

*Writing is a process, a journey of discovery in which you can explore your thoughts, experiment with ideas, and search for connections. Through writing, you can explore and record your thoughts, feelings, and ideas for yourself alone, or you can communicate them to an audience.*



Included in this handbook:  
TEKS 4, 13A–D, 14A, 15A–C,  
16A–G

## 1 The Writing Process

The writing process consists of the following stages: prewriting, drafting, revising and editing, proofreading, and publishing. These are not stages that you must complete in a set order. Rather, you may return to an earlier stage at any time to improve your writing.

### 1.1 PREWRITING

In the prewriting stage, you explore what you want to write about, what your purpose for writing is, whom you are writing for, and what form you will use to express your ideas. Ask yourself the following questions to get started.

<b>Topic</b>	<ul style="list-style-type: none"> <li>Is my topic assigned, or can I choose it?</li> <li>What am I interested in writing about?</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Am I writing to entertain, to inform, or to persuade—or some combination of these?</li> <li>What effect do I want to have on my readers?</li> </ul>
<b>Audience</b>	<ul style="list-style-type: none"> <li>Who is the audience?</li> <li>What might the audience members already know about my topic?</li> <li>What about the topic might interest them?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Which format will work best? Essay? Poem? Speech? Short story? Article? Research paper?</li> </ul>

### Find Ideas for Writing

Here are some methods for generating topics.

- Browse through magazines, newspapers, and Web sites.
- Start a file of articles to save for future reference.
- With a group, brainstorm as many ideas as you can. Compile your ideas into a list.
- Interview an expert on a particular topic.
- Write down anything that comes into your head.
- Use a cluster map to explore subordinate ideas that relate to a general topic.

### Organize Ideas

Once you've chosen a topic, you will need to compile and organize your ideas. If you are writing a description, you may need to gather sensory details. For an essay or a research paper, you may need to record information from different sources. To record notes from sources you read or view, use any or all of these methods:

- Summarize**—Briefly retell the main ideas of a piece of writing in your own words.
- Paraphrase**—Restate all or almost all of the information in your own words.
- Quote**—Record the author's exact words.

Depending on what form your writing takes, you may also need to arrange your ideas in a certain pattern.

*For more information, see the **Writing Handbook**, pages R32–R39.*

### 1.2 DRAFTING

In the drafting stage, you put your ideas on paper and allow them to develop and change as you write. You don't need to worry about correct grammar and spelling at this stage. There are two ways that you can write a draft:

**Discovery drafting** is a good approach when you are not quite sure what you think about your subject. You just start writing and let your feelings and ideas lead you in developing the topic.

**Planned drafting** may work better if you know that your ideas have to be arranged in a certain way, as in a research paper. Try making a writing plan or an informal outline before you begin drafting.

### 1.3 REVISING AND EDITING

The revising and editing stage allows you to polish your draft and make changes in its content, organization, and style. Use the questions that follow to assess problems and determine what changes would improve your work.

- Does my writing have a **main idea** or central focus? Is my thesis clear?
- Have I used **precise** nouns, verbs, and modifiers?

- Have I incorporated **adequate detail** and **evidence**? Where might I include a telling detail, a revealing statistic, or a vivid example?
- Is my writing **unified**? Do all ideas and supporting details pertain to my main idea or advance my thesis?
- Is my writing clear and **coherent**? Is the flow of sentences and paragraphs smooth and logical?
- Have I used a consistent **point of view**?
- Do I need to add **transitional words, phrases, or sentences** to clarify relationships among ideas?
- Have I used a **variety of sentence types**? Are the sentences well constructed? What sentences might I combine to improve the rhythm of my writing?
- Have I used a **tone** appropriate for my audience and purpose?

## 1.4 PROOFREADING

When you are satisfied with your revision, proofread your paper for mistakes in grammar, usage, and mechanics. You may want to do this several times, looking for a different type of mistake each time. Use the following questions to help you correct errors:

- Have I corrected any errors in **subject-verb agreement** and **pronoun-antecedent agreement**?
- Have I double-checked for errors in **confusing word pairs**, such as *it's/its*, *than/then*, and *too/to*?
- Have I corrected any **run-on sentences** and **sentence fragments**?
- Have I followed rules for **correct capitalization**?
- Have I used **punctuation marks** correctly?
- Have I checked the **spellings of all unfamiliar words** in the dictionary?

**TIP** If possible, don't begin proofreading just after you've finished writing. Put your work away for at least a few hours. When you return to it, it will be easier for you to identify and correct mistakes.

For more information, see the *Grammar Handbook* and the *Vocabulary and Spelling Handbook*, pages R50–R79.

Use the proofreading symbols in the chart to mark changes on your draft.

Proofreading Symbols	
^ Add letters or words.	/ Make a capital letter lowercase.
⊙ Add a period.	¶ Begin a new paragraph.
≡ Capitalize a letter.	↪ Delete letters or words.
⊂ Close up space.	↻ Switch the positions of letters or words.
⤴ Add a comma.	

## 1.5 PUBLISHING AND REFLECTING

Always consider sharing your finished writing with a wider audience. Reflecting on your writing is another good way to finish a project.

### Publishing Ideas

- Use a desktop-publishing software program to design and finalize your writing product.
- Post your writing on a Weblog.
- Create a multimedia presentation and share it with classmates.
- Publish your writing in a school newspaper, local newspaper, or literary magazine.
- Present your work orally in a report, speech, reading, or dramatic performance.

### Reflecting on Your Writing

Think about your writing process and whether you would like to add what you have written to your writing portfolio. You might attach a note in which you answer questions like these:

- Which parts of the process did I find easiest? Which parts were more difficult?
- What was the biggest problem I faced during the writing process? How did I solve the problem?
- What changes have occurred in my writing style?
- Have I noticed any features in the writing of published authors or my peers that I can apply to my own work?
- What have I learned about the process of writing from this experience?

