some students are forced to work. If they receive financial assistance from their families, they can dedicate all their time to their studies.

Students need to keep up the motivation they need to study. Students have many obligations to fulfill, such as completing homework assignments and research projects, studying for exams, and writing term papers. Many students work after school and arrive home late at night. Only dedicated and responsible students will push themselves to finish their work before going to bed. When the options are to go to a party with friends or stay home and work, only determined students will choose to study.

Students also need to focus on realistic academic goals. Many students are not aware of the importance of selecting the right college and major. In fact, a wrong decision may result in a waste of time and money. For example, students may have very high expectations and select a major that presents demands they cannot meet. In some cases, they find themselves on a career path they do not even enjoy. As a result, they may have to change their major or drop out of college when they realize that they cannot keep up their grades. If they are more focused on what they want, the better their chances will be to achieve their goals.

If students are enthusiastic about what they are studying, realistic about their academic goals, and receive support from their families, their college journey will be easier. They need to transform themselves into eagles. An eagle knows how to focus on what it wants and capture it even when the distance is great.

Exercise: Read the essay above and answer the questions in full answer

1. What are some of the obstacles that college students face? _____

2. What might prevent a student from finishing his or her college work?

3. Why can students have difficulty keeping up their motivation? _____

4. Why is it important for students to be focused? _____

5. What obstacles and successes have you experienced in your academic life?

Exercise

Read the essay above and complete the outline

Introduction

Hook: _____

Background information: _____

Thesis statement showing a relation between cause and effect: _____

cause 1

Body Paragraph 1

Topic sentence: _____

Supporting details: _____

cause 2

Body Paragraph 2

Topic sentence: _____

Supporting details: _____

cause 3

Body Paragraph 3

Topic sentence: _____

Supporting details: _____

Conclusion

Restatement: _____

Evaluation, reflection, or advice: _____

Practice

Write X next to the sentence that does not relate to the statement.

1. Strong economic growth in a country achieves many desired goals.
 - ___ a. More people buy houses.
 - ___ b. Strong economic growth followed World War I.
 - ___ c. There is less unemployment.
2. Weather can influence your life.
 - ___ a. Weather conditions in the world are changing.
 - ___ b. Cool climates promote hard work.
 - ___ c. In rainy climates people are often depressed.
3. Automobiles have changed the way people live.
 - ___ a. They offer increased mobility.
 - ___ b. Many cars have air-conditioning.
 - ___ c. They save commuting time.
4. Good parenting has many positive effects.
 - ___ a. Children treat others with respect.
 - ___ b. It promotes academic success.
 - ___ c. Good parenting takes a lot of time.
5. Pet ownership offers many rewards.
 - ___ a. Dogs, cats, and hamsters are popular household pets.
 - ___ b. Having a pet prevents many common illnesses.
 - ___ c. Children learn how to be responsible.
6. Listening to loud music has its consequences.
 - ___ a. Stress levels can increase significantly.
 - ___ b. The ability to concentrate is reduced.
 - ___ c. Young people all over the world listen to loud music.

Transitions and Connectors Commonly Used in Cause-Effect Essays		
as a consequence	due to	on account of
as a result	(the) effect (of X)	owing to (for this) reason
(X can be) attributed to (Y)	(a key) factor of (X)	(X is the) reason for (Y)
because	for this reason	(X is a) result of (Y)
because of	furthermore	(X) resulted in (Y)
caused	if (X), then (Y)	since
(X is the) cause of (Y)	in addition (to)	so
(X is) caused by (Y)	in order to	therefore
(one) consequence of this (is that . . .)	(X) influences (Y)	this means that . . .
consequently	(X) leads to (Y)	thus

Happiness

- 1 What makes a person happy? **1** (If / So) people want to be happy—and few people **proclaim** their desire to be sad—should they seek money and professional success? Many experts in fields such as sociology, psychology, and public policy are attempting to answer this **seemingly** simple question of what makes people happy and how communities, social organizations, and employers can **facilitate** happiness by implementing a few simple strategies. In this new field of happiness studies, some **intriguing** answers are beginning to emerge about what makes people happy. Surprisingly, they support the longstanding **hypothesis** that money cannot buy happiness.
- 2 One of the **chief obstacles** to happiness is referred to as *social comparison*. When people compare themselves to other people, they prefer to see themselves as in some way superior. In an experiment, social scientists asked whether people would prefer earning \$50,000 per year while their peers earned \$25,000 per year, or whether they would prefer earning \$100,000 per year while their peers averaged \$250,000 per year. Even though people would earn more in the **latter scenario**, most chose the **former** as a consequence of their desire to see themselves as more successful than others (Layard, 2005). **2** (In addition / Thus), a simple way to increase happiness is for people to reject the urge to compare themselves to others based on their finances and to live within their **means**.

to proclaim: to state loudly or clearly for the record

seemingly: apparently

to facilitate: to make easier or more likely to happen

intriguing: extremely interesting

a hypothesis: an idea or theory that has not been proven

chief: main; principal

an obstacle: something that stops progress or forward movement

the latter: the second of two presented options

a scenario: an imagined situation

the former: the first of two presented options

- 3 3 (Another / Other) way to increase people's sense of personal happiness is for them to be true to themselves and keep their personal sense of **integrity**. While this advice may seem rather **trite**, people who respect and follow their authentic desires generally report being happier than people who do not. As Martin (2012) explains, "At its core, authenticity implies discovering and **pursuing** what we care about most deeply." He further explains the **reciprocal** relationship between happiness and authenticity: "As much as authenticity contributes to the pursuit of happiness, then, happiness in turn contributes to identifying our authentic selves" (p. 55). When people limit their personal desires 4 (in order / in spite) to obtain certain goals, they may achieve greater financial success but actually **end up** unhappier.
- 4 5 (Finally / Therefore), sometimes people benefit from social rules that encourage them to improve their lives, even when these laws cost more money. While few people enjoy paying taxes, some taxes make people happier 6 (although / because) they improve the overall quality of people's lives. In their study of smoking and cigarette taxes, Gruber and Mullainathan (2006) conclude that "taxes may affect the happiness of former smokers (by making it easier to **resist** the temptation to resume smoking) or **prospective** smokers (by making it easier to never start smoking in the first place)" (p. 139). This example demonstrates how a society's rules can 7 (cause / lead) to the general happiness of its populations, even through the apparently negative practice of increased taxation. Taxes also contribute to the funds available for other social purposes, which proves further justification for their use.
- 5 These are **merely** three ways that scholars of happiness studies have determined that people can employ to **enhance** their personal happiness. People should avoid comparing themselves to others financially. They should seek to live as their authentic selves in their personal and professional lives. 8 (Furthermore / In contrast), they should welcome rules, laws, and even taxes that increase the general happiness of the population. Everyone says they want to be happy, and happiness studies are helping people learn how to lead happier lives rather than to passively expect happiness to find them.

- means:** a person's ability to afford
- integrity:** the personal quality of being honest and fair
- trite:** boring, unimportant, or no longer special, especially due to overuse
- to pursue:** to try hard to obtain
- reciprocal:** inversely related; mutually agreed upon
- to end up:** to reach a final condition or place, often without an original intention
- to resist:** to fight against something so that it does not happen
- prospective:** related to future possibility of happening or coming true
- merely:** simply; only
- to enhance:** to improve

Read each important vocabulary word or phrase. Locate it in the essay if you need help remembering the word or phrase. Then circle the best synonym, antonym, or collocation from column A, B, or C.

Type of Vocabulary	Important Vocabulary	A	B	C
Synonyms	1. pursue	chase	mount	overlook
	2. obstacle	difficulty	extinction	forecast
	3. authentic	challenging	likely	real
	4. scenario	demeanor	example	verification
Antonyms	5. intriguing	accurate	uninteresting	worthwhile
	6. the former	the incentive	the latter	the organizer
	7. hinder	facilitate	navigate	range
	8. chief	essential, vital	far, remote	minor, lesser
Collocations	9. the means ___ something	do	doing	to do
	10. care about something ___	deeply	happily	tritely
	11. my overall ___ of	core	example	impression
	12. obtain a ___	desire	goal	tax

Type of Vocabulary	Important Vocabulary	A	B	C
Synonyms	1. incapable	can not	must not	should not
	2. prevalent	common	intentional	key
	3. revolutionize	anticipate	change	mate
	4. tarnish	make dirty	make happy	make tired
Antonyms	5. urban	indigenous	rural	vivid
	6. convinced	doubting	dreading	learning
	7. excessive	dramatic	on account of	very little
	8. mitigate	deserve	increase	mimic
Collocations	9. the main cause ___ something	by	of	with
	10. ___ everywhere	dramatically	substantially	virtually
	11. ___ someone's help	acknowledge	denote	merge
	12. unintended ___	consequences	fog	goal

Fill in each blank with the word on the left that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

- | | |
|--------------------------------|---|
| 1. an effect / a reason | to have _____ on something |
| 2. to / with | one thing is an alternative _____ another thing |
| 3. of / on | the benefit _____ exercise |
| 4. for / from | to derive satisfaction _____ something |
| 5. importantly / significantly | the new plan will _____ reduce taxes |
| 6. benefits / risks | to reap the _____ |
| 7. shape / smile | a radiant _____ |
| 8. furniture / reason | a specific _____ |
| 9. for / with | to be diagnosed _____ skin cancer |
| 10. involved / participated | to be _____ in an accident |

Transitions That Signal Cause and Effect				
accordingly	consequently	hence	on account of	so
as a result	due to	if . . . then	results in	therefore
because of	for that reason	leads to	since	thus

Verbs That Signal Cause and Effect (sample list)					
affect	constitute	create	force	initiate	restrain
benefit	construct	damage	harm	institute	stop
cause	contribute	determine	induce	preclude	
compose	control	facilitate	influence	prevent	

Nouns That Signal Cause and Effect (sample list)				
actor	consequence	end	impact	product
agent	creation	event	influence	result
author	creator	factor	issue	source
benefit	damage	grounds	outcome	
condition	effect	harm	outgrowth	

Fill in the gaps with the appropriate word from the box above. Use the correct form.

- 1- His contract _____ him from discussing his work with anyone outside the company.
- 2- They _____ her to take the job by promising editorial freedom.
- 3- The under-18s _____ nearly 25% of the town's population.
- 4- She is suing the company on _____ of unfair dismissal.
- 5- You should try to _____ your ambitions and be more realistic.
- 6- The current structure does not _____ efficient work flow.
- 7- Falling export rates have _____ (on) the country's economy quite considerably.
- 8- Covid-19 is a disease which _____ mainly older people.
- 9- The economy is regarded as the **decisive/key** _____ which will determine the outcome of the general election.
- 10- The government's reputation has already been _____ by a series of scandals.
- 11- Reducing speed limits has _____ to fewer deaths on the roads.

Grammar for Writing

Consistent verb tense Usage

Good writers are careful to use the same verb tense throughout an essay. While it is true that an essay may have, for example, some information about the past and some information about the present, most of the information will be about one time, most likely either past or present. Do not change verb tenses without a specific reason for doing so.

Explanation	Examples
When describing an event in the past tense, maintain the past tense throughout your explanation.	In our experiment, we placed three live fresh-water plants (each approximately 20 centimeters in length) into a quart jar that was filled with fresh water at 70 degrees Fahrenheit. We left the top two centimeters of the jar with air. We then carefully added a medium goldfish.
When talking about facts that are always true, use present tense in your explanation.	The sun is the center of the solar system. The earth and other planets revolve around the sun. Most of the planets have at least one moon that circles the planet, and these moons vary tremendously in size, just as the planets do .
In writings such as a report, it is possible to have different verb tenses reflecting different times.	According to this report, the police now believe that two men stole the truck and the money in it.

Read the texts and choose the appropriate answer

Possible Causes of Bullying

Bullying behavior can occur for many reasons. Young people often begin bullying because they (1. want / wanted / had wanted) to control those who are weaker than they are. In fact, many bullies act this way because they (2. experience / experienced / have experienced) an attack by a bully themselves. Another reason that some kids bully other children is to establish a well-known identity in school. If they (3. do not have / did not have / have not had) a unique and well-known identity in school before they began bullying, now they (4. do / did / have done). Finally, some children become bullies to get attention. In many households, both parents (5. work / worked / had worked) outside the home, so they have difficulty spending enough quality time with their children. Very often they (6. are not / were not / had not been) even aware of their children's activities. Bullying does not occur in a vacuum. It stems from a number of sources, and it is up to those people closest to the bullies to try to change their destructive and hurtful behaviors.

Common NOUN + PREPOSITION Combinations			
cost of	limitations of	source of	lack of
order of	request for	reason for	need for
state of	alternative to	answer to	application for
increase in	decrease in	trouble with	demand for
(have an) effect on	price of	means of	interest in
Common PREPOSITION + NOUN Combinations			
in reality	by hand	in order	at every point
for dinner	in general	in the beginning	in a hurry
for sale	in writing	in stock	in other words
on television	for the record	out of order	in fact
under pressure	out of date	with reference to	at the same time

The Unforeseen Impact of Air Conditioning

I certainly understand that there is a huge need (1. at / by / for / with) air conditioning. (2. By / With / For / At) the same time, however, I am concerned about the negative effects that air conditioning has had (3. at / in / on / with) our lives. To be sure, air conditioning has benefited us, but what has the price (4. of / by / with / in) this benefit been? First of all, people do not get outside as much. People tend to stay **cooped up** inside their air-conditioned homes. As a result, they are not getting as much fresh air. Second, there has been a decrease (5. on / in / for) the amount of exercise that people are doing. They do not even walk outside on some days, which means that they are (6. at / for / in / to) fact doing a lot less exercising. Finally, the invention of air conditioning has caused us to work longer hours because employers expect us to stay inside our comfortable work space all day long. In sum, air conditioning might appear to be a positive thing, but it has had at least three negative effects.

Connectors

Using connectors will help your ideas flow. This appendix presents three kinds of connectors: **coordinating** conjunctions, **subordinating** conjunctions, and **transitions**.

Remember the different comma rules for these three types of connectors:

1. **Coordinating conjunctions** occur between two independent clauses. A comma is used before coordinating conjunctions when they connect two clauses.

Independent clause, + Coordinating + Independent clause.
Conjunction
The exam was extremely difficult, **but** all of the students received a passing score.

2. **Subordinating conjunctions** introduce a dependent clause. The dependent clause can come before or after the independent clause.

When a dependent clause begins a sentence, a comma separates it from the independent clause.

