

PREFACE

Each semester in most of their classes, Lackawanna Junior College students are routinely assigned writing projects whose type, style, length, and degree of difficulty often differ considerably. To complete these assignments successfully, students frequently need guidance regarding the format of a paper, the amount of personal reflection or researched material it should contain, the criteria the instructor will use in evaluating it, and so on. To clarify such matters or answer individual questions point by point, the faculty and administration of the College have authorized the preparation and publication of this **LJC WRITING GUIDE**.

Designed exclusively for student use, the **GUIDE** provides direction on most, if not all, writing assignments given by the faculty, and it organizes this information in an easy-to-follow pattern, with only one assignment explained per page. Faculty are encouraged to use this guide in planning their writing assignments and students should rely on the guide as a necessary reference. Whenever a writing assignment is announced, students should consult the **GUIDE** to be sure they understand exactly what they have to do and how they should proceed in planning, composing, editing, and typing the paper.

By its very nature, this **GUIDE** refers to and, in some cases, reiterates important concepts covered in EN 100-106 and in EN 111 within the College's curriculum. It does not in any sense