**Writing Online**

**THINK central**

Go to [thinkcentral.com](http://thinkcentral.com).  
KEYWORD: HML12-R27

## 1.6 PEER RESPONSE

Peer response consists of the suggestions and comments you make about the writing of your peers and also the comments and suggestions they make about your writing. You can ask a peer reader for help at any time in the writing process.

### Using Peer Response as a Writer

- Indicate whether you are more interested in feedback about your ideas or about your presentation of them.
- Ask open-ended questions that will help you get specific information about your writing. Avoid questions that require yes-or-no answers.
- Encourage your readers to be honest.

### Being a Peer Reader

- Respect the writer's feelings.
- Offer positive reactions first.
- Make sure you understand what kind of feedback the writer is looking for, and then respond accordingly.

For more information on the writing process, see the *Introductory Unit*, pages 15–17.

## 2 Building Blocks of Good Writing

Whatever your purpose in writing, you need to capture your reader's interest and organize your thoughts clearly.

### 2.1 INTRODUCTIONS

An introduction should capture your reader's attention and present a thesis statement.

#### Kinds of Introductions

There are a number of ways to begin an introduction. The one you choose depends on who the audience is and on your purpose for writing.

**Make a Surprising Statement** Beginning with a startling statement or an interesting fact can arouse your reader's curiosity about a subject, as in the following model.

#### MODEL

Since it was first published in 1883, Robert Louis Stevenson's *Treasure Island* has never been out of print, and it has been translated into languages as diverse as Welsh, Zulu, and Ukrainian. This unusual success attests to the universal appeal of Stevenson's storytelling skills.

**Provide a Description** A vivid description sets a mood and brings a scene to life for your reader. In the following model, details about visitors at Ellis Island set the tone for an essay about immigration to the United States.

#### MODEL

The visitors to the museum at Ellis Island wander almost reverently through rooms filled with photos and memorabilia. The walls seem to reverberate with countless stories—many long since forgotten—of immigrants who passed through this island.

**Pose a Question** Beginning with a question can make your reader want to read on to find out the answer. The following introduction asks a significant question about the careers of two women writers.

#### MODEL

George Eliot and George Sand were both successful writers in the 19th century; both were also women. At this time in history, why did they need to use male pen names?

**Relate an Anecdote** Beginning with an anecdote, or brief story, can hook your reader and help you make a point in a dramatic way. The following anecdote introduces an essay about gangsters in the 1920s.

#### MODEL

The man, in an immaculate suit with broad lapels, narrowed his eyes against the sun as he stepped from the shadowy doorway. Pulling his hat down, he tossed a dime to the dazed, grubby boy standing before him. "Go get me a coupla Cokes, willya? And step on it, kid!" So it was that my grandfather met Al Capone.

**Address the Reader** Speaking directly to your reader establishes a friendly, informal tone and involves the reader in your topic.

**MODEL**

If you are concerned about the appearance of our community, you should learn how you can participate in the Adopt-a-Street program that begins this April.

**Begin with a Thesis Statement** A thesis statement expressing a main idea may be woven into both the beginning and the end of a piece of nonfiction writing. The following is a thesis statement that introduces a literary analysis.

**MODEL**

In “Words and Behavior,” Aldous Huxley argues that language must be used carefully. He shows that its misuse can establish and perpetuate great evil.

**TIP** To write a strong introduction, you may want to try more than one of the methods and then decide which is the most effective for your purpose and audience.

## 2.2 PARAGRAPHS

A paragraph is made up of sentences that work together to develop an idea or accomplish a purpose. Whether or not it contains a topic sentence stating the main idea, a good paragraph must have unity and coherence.

### Unity

A paragraph has unity when all the sentences support and develop one stated or implied idea. Use the following techniques to create unity in your paragraphs:

**Write a Topic Sentence** A topic sentence states the main idea of the paragraph; all other sentences in the paragraph provide supporting details. A topic sentence is often the first sentence in a paragraph. However, it may also appear later in a paragraph or at the end, to summarize or reinforce the main idea, as shown in the model that follows.

**MODEL**

Magnesium is a mineral found in food sources such as beans, nuts, meats, and dairy products. This mineral is necessary for the breakdown of nutrients in cells and is important to the stimulation of muscles and nerves. A healthy body effectively conserves magnesium. Insufficient amounts of the mineral, however, are related to various health problems. Dietary magnesium is clearly vital to human health.

**Relate All Sentences to an Implied Main Idea** A paragraph can be unified without a topic sentence as long as every sentence supports an implied, or unstated, main idea. In the example, all the sentences work together to create a unified impression of an impending storm.

**MODEL**

All morning the wind had gently rustled the branches of trees and tossed back curtains from open windows. By early afternoon, however, it had picked up a force that tore green leaves from the trees and pushed thick and menacing clouds across the sky.

### Coherence

A paragraph is coherent when all its sentences are related to one another and each flows logically to the next. The following techniques will help you achieve coherence in paragraphs:

- Present your ideas in the most logical order.
- Use pronouns, synonyms, and repeated words to connect ideas.
- Use transitional devices to show relationships among ideas.

In the model shown here, the writer used some of these techniques to create a unified paragraph.

#### MODEL

Most people know that the gravitational pull of the moon causes tides in the ocean. Are you aware, though, that the moon exerts the same pull on the solid part of the earth? Unlike ocean tides, however, earth tides are deformations of as much as a foot in the earth's surface. The extent to which its surface bulges is greatest during full moon and new moon, because the gravitational pull of the moon combines with that of the sun.

## 2.3 TRANSITIONS

Transitions are words and phrases that show connections between details. Clear transitions help show how your ideas relate to one another.

### Kinds of Transitions

The types of transitions you choose depend on the ideas you want to convey.