Dependent clause, + Independent clause.
Although the exam was extremely difficult, all of the students received a passing score.
Subordinating conjunction

When a dependent clause comes after an independent clause, no comma is used.

Independent clause + Dependent clause.
All of the students received a passing score **although** the exam was extremely difficult.
Subordinating conjunction

3. **Transition words** can be used in two main ways. The more common way is for the transition word to begin a sentence and show the relationship between that sentence and the one that came just before it. In this case, a comma separates the transition word from the clause that follows.

Independent clause. + Transition, + Independent clause.
The exam was extremely difficult. **However**, all of the students received a passing score.

Sentence Fragments

For many writers, sentence fragments, or incomplete sentences, are difficult to avoid. Writing a fragment instead of a complete sentence is considered a very serious error because it shows a lack of understanding of the basic components of a sentence, namely a subject and a verb that express a complete thought. Because fragments are one of the most serious errors in writing, it is imperative to learn how to avoid them.

Explanation	Examples
A sentence must have a subject and a verb and be able to stand by itself in meaning.	<p>✗ Because I read and studied the textbook often.</p> <p>✓ I scored 97 on the quiz because I read and studied the textbook often.</p>
It is possible to begin a sentence with because, although, if, when, or while , but the sentence needs a second part with another subject-verb combination.	<p>✗ Because I studied for the final exam a great deal.</p> <p>✓ Because I studied a great deal, my score on the final exam was 99.</p> <p>✓ My score on the final exam was 99 because I studied a great deal.</p>

Write **C** on the line next to complete sentences. Write **F** if there is a fragment and circle the fragment.

- _____ 1. Despite the heavy wind and the torrential rain, the young trees around the lake were able to survive the bad weather. It was a miracle.
- _____ 2. The huge, two-story houses all have a very similar design. With no difference except the color of the roofs.
- _____ 3. Ireland has a rich and colorful history. One with many stories of fairies and elves.
- _____ 4. Shopping malls are a very popular tourist attraction in many cities, but some tourists are not interested in them. Shopping is not for everyone.
- _____ 5. Because of the popularity of the film. Producers were anxious to begin work on its sequel.
- _____ 6. The chef added so much spice to the stew that only the most daring of his patrons tasted it. The result was that less than half of the food was consumed.

Practice

The author of the following essay favors the program. As you read, look for the reasons she gives for supporting the wolves' return. The model essay at the beginning of this chapter focused on causes, but this essay focuses on effects: What were the effects of the wolves' absence? What are the effects of the wolves' return?

Welcoming Back the Top Dog¹

1 In our homes, on our beds, and deep within our hearts lie creatures for whom the wild is more than a whisper—domesticated versions of animals long reviled by humankind. Forebears of our beloved dogs and cats, wolves and mountain lions have shared a fate far removed from that of their tamer cousins. Feared for their intelligence and physical prowess, wolves and mountain lions were nearly eradicated. It is only recently that we have begun to understand the vital role these predators play in keeping nature in balance. Only recently have we stopped persecuting and started appreciating the wonders of these wild beings.

2 Just in the nick of time. Luckily, when given political protection from trigger-happy humans and habitat with sufficient prey, wolves and mountain lions thrive and their populations quickly revive. While mountain lions have always eked out an existence in California, wolves were exterminated decades ago. But now, the potential exists for wolves to move naturally into the far reaches of northern California and Oregon from the northern Rockies.

3 Wolves were extinct in the lower 48 states for more than half a century. Their restoration to the wildlands of Montana, Idaho, and Yellowstone National Park in the mid-1990s created virtual laboratories for wildlife biologists—and people like you and me—to observe the species in its natural element. We began to see almost immediately that wolves generate a ripple effect throughout the ecosystem for which many other species, some endangered themselves, benefit.

4 Making a living in the wild is hard. As a top predator, wolves make life easier by putting food on the ground for scavengers. Grizzly bears, bald eagles, gold eagles, ravens, coyotes, mountain lions, magpies, wolverines, and beetles all enjoy feasting on wolf kills. Thanks to the wolves, the endangered grizzly bear is enjoying a renaissance and its numbers have taken a turn for the better in parts of the West. In Yellowstone, individual grizzly bears are taking advantage of a good thing: They've been seen following wolf packs, waiting for them to make a kill and then stealing the carcass before the hard-working wolves have had a chance to take even a bite! Ninety-pound wolves are no match for one-thousand-pound grizzlies.

5 The dance of life and death between predator and prey makes many of us uncomfortable, yet prey species are also benefiting from the return of the wolf. Unlike human hunters, who target healthy adult animals, wolves cull the sick and elderly from elk, deer, moose, and bison herds, reducing the spread of disease and keeping the prey population healthier.

6 "It's important to remember that predators and prey evolved in lockstep together over millions of years," says Amaroq Weiss, BS, MS, JD, western director of species conservation for Defenders of Wildlife. "They make each other work."

7 "As an example of how a keystone predator like the wolf keeps a prey population healthier, we have only to look at what's happening in Wisconsin," says Weiss. "Chronic wasting disease (CWD) in deer is an enormous problem in the southern part of the state, where there are no wolves. However, in northern Wisconsin, to which wolves have returned in recent years, CWD in deer is unknown. While no studies have been completed to confirm this relationship, the evidence on the ground is extremely compelling.

8 Plant life also gains where this high-ranking carnivore is around. Prior to wolves being reintroduced into Yellowstone, the ungulates (hooved mammals) had it easy. With no hunters or predators around, they could do as they pleased—and what pleased them was hanging out on river banks, browsing on the young willow and aspen. But with wolves back in the picture, the elk and moose have had to move around a lot more; as a result, the compromised vegetation is flourishing once again.

9 The beneficial impacts of this change are numerous. The willow and aspen can now mature, thereby creating habitat for migratory songbirds. The increased vegetation reduces erosion and cools the rivers and ponds, thus making them more hospitable to fish. Beavers are back building dams.

10 Environmentalism is all about relationships, and the trickle-down effects . . . that wolves have on other species, and the ecosystem in general, is significant. It is easy to see why wolves are called an umbrella species: An entire web of life is protected by the existence of this top carnivore. Imagine what the ecological impact would be if wolves were allowed to return to more of their historical homeland.

Questions

About the Introduction and Conclusion

1. The thesis statement for this essay is the last sentence of paragraph
 - a. 1.
 - b. 2.
 - c. 3.
 - d. There is no thesis statement.

Hint: Rereading the conclusion will help you answer this question.

2. The conclusion of this essay
 - a. summarizes the main ideas.
 - b. repeats the thesis statement in different words.

About the Organization

3. This essay is a cause/effect essay that discusses mainly
 - a. the causes of the wolves' return to certain areas of the United States.
 - b. effects of the return of wolves to certain areas of the United States.
 - c. both the causes and the effects.

4. This essay uses block organization to make three main points about the return of wolves.

- (1) _____
- (2) _____
- (3) _____

5. Two paragraphs, when added together, use the chain pattern. These two paragraphs are
 - a. 5 and 6.
 - b. 8 and 9.

About the Support

6. The topic sentence for paragraph 4 is the
 - a. first sentence.
 - b. second sentence.
 - c. There is no topic sentence.
7. The topic sentence for paragraph 5 is the
 - a. first half of the first sentence (up to the word *yet*).
 - b. second half of the first sentence (after the word *yet*).
8. Which two paragraphs do not have topic sentences?
 - a. 4 and 5
 - b. 6 and 7
 - c. 7 and 8
 - d. 8 and 9
 - e. 9 and 10
9. Paragraph 7 supports the point made in paragraph
 - a. 4.
 - b. 5.

About Coherence

10. What cause/effect signal word is used in the
 - a. last sentence of paragraph 3? _____
 - b. last sentence of paragraph 8? _____
 - c. second sentence of paragraph 9? _____
 - d. third sentence of paragraph 9? _____
11. What key noun appears in every paragraph except paragraphs 6 and 9?

12. What two synonyms in the first paragraph substitute for the key noun?
_____ and _____
13. What transition signal in the topic sentence of paragraph 8 tells the reader that an additional main point will be discussed? _____

A reminder

These are the important points you should have learned from this chapter.

1. Cause/effect organization is a common pattern in academic writing to write about causes (or reasons) and effects (or results).
2. There are two common cause/effect patterns of organization.
 - In block organization, the causes (or reasons) are grouped together in one block, and the effects (or results) are grouped together in another block.

There may be a transition paragraph between blocks.

 - In chain organization, the causes and effects are too closely linked to be separated. One cause leads to an effect, which is the cause of the next effect.
3. Use a variety of cause/effect signal words to help your reader follow your ideas.

Steps in Cause and Effect Essay	How to do the steps
<p>■ Support your thesis statement.</p> <p>■ The major support for a cause and effect essay consists of the explanations of the causes or effects.</p>	<p>1- List the most important causes and effects of the event or situation mentioned in your thesis.</p> <p>2- For each cause or effect, give an example and details about how it caused or resulted from the event or situation.</p> <p>3- Add other causes or effects that you think of, and delete any that are weak or won't make sense to your readers.</p>
<p>Make a plan.</p>	<p>Make a plan or an outline that presents your causes or effects according to order of importance or some other logical order.</p>
<p>Write a draft</p>	<p>■ Write an introduction that includes your thesis statement.</p> <p>■ Write topic sentences for each paragraph, and give detailed examples or explanations of the cause or effect that you are presenting in that paragraph.</p> <p>■ Write a concluding paragraph that makes an observation about the topic and its causes or effects, based on the points you have made in your essay.</p>
<p>Revise your draft.</p>	<p>■ Ask another person to read and comment on your draft.</p> <ul style="list-style-type: none"> ■ See if your thesis statement and introduction could be clearer or more interesting to your readers. ■ Reread the body of your essay to make sure the causes or effects really have caused the topic or resulted from it. ■ Reread your conclusion to make sure it reinforces your main point. ■ Add transitions to connect your ideas. ■ Make at least five changes to your draft to improve unity, support, or coherence. ■ Check to make sure the draft follows the four basics of good cause and effect.
<p>Edit your draft.</p>	<p>■ Use the spell checker and grammar checker on your computer, but also reread your essay carefully to catch any errors.</p> <p>■ Look for errors in grammar, spelling, and punctuation. Focus first on fragments, run-ons, subject-verb agreement, verb problems, and other areas where you often make mistakes.</p> <p>■ Ask yourself: Is this the best I can do?</p>

Complete the outline below and write your essay.

Brainstorm area:

- | | | |
|-----------------------|------------|------------------|
| depression | eye strain | hook |
| low grades | opinion | psychological |
| reduced concentration | thesis | thesis statement |

Title: The Harmful Effects of Social Media on Teens

I. Introduction

A. _____

B. Connecting information

C. _____

II. Body Paragraph 1: _____ effects

A. Antisocial behavior

B. _____

C. Aggressive tendencies

III. Body Paragraph 2: Physical effects

A. Lethargy

B. Reduced mobility and overall health

C. _____

IV. Body Paragraph 3: Educational effects

A. _____

B. Low motivation

C. _____

V. Conclusion

A. Restate the _____

B. Summarize the main points

C. Concluding statement: A suggestion, a(n) _____, or a prediction

Unit 3- Argumentative/Persuasive Writing

What is an argument?

When most people hear the word *argument*, they think of the heated exchanges on television interview programs. These discussions, however, are more like shouting matches than arguments. True **argument** involves taking a well-thought-out position on a **debatable topic** — a topic about which reasonable people may disagree (for example, “Should intelligent design be taught in high school classrooms?” or “Should teenagers who commit felonies be tried as adults?”).

In an **argument paragraph**, your purpose is to persuade readers that your position has merit. You attempt to convince people of the strength of your ideas not by shouting but by presenting **evidence** — facts and examples. In the process, you address opposing ideas, and if they are strong, you acknowledge their strengths. If your evidence is solid and your logic is sound, you will present a convincing argument.

An **argument paragraph** should begin with a topic sentence that states your position. Using words like *should*, *should not*, or *ought to* in your topic sentence will make your position clear to readers.

The federal government should lower the tax on gasoline.

The city should not build a new sports stadium.

- An argument paragraph should present points that support the topic sentence. For example, if your purpose is to argue in favor of placing warning labels on unhealthy snack foods, you should give several reasons why this policy should be instituted.
- An argument paragraph should support each point with **evidence** (facts and examples).
- An argument paragraph should address and **refute** (argue against) opposing arguments. By showing that an opponent’s arguments are weak or inaccurate, you strengthen your own position.
- An argument paragraph should end with a strong concluding statement that summarizes the main idea of the paragraph.

An argument paragraph generally has the following structure.

Topic Sentence _____

Point #1 _____

Point #2 _____

Point #3 _____

Opposing Argument #1 (plus refutation) _____

Opposing Argument #2 (plus refutation) _____

Concluding Statement _____

The following paragraph argues in favour of an emergency notification system for college students. Read and complete the outline below.

Why Our School Should Install an Emergency Notification System

Our school should install an emergency notification system that would deliver an instant message to students' cell phones in a campus crisis. Topic sentence

The first reason why we should install an emergency notification system is that it is needed. Currently, it takes an hour or two to inform the whole campus of something—for example, that school is closing because of bad weather or that a school event has been cancelled. Another reason why we should install an emergency notification system is that it will make our campus safer by warning students if a crime takes place on campus. For example, when a shooting took place in 2007 on the campus of Virginia Tech, the school was unable to warn students to evacuate the campus. The result was that more than thirty people were killed. An emergency notification system might have saved the lives of many of these people. One objection to an emergency notification system is that email notification is good enough. Unfortunately, many students check their email just once or twice a day. However, most students carry cell phones and read instant messages whenever they get them. Another objection is that instant messages to students, however, could also deliver messages to digital message boards around campus. Because communicating with students in a crisis situation can save lives, our school should install an emergency notification system.

Point 1 and examples

Point 2 and examples

Opposing argument 1
(plus refutation)

Opposing argument 2
(plus refutation)
Concluding statement

Topic Sentence _____

Point #1 _____

Point #2 _____

Point #3 _____

Opposing Argument #1 (plus refutation) _____

Opposing Argument #2 (plus refutation) _____

Concluding Statement _____

An A+ for School Uniforms

School uniforms should be **mandatory** for all students for a number of reasons. First of all, uniforms make everyone equal. In this way, the “rich” kids are on the same level as the poor ones. In addition, getting ready for school can be much faster and easier. Many kids waste time choosing what to wear to school, and they and their parents are often unhappy with their final choices. Most important, some studies show that school uniforms make students **perform** better in school. Many people might say that uniforms take away from personal freedom, but I believe the benefits are stronger than the **drawbacks**.



mandatory: obligatory, something that must be done
a study: a research report

perform: to produce work
a drawback: a disadvantage

Read the paragraph above and answer the questions below.