**Time or Sequence** Some transitions help to clarify the sequence of events over time. When you are telling a story or describing a process, you can connect ideas with such transitional words as *first, second, always, then, next, later, soon, before, finally, after, earlier, afterward, and tomorrow*.

#### MODEL

Before a blood donation can be used, it must be processed carefully. First, a sample is tested for infectious diseases and identified by blood type. Next, preservatives are added. Finally, a blood cell separator breaks up the blood into its parts, such as red blood cells, platelets, and plasma.

**Spatial Relationships** Transitional words and phrases such as *in front, behind, next to, along, nearest, lowest, above, below, underneath, on the left, and in the middle* can help your reader visualize a scene.

#### MODEL

A theater-in-the-round stage is constructed in the middle of the theater space, with the audience sitting around the entire stage. To create a more intimate setting, the seats nearest the stage are often only a few feet away.

**Degree of Importance** Transitional words such as *mainly, strongest, weakest, first, second, most important, least important, worst, and best* may be used to rank ideas or to show degrees of importance.

#### MODEL

Cory made several New Year's resolutions. Most important, he decided to cut back on watching TV.

**Compare and Contrast** Words and phrases such as *similarly, likewise, also, like, as, neither . . . nor, and either . . . or* show similarity between details. *However, by contrast, yet, but, unlike, instead, whereas, and while* show difference. Note the use of both types of transitions in the model.

#### MODEL

Like running and bicycling, swimming helps you maintain aerobic fitness; however, swimming has the added benefit of exercising muscles throughout your body.

**TIP** Both *but* and *however* can be used to join two independent clauses. When *but* is used as a coordinating conjunction, it is preceded by a comma. When *however* is used as a conjunctive adverb, it is preceded by a semicolon and followed by a comma.

**Cause and Effect** When you are writing about a cause-effect relationship, use transitional words and phrases such as *since, because, thus, therefore, so, due to, for this reason*, and *as a result* to help clarify that relationship and make your writing coherent.

**MODEL**

Because the temperature dropped to 28 degrees after it rained for five hours, car door locks froze.

## 2.4 CONCLUSIONS

A conclusion should leave readers with a strong final impression.

### Kinds of Conclusions

Good conclusions sum up ideas in a variety of ways. Here are some techniques you might try:

**Restate Your Thesis** A good way to conclude an essay is by restating your thesis, or main idea, in different words. The following conclusion restates the thesis introduced on page R29.

**MODEL**

Aldous Huxley's "Words and Behavior" clearly warns of the danger of misusing language to manipulate and control. Unless we begin using concrete words and plain language, he maintains, we may ultimately destroy our civilization.

**Ask a Question** Try asking a question that sums up what you have said and gives your reader something new to think about. The following question concludes an appeal to halt funding for space exploration.

**MODEL**

Given all the evidence, can you imagine that continued investment in the space program will benefit future generations more than the same investment in the basic needs of those living now?

**Make a Recommendation** When you are persuading your audience to take a position on an issue, you can conclude by recommending a specific course of action.

**MODEL**

Voting is a vital way to influence your world. Add voter registration to your birthday plans.

**Make a Prediction** Readers are concerned about matters that may affect them and therefore are moved by a conclusion that predicts the future.

**MODEL**

If we continue to overuse antibiotics, we will speed the development of infections that resist treatment. Such infections will kill millions despite the best medical science.

**Summarize Your Information** Summarizing reinforces your main idea, leaving a strong, lasting impression. The model concludes with a statement that summarizes a book review.

**MODEL**

James Gurney's book *Dinotopia* appeals to adult readers, as well as to children, with its imaginative adventures, its fascinating drawings of dinosaurs, and its timeless theme of cooperation in a diverse community.

## 2.5 ELABORATION

Elaboration is the process of developing an idea by providing specific supporting details that are relevant and appropriate to the purpose and form of your writing. In some cases, you may want to present support with a visual aid.

**Facts and Statistics** A fact is a statement that can be verified, and a statistic is a fact expressed as a number. Make sure the facts and statistics you supply are from reliable, up-to-date sources, and support your statements, as in the following model.



#### MODEL

The decade from 1900 to 1910 saw 8,795,000 immigrants come to the United States. Then Congress passed the Emergency Quota Act of 1921. Between 1921 and 1930, only 4,107,000 immigrants entered the United States. The law had cut immigration by more than half.

**Sensory Details** Details that show how something looks, sounds, tastes, smells, or feels can enliven a description, making readers feel they are actually experiencing what you are describing.

#### MODEL

Gina wasn't sure she enjoyed her first hayride. As the wagon bumped along the furrows, she clumsily bounced between Marty and Deanna. She tried to imagine she was having fun as she shivered under the scratchy wool blankets that smelled of straw and dust.

**Incidents** From our earliest years, we are interested in stories. One way to illustrate a point is to relate an incident or tell a story, as shown in the example.

#### MODEL

Reforms often do not happen until a significant tragedy brings a problem to public attention. The deaths of 146 women workers in a fire at New York City's Triangle Shirtwaist factory in 1911 led to tougher protective labor laws in New York State and a national awareness of unsafe management practices.

**Examples** An example can help make an abstract idea concrete or can serve to clarify a complex point.

#### MODEL

There was a time when many of the foods eaten around the world today were found only in North, Central, and South America. For example, tomatoes, potatoes, beans, and corn all originated in the Americas.

**Quotations** Choose quotations that clearly support your points, and be sure that you copy each quotation word for word. Remember always to credit the source.

#### MODEL

Technological advances in the design of tennis rackets have changed the nature of the sport, but many players lament the passing of the wood racket. In his article "The Feel of Wood," Marshall Fisher states that after he switched to an aluminum racket in college competition, he concluded that the unavoidable "march of technology had degraded tennis."

## 3 Descriptive Writing

Descriptive writing allows you to paint word pictures about anything, from events of global importance to the most personal feelings. It is an essential part of almost every piece of writing.