1. Underline the topic sentence of the paragraph.
2. What issue is the subject of the paragraph?

3. What is the writer’s position?

4. What specific points does the writer use to support his topic sentence?

5. List some of the evidence (facts and examples) that the writer uses to support his points.

6. What other evidence could the writer have used?

7. What opposing argument does the writer address?

8. How does the writer address this argument?

9. Circle the transitional words and phrases the writer uses to move readers through his argument.
10. Underline the paragraph’s concluding statement.

Writing an Argument Paragraph

Peter was asked to write an argument paragraph on a topic that interested him. Because he was taking a course in computer ethics, he decided to write about an issue that had been discussed in class: the way employers have recently begun searching social networking sites, such as MySpace, to find information about job applicants.

Peter had already formed an opinion about this issue, and he knew something about the topic. For this reason, he was able to write a topic sentence right away.

Employers should not use social networking sites to find information about job applicants.

1-Peter then listed the following ideas that he could use to support his topic sentence.

Social networking sites should be private	Employers can misinterpret what they find
People exaggerate on social networking sites	Employers going where they don't belong
Stuff meant to be funny	Not an accurate picture
No one warns applicant	Not fair
Need email address to register	Not meant to be seen by job recruiters
Expect limited audience	

2-Peter then arranged his ideas into an informal outline.

Social networking sites should be private	Not meant to be seen by job recruiters
Need email address to register	No one warns applicant
Expect limited audience	Employers can misinterpret what they find
Employers going where they don't belong	Not an accurate picture
People exaggerate on social networking sites	Not fair
Stuff meant to be funny	

3-Once Peter finished his informal outline, he tried to think of possible arguments against his position because he knew he would have to consider and refute these opposing arguments in his paragraph. He came up with two possible arguments against his position.

1. *Employers should be able to find out as much as they can.*
2. *Applicants have only themselves to blame.*

4- Phillip then wrote the following draft of his paragraph.

Employers should not use social networking sites to find information about job applicants. For one thing, social networking sites should be private. By visiting these sites, employers are going where they do not belong. People also exaggerate on social networking sites. They say things that are not true, and they put things on the sites they would not want job recruiters to see. No one ever tells applicants that recruiters search these sites, so they feel safe posting all kinds of material. Employers can misinterpret what they read. Employers and recruiters need to get as much information as they can. They should not use unfair ways to get this information. Applicants have only themselves to blame for their problems. They need to be more careful about what they put up online. This is true, but most applicants don't know that employers will search social networking sites.

5- After finishing his draft, Phillip scheduled a conference with his instructor. Together, they went over his paragraph and decided that Peter needed to make the following changes.

- He needed to make his topic sentence more specific and more forceful.
- He needed to add more supporting evidence (facts and examples) to his discussion. For example, what social networking sites is he talking about? Which ones are restricted? How do employers gain access to these sites?
- He needed to delete irrelevant discussion blaming job applicants for the problem.
- He needed to add transitional words and phrases to clearly identify the points he is making in support of

his argument and also to identify the two opposing arguments he discusses and refutes.

- He needed to add a strong concluding statement to sum up his argument.

6- After making these changes, Phillip revised and edited his paragraph. Here is his final draft.

Unfair Searching

Employers should not use social networking sites such as MySpace and Facebook to find information about job applicants. First, social networking sites should be private. People who use these sites do not expect employers to access these sites. However, some employers routinely search these sites to find information about job applicants. Doing this is not right, and it is not fair. By visiting these sites, employers are going where they do not belong. Another reason why employers should not use information from social networking sites is that people frequently exaggerate on them. They say things that are not true, and they post statements and pictures on the sites that they would not want job recruiters to see. Because no one ever tells applicants that recruiters search these sites, they feel safe posting embarrassing pictures or making exaggerated claims about drinking or sex. Finally, employers can misinterpret what they read. As a result, they may reject a good applicant because they take seriously what is meant to be a joke. Of course, employers need to get as much information about a candidate as they can. They should not, however, use unfair ways to get this information. In addition, prospective employers should realize that the profile they see on a social networking site does not accurately represent the job applicant. For these reasons, they should not use these sites to do background checks.

■ Topic sentence made more specific

■ More evidence added

■ Transitions added to introduce points

■ Transitions added to introduce opposing arguments

■ Concluding statement added

Now, you are ready to write an argument paragraph. Choose your own topic. Then, on a separate sheet of paper, use one or more of the strategies described in the exercise above to help you focus on a specific issue to discuss in an argument paragraph.

Argumentative/Persuasive Essay

An argumentative essay is an essay in which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

What is unique about an argumentative essay is that you do not just give reasons to support your point of view. You must also discuss the other side's reasons and then rebut them. (*Rebut* means to point out problems with the other side's reasons to prove that they are not good reasons.) We do this because we want readers to know that we have considered all sides of the issue. When we show that we are reasonable and open-minded, readers are more likely to listen to our point of view.

An argument essay can be organized *inductively* or *deductively*. *Inductive reasoning*, the more common type of reasoning, moves from a set of specific examples to a general statement. In doing so, the writer makes an *inductive leap* from the evidence to the generalization. For example, after examining enrollment statistics, we can conclude that students do not like to take courses offered early in the morning or late in the afternoon. This is the kind of thinking scientists use when they examine evidence (the results of experiments, for example) and then draw a *conclusion*:

“Smoking increases the risk of cancer.”

With inductive reasoning, the conclusion reached can serve as the proposition for an argumentation-persuasion essay. If the paper advances a course of action, the proposition often mentions the action, signaling an essay with a distinctly persuasive purpose.

Let's suppose that you're writing a paper about a crime wave in the small town where you live. You might use inductive thinking to structure the essay's argument:

Several people were mugged last month while shopping in the center of town. (*Evidence*)

Several homes and apartments were burglarized in the past few weeks. (*Evidence*)

Several cars were stolen from people's driveways over the weekend. (*Evidence*)

The police force hasn't adequately protected town residents. (*Conclusion, or proposition, for an argumentation essay with probable elements of persuasion*)

The police force should take steps to upgrade its protection of town residents.

(*Conclusion, or proposition, for an argumentation essay with a clearly persuasive intent*)

Deductive reasoning, in contrast, moves from a general statement to a specific conclusion. It works on the model of the **syllogism**, a three-part argument that consists of a major premise, a minor premise, and a conclusion, as in the following example:

- a. All women are mortal. (*Major premise*)
- b. Jeanne is a woman. (*Minor premise*)
- c. Jeanne is mortal. (*Conclusion*)

A syllogism will fail to work if either of the premises is untrue:

- a. All living creatures are mammals. (*Major premise*)
- b. A butterfly is a living creature. (*Minor premise*)
- c. A butterfly is a mammal. (*Conclusion*)

The problem is immediately apparent. The major premise is false: many living creatures are not mammals, and a butterfly happens to be one of the nonmammals. Consequently, the conclusion is invalid.

Before you present your argument, think about whether your readers are likely to be hostile toward, neutral toward, or in agreement with your position. Once you understand your audience, you can decide which points to make in support of your argument.

Structure of Argument/Persuasion

Arguments are structured around the evidence or reasons the writer presents to prove the opinion. Each supporting sentence or paragraph develops one main point used to support the opinion expressed in the topic sentence or thesis.

There are several ways to organize an argumentative essay. You can, for instance, use a block pattern or a point-by-point pattern or other patterns.

Patterns A

Block Pattern and a Point-by-Point Pattern of Argument Essay

Block Pattern	Point-by-point pattern
<p>I.Introduction Explanation of the issue. Thesis statement</p> <p>II. Body</p> <p style="text-align: center;">Block.1</p> <ul style="list-style-type: none"> A. Summary of other side's arguments B. Rebuttal to the first argument C. Rebuttal to the second argument D. Rebuttal to the third argument <p style="text-align: center;">Block.2</p> <ul style="list-style-type: none"> E. Your first argument F. Your second argument G. Your third argument <p>III. Conclusion May include a summary of your point of view</p>	<p>I.Introduction Explanation of the issue, including a summary of the other side's arguments. Thesis statement</p> <p>II. Body</p> <ul style="list-style-type: none"> A. Statement of the other side's first argument and rebuttal with your own counterargument B. B. Statement of the other side's second argument and rebuttal with your own counterargument C. C. Statement of the other side's third argument and rebuttal with your own counterargument <p>III. Conclusion May include a summary of your point of view</p>

Patterns B

<p>Pattern one: Present your supporting arguments, then address counterarguments, and conclude with the strongest argument.</p>	<p>Pattern two: Address the arguments and counterarguments point by point.</p>
<p>Introduction: question, concern, or claim</p>	<p>Introduction: question, concern, or claim</p>
<p>Body</p> <ol style="list-style-type: none"> Strong argument-supporting claim <ul style="list-style-type: none"> • Discussion and support. Other argument-supporting claims: <ul style="list-style-type: none"> • Discussion of and support for each argument. Objections, concerns, and counterarguments <ul style="list-style-type: none"> • Discussion, concessions, answers, and rebuttals. Strongest argument-supporting claim <ul style="list-style-type: none"> • Discussion and support 	<p>Body</p> <ol style="list-style-type: none"> Strong argument-supporting claim <ul style="list-style-type: none"> • Discussion and support. • Counterarguments, concessions, and rebuttals Other argument-supporting claims: <ul style="list-style-type: none"> • For each argument, discussion and support • For each argument, counterarguments, concessions, and rebuttals Strongest argument-supporting claim <ul style="list-style-type: none"> • Discussion and support • Counterarguments, concessions, and rebuttals
<p>Conclusion: argument consolidated—claim reinforced</p>	<p>Conclusion: argument consolidated—claim reinforced</p>

Patterns C

1	2	3
<p>Thesis Body paragraph 1: <u>you present your first point</u> and its supporting evidence</p> <p>Body paragraph 2: <u>you present your second point</u> and its supporting evidence</p> <p>Body paragraph 3: <u>you refute your opposition's first point</u></p> <p>Body paragraph 4: <u>you refute your opposition's second point</u></p> <p>Conclusion</p>	<p>Thesis Body paragraph 1: you refute your opposition's first point</p> <p>Body paragraph 2: you refute your opposition's second point</p> <p>Body paragraph 3: you present your first point and its supporting evidence</p> <p>Body paragraph 4: you present your second point and its supporting evidence</p> <p>Conclusion</p>	<p>Thesis Body paragraph 1: you present your first point and its supporting evidence, which also refutes one of your opposition's claims</p> <p>Body paragraph 2: you present a second point and its supporting evidence, which also refutes a second opposition claim</p> <p>Body paragraph 3: you present a third point and its supporting evidence, which also refutes a third opposition claim</p> <p>Conclusion</p>

Pattern D: Combination

I. Introduction (paragraph 1)

- A-Hook
- B- Connecting information
- C- Thesis statement

II. Body

- Paragraph 2** (the writer's first pro-argument one) topic sentence .Three supporting details
- Paragraph 3** (the writer's second pro-argument one) topic sentence .Three supporting details
- Paragraph 4** (the writer's second pro-argument one) topic sentence .Three supporting details
- Paragraph 5** (the counter-argument and refutation)

- A-Counter-argument
- B- Refutation

III- Conclusion (paragraph 6)

- A- Rrestated thesis
- B- Opinion

In other words, you can organize your essay in a variety of ways as long as your paper is logical and clear. Study your Pro-and-Con Sheet and then decide which organization best presents the arguments and counter-arguments you want to include. Try sketching out your essay following each of the patterns; look carefully to see which pattern (or variation of one of the patterns) seems to put forward your particular material most persuasively, with the least repetition or confusion. Sometimes your essay's material will clearly fall into a particular pattern of organization, so your choice will be easy. More often, however, you will have to arrange and rearrange your ideas and counterarguments until you see the best approach. Don't be discouraged if you decide to change patterns after you have begun a rough draft; what matters is finding the most effective way to persuade the reader to your side. If no organizational pattern seems to fit at first, ask yourself which of your points or counter-arguments is the strongest or most important. Try putting that point in one of the two most emphatic places: either first or last. Sometimes your most important discussion will lead the way to your other points and, consequently, should be introduced first; perhaps more often, effective writers and speakers build up to their strongest point, presenting it last as the climax of their argument. Again, the choice depends on your material itself, though it's rare that you would want to bury your strongest point in the middle of your essay.

Point to Consider before Writing an Argument Essay

- Make sure your topic calls for argument.
- Find ideas to write about.
- Decide on the position you will support, and write a thesis statement that clearly expresses this position.
- Take Account of Your Audience.
- List points in support of your thesis.
- Arrange your points in an effective order.
- Support each point with evidence.
- Consider arguments against your position.
- Avoid Faulty Reasoning
- Draft your essay.
- Revise your essay.
- Edit your essay.

From Paragraph to Essay :

Argumentative Organization

An argumentative essay is sometimes called a persuasive essay. This kind of essay expresses an opinion about a controversial issue. As the writer, you must take a position and persuade the reader to agree with your opinion by using strong, logical reasons to support your argument.

Introduction

- The hook introduces the issue.
- Background information gives a broader picture of the issue and why it is important. It can give details about the history of the people involved, what they want, and how it affects them.
- The thesis statement clearly states the writer's point of view about the issue.

Body Paragraphs

- The topic sentence in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis.
- All supporting details in each paragraph must support the topic sentence. These details can be facts, examples, statistics, definitions, causes and effects, quotations, anecdotes, or questions.
- The writer often presents an opposing opinion (a counter-argument); however, the writer may then express some agreement with the opposing view (a concession), but will show evidence that the argument is stronger (a refutation). The counter-argument is often in body paragraph one or three.

Conclusion

- The conclusion restates the argument that appeared in the thesis.
- It can end with a prediction, a warning, or other type of comment that reinforces the writer's viewpoint.
- It may state the general issue in a broader context.

A Model of Argument Essay

The School Uniform Question

- 1** Individualism is a **fundamental** part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place—the **public school** classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.
- 2** First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.
- 3** Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and **truancy**. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.
- 4** Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are **well-off** while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." **Implementing** mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.
- 5** Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to **flaunt** wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.
- 6** In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

truancy: absence without permission
well-off: wealthy

implement: to put into effect
flaunt: to show off, display

1. What are the parts of the essay?

2. How paragraphs are there in each part?

3. The topic of this essay is school uniforms. What is the hook in the first paragraph?

4. What is the thesis statement?

5. Paragraphs 2, 3, and 4 each give a reason for requiring school uniforms. These reasons can be found in the topic sentence of each paragraph. What are the reasons?