### RUBRIC: Standards for Writing

#### Successful descriptive writing should

- have a clear focus and sense of purpose
- use sensory details and precise words to create a vivid image, establish a mood, or express emotion
- present details in a logical order

### 3.1 KEY TECHNIQUES

**Consider Your Goals** What do you want to accomplish with your description? Do you want to show why something is important to you? Do you want to make a person or scene more memorable? Do you want to explain an event?

**Identify Your Audience** Who will read your description? How familiar are they with your subject? What background information will they need? Which details will they find most interesting?

**Think Figuratively** What figures of speech might help make your description vivid and interesting? What simile or metaphor comes to mind? What imaginative comparisons can you make? What living thing does an inanimate object remind you of?

**Gather Sensory Details** Which sights, smells, tastes, sounds, and textures make your subject come alive? Which details stick in your mind when you observe or recall your subject? Which sense does it most strongly affect?

You might want to use a chart like the one shown here to collect sensory details about your subject.

Sights	Sounds	Textures	Smells	Tastes

**Create a Mood** What feeling do you want to evoke in your readers? Do you want to soothe them with comforting images? Do you want to build tension with ominous details? Do you want to evoke sadness or joy?

### 3.2 OPTIONS FOR ORGANIZATION

**Option 1: Spatial Order** Choose one of these options to show the spatial order of elements in a scene you are describing.

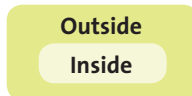
EXAMPLE 1



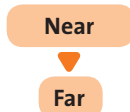
EXAMPLE 2



EXAMPLE 3



EXAMPLE 4



**MODEL**

Detective Malloy surveyed the scene. Just inside the ruined door, a torn letter lay on the floor. In the middle of the room stood a large oak desk, neatly organized except for a lamp that hung off the edge. Behind the desk, a chair lay against the far wall.

**Option 2: Order of Impression** Order of impression is the order in which you notice details.

What first catches your attention



What you notice next



What you notice after that



What you focus on last

**MODEL**

First, we heard the screech of a car braking before our house. Next came the slam of a car door and then the staccato clicking of a woman's high heels as she ran up the cobblestone walk. It was already late in the evening, and we couldn't imagine who it could be.

**TIP** Use transitions that help readers understand the order of the impressions you are describing. Some useful transitions are *after*, *next*, *during*, *first*, *before*, *finally*, and *then*.

**Option 3: Order of Importance** You can use order of importance as the organizing structure for a description.

Least important



More important



Most important

**MODEL**

All the Thanksgiving fixings were there: the perfectly browned, steaming turkey; the cranberry sauce glistening like rubies in the candlelight; the mounds of mashed potatoes like fluffy snowdrifts. The dining room resounded with chatter and laughter, but an emptiness clung to the corners and a silence cut through the conversation. Grandma wasn't with us.

For more information, see **Transitions**, page R30.



## 4 Narrative Writing

Narrative writing tells a story. If you write a story from your imagination, it is a fictional narrative. A true story about actual events is a nonfictional narrative. Narrative writing can be found in short stories, novels, news articles, personal narratives, and biographies.

### RUBRIC: Standards for Writing

#### A successful narrative should

- hook the reader's attention with a strong introduction
- include descriptive details and dialogue to develop the characters, setting, and plot
- have a clear beginning, middle, and end
- have a logical organization, with clues and transitions that help the reader understand the order of events
- maintain a consistent tone and point of view
- use language that is appropriate to the audience
- demonstrate the significance of events or ideas

### 4.1 KEY TECHNIQUES

**Identify the Main Events** What are the most important events in your narrative? Choose those that are most useful in creating an interesting plot. Develop each scene to fit the mood of the event. In comedy, for example, events are usually fast paced and funny. For more serious scenes, the pace is usually slower and more thoughtful.

**Describe the Setting** When do the events occur? Where do they take place? Create a setting that sets the stage for the characters and their actions and that builds mood. Use sensory details to describe the sights, smells, and sounds of the scenes.

**Depict Characters Vividly** What do your characters look like? What do they think and say? How do they act? To bring characters to life, describe their actions, movements, gestures, and feelings. Experiment with dialogue and other devices, such as interior monologues that reveal characters' thoughts and personalities.

**TIP** Dialogue is an effective means of developing both characters and plot. Choose words that express your characters' reactions to other characters and events. You can also shift perspectives to show how different characters feel about a conflict.

### 4.2 OPTIONS FOR ORGANIZATION

**Option 1: Chronological Order** One way to organize a piece of narrative writing is to arrange the events in chronological order, as shown in the following example.

#### EXAMPLE

The morning after my grandfather's funeral, I wake up early and walk to the cemetery.

I stand by his grave and become angry and frustrated.

I want to find someplace where I can remember my grandfather and all the good times we had together.

On the beach, I sit on the huge piece of driftwood where my grandfather and I used to sit. The cool lake wind and the noise of the waves bring back my favorite memories of him.

**Introduction**  
*Characters and setting*

▼  
**Event 1**

▼  
**Event 2**

▼  
**End**  
*Perhaps showing the significance of the events*

**Option 2: Flashback** In narrative writing, it is also possible to introduce events that happened before the beginning of the story. You can use a flashback to show how past events led up to the present situation or to provide background about a character or event. Use clue words such as *last summer*, *as a young girl*, *the previous school year*, and *his earliest memories* to let your reader know that you are interrupting the main action to describe earlier events. Notice how the flashback interrupts the action in the model.

#### EXAMPLE

As the train barreled through the countryside, Isabelle stared at the passing farms and small towns with a sense of wonder. How could people live in such remote places? Then she recalled a visit to a cousin when she was young. "I would never live in the city," the cousin had said. "Everyone is so close together, and there's so much noise!" Isabelle had looked at her in surprise and responded, "But in the country everyone is so far apart, and it's so quiet!" Suddenly, the train whistle blew, and the thought vanished, and Isabelle began working on a puzzle to pass the time.

**Option 3: Focus on Conflict** When a fictional narrative focuses on a central conflict, the story's plot may be organized as shown in the following example.

**EXAMPLE**

Delores walked into the bank with the money that was about to change her life. For the past two years, she had worked two jobs and saved diligently so that she would have enough money to move out of her mother's home. Her mother had been supportive of her plans, and Delores resolved to buy her a gift to show her appreciation.

**Describe main characters and setting.**

Delores left the bank and walked down the street elated. She couldn't wait to share the news with her mother, but when she arrived home, Delores found her mother sitting in the kitchen looking distraught.

**Present conflict.**

"What's happened?" asked Delores with a sense of alarm.

"My car was hit while it was parked on the street today. The driver just drove off. It's completely destroyed," said her mother. "The insurance money won't be enough to buy a new car. I don't know how I'm going to get to work."

Delores's heart sank. In recent months, her mother had developed trouble walking, which would make it impossible for her to take the bus to work. As a result, she had come to depend upon the car.

**Relate events that make conflict complex and cause characters to change.**

"I don't know what I'm going to do," said her tearful mother. Delores opened her purse and saw the bank deposit slip sticking out of her wallet. If she gave her mother her savings, Delores would not be able to move out. She knew that she didn't have to give her mother the money, but she also knew how much her mother had helped her.

"Don't worry, Mom," Delores said. "I have enough in savings to help you out."

**Present resolution or outcome of conflict.**

## 5 Expository Writing

Expository writing informs and explains. You can use it to evaluate the effects of a new law, to compare two movies, to analyze a piece of literature, or to examine the problem of greenhouse gases in the atmosphere. There are many types of expository writing. Think about your topic and select the type that presents the information most clearly.

### 5.1 COMPARISON AND CONTRAST

Compare-and-contrast writing examines the similarities and differences between two or more subjects. You might, for example, compare and contrast two short stories, the main characters in a novel, or two movies.

#### **RUBRIC: Standards for Writing**

**Successful compare-and-contrast writing should**

- hook the reader's attention with a strong introduction
- clearly identify the subjects that are being compared and contrasted
- include specific, relevant details
- follow a clear plan of organization
- use language and details appropriate to the audience
- use transitional words and phrases to clarify similarities and differences

#### **Options for Organization**

Compare-and-contrast writing can be given a point-by-point organization or a subject-by-subject organization, as shown in these examples.

##### **Option 1: Point-by-Point Organization**

**EXAMPLE**

#### I. Noble qualities

**Point 1**

**Subject A.** Arthur: admires Launcelot as great knight, so is reluctant to fight him.

**Subject B.** Launcelot: respects Arthur as his liege, so is reluctant to fight him.

#### II. Weaknesses

**Point 2**

**Subject A.** Arthur: trusts his knights' judgment over his own.

**Subject B.** Launcelot: love for Arthur's wife stronger than respect for Arthur.

## Option 2: Subject-by-Subject Organization

### EXAMPLE

#### I. Arthur:

Point 1. Noble quality: admires Launcelot as great knight, so is reluctant to fight him.

Point 2. Weakness: trusts his knights' judgment over his own.

#### II. Launcelot:

Point 1. Noble quality: respects Arthur as his liege, so is reluctant to fight him.

Point 2. Weakness: love for Arthur's wife stronger than respect for Arthur.

#### Subject A

#### Subject B

For more information, see *Writing Workshop: Interpretive Essay*, pages 270–279; *Writing Workshop: Analytical Essay*, pages 1076–1085; *Research Paper*, pages 1420–1441.

## 5.2 CAUSE AND EFFECT

Cause-effect writing explains why something happened, why certain conditions exist, or what resulted from an action or a condition. You might use cause-effect writing to explain a character's actions, the progress of a disease, or the outcome of a war.

### RUBRIC: Standards for Writing

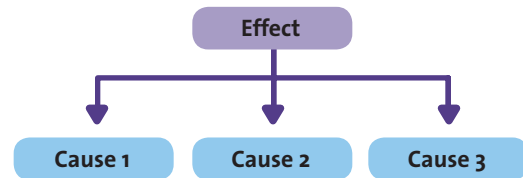
#### Successful cause-effect writing should

- hook the reader's attention with a strong introduction
- clearly state the cause-and-effect relationship
- show clear connections between causes and effects
- present causes and effects in a logical order and use transitions effectively
- use facts, examples, and other details to illustrate each cause and effect
- use language and details appropriate to the audience

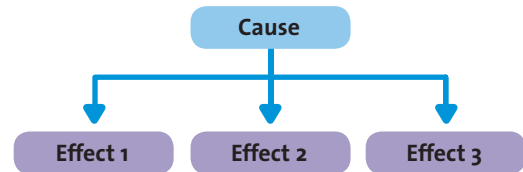
## Options for Organization

Your organization will depend on your topic and your purpose for writing.

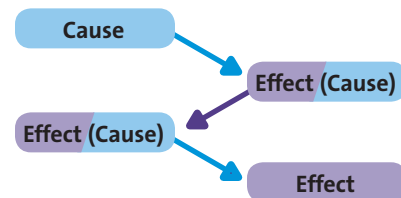
**Option 1: Effect-to-Cause Organization** If you want to explain the causes of an event, such as the closing of a factory, you might first state the effect and then examine its causes.



**Option 2: Cause-to-Effect Organization** If your focus is on explaining the effects of an event, such as the passage of a law, you might first state the cause and then explain the effects.



**Option 3: Cause-Effect Chain Organization** Sometimes you'll want to describe a chain of cause-effect relationships to explore a topic, such as the disappearance of tropical rain forests or the development of the Internet.



**TIP** Don't assume that a cause-effect relationship exists just because one event follows another. Look for evidence that the later event could not have happened if the first event had not caused it.