Paragraph 2:

Paragraph 3:

Paragraph 4:

6. In Paragraph 4, what supporting information does the writer give to show that uniforms make students equal?

7. Which paragraph presents a counterargument—an argument that is contrary to, or the opposite of, the writer's opinion? What is the counterargument?

8. The writer gives a refutation of the counterargument by showing that it is invalid. What is the writer's refutation?

9. Write the sentence from the concluding paragraph that restates the thesis.

10. Reread the concluding paragraph. What is the writer's opinion about this issue?

The Introductory Paragraph

The introductory paragraph of the model contains an explanation of the issue, which is a necessary part of an argumentative essay. However, you may also begin an argumentative essay with a more engaging introduction-with surprising statistics, for example, or with a dramatic story. For instance, the writer of the model essay could have opened with a dramatization of typical boys' and girls' behavior in a mixed middle school class.

If you write an attention-getting introduction, you may need to explain the issue in a second introductory paragraph and write your thesis statement at the end of this (the second) paragraph.

In an eighth-grade English class at Kent Middle School, the students are discussing *The Diary of Anne Frank*, written by a 13-year-old Jewish girl while she hid with her family in an Amsterdam attic for more than two years during the Holocaust. The girls in the class identify easily with Anne and freely share their feelings about the book. The boys, by contrast, snicker or snooze anything to avoid revealing any tender feelings. In the next class, math, the dynamic is reversed: The girls sit quietly, while the boys shout out answers and race each other to the blackboard to solve algebra equations. These scenes are typical in most middle school classes in the United States.

The middle school years (grades 7 and 8) are known ...

Thesis Statement

The thesis statement in an argumentative essay states clearly which side you are for:

Curfew laws are unfair and should be abolished.

In my opinion, stem cell research should receive the full support of our government.

A thesis statement often mentions the opposing point of view. Notice that the writer's opinion is expressed in the main (independent) clause, and the opposing point of view is normally put into a subordinate structure.

SUBORDINATE STRUCTURE

Despite the claims that curfew laws are necessary to control juvenile gangs,
MAIN (INDEPENDENT) CLAUSE
curfew laws are clearly unconstitutional.

SUBORDINATE STRUCTURE

Although there are certainly reasons to be cautious with stem cell research
MAIN (INDEPENDENT) CLAUSE
 or any new technology, **I believe that its potential benefits far outweigh its dangers.**

Use expressions such as the following to introduce opposing points of view.

Some people feel that the United States should have a national health care plan like Canada's.

Many think that genetically engineered crops are a grave danger to the environment.

Smokers say that they have a right to smoke.

It may be true that the U.S. Constitution gives citizens the right to own weapons.

Then connect the opposing point of view to your own with transition signals of contrast.

*Some people feel that the United States should have a national health care plan like Canada's; **however**, others feel that government should stay out of the health care business.*

Although/Even though many think that genetically engineered crops are a grave danger to the environment, such crops can alleviate world hunger and malnutrition.

Smokers say that they have a right to smoke **in spite of the fact that/despite the fact that** smoking will kill them.

While/Whereas it may be true that the U.S. Constitution gives citizens the right to own weapons, the men who wrote the Constitution lived in a different time.

The thesis should state an opinion (a statement of belief, point of view, feeling, or attitude that can be discussed or argued about). A blueprinted thesis lists the major support areas (the reasons why the opinion is valid). The list of supports in a blueprinted thesis should be parallel. The elements should be in the same form: all nouns, all prepositional phrases, all verb phrases, and so on. The wording of your assignment may suggest argument. For example, you may be asked to *debate, argue, consider, give your opinion, take a position, or take a stand.*

Remember: Argumentation-persuasion assumes conflicting viewpoints. Be sure your proposition focuses on a controversial issue and indicates your view. Avoid a proposition that is merely factual; what is demonstrably true allows little room for debate. To see the difference between a factual statement and an effective thesis, examine the two statements that follow.

Fact

In the past few years, the nation's small farmers have suffered financial hardships.

Thesis

Inefficient management, rather than competition from agricultural conglomerates, is responsible for the financial plight of the nation's small farmers.

Thesis Statement Analysis

Thesis Statement	Analysis
Smokers should stop smoking because smoking damages their health, their appearance, and their pocketbook. (blueprinted thesis)	This blueprinted thesis announces the opinion that smokers should kick the habit and the three major reasons why smokers should quit. Notice that the list of reasons is parallel because each element is a noun.
Students who plagiarize should be expelled from college because they hurt the institution, they hurt other students, and they hurt themselves. (blueprinted thesis)	This blueprinted thesis states the reasons why students who plagiarize should be expelled. Again notice the parallelism in the list of major details: all are independent clauses that begin with "they hurt."
Fairhope College should computerize its registration process in order to save time, money, and frustration. (blueprinted thesis)	This blueprinted thesis states the reasons why Fairhope College should computerize its registration process. Again notice that the list of reasons is parallel because each element is a noun
<i>Return of the Swamp Monster</i> is a terrible movie	The thesis states a clear opinion but does not list supports in the thesis.

FOCUS Topics for Argument

The wording of your assignment may suggest argument. For example, you may be asked to *debate, argue, consider, give your opinion, take a position, or take a stand.*

Assignment

Composition Explain your position on a current social issue.

American history Do you believe that General Lee was responsible for the South's defeat at the Battle of Gettysburg? Why or why not?

Ethics Should physician-assisted suicide be legalized?

Thesis Statement

People should be able to invest some of their Social Security contributions in the stock market. Because Lee refused to listen to the advice given to him by General Longstreet, he is largely responsible for the South's defeat at the Battle of Gettysburg.

Although many people think physician-assisted suicide should remain illegal, it should be legal in certain situations.

Thesis Statement: Practice

Add an opposing point of view to each of the following thesis statements. If necessary, rewrite the part of the sentence that is given to you. The first one has been done for you as an example.

1. Doctors or family members should never be allowed to "pull the plug."
Although some people believe that doctors and family members should never be allowed to "pull the plug," I believe that it is sometimes more humane to do so.
2. The sale of CDs with songs containing lyrics that degrade women should be prohibited.

3. Television is the worst invention of modern times.

4. Environmental protection laws go too far.

Body Paragraphs

Begin each paragraph of your argument essay with a topic sentence that clearly states a point in support of your thesis. Throughout your essay, try to include specific examples that will make your arguments persuasive. Keep in mind that arguments that rely just on generalizations are not as convincing as those that include vivid details and specific examples. Finally, strive for a balanced, moderate tone, and avoid name-calling or personal attacks. The following points are to be taken into consideration when writing your essay.

■ Making and Qualifying Claims

An argument centers on a claim—a debatable statement. That claim is the thesis, or key point you wish to explain and defend so well that readers agree with it. A strong claim has the following traits:

- **It's clearly arguable**—it can be vigorously debated.
- **It's defensible**—it can be supported with sufficient arguments and evidence.
- **It's responsible**—it takes an ethically sound position.
- **It's understandable**—it uses clear terms and defines key words.
- **It's interesting**—it is challenging and worth discussing, not bland and easily accepted.

■ Distinguish three types of claims.

Truth, value, and policy—these types of claims are made in an argument. The differences among them are important because each type has a distinct goal.

■ **Claims of truth** state that something is or is not the case. As a writer, you want readers to accept your claim as trustworthy.

The Arctic ice cap will begin to disappear as early as 2050.

The cholesterol in eggs is not as dangerous as previously feared.

■ **Claims of value** state that something does or does not have worth. As a writer, you want readers to accept your judgment.

Volunteer reading tutors provide a valuable service.

Many music videos fail to present positive images of women.

■ **Claims of policy** state that something ought or ought not to be done. As a writer, you want readers to approve your course of action.

Special taxes should be placed on gas-guzzling SUVs.

The developer should not be allowed to fill in the pond where the endangered tiger salamander lives.

■ Develop a supportable claim.

An effective claim balances confidence with common sense. Follow these tips:

■ **Avoid all-or-nothing, extreme claims.** Propositions using words that are overly positive or negative—such as *all*, *best*, *never*, and *worst*—may be difficult to support. Statements that leave no room for exceptions are easy to attack.

Extreme: All people charged even once for DUI should never be allowed to drive again.

■ **Make a truly meaningful claim.** Avoid claims that are obvious, trivial, or unsupportable. None is worth the energy needed to argue the point.

Obvious: College athletes sometimes receive special treatment.

Trivial: The College Rec Center is a good place to get fit.

Unsupportable: Athletics are irrelevant to college life.

■ **Use qualifiers to temper your claims.** Qualifiers are words or phrases that make claims more reasonable. Notice the difference between these two claims:

Unqualified: Star athletes take far too many academic shortcuts.

Qualified: Some star athletes take improper academic shortcuts.

Note: The “qualified” claim is easier to defend because it narrows the focus and leaves room for exceptions. Use **qualifier words** like these: *almost*, *many often*, *tends to*, *frequently*, *maybe*, *probably typically*, *likely*, *might*, *some*, *usually*, etc.

■ Supporting Your Claims

A claim stands or falls on its support. It's not the popular strength of your claim that matters, but rather the strength of your reasoning and evidence. To develop strong support, consider how to select and use evidence.

Gather evidence.

Several types of evidence can support claims. To make good choices, review each type, as well as its strengths and weaknesses.

■ **Observations and anecdotes** share what people (including you) have seen, heard, smelled, touched, tasted, and experienced. Such evidence offers an “eyewitness” perspective shaped by the observer’s viewpoint, which can be powerful but may also prove narrow and subjective.

Most of us have closets full of clothes: jeans, sweaters, khakis, T-shirts, and shoes for every occasion.

■ **Statistics** offer concrete numbers about a topic. Numbers don’t “speak for themselves,” however. They need to be interpreted and compared properly—not slanted or taken out of context. They also need to be up-to-date, relevant, and accurate.

Pennsylvania spends \$30 million annually in deer-related costs.

North Carolina has an estimated annual loss of \$37 million for crop damage alone.

■ **Tests and experiments** provide hard data developed through the scientific method, data that must nevertheless be carefully studied and properly interpreted.

According to the two scientists, the rats with unlimited access to the functional running wheel ran each day and gradually increased the amount of running; in addition, they started to eat less.

■ **Analogies** compare two things, creating clarity by drawing parallels. However, every analogy breaks down if pushed too far.

“It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned.” —Martin Luther King, Jr.

■ **Expert testimony** offers insights from an authority on the topic. Such testimony always has limits: Experts don’t know it all, and they work from distinct perspectives, which means that they can disagree.

One specialist opposed to drilling is David Klein, a professor at the Institute of Arctic Biology at the University of Alaska–Fairbanks. Klein argues that if the oil industry opens up the ANWR for drilling, the number of caribou will likely decrease because the calving locations will change.

■ **Illustrations, examples, and demonstrations** support general claims with specific instances, making such statements seem concrete and observable. Of course, an example may not be your best support if it isn’t familiar.

Think about how differently one can frame Rosa Parks’ historic action. In prevailing myth, Parks—a holy innocent—acts almost on whim. . . . The real story is more empowering: It suggests that change is the product of deliberate, incremental action.

■ **Analyses** examine parts of a topic through thought patterns—cause/effect, compare/contrast, classification, process, or definition. Such analysis helps make sense of a topic’s complexity, but muddles the topic when poorly done.

If colourism lives underground, its effects are very real. Darker-skinned African-American defendants are more than twice as likely to receive the death penalty as lighter-skinned African-American defendants for crimes of equivalent seriousness. . . .

■ **Predictions** offer insights into possible outcomes or consequences by forecasting what might happen

under certain conditions. Like weather forecasting, predicting can be tricky. To be plausible, a prediction must be rooted in a logical analysis of present facts.

While agroterrorist diseases would have little direct effect on people's health, they would be devastating to the agricultural economy, in part because of the many different diseases that could be used in an attack.

Use evidence.

Finding evidence is one thing; using it well is another. To marshal evidence in support of your claim, follow the guidelines:

1. Go for quality and variety, not just quantity. More evidence is not necessarily better. Instead, support your points with sound evidence in different forms. Quality evidence is . . .

- *accurate*: correct and verifiable in each detail.
- *complete*: filled with pertinent facts.
- *concrete*: filled with specifics.
- *relevant*: clearly related to the claim.
- *current*: reliably up-to-date.
- *authoritative*: backed by expertise, training, and knowledge.
- *appealing*: able to influence readers.

2. Use inductive and deductive patterns of logic. Depending on your purpose, use inductive or deductive reasoning. (See the explanation above.)

3. Reason using valid warrants. To make sense, claims and their supporting reasons must have a logical connection. That connection is called the *warrant*—the often unspoken thinking used to relate the reasoning to the claim. If warrants are good, arguments hold water; if warrants are faulty, then arguments break down. In other words, beware of faulty assumptions. Check the short argument outlined below. Which of the warrants seem reasonable and strong, and which seem weak? Where does the argument fail?

Reasoning: If current trends in water usage continue, the reservoir will be empty in two years.

Claim: Therefore, Emeryville should immediately shut down its public swimming pools.

Unstated Warrants or Assumptions:

It is not good for the reservoir to be empty - The swimming pools draw significant amounts of water from the reservoir - Emptying the pools would help raise the level of the reservoir - No other action would better prevent the reservoir from emptying - It is worse to have an empty reservoir than an empty swimming pool.