### 5.3 PROBLEM-SOLUTION

Problem-solution writing clearly states a problem, analyzes the problem, and proposes a solution to the problem. It can be used to identify and solve a conflict between characters, investigate global warming, or tell why the home team keeps losing.

#### RUBRIC: Standards for Writing

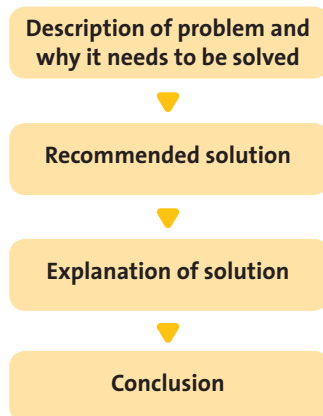
Successful problem-solution writing should

- hook the reader's attention with a strong introduction
- identify the problem and help the reader understand the issues involved
- analyze the causes and effects of the problem
- include quotations, facts, and statistics
- explore possible solutions to the problem and recommend the best one(s)
- use language, details, and a tone appropriate to the audience

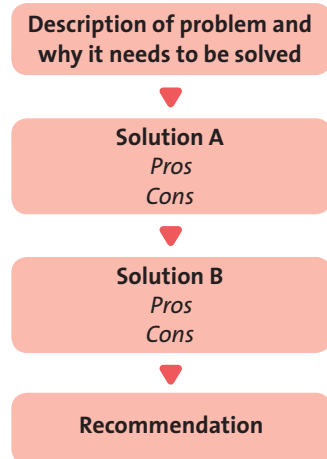
#### Options for Organization

Your organization will depend on the goal of your problem-solution piece, your intended audience, and the specific problem you have chosen to address. The organizational methods that follow are effective for different kinds of problem-solution writing.

##### Option 1: Simple Problem-Solution



##### Option 2: Deciding Between Solutions



### 5.4 ANALYSIS

In writing an analysis, you explain how something works, how it is defined, or what its parts are. The details you include will depend upon the kind of analysis you write.

**Process Analysis** What are the major steps or stages in a process? What background information does the reader need to know—such as definitions of terms or a list of needed equipment—to understand the analysis? You might use process analysis to explain how to program a VCR or prepare for a test.

**Definition** What are the most important characteristics of a subject? You might use definition analysis to explain a quality, such as honor or loyalty, the characteristics of a sonnet, or the skills of a physicist.

**Parts Analysis** What are the parts, groups, or types that make up a subject? Parts analysis could be used to explain the makeup of King Arthur's army or the parts of the brain.

#### RUBRIC: Standards for Writing

A successful analysis should

- hook the reader's attention with a strong introduction
- clearly define the subject and its parts
- use a specific organizing structure to provide a logical flow of information
- show connections among facts and ideas through transitional words and phrases
- use language and details appropriate for the audience

## Options for Organization

Organize your details in a logical order appropriate to the kind of analysis you're writing. Use one of the following options:

**Option 1: Process Analysis** A process analysis is usually organized chronologically, with steps or stages in the order in which they occur.

### EXAMPLE

Arthurian legends reinterpreted

British ruler in 500s

Step 1: Around 1469, *Le Morte d'Arthur* is compiled.

Step 2: Between 1842 and 1885, *Idylls of the King* is published.

Step 3: In 1960, the musical *Camelot* opens.

Introduce process.

Give background.

Explain steps.

**Option 2: Definition Analysis** You can organize the details of a definition analysis in order of importance or impression.

### EXAMPLE

Honor

Honor defined as integrity, dignity, and pride.

Quality 1: Integrity

Quality 2: Dignity

Quality 3: Pride

Introduce term.

Give general definition.

Explain features or qualities.

**Option 3: Parts Analysis** A parts analysis is organized by a listing of the subject's parts, with each explained.

### EXAMPLE

Code of chivalry

Part 1: Devoted to Christianity

Part 2: Protect the defenseless

Part 3: Fight injustices, never surrender

Introduce subject.

Explain parts.

For more information, see *Writing Workshop: Interpretive Essay*, pages 270–279; *Writing Workshop: Analytical Essay*, pages 1076–1085.

## 6 Persuasive Writing

Persuasive writing allows you to use the power of language to inform and influence others. It includes speeches, persuasive essays, newspaper editorials, advertisements, and critical reviews.

### RUBRIC: Standards for Writing

Successful persuasive writing should

- hook the reader's attention with a strong introduction
- state the issue and the writer's position
- give opinions and support them with facts or reasons
- have a reasonable and respectful tone
- answer opposing views
- use sound logic and effective language
- conclude by summing up reasons or calling for action

For more information, see *Writing Workshop: Persuasive Essay*, pages 730–739.

### 6.1 KEY TECHNIQUES

**Clarify Your Position** What do you believe about the issue? Determine how you can express your opinion most clearly.

**Know Your Audience** Who will read your writing? Think about what your audience already knows and believes about the issue. Imagine any objections to your position that your audience might have. Determine additional information they will need. Decide on the tone and approach that will be most effective.

**Support Your Opinion** Why do you feel the way you do about the issue? Use facts, statistics, examples, quotations, anecdotes, or expert opinions to support your view. Think of reasons that will convince your readers and evidence that can answer their objections.

#### Ways to Support Your Argument

Statistics	facts that are stated in numbers
Examples	specific instances that explain points
Observations	events or situations you yourself have seen
Anecdotes	brief stories that illustrate points
Quotations	direct statements from authorities

For more information, see *Identifying Faulty Reasoning*, page R22.

**Begin and End with a Bang** How can you hook your readers and make a lasting impression? Think of a quotation, an anecdote, or a statistic that will catch your reader's attention and remain memorable. Create a strong summary or call to action with which you can conclude.

**MODEL****Beginning**

Our forests are being cut down. The chip mill industry, which supplies the raw material for making so-called high-quality paper, has tripled in the southeastern United States in the last decade.

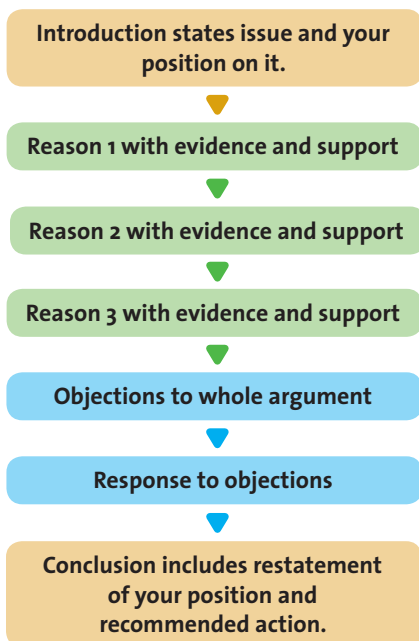
**Conclusion**

It's time to stop the rapid devastation of the forests. If it means less slick paper for magazines and computer printouts, so be it. Write the Conservation Department, the Forest Service, and especially your state's members of Congress.

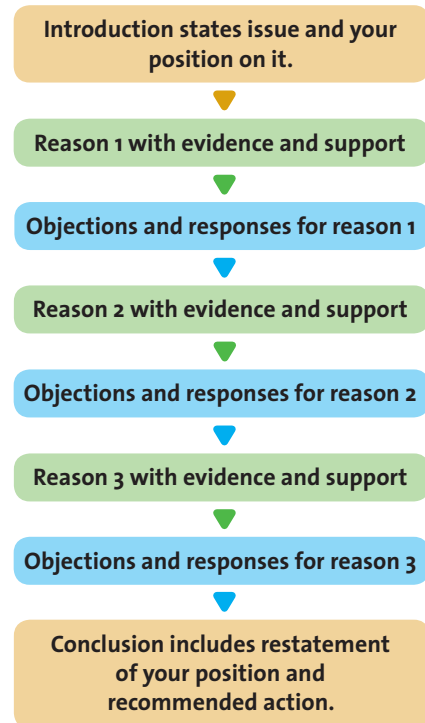
## 6.2 OPTIONS FOR ORGANIZATION

In a two-sided persuasive essay, you want to show the weaknesses of other opinions as you explain the strengths of your own.

### Option 1: Reasons for Your Opinion



### Option 2: Point-by-Point Basis





# 7 Workplace and Technical Writing

Business writing is writing done in a workplace to support the work of a company or business. Several types of formats, such as memos, letters, e-mails, applications, and bylaws, have been developed to make communication easier.

**RUBRIC: Standards for Writing**  
**Successful business writing should**

- be courteous
- use language that is geared to its audience
- state the purpose clearly in the opening sentences or paragraph
- have a formal tone and not contain slang, contractions, or sentence fragments
- use precise words
- present only essential information
- present details in a logical order
- conclude with a summary of important points

## 7.1 KEY TECHNIQUES

- Think About Your Purpose** Ask yourself why you are doing this writing. Do you want to promote yourself to a college admissions committee or a job interviewer? Do you want to order or complain about a product? Do you want to set up a meeting or respond to someone’s ideas? Are you writing bylaws for an organization?
- Identify Your Audience** Determine who will read your writing. What background information will they need? What tone or language is appropriate?
- Use a Pattern of Organization That Is Appropriate to the Content** If you have to compare and contrast two products in a memo, for example, you can use the same compare-and-contrast organization that you would use in an essay.
- Support Your Points** What specific details might clarify your ideas? What reasons do you have for your statements?
- Finish Strongly** Determine the best way to sum up your statements. What is your main point? What action do you want the recipients to take?
- Revise and Proofread Your Writing** Just as you are graded on the quality of an essay you write for a class, you will be judged on the quality of your writing in the workplace.

## 7.2 MATCHING THE FORMAT TO THE OCCASION

E-mail messages, memos, and letters have similar purposes but are used in different situations. The chart shows how each format can be used.

Format	Occasion
Memo	Use to send correspondence <b>inside</b> the workplace only.
E-mail message	Use to send correspondence <b>inside or outside</b> the company.
Letter	Use to send correspondence <b>outside</b> the company.

**TIP** Memos are often sent as e-mail messages in the workplace. Remember that both require formal language and standard spelling, capitalization, and punctuation.

### PRACTICE AND APPLY

- Refer to the documents on page R41 to complete the following:
1. Draft a response to the letter. Then revise your letter as necessary according to the rubric at the beginning of this section. Make sure you have included the necessary information and have written in an appropriate tone. Proofread your letter for grammatical errors and spelling mistakes. Follow the format of the model and use appropriate spacing between elements.
  2. Write a memo in response to the memo. Tell the recipient what actions you have taken. Follow the format of the model.

### 7.3 FORMATS

Business letters usually have a formal tone and a specific format as shown below. The key to writing a business letter is to get to the point as quickly as possible and to present your information clearly.

#### MODEL: BUSINESS LETTER

<p>223 Harvest Way Austin, TX 78712 May 2, 2008</p>	<p>Ms. Anne Shields, Department Head Theater Department Parker State University Tulsa, OK 74133</p>	<p>Dear Ms. Shields:</p>	<p>I am a high school senior. I am considering attending Parker State University and majoring in theater. I attended a performance of <i>Our Town</i> last fall and was very impressed with your production.</p> <p>Could you please send me any available information about your department, including requirements for a major and a list of the year's productions?</p> <p>Thank you.</p>	<p>Sincerely, <i>Jason Woemack</i> Jason Woemack</p>	<p><b>Heading</b> <i>Where the letter comes from and when</i></p> <p><b>Inside address</b> <i>To whom the letter is being sent</i></p> <p><b>Salutation</b> <i>Greeting</i></p> <p><b>Body</b> <i>Text of the message</i></p> <p><b>Closing</b></p>
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Memos are often used in workplaces as a way of conveying information in a direct and concise manner. They can be used to announce or summarize meetings and to request actions or specific information.