NB: *Because an argument is no stronger than its warrants, you must make sure that your reasoning clearly and logically supports your claims.*

4. Use Rhetorical Appeals (Logos, Ethos, Pathos)

A very well crafted argument is the one that employs rhetorical appeals effectively to support the evidence of the claim. For writers to succeed in convincing their audience, they should use more evidence

and not rely solely on facts. Facts alone cannot always achieve the purpose of the arguer. To ensure a successful demonstration of facts, the use of appeals or strategies of persuasion is vitally important

Aristotle identified three kinds of persuasive appeals: *ethos*, *pathos*, and *logos*. The first persuasive appeal, *ethos* (the Greek word for character), is ethical and refers to the writer's appeal to tradition, authority, ethical and moral behavior. In other words, *ethos* refers to the credibility of the writer. It is expressed through tone and style of the message, the importance with which the arguer considers other viewpoints, and the effort invested in the claim. You cannot expect readers to accept or act on your viewpoint unless you convince them that you know what you're talking about and that you're worth listening to. You will come across as knowledgeable and trustworthy if you present a logical, reasoned argument that takes opposing views into account. Make sure, too, that your appeals to emotion are not excessive. Overwrought emotionalism undercuts credibility. The second appeal, *pathos* (the Greek word for suffering or experience), is rather emotional. It refers to the emotional power of language and to the appeal to feelings and beliefs of the target audience. Succinctly put, *pathos* is an audience-oriented appeal through which arguers aim at engaging an audience's imagination and changing their opinion into appreciating the relevance of the arguments. The *pathos* of a piece derives partly from the writer's language. *Connotative* language—words with strong emotional overtones—can move readers to accept a point of view and may even spur them to act. Examples of persuasive argument are found in the exaggerated claims of advertisers and the speech making of political and social activists. *Logos*, the Greek term for 'word', is the third appeal and is subject-oriented. It is neither ethical nor emotional, but it is rational as it appeals to reason and logic. Through appeal to *logos*, arguers draw the attention of their audience to the logical reasoning and the effectiveness of the argument, including clarity and consistency. Put differently, your main concern in an argumentation-persuasion essay should be with the *logos*, or **soundness**, of your argument: the facts, statistics, examples, and authoritative statements you gather to support your viewpoint. This supporting evidence must be unified, specific, sufficient, accurate, and representative.

Most arguments are neither purely persuasive nor purely logical. A well-written editorial, for example, will present a logical arrangement of assertions and evidence, but it will also employ striking diction and other persuasive patterns of language to reinforce its effectiveness. Thus, the kinds of appeals a writer emphasizes depend on the nature of the topic, the thesis or proposition of the argument, the writer's purpose, the various kinds of support (evidence, opinions, examples, facts, statistics) offered, and a thoughtful consideration of the audience. In other words, writing an effective argumentation-persuasion essay involves interplay of *logos*, *pathos*, and *ethos*. The exact balance among these factors is determined by your audience and purpose (that is, whether you want the audience simply to agree with your view or whether you also want them to take action). More than any other kind of writing, argumentation-persuasion requires that you *analyze your readers* and tailor your approach to them. You need to

determine how much they know about the issue, how they feel about you and your position, what their values and attitudes, and what motivates them.

Rhetorical Appeals

Ancient Greek rhetoricians distinguished among three kinds of appeals used to influence readers—ethical, logical, and emotional. As you evaluate arguments, identify these appeals and question their effectiveness. Are they appropriate for the audience and the argument? Are they balanced and legitimate or lopsided and misleading?

Ethical appeals (*ethos*)

Ethical arguments call upon a writer's character, knowledge, and authority. Ask questions such as the following when you evaluate the ethical appeal of an argument.

- Is the writer informed and trustworthy? How does the writer establish authority?
- Is the writer fair-minded and unbiased? How does the writer establish reasonableness?
- Does the writer use sources knowledgeably and responsibly?
- How does the writer describe the views of others and deal with opposing views?

Logical appeals (*logos*)

Reasonable arguments appeal to readers' sense of logic, rely on evidence, and use inductive and deductive reasoning. Ask questions such as the following to evaluate the logical appeal of an argument.

- Is the evidence sufficient, representative, and relevant?
- Is the reasoning sound?
- Does the argument contain any logical fallacies or unjustified assumptions?
- Are there any missing or mistaken premises?

Emotional appeals (*pathos*)

Emotional arguments appeal to readers' beliefs and values. Ask questions such as the following to evaluate the emotional appeal of an argument.

- What values or beliefs does the writer address, either directly or indirectly?
- Are the emotional appeals legitimate and fair?
- Does the writer oversimplify or dramatize an issue?
- Do the emotional arguments highlight or shift attention away from the evidence?

Organize Evidence

- Determine the pattern of development appropriate for your evidence.
- Select an organizational approach.
 - **Chronological:** Start at one point and give events in time order.
 - **Spatial:** Start at one point in a place and describe elements as you move through or around the space.
 - **Emphatic:** Start with the least important ideas and save the most compelling ideas for last.
 - **Simple-to-complex:** Start with simple ideas and move to more complex ones.
- Prepare an outline.

■ Identifying Logical Fallacies

Fallacies are false arguments—that is, bits of fuzzy, dishonest, or incomplete thinking. They may crop up in your own thinking, in your opposition’s thinking, or in such public “arguments” as ads, political appeals, and talk shows. Because fallacies may sway an unsuspecting audience, they are dangerously persuasive. By learning to recognize fallacies, however, you may identify them in opposing arguments and eliminate them from your own writing. **In this section, logical fallacies are grouped according to how they falsify an argument.**

A- Distorting the Issue

The following fallacies falsify an argument by twisting the logical framework.

■ **Bare Assertion:** The most basic way to distort an issue is to deny that it exists.

This fallacy claims, “That’s just how it is.”

The private ownership of handguns is a constitutional right.

Objection: *The claim shuts off discussion of the U.S. Constitution or the reasons for regulation)*

■ **Begging the Question:** Also known as **circular reasoning**, this fallacy arises from assuming in the basis of your argument the very point you need to prove.

We don’t need a useless film series when every third student owns a DVD player or VCR.

Objection: *There may be uses for a public film series that private video viewing can’t provide. The word “useless” begs the question.*

■ **Oversimplification:** This fallacy reduces complexity to simplicity. Beware of phrases like “It’s a simple question of.” Serious issues are rarely simple.

Capital punishment is a simple question of protecting society.

■ **Either/Or Thinking:** Also known as **black-and-white thinking**, this fallacy reduces all options to two extremes. Frequently, it derives from a clear bias.

Either this community develops light-rail transportation or the community will not grow in the future.

Objection: *The claim ignores the possibility that growth may occur through other means.*

■ **Complex Question:** Sometimes by phrasing a question a certain way, a person ignores or covers up a more basic question.

Why can’t we bring down the prices that corrupt gas stations are charging?

Objection: *This question ignores a more basic question—“Are gas stations really corrupt?”*

■ **Straw Man:** In this fallacy, the writer argues against a claim that is easily refuted. Typically, such a claim exaggerates or misrepresents the opponents’ position.

Those who oppose euthanasia must believe that the terminally ill deserve to suffer.

B- Sabotaging the Argument

These fallacies falsify the argument by twisting it. They destroy reason and replace it with something hollow or misleading.

■ **Red Herring:** This strange term comes from the practice of dragging a stinky fish across a trail to throw tracking dogs off the scent. When a person puts forth a volatile idea that pulls readers away from the real issue, readers become distracted. Suppose the argument addresses drilling for oil in the Arctic National Wildlife Refuge (ANWR) of Alaska, and the writer begins with this statement:

In 1989, the infamous oil spill of the Exxon Valdez led to massive animal deaths and enormous environmental degradation of the coastline.

Objection: Introducing this notorious oil spill distracts from the real issue—how oil drilling will affect the ANWR.)

■ **Misuse of Humor:** Jokes, satire, and irony can lighten the mood and highlight a truth; when humor distracts or mocks, however, it undercuts the argument. What effect would the mocking tone of this statement have in an argument about tanning beds in health clubs?

People who use tanning beds will just turn into wrinkled old prunes or leathery sundried tomatoes!

■ **Appeal to Pity:** This fallacy engages in a misleading tug on the heartstrings. Instead of using a measured emotional appeal, an appeal to pity seeks to manipulate the audience into agreement. *Affirmative action policies ruined this young man's life. Because of them, he was denied admission to Centerville College.*

■ **Use of Threats:** A simple but unethical way of sabotaging an argument is to threaten opponents. More often than not, a threat is merely implied: "If you don't accept my argument, you'll regret it." *If we don't immediately start drilling for oil in the ANWR, you will soon face hour-long lines at gas stations from New York to California.*

■ **Bandwagon Mentality:** Someone implies that a claim cannot be true because a majority of people are opposed to it, or it must be true because a majority support it. (History shows that people in the minority have often had the better argument.) At its worst, such an appeal manipulates people's desire to belong or be accepted.

It's obvious to intelligent people that cockroaches live only in the apartments of dirty people.

Objection: Based on popular opinion, the claim appeals to a kind of prejudice and ignores scientific evidence about cockroaches.)

■ **Appeal to Popular Sentiment:** This fallacy consists of associating your position with something popularly loved: the American flag, baseball, apple pie. Appeals to popular sentiment sidestep thought to play on feelings.

Anyone who has seen Bambi could never condone hunting deer.

C- Drawing Faulty Conclusions from the Evidence

This group of fallacies falsifies the argument by short-circuiting proper logic in favor of assumptions or faulty thinking.

■ **Appeal to Ignorance:** This fallacy suggests that because no one has proven a particular claim, it must be false; or, because no one has disproven a claim, it must be true. Appeals to ignorance unfairly shift the burden of proof onto someone else.

Flying saucers are real. No scientific explanation has ruled them out.

■ **Hasty or Broad Generalization:** Such a claim is based on too little evidence or allows no exceptions. In jumping to a conclusion, the writer may use intensifiers such as *all*, *every*, or *never*. Today's voters spend too little time reading and too much time being taken in by 30-second sound bites.

Objection: Quite a few voters may, in fact, spend too little time reading about the issues, but it is unfair to suggest that this is true of everyone.

■ **False Cause** This well-known fallacy confuses sequence with causation: If **A** comes before **B**, **A** must have caused **B**. However, **A** may be one of several causes, or **A** and **B** may be only loosely related, or the connection between **A** and **B** may be entirely coincidental.

Since that new school opened, drug use among young people has skyrocketed. Better that the school had never been built.

■ **Slippery Slope:** This fallacy argues that a single step will start an unstoppable chain of events.

While such a slide may occur, the prediction lacks evidence.

If we legalize marijuana, it's only a matter of time before hard drugs follow and America becomes a nation of junkies and addicts.

D- Misusing Evidence

These fallacies falsify the argument by abusing or distorting the evidence.

■ **Impressing with Numbers:** In this case, the writer drowns readers in statistics and numbers that overwhelm them into agreement. In addition, the numbers haven't been properly interpreted.

At 35 ppm, CO levels factory-wide are only 10 ppm above the OSHA recommendation, which is 25 ppm. Clearly, that 10 ppm is insignificant in the big picture, and the occasional readings in some areas of between 40 and 80 ppm are aberrations that can safely be ignored.

Objection: The 10 ppm may be significant, and higher readings may indicate real danger.

■ **Half-Truths:** A half-truth contains part of but not the whole truth. Because it leaves out "the rest of the story," it is both true and false simultaneously.

The new welfare bill is good because it will get people off the public dole.

Objection: This may be true, but the bill may also cause undue suffering for some truly needy individuals.

■ **Unreliable Testimonial:** An appeal to authority has force only if the authority is qualified in the proper field. If he or she is not, the testimony is irrelevant. Note that fame is not the same thing as authority.

On her talk show, Alberta Magnus recently claimed that most pork sold in the United States is tainted.

Objection: Although Magnus may be an articulate talk show host, she is not an expert on food safety.

■ **Attack Against the Person** This fallacy directs attention to a person's character, lifestyle, or beliefs rather than to the issue.

Would you accept the opinion of a candidate who experimented with drugs in college?

■ **Hypothesis Contrary to Fact** This fallacy relies on "if only" thinking. It bases the claim on an assumption of what would have happened if something else had, or had not, happened. Being pure speculation, such a claim cannot be tested.

If only multiculturalists hadn't pushed through affirmative action, the United States would be a united nation.

■ **False Analogy** Sometimes a person will argue that X is good (or bad) because it is like Y. Such an analogy may be valid, but it weakens the argument if the grounds for the comparison are vague or unrelated.

Don't bother voting in this election; it's a stinking quagmire.

Objection: Comparing the election to a "stinking quagmire" is unclear and exaggerated.

E- Misusing Language

Essentially, all logical fallacies misuse language. However, three fallacies falsify the argument:

■ **Obfuscation:** This fallacy involves using fuzzy terms like *throughput* and *downlink* to muddy the issue. These words may make simple ideas sound more profound than they really are, or they may make false ideas sound true.

Through the fully functional developmental process of a streamlined target-refractory system, the U.S. military will successfully reprioritize its data throughputs.

Objection:What does this sentence mean?

■ **Ambiguity** Ambiguous statements can be interpreted in two or more opposite ways. Although ambiguity can result from unintentional careless thinking, writers sometimes use ambiguity to obscure a position.

Many women need to work to support their children through school, but they would be better off at home.

Objection: Does they refer to children or women? What does better off mean? These words and phrases can be interpreted in opposite ways.

■ **Slanted Language** By choosing words with strong positive or negative connotations, a writer can draw readers away from the true logic of the argument. Here is an example of three synonyms for the word *stubborn* that the philosopher Bertrand Russell once used to illustrate the bias in slanted language: *I am firm. You are obstinate. He is pigheaded.*

■ Engaging the Opposition/Refutation

Refute differing viewpoint. There will be times, though, when acknowledging opposing viewpoints and presenting your own case won't be enough. Particularly when an issue is complex and when Readers strongly disagree with your position, you may have to *refute* all or part of the *dissenting view*.

Refutation means pointing out the problems with opposing viewpoints, thereby highlighting your own position's superiority. You may focus on the opposing sides' inaccurate or inadequate evidence; or you may point to their faulty logic. There are various ways to develop a paper's refutation section. The best method to use depends on the paper's length and the complexity of the issue. Two possible sequences are outlined here:

First Strategy

- State your proposition.
- Cite opposing viewpoints and the evidence for those views.
- Refute opposing viewpoints by presenting counterarguments.

Second Strategy

- State your proposition.
- Cite opposing viewpoints and the evidence for those views.
- Refute opposing viewpoints by presenting counterarguments.
- Present additional evidence for your proposition.

In the first strategy, you simply refute all or part of the opposing positions' arguments. The second strategy takes the first one a step further by presenting *additional evidence* to support your proposition. In such a case, the additional evidence *must be different* from the points made in the refutation. The additional evidence may appear at the essay's end (as in the preceding outline), or it may be given near the beginning (after the proposition); it may also be divided between the beginning and end.

No matter which strategy you select, you may refute opposing views *one-side-at-a-time (Block Method)* or *one-point at a time (Point-By-Point Method)*. When using the one-side-at-a-time approach, you cite all the points raised by the opposing side and then present your counterargument to each point. When using the one-point-at-a-time strategy, you mention the first point made by the opposing side, refute that point, then move on to the second point and refute that, and so on. The steps below explain how to refute your opponents' point of view in details.

Make concessions.

By offering concessions—recognizing points scored by the other side—you acknowledge your argument's limits and the truth of other positions. Paradoxically, such concessions strengthen your overall argument by making it seem more credible. Concede your points graciously, using words such

as the following:

Admittedly	Granted	I agree that	I cannot argue with
It is true that	You're right	I accept	No doubt
Of course	I concede that	Perhaps	Certainly it's the case

Example: While foot-and-mouth disease is not dangerous to humans, other animal diseases are.

Develop rebuttals.

Even when you concede a point, you can often answer that objection by rebutting it. A good rebuttal is a small, tactful argument aimed at a weak spot in the opposing argument. Try these strategies:

- 1. Point out the counterargument's limits** by putting the opposing point in a larger context. Show that the counterargument leaves something important out of the picture.
- 2. Tell the other side of the story.** Offer an opposing interpretation of the evidence, or counter with stronger, more reliable, more convincing evidence.
- 3. Address logical fallacies in the counterargument.** Check for faulty reasoning or emotional manipulation. For example, if the counterargument presents a half-truth, offer information that presents "the rest of the story."

It is true that Chernobyl occurred more than twenty years ago, so safety measures for nuclear reactors have been greatly improved. However, that single accident is still affecting millions of people who were exposed to the radiation.

Consolidate your claim.

After making concessions and rebutting objections, you may need to regroup. Restate your claim so carefully that the weight of your whole argument can rest on it.

One of these is bovine spongiform encephalopathy, better known as mad-cow disease.

Supporting Claim in Practice

Think of two or three supporting arguments for each thesis statement. Notice that two of the thesis statements state only the writer's point of view, and two state both sides of the argument. The first one has been done for you as an example.

- Censorship of the arts is always wrong.
 - Freedom to express oneself is a fundamental right stated in the U.S. Bill of Rights.
 - Public morality is relative—what is objectionable in some cultures is acceptable in others.
 - Many masterpieces—books, sculptures, and paintings—would be banned.
- Violence in video games, movies, and television programs should be censored.
 - _____
 - _____
 - _____
- Despite the fact that education's primary responsibility is to train minds, not bodies, I believe that schools should require students to practice a sport at least one hour each day.
 - _____
 - _____
 - _____
- Although some people think that curfew laws will help control teenage gangs, they are wrong for several reasons.
 - _____
 - _____
 - _____

Applying What You Have Learned

Read the essay below and answer the questions

Breaking the Rules

College and high school students often look for shortcuts to make their work easier. To achieve a good grade, students are sometimes tempted to cheat. One of the most frequent ways of cheating is to buy essays off the Internet. This may result in a good grade. However, plagiarism is irresponsible from a social and an academic standpoint.

First, plagiarism is socially unacceptable. Students are expected by teachers and their classmates to do their own work. If a student plagiarizes, he or she violates that trust. This may damage the relationship between the student and the teacher, as well as the relationship with classmates. I remember once when a student was discovered to have plagiarized his essay. We were mad that our classmate had lied to us. It was an embarrassment for everyone—the institution, the instructor and the student—to discover that he had been cheating all along.

Plagiarism is also wrong because it is against academic policy. Even though buying essays and presenting them as your own may save time initially, this practice is against university rules. In fact, universities have ways to prove if students have plagiarized. Instructors can use software that compares a student essay and material on the Internet. This way, instructors can detect if a particular essay was copied. The consequences are very serious. I remember when one of my classmates started buying essays to prove that he was an excellent student. After the final exam, our instructor found his essay on a website and the student was expelled.

It is true that many students at community colleges have busy schedules and may have trouble completing their assignments on time. Some students may argue that because of their situation, they sometimes have no choice but to buy essays off the Internet. However, buying essays off the Internet should never be the solution. Instead, students might try to negotiate the deadline with their instructor. Furthermore, while writing may be a struggle for some students who feel that their writing is not good enough to receive an A, it is crucial that they do their own work. They may go to a writing center for help. Otherwise, if they plagiarize, they will not develop their own writing and critical thinking skills. As a result, they may not be prepared to pass their final exams. In the end, plagiarizing is harmful to a student's own academic success.

I believe that university authorities should discourage plagiarism by making students more aware of the problems it causes. Plagiarism damages classroom relationships. It also violates school policies and prevents students from realizing their own potential. If we do not stop plagiarism, many students will lose out on their education.

1. Why do some students plagiarize? _____

2. How would you describe the writer's personal feelings about people who plagiarize? What makes you say that? _____

3. What are the negative effects of plagiarizing on students' learning skills? _____

4. Do you agree or disagree with the writer? Write your opinion and reasons below _____

5. Did the writer influence your position? If so, which point influenced you the most? _____

B. Examine the organization of the essay by answering the questions below. Then compare your answers with a partner.

1. Circle and label the hook.
2. Underline the thesis. Rewrite it in your own words. _____

3. What kind of supporting details are used in body paragraph 2?
 - a. facts
 - b. causes and effects
 - c. statistics
 - d. an anecdote
4. In body paragraph 3, the writer presents an opposing opinion. Rewrite it in your own words. _____

5. How many reasons has the writer restated in the conclusion? Underline the reasons.

Read the essay again and complete the outline below

Introduction

Hook: _____

Background information: _____

Thesis statement: _____

reason 1

Body Paragraph 1

Topic sentence: _____

Supporting details: _____

reason 2

Body Paragraph 2

Topic sentence: _____

Supporting details: _____

reason 3

Body Paragraph 3

Topic sentence: _____

Supporting details: _____

Conclusion

Restatement: _____

Prediction, warning, or issue in broader context: _____

Read the text and answer the questions

Separating the Sexes, Just for the Tough Years

1 The middle school years (grades 7 and 8) are known to be the "tough years." These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

2 Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes ("Study").¹ However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (Blum).² More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes toward math and science, for example ("Study"). These are results that cannot be calculated by a test but that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor Carol Gilligan is certain that girls are more likely to be "creative thinkers and risk-takers as adults if educated apart from boys in middle school" (Gross).³ Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

3 Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to learn how to do so ("North").⁴ However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces.

4 The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands ("North"). Clearly, this is discriminatory.

5 It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez).⁵ As one teacher noted, "Girls are more relaxed and ask more questions; boys are less disruptive and more focused" ("North"). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

Writing Technique Questions

1. In which paragraph does the writer give background information to help readers understand the issue?

2. Does the thesis statement mention both sides of the issue, or does it give the writer's point of view only?

3. How many opposing arguments are given? Where are they given?

4. Where does the writer rebut the opposing arguments-in one paragraph or in separate paragraphs?

5. What is the function of the last paragraph?

6. Which type of organization does this essay use-block or point-by-point?

Complete the outline of the model essay.

Separating the Sexes, Just for the Tough Years

I. Introduction (explanation of the issue)

Thesis statement: _____

II. Body

A. Opposing argument 1

Opponents of single-sex education claim that test scores show that there is no advantage to all-girl or all-boy classes.

Rebuttal to argument 2

1. Research is inconclusive-show opposite results

2. Other results that cannot be calculated

a. Girls _____

b. Boys _____

B. Opposing argument 2

Rebuttal to argument 2

a. Settling squabbles with siblings _____

b. Negotiating with opposite-sex parent _____

C. Opposing argument 3

Rebuttal to argument 3

a. _____

b. Teachers call on boys more often

D. Own point of view

1. Same-sex classes provide a better learning environment

2. Reasons

a. Boys and girls _____

b. Girls _____

c. Boys _____

III. Conclusion

Read the text below and answer the questions

Why We Shouldn't Go to Mars: Someday people may walk on the planet, but not until it makes technological sense¹

- 1 "Two centuries ago, Meriwether Lewis and William Clark left St. Louis to explore the new lands acquired in the Louisiana Purchase," George W. Bush said, announcing his desire for a program to send men and women to Mars.² "They made that journey in the spirit of discovery. . . . America has ventured forth into space for the same reasons."
- 2 Yet there are vital differences between Lewis and Clark's expedition and a Mars mission. First, Lewis and Clark were headed to a place amenable to life; hundreds of thousands of people were already living there. Second, Lewis and Clark were certain to discover places and things of immediate value to the new nation. Third, the Lewis and Clark venture cost next to nothing by today's standards. In 1989 NASA estimated that a people-to-Mars program would cost \$400 billion, which inflates to \$600 billion today. The Hoover Dam cost \$700 million in today's money, meaning that sending people to Mars might cost as much as building about 800 new Hoover Dams. A Mars mission may be the single most expensive non-wartime undertaking in U.S. history.
- 3 The thought of travel to Mars is exhilarating. Surely men and women will someday walk upon that planet, and surely they will make wondrous discoveries about geology and the history of the solar system, perhaps even about the very origin of life. Many times I have stared up at Mars in the evening sky—in the mountains, away from cities, you can almost see the red tint—and wondered what is there or was there.
- 4 But the fact that a destination is tantalizing does not mean the journey makes sense, even considering the human calling to explore. And Mars as a destination for people makes absolutely no sense with current technology.
- 5 Present systems for getting from Earth's surface to low-Earth orbit are so fantastically expensive that merely launching the 1,000 tons or so of spacecraft and equipment a Mars mission would require could be accomplished only by cutting health-care benefits, education spending, or other important programs—or by raising taxes. Absent some remarkable discovery, astronauts, geologists, and biologists once on Mars could do little more than analyze rocks and feel awestruck beholding the sky of another world. Yet rocks can be analyzed by automated probes without risk to human life, and at a tiny fraction of the cost of sending people.
- 6 It is interesting to note that when President Bush unveiled his proposal, he listed these recent major achievements of space exploration: pictures of the rings of Saturn and the outer planets, evidence of water on Mars and the moons of Jupiter, discovery of more than 100 planets outside our solar system, and study of the soil of Mars. All these accomplishments came from automated probes or automated space telescopes. Bush's proposal, which calls for "reprogramming" some of NASA's present budget into the Mars effort, might actually lead to a reduction in such unmanned science—the one aspect of space exploration that's working really well.
- 7 Rather than spend hundreds of billions of dollars to hurl tons toward Mars using current technology, why not take a decade—or two decades, or however much time is required—researching new launch systems and advanced propulsion? If new launch systems could put weight into orbit affordably, and if advanced propulsion could speed up that long, slow transit to Mars, then the dream of stepping onto the red planet might become reality. Mars will still be there when the technology is ready.

8 Space exploration proponents deride as lack of vision the mention of technical barriers or the insistence that needs on Earth come first. Not so. The former is rationality, the latter the setting of priorities. If Mars proponents want to raise \$600 billion privately and stage their own expedition, more power to them; many of the great expeditions of the past were privately mounted. If Mars proponents expect taxpayers to foot their bill, then they must make their case against the many other competing needs for money. And against the needs for health care, education, poverty reduction, reinforcement of the military, and reduction of the federal deficit, the case for vast expenditures to go to Mars using current technology is very weak.

9 The drive to explore is part of what makes us human, and exploration of the past has led to unexpected glories. Dreams must be tempered by realism, however. For the moment, going to Mars is hopelessly unrealistic.

Questions

1. Most of paragraph 1 is a quotation by George W. Bush. Rewrite the direct quotation as an indirect quotation. Be sure to include a reporting phrase.

2. Paragraph 2 begins with a transition signal that signals contrast.

a. What two things are contrasted? _____ and _____

b. On what three points are they contrasted?

(1) _____

(2) _____

(3) _____

3. Paragraph 4 contains the thesis statement for the essay. Copy it here

3. Paragraphs 5, 6, 7, and 8 mention several reasons for not sending a manned spacecraft to Mars. Summarize the reasons here.

4. What kind of conclusion does this essay have?

- a. It summarizes arguments against a manned Mars mission.
- b. It paraphrases the thesis statement.

Read the text below and answer the questions

Brazil Considers Linguistic Barricade¹

1 In Brazil's shopping malls, the massive consumerist shrines formerly known here as *centros comerciais*, windows that used to advertise a *promoção* now trumpet "Sale." *Descontos* has become "50 percent off," and the upcoming collections that were once billed as *primavera/verão* are now touted as "spring/summer." A hairdressing salon calls itself Exuberant; a watch store is named Overtime; a restaurant goes by the name New Garden.

2 In Brazil, the largest Portuguese-speaking nation in the world, English is taking over. And Deputy Aldo Rebelo says "Basta!" "It is time to fight this disrespect of our language," says Mr. Rebelo, the author of a new bill designed to "promote and defend" the Lusitanian [Portuguese] language. "People feel humiliated and offended by having to pronounce words in a language that is not theirs. But they are obliged to, because shop owners or other people want to exhibit a false knowledge," Rebelo says. "This is the public domain; people need to buy things, to go into shopping centers, but people cannot communicate fluently because of the abuse of foreign expressions in our language."

3 Rebelo's tongue-lashing against linguistic invasion is a reaction to globalization's march. He is not alone in the defense of mother tongues. Poland recently passed a law to enforce language purity by banning foreign words from everyday transactions unless Polish translations are provided alongside. A Polish language council will catch violators, who could face stiff fines. Poland's campaign has been compared to the notorious French effort to stamp out "franglais."

4 With 178 million native speakers worldwide, Portuguese ranks seventh among most-spoken native languages after Mandarin, Hindi, Spanish, English, Arabic, and Bengali.

5 Rebelo's bill . . . rejects the increasing influx of English expressions and requires that Brazil's native tongue be used in business, formal, and social situations. While those strictures are laughed off by many as unenforceable—one envisions "language police" monitoring cafe chatter and the like—Rebelo's bill thunders that those not respecting Portuguese are "damaging Brazil's cultural patrimony." The linguistic outlaws would face as yet undecided punishment—perhaps classes in Portuguese, Rebelo has suggested.

6 One goal of the bill is linguistic purity among government officials, Rebelo says, citing the offenses of President Fernando Henrique Cardoso, who recently used the English expression "fast track" in a speech.

7 The bill would particularly affect the worlds of finance and commerce, where throwing up a sign in English is seen as a trendy way of grabbing potential customers' attention. According to a recent study, 93 of the 252 stores in São Paulo's Morumbi shopping center featured English words in their names. That would change under Rebelo's law. The owners of Laundromat would have to wash their hands of the name. Hot dogs would be off the menu, and personal trainers would have to find a new way to describe their services. The Banco do Brasil's "Personal Banking" would need to translate itself, and the Rock in Rio music festival would have to dance to a different tune. Children's clothing store Kid Smart would lose its exotic appeal in a country where most people do not speak English.