#### MODEL: MEMO

<p>To: Mark Dorsey From: Anne Shields Re: Student Request Date: 5/12/08</p>	<p>Mark, I'm attaching a copy of a letter from a high school student. Please send him a department bulletin and a performance calendar. Also put him on our mailing list of prospective students.</p>	<p><b>Heading</b> <i>Receiver's name Sender's name Topic of memo Complete date</i></p> <p><b>Body</b></p>
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**TIP** Don't forget to write the topic of your memo in the subject line. This will help the receiver determine the importance of your memo.

When you apply for a job, you may be asked to fill out an application form. Application forms vary, but most of them ask for similar kinds of information. If you are mailing your application, you may want to include a brief letter.

MODEL: JOB APPLICATION

EMPLOYMENT APPLICATION

PERSONAL INFORMATION

LAST NAME <i>Llanos</i>	FIRST NAME <i>Mary</i>	MIDDLE NAME <i>Rose</i>	IF UNDER 18, AGE <i>N/A</i>
STREET ADDRESS <i>6642 W. Water St.</i>	CITY <i>Denver</i>	STATE <i>CO</i>	ZIP <i>80201</i>
IF EMPLOYED, AND YOU ARE UNDER 16, CAN YOU FURNISH A WORK PERMIT? YES / NO <i>N/A</i>			
TELEPHONE NUMBER <i>303-555-8842</i>		SOCIAL SECURITY NUMBER <i>525-88-0723</i>	
POSITIONS APPLIED FOR: FULLTIME _____ PART TIME <input checked="" type="checkbox"/> TEMPORARY _____			

EDUCATION

NAME OF SCHOOL AND ADDRESS	GRADUATED? YES / NO	NUMBER OF YEARS COMPLETED
HIGH SCHOOL <i>Lakeland High School</i>	<i>No</i>	<i>3</i>
COLLEGE <i>N/A</i>		

AVAILABILITY: PLEASE LIST ALL TIMES AVAILABLE TO WORK

SUN	MON	TUES	WED	THURS	FRI	SAT
<i>9am-5pm</i>					<i>5pm-9pm</i>	<i>9am-5pm</i>

REFERENCES

NAME	OCCUPATION	COMPANY	TELEPHONE NUMBER
<i>Monica Lewis</i>	<i>Teacher</i>	<i>Lakeland High</i>	<i>904-555-6789</i>

Note section headings.

Print all information neatly.

Write "N/A" ("not applicable") if a section does not apply to you.

MODEL: RÉSUMÉ

MARY LLANOS  
6642 W. Water Street  
Denver, CO 80201  
(303) 555-8842

Objective

A part-time position as a teacher's assistant

Qualifications

Talent and interest in working with children  
Skills in arts and crafts activities  
Ability to cooperate with others

Work Experience

*Summers 2005–Present: Handicamp, Denver, CO*  
Serve as counselor for 9- and 10-year-olds at camp for handicapped children; planned arts and crafts activities for all age groups  
*2005–Present: Learn with Llanos, Denver, CO*  
Tutor English and math

Education

*Lakeland High School, Class of 2006*

- Honor Roll
- Three years of Art
- One semester of Children's Literature

Extracurricular Activities

- Treasurer, Future Teachers of America
- Vice President, Art Club
- Soccer Team

Hobbies

Reading, arts and crafts, gardening

References

Available upon request

State purpose or objective

Describe your skills.

List previous employment and describe your education.

List extracurricular activities and hobbies that display your interests.

Technical writing is a type of writing used for detailed instructions or descriptions of procedures in a variety of fields, such as engineering, government, industry, and science. Types of technical writing include bylaws, science reports, and lists of procedures for conducting a meeting or assembling a product. The example below is a set of rules and regulations for dog owners in an apartment complex.

**MODEL: RULES AND REGULATIONS**

**Paradise Heights Apartment Complex**

**BYLAWS** page 218

## Canine Control

### Section 1. Dogs

No person shall own or keep any dog which by biting, barking, howling, or in any other manner disturbs the peace and quiet of any neighborhood, or endangers the safety of any person.

### Section 2. Leashing of Dogs

**A. Leash Required** No person owning or keeping a dog in the Paradise Heights apartment complex shall permit such dog to be at large in the common areas unless accompanied by the owner or keeper, except if it be on the premises of another person with the knowledge and permission of such other person. Such owner or keeper of a dog, when it is not on the premises of the owner or upon the premises of another person with the knowledge and permission of such person, shall restrain such dog by a chain or leash not exceeding six feet in length.

**B. Enforcement** Any dog found to be at large in violation of this regulation shall be caught and confined by the building manager, who shall notify the licensed owner or keeper of said dog, giving the owner or keeper a period of ten days within which to recover the dog. The building manager shall enter and prosecute a complaint against the owner or keeper of any dog taken into his custody under this section. A building manager having custody of a dog confined under this regulation shall be allowed the sum of five dollars per day for each day of confinement for the care of such dog, payable by the owner or keeper thereof.

**C. Fines** Violations of Section 2 shall be punishable as follows:

First offense: Warning

Second offense: Fine of \$50.00

Third offense: Fine of \$75.00

Fourth and each subsequent offense: Fine of \$100.00

**D. Reporting Offenses** Residents who wish to report problems with a dog, or who have questions about this ordinance, can contact Animal Control at 555-3380.

## PRACTICE AND APPLY

Refer to the documents on pages R42 and R43 to complete the following:

1. Visit a business and request an employment application for a job you would like to have. Make sure you understand what each question is asking before you begin to write. Fill out the application as neatly and completely as possible.
2. Write a set of rules and regulations for a club or an organization that you already belong to or one that you would like to form. Follow the format of the document on page R43.