8 Although Rebelo recognizes that in today's fast-paced and shrinking world, words like "e-mail," "mouse," and "delete" have entered Portuguese almost overnight, he says the rush to use English words ignores the fact that in many cases perfectly good Portuguese ones already exist. "We can say *entrega a domicilio* because everyone knows what it means, so why use the word 'delivery'?" Rebelo asks, highlighting one recent fad. "Restaurants use 'valet parking,' but why not use *maniobrista*? This law will prohibit these abuses."

9 Linguistic experts agree and point to the richness of Portuguese. Used as an official language in seven countries outside of Portugal, Portuguese boasts 24 vowel sounds, compared with five in English, and includes more than 350,000 words derived primarily from Latin, Arabic, and Iberian tribal languages.

10 Antonio Olinto, an author and member of the Brazilian Academy of Letters, says that, although it is impossible to legislate how people talk, the proposal has value because it has created a debate about the use of foreign words in Brazil. While stopping the trend is impossible, he says, Brazil can counter the linguistic invasion by adapting its language, just as it did with the word "football" (soccer), which over time became *futebol*. "Globalization exists, and I don't think there is any way of escaping it," says Mr. Olinto. "But in time, words will be adapted into Portuguese, and things will get better." Rebelo acknowledges that the desire to speak English may eventually ebb, but he called on Brazilians meanwhile to use their mother tongue whenever possible.

11 The legislator advises those tempted to utter or write foreign words to consult the style book of *O Estado de São Paulo*, one of the nation's biggest newspapers, which offers the following wordy wisdom: "(1) You have a language, Portuguese, that is just as good and as functional as any other. (2) It is your language."

12 But it's the cash register, not linguistic pride, that inspires lingerie store manager Silvana Cannone when she's looking for just the right word. "We cut the letters out ourselves, and 'Sale' is shorter than *Promoção*, so it's easier," she explains. "Nowadays, everyone knows what 'sale' means. And besides, it sounds more chic."

Questions

- The introductory paragraph to this essay is
 - a funnel introduction.
 - a historical introduction.
 - a series of examples
- The main topic of this essay is
 - a proposed law in Brazil banning the use of English in certain situations.
 - the prevalence of English in Brazil.
 - the reasons English is popular among shopkeepers and other businesses in Brazil.
- Find the sentence that, in your opinion, best expresses the main topic and paraphrase it here.

- Summarize Mr. Rebolos reasons.

- Find a paragraph that discusses other countries' opposition to English. Write a one-sentence summary of that paragraph here.

The following student paper, “Amnesty for Undocumented Immigrants” supports his thesis with specific facts, examples, and expert opinion.

Read the essay and answer the questions below.

Amnesty for Undocumented Immigrants

More than twelve million undocumented immigrants now live in the United States. Is it practical to send them all back home? Should they be allowed to stay? Despite their illegal entry, if they have worked and raised their families in the United States for years, these people should be allowed to stay in this country and, eventually, to become American citizens. 1

Many people object to the idea of amnesty, an official pardon for past illegal acts. Certainly, in this case, amnesty would forgive immigrants for entering the country illegally. However, this amnesty would not come without penalty. First, they would be heavily fined. In addition, they would have to show that they have jobs and can speak English. Moreover, to become American citizens, they would have to wait at least thirteen years. So, even though they would be granted amnesty, they still would be punished for entering the United States illegally. 2

Undocumented immigrants come to this country to work, and they often take low-wage jobs that businesses would otherwise find difficult or impossible to fill. For example, undocumented immigrants often work as migrant laborers — planting, cultivating, and picking crops like lettuce and tomatoes. In the Southwest, where there are many Mexican immigrants, laborers often work in the construction industry. The meat packing, landscaping, and hotel industries also use immigrant workers, not all of whom are in this country legally. Finally, the health care industry needs more and more people every year who will work for low pay as caregivers, providing personal care to the elderly and disabled. It would be very hard to fill all these jobs without illegal immigrants. 3

Giving amnesty to undocumented immigrants is not a perfect solution, but it would solve many problems. Now, these immigrants feel they have to hide from authorities because they are afraid they will be deported. Therefore, they may delay seeking needed medical care. Instead, they may wind up in a hospital emergency room when they are seriously ill. This is expensive for everyone. In addition, children of undocumented immigrants often cannot attend college because college scholarships require documents — and, even if students can afford the tuition, they must be legal in order to get even a part-time job. Consequently, it is very hard for undocumented immigrants to improve their lives or the lives of their children. 4

People who oppose immigration amnesty say that it would encourage disrespect for the law. This may be so. Nevertheless, in this case, there is no good alternative. It would be impossible to track down and deport the more than twelve million immigrants now in the United States illegally. Moreover, even if it were possible, a huge labor shortage would result. Another objection to the idea of amnesty is the claim that undocumented immigrants take jobs away from American citizens. However, according to the Department of Labor, this is not true. In fact, undocumented immigrants tend to work at jobs that citizens are unwilling to take. Finally, some say that the American way of life is being weakened by illegal immigrants. However, just the opposite is true: the United States has always been enriched by immigrants, whether legal or not. In fact, immigration is the lifeblood of the nation. 5

Granted, undocumented immigrants broke the law when they entered the country. However, even if it were possible to send them all back, the results would be disastrous for them and for the nation. Therefore, the best solution is to find a way to allow them to stay. By coming to America, they have shown that they want to work. They should be allowed to do so. Thus, America can continue to be a nation of immigrants. 6

1. Underline the essay's thesis statement. In your own words, tell what position the writer in his essay.

2. List the facts and examples the writer uses to support his thesis. Where does he include expert opinion?

3. Can you think of any that he/she doesn't mention?

4. Underline the transitional words and phrases Peter uses to move his argument along.

5. Throughout his essay, Peter acknowledges that some immigrants have broken the law. Do you think this is a good idea? Why or why not?

6. Where does Peter address opposing arguments? What other arguments should he have addressed?

7. What is this essay's greatest strength? What is its greatest weakness?

a-Strength:

b-Weakness:

Writing: Write an argument essay on one of the following topics using the outline below.

- 1-Teenagers who commit serious crimes should (or should not) be tried as adults.
- 2- Facebook should (should not be) censored.
- 3- Human beings should (or should not) be used in medical research experiments.
- 4- A topic of your choice

Topic: _____

I. Introduction (Paragraph 1)

A. Hook: _____

B. Connecting information: _____

C. Thesis statement: _____

II. Body

A. Paragraph 2 (first reason) topic sentence: _____

1. _____

2. _____

3. _____

SUPPORT

B. Paragraph 3 (second reason) topic sentence: _____

1. _____

2. _____

3. _____

SUPPORT

C. Paragraph 4 (third reason) topic sentence: _____

1. _____

2. _____

3. _____

SUPPORT

D. Paragraph 5 (counterargument and refutation)

1. Counterargument: _____

2. Refutation: _____

SUPPORT

III. Conclusion (paragraph 6)

A. Restated thesis:

B. Opinion:

FOCUS Transitions for Argument

accordingly	granted	of course
admittedly	however	on the one
although	in addition	hand . . . on the
because	in conclusion	other hand
but	indeed	since
certainly	in fact	so
consequently	in summary	therefore
despite	meanwhile	thus
even so	moreover	to be sure
even though	nevertheless	truly
finally	nonetheless	
first, second . . .	now	

✓ SELF-ASSESSMENT CHECKLIST:

Writing an Argument Essay

- Does your introduction present the issue you will discuss and clearly state your position?
- Is your topic debatable—that is, does the issue you discuss really have two sides?
- Does your thesis statement clearly express the stand you take on the issue?
- Have you considered whether readers are likely to be hostile toward, neutral toward, or in agreement with your position—and have you chosen your points accordingly?
- Is your essay structured as either an inductive argument or a deductive argument?
- Have you summarized and refuted the major arguments against your position?
- Do you have enough evidence to support your points?
- Do all your points clearly support your position?
- Do you include enough transitional words and phrases to help readers follow the logic of your argument?
- Does your conclusion follow logically from the points you have made in your essay—and does it summarize and reinforce your main points?
- What problems did you experience in writing your essay? What would you do differently next time?

Appendixes

Useful phrases for writing (argument/persuasive) essays

This list is not exhaustive, but has been designed to give students the basic phrases that they can use to structure their essays coherently. Do not overuse these phrases, and make sure that your essays have plenty of interesting and relevant content.

Section 1: General Essay Phrases

A. Introductory remarks.

It is generally agreed today that...

In approaching this issue, one should...

Nowadays, it is scarcely possible to...

The business world offers us numerous examples of...

B. Developing the argument

The first aspect to point out is that...

Let us start by considering the facts.

C. The other side of the argument

It would also be interesting to see...

One should, nevertheless, consider the problem from another angle.

Equally relevant to the issue are the questions of...

D. Balancing views

One should always remember that...

One should, however, not forget that...

We could perhaps go further and ask ourselves whether...

E. Conclusion

The arguments we have presented... suggest that.../ prove that.../ would indicate that...

From these arguments one must.../ could.../ might... conclude that...

All of this points to the conclusion that...

F. Ordering elements

Firstly,.../ Secondly,.../ Finally,... (note the comma after all these introductory words.)

If on the one hand it can be said that... the same is not true for...

The first argument suggests that... whilst the second suggests that...

G. Adding elements

Furthermore, one should not forget that...

In addition to...

Moreover...

H. Accepting other points of view

Nevertheless, one should accept that...

However, we also agree that...

I. Personal opinion

We personally believe that...

Our own point of view is that...

J. Others' opinions

Experts...

... believe that

... say that

... suggest that

... are convinced that

... point out that

... emphasise that

According to some experts...

K. Introducing examples

Take for example...

To illustrate this point one need only refer to...

L. Introducing facts

It is... true that.../ clear that.../ noticeable that...

One should note here that...

M. Saying what you think is true

This leads us to believe that...

It is very possible that...

In view of these facts, it is quite likely that...

N. Certainty

Doubtless,...

One cannot deny that...

It is (very) clear from these observations that...

O. Doubt

All the same, it is possible that...

It is difficult to believe that...

P. Accepting other points to certain degree

The decision was a good one. Nonetheless,...

One can agree up to a certain point with...

Certainly,... However,...

It cannot be denied that...

Q. Emphasising particular points

The last example highlights that fact that...

Not only... but also...

We would even go so far as to say that...

R. Moderating, agreeing, disagreeing

By and large...

Perhaps we should also point out the fact that...

It would be unfair not to mention that fact that...

One must admit that...

We cannot ignore the fact that...

One cannot possibly accept the fact that...

S. Consequences

From these facts, one may conclude that...

That is why, in our opinion, ...

Which seems to confirm the idea that...

Thus,.../ Therefore,...

T. Comparison

Some experts suggest..., whereas others...

Compared to...

On the one hand there is the firm belief that... On the other hand, many people are convinced that...

Section 2: Phrases For Balanced Arguments

INTRODUCTION

It is often said that...

It is undeniable that...

It is a well-known fact that...

For the great majority of people...

We live in a world in which...

A number of key issues arise from the statement. For one...

One of the most striking features of this problem is...

First of all, let us try to understand...

The public in general tend to believe that...

THESIS

The first thing that needs to be said is...

One argument in support of...

We must distinguish carefully between...

The second reason for...

An important aspect of the problem is...

It is worth stating at this point that...

ANTITHESIS

On the other hand, we can observe that...

The other side of the coin is, however, that...

Another way of looking at this question is to...

SYNTHESIS

The fact of the matter is surely that...

The truth of the matter is simply that...

On balance, we can safely say that...

On reflection, it seems more accurate to say that...

If one weighs the pros and the cons of the case, one soon

realises that...

In the final analysis...

CONCLUSION

What conclusions can be drawn from all this?

The most satisfactory conclusion that we can come to is...

To sum up... we are convinced that.../ ...we believe that.../

...we have to accept that...

Final Notes

1. Overuse of "very."

Be careful not to overuse the word "very." You may be penalised for exaggerating a point in your essay, so use this word sparingly to qualify another adjective or adverb.

2. The word "thing"

A lot of confusion arises, and a lot of bad style arises, from the way students use the word "thing." Avoid this word as much as possible and replace it as often as possible with the name of whatever you are referring to.

Examples:

x One thing that needs to be said...

-> One point that needs to be made...

x Many things can be said against trade unions.

-> One can criticise trade unions for the fact that...

3. Style and grammar

a. "And..."... "But..."

Avoid starting a sentence with "And" or "But." Although there are instances where one might do so, it is generally not such a good idea.

b. "-ing"

Avoid starting a sentence with an "-ing" form. Although there are instances where this is possible, most students get these structures wrong, so unless you are absolutely certain about what you are doing, keep to more standard structures.

Common Errors in Writing

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I. Fragments

The **fragment** is not a sentence, yet the writer mistakenly punctuates it as a complete sentence.

1. Although they are friends. (not a complete thought)
Although they are friends, they still occasionally argue. (now the thought is complete).
Or, remove *although*... They are friends. (again, a complete thought).
2. Since we live in an apartment. (*yes... what comes next? See how the thought is incomplete?*)
Since we live in an apartment, I can't practice my electric guitar after 8 PM. (now the thought is complete).
Or, remove *since*... We live in an apartment. (again, a complete thought).

II. The **Run on** is two or more sentences punctuated as a single sentence.

1. The bridge should be built that is the consensus of the town. (two sentences are joined. There are several ways to fix this).
The bridge should be built. That is the consensus of the town. (make two sentences).
That the bridge should be built is the consensus of the town. (use noun clause as subject of single sentence).
Or reverse it... The consensus of the town is *that the bridge should be built*. (now the noun clause is the predicate nominative).
2. Sometimes writers join two or more sentences with a comma. This is a special run on called a **comma splice**.
We studied all night, we still didn't do well on the test. (there are many ways to fix this error).
We studied all night. We still didn't do well on the test. (putting a period in place of the comma is one way, but usually the sentences are closely related—that's why the writer mistakenly used a comma to join them).
We studied all night; we still didn't do well on the test. (inserting a semicolon corrects the fault, but it still doesn't sound right, does it?)
We studied all night, *yet* we still didn't do well on the test. (insert a coordinating conjunction between the sentences adds that interpretation of one sentence to the next).
Although we studied all night, we still didn't do well on the test. (inserting a subordinating conjunction makes the first sentence an adverb clause. Notice again how this adds an interpretation of the first clause—it subordinates it. That means it is not as important as the second clause).

Notice: By noticing errors like this, you can make your writing stronger.

III. Misplaced and Dangling Modifiers

1. The **Misplaced Modifier** is well-named because sometimes writers place modifying elements (adjectives, adverbs) next to things they don't modify. Look at these examples.

The concert was ridiculously long; the soprano *almost* sang for an hour. (if the concert was indeed too long, the soprano obviously contributed. But in this sentence, the soprano never sings. She *almost* sings. This is a misplaced modifier. The writer meant that the soprano sang for *almost* an hour. Notice the difference.

I love smelling the wildflowers *running through the field*. (Well, those are some wildflowers. How fast do they run? The participial phrase modifies *I*, and should be placed near it: *Running through the field*, I love smelling the wildflowers.)

We looked at the pictures he had taken *on the living room sofa*. (unless the photographer's portfolio was shot entirely from the sofa, this is an example of a misplaced modifier. The phrase should be moved closer to the word it modifies: *On the living room sofa* we looked at the pictures he had taken.)

The committee gave a cake to the people *that almost didn't fit in the room*. (if this is what the writer meant, those people really didn't need any more sweets. But, it is obvious that the CAKE almost didn't fit in the room, so move the modifier closer to the word it modifies: The committee gave the people a cake *that almost didn't fit in the room*.)

I couldn't find my shoes *which made me angry*. (Those must be some shoes! But, the writer didn't mean the shoes made him angry, he meant: I was angry because I couldn't find my shoes.)

Notice: Misplaced modifiers are often comical. Avoid them.

2. **Dangling modifiers** are similar to misplaced modifiers, but instead of being placed too far from the words they modify, they don't have the words they modify in the sentence.

Running through the forest, the wildflowers smell wonderful. (the introductory participial phrase is modifying *wildflowers*. And unless this takes place in the merry old land of Oz, the wildflowers were NOT running anywhere. But who was running through the forest? We don't know. That's a **dangling modifier**. To fix it, add the word to be modified: *Running through the forest*, I love smelling the wonderful wildflowers.

Having doused it with water, the fire was easily extinguished. (it is doubtful that the fire extinguished itself. *Having doused it with water*, He easily extinguished the fire. Notice that you need something for the participial phrase to modify.)

While sleeping, the covers fell to the floor. (poor covers... were they having bad dreams? Obviously someone was sleeping: *While sleeping*, I somehow tossed the covers to the floor.)

After studying all afternoon, I must mop the kitchen floor, *which I despise*. (that's pretty harsh to despise a kitchen floor. The adjective clause is modifying the job of mopping the floor: After studying all afternoon, I must mop the kitchen floor, a job *[that] I despise*.)

Notice: Just like misplaced modifiers, dangling modifiers may be comical. Avoid them.

3. A special type of modifier called the **two-way modifier** is part dangling, part misplaced because the reader can't decide what word the modifier modifies.

The teacher said *after class* all the work must be turned in. (Does this mean that the teacher made an announcement that said "all work must be turned in after class," or that the teacher made an announcement after class that said, "all work must be turned in." Notice the difference. The first version gives a definite time when work needs to be in. The second doesn't. Writer must determine what he means and restructure such sentences.

IV. Parallelism When listing elements in a series, you must be sure that each element is in the same form.

1. Students today are *proud, diligent, and not afraid to work hard*. (Two of the three elements are simple adjectives. Change the third to fit the parallel structure: students today are *proud, diligent, hardworking*.)

2. I like swimming, running, and to fish. (two gerunds and an infinitive... either say... I like to swim, [to] run, and [to] fish. Or... I like swimming, running, and fishing. In the first example, you may choose to omit the *to* in to run and to fish. But, be consistent. Use the first *to* only, or *to* with each element. DON'T say ... to swim, run, and to fish.)

3. My report card shows a *decrease* in my QPA, but *that my attendance had increased*. (The two elements need to be equal: My report card shows a *decrease* in my QPA and an *increase* in my attendance. Or, more concisely, My report card shows my QPA down and my attendance up.)

4. *Fishing in the mountains* is better than *to swim at the beach*. (elements in comparison must be parallel: *Fishing in the mountains* is better than *swimming at the beach*.)

V. Faulty Pronoun Reference occurs when the reader can't detect the antecedent of a pronoun.

1. After Jane and Tammy talked, *she* made her choice. (who made the choice? Tammy or Jane?) After talking to Jane, Tammy made her choice.

2. While Fred and Johnny were fighting, he bruised his elbow. (whose elbow? Who was bruised? While fighting with Johnny, Fred bruised Johnny's elbow.)

3. In school, *they* often cause disturbances. (What is the antecedent for *they*? In school, the students, the teachers, the lawnmowers, the bees, the neighbors often cause disturbances. See the problem?)

Notice: All pronouns must have a logical antecedent. Ask yourself what a pronoun refers to in your sentences. Get into the habit.

4. The long papers we had to write, the research we had to do, the books we had to read, all *this* made the class difficult. (Not *this* but *these* is needed. The pronoun is referring to three things; therefore, a plural pronoun is needed.)

VI. Subject – Verb Agreement Subjects need to have the same number as the verb in a sentence. This makes the subject and verb agree.

A. The *boy runs* to school. (*Boy* is singular; *Runs* is singular. Remember: to add –s or –es to a noun makes the noun **plural**; to add an –s to a verb makes the verb **singular**.)

Notice: Here is a good way to remember this point. A subject and verb only have one “s” between them. *The boy runs. The boys run. The bird sings. The birds sing.*

B. Sometimes modifiers like prepositional phrases come between the subject and verb. Don’t let this fool you. The **subject** agrees with the **verb**. Cross out the modifiers to help you.

The girls from Spain is/are coming to visit. The girls ~~from Spain~~ **are** coming to visit.
The boy who fell down the stairs is/are here. The boy ~~who fell down the stairs~~ **is** here.
The boy, along with his parents, is/are here. The boy, ~~along with his parents~~, **is** here.

C. **Compound subjects with *and*** take a plural verb.

1. Fred *and* Bill **are** going camping.
2. The director *and* producer usually **talk** about upcoming shows.

Exceptions words that even though they are joined by *and*, they act as a single element or refer to a single element.

1. Bacon *and* eggs **is** my favorite breakfast. (it’s a single breakfast dish).
2. Macaroni *and* cheese **is** my favorite dinner. (again).
3. My friend *and* life-long buddy **is** visiting this weekend. (it’s the same person).

D. **Compound subjects with *or*** – If both elements are singular, use a singular verb. If both elements are plural, use a plural verb. If one element is singular and one is plural, use the element closest to the verb to determine agreement.

1. *Beef* or *chicken* **is** the choice in my home. (both elements singular – verb sing.).
2. *Spiders* or *snakes* **are** equally frightening to Suzie. (both elements plural – verb pl.).
3. *Meat* or *potatoes* **are** a staple of the American diet. (one singular, one plural – go with element closest to the verb. Potatoes is plural – verb plural).
4. *Potatoes* or *meat* is a staple of the American diet. (opposite).

The same applies for compounds of *or*...

5. Either the *geese* or the *ducks* **are** making the noise. (both plural).
6. Neither the *swan* nor the *ducks* **were** in the pond today. (one of each, *ducks* is closer—plural verb)
7. Neither the *ducks* nor the *swan* **was** in the pond today. (one of each, *swan* is closer—singular verb)

E. **Singular pronouns** always take a singular verb. Remember them with this little ditty: “each, either, neither, -one, and -body.” -one, and -body refer to the words “every, any, some” as in everyone, everybody, anyone, anybody, someone, somebody. That’s an easy way to remember them.

1. Each of the students is/are here. ~~Each of the students~~ **is** here. (just like above, remove the modifiers in between the subject *each* and the verb *is*. Another tip: insert the word “one” after *each* to help you. For example, Each [one] of the students **is** here.)
2. Neither of the teams was/were able to score. Neither ~~of the teams~~ **was** able to score. (remember, these pronouns above are ALWAYS singular).

F. **Plural Pronouns** always take a plural verb. They are *both, few, many, several, others*.

1. Both of the clipboards of the director was/were missing. ~~Both of the clipboards of the director were~~ missing. (remove modifiers in between to yield *both were*)

2. Several of the boys on the team is/are late. ~~Several of the boys on the team are~~ late.

3. Many of the rooms in school is/are crowded. ~~Many of the rooms in school are~~ crowded.

G. Singular or Plural Pronouns these pronouns are either singular or plural depending on the antecedent of the pronoun: *some, most, all, none, any*.

1. Some of the students is/are staying. *Some of the students are* staying. (*Some* refers to *students* which is plural, so the plural verb *are* is needed).

2. Some of the food is/are left. *Some of the food is* left. (*Some* refers to *food* which is singular, so the singular verb *is* is needed).

3. None of the men is/are happy with the decision. *None of the men are* happy with the decision. (*none* means “not any” of the men).

4. None of the men was/were willing to work overtime. *None of the men was* willing to work overtime. (*none* means “not one” of the men).

H. Some words are Plural in appearance yet singular

1. Diseases, for example, like mumps, measles are singular. The mumps **is** a common childhood disease.

2. School subjects are singular. Mathematics, economics, civics, statistics*, social studies...
Mathematics **is** my favorite class.

*exception. When statistics refers to numbers and not the class, statistics is plural. Example: The statistics **are** misleading. Statistics **is** a difficult class.

I. Words that are singular but treated as plural These items all have to do with a “pair” of something: pants, trousers, pliers, scissors. Just think of “a pair of” before these words, and you’ll be fine.

1. My [pair of] pants **are** stained.

2. The [pair of] pliers **are** never here when I need **them**. (notice, too, the plural pronoun reference *them* is needed).

J. Linking verb agrees with the SUBJECT NOT the predicate nominative

1. My favorite *food is* beans.

2. My favorite *present was* the new glasses.

Notice: *There* cannot be the subject of the sentence; therefore, don’t be fooled into choosing the wrong verb.

1. There is/are many exciting shows on TV. There **are** many exciting **shows** on TV. (*Shows* is the subject of the sentence; therefore, the correct verb is *are*).

2. There is/are no food left. There **is** no **food** left. (*Food* is the subject; therefore, the correct verb is *is*).

VII. Agreement of Pronoun with Antecedent Pronoun must agree in number and person with antecedent.

1. The *boy* needs to bring *his* glove to practice. (boy-his)
2. A *student* should always bring *his* book to class. (student-his [his does not distinguish gender in this case. It is preferable to using "its."])
3. A *person* looking for work must have *his* resumé in order. (person-his)
4. *Workers* should leave *their* equipment at the job sight. (workers-their)
5. *Each* of the boys owns *his* own glove. (each-his... remember *each* is always a singular pronoun; therefore, it will take a singular pronoun).
6. If *anybody* wants *his* money, *he* needs to see the boss. (*anybody* is singular – sing. Pronouns)
7. *Few* of the people are coming for *their* checks. (*Few* is always plural, so it takes a plural pronoun *their*).

VIII. Troublesome Homonyms

Your/ You're

Your is a possessive pronoun, so it acts as an adjective: Your pen is missing.
You're is a contraction of "you are." You're in trouble (i.e., You are in trouble).

Test

When you use **Your/ You're** in a sentence, just replace it with "you are." If it makes sense, choose "you're." If it doesn't, choose "your."

Their/ They're/There

Their is a possessive pronoun, so it acts as an adjective: Their money is missing.
They're is a contraction of "they are." They're in trouble (i.e., They are in trouble).
There is a weak pronoun (e.g., We left there at midnight), an adverb (e.g., There it is), and sometimes an interjection (e.g., There, we made it).

Test

When you use **Their/ They're/There** in a sentence, just replace it with "they are." If it makes sense, choose "they're." If it doesn't, replace it with "my." If that makes sense, choose "their." If neither of those makes sense, choose "there."

Examples:

They're late for dinner (they are late for dinner).
Their dinner is getting cold (my dinner is getting cold. Just replace it with another possessive)
There is no way out of here. (they are is? My is no way? Must be there).

To/ Two/Too

To is a preposition or marker of an infinitive: Give that to me. I'd love to fly.
Two is a number ONLY. (i.e., Bring me two eggs).
Too is an adverb meaning "also" (e.g., I like cheese, too.), and an intensifier (e.g., It is too cold).

Test

When you use **To/ Two/Too** in a sentence, just replace it with "the number 2" If it makes sense, choose "two." If it doesn't, replace it with "also." If that makes sense, choose "too." If neither of those makes sense, exaggerate your pronunciation of the word like tooooooo cold or toooooooo late. If that makes sense, pick "too." If none of these works, choose "to."

IX. Who or Whom? The decision comes down to what case you are using. Who is nominative form; whom is the objective form.

A. In questions use this simple test: replace who or whom with a name (like Fred). If it works, use who. If it doesn't, use whom.

1. Who/Whom do you prefer? (Whom – Fred do you prefer? Doesn't make sense)
2. Who/Whom is going to win on Sunday? (Who – Fred is going to win...)
3. Who/Whom must open the store today? (Who – Fred must open...)
4. Who/Whom is the present for? (Whom – Fred is the present for???)
5. Who/Whom does the bag belong to? (Whom – Fred does the bag???)

B. In subordinate clauses, use this test: if the word following who or whom is a verb, use who; if the word following who or whom is anything else, use whom.

1. Give me the man *who/whom* is not afraid to work. (who because the next word is a verb – *is*).
2. She is a lady *who/whom* I wouldn't want to confront. (whom because the next word is not a verb).
3. She said she will sing to *whoever/whomever* will listen. (whoever because the next word is a verb – *will*).

Notice: In the last example *whoever* is chosen even though the noun clause *whoever will listen* acts as the object of the preposition *to*. The pronoun is governed by its function within the clause; therefore, *whoever*, being the subject of the clause, is in the nominative case.

4. She will sing to *whoever/whomever* she chooses. (whomever because the next word is not a verb – *she*).

Notice: For those who wish to know why this works, read on. For the rest who are happy that it does work, skip this. If the word following who/whom is a verb, more than likely the pronoun will function as the subject of the clause and will take the nominative form who. If the word following the who/whom is anything else, the pronoun will most likely be a direct object, indirect object, or an object of a preposition within the clause. Since all of these functions take the objective case, whom will be the correct choice. The only time this trick doesn't work is in the following places:

1. *Whoever* he is, he will surely win. (*Whoever* functions as the predicate nominative in the clause "he is whoever" and, therefore, takes the nominative form).
2. *Whom* do you believe to be the best candidate? (whom is the subject of the infinitive "to be" and is, therefore, in the objective case -- remember, the subject of the infinitive is in the objective case [for example, She taught *him* to dance.]

Since those are rare, don't worry about them. In the first sentence, few would say "Whomever he is..." and in the second sentence, most would say "Who is the best candidate?"

<https://www.angelfire.com/me2/altman/thewritingtree/CommonErrorsNEW.html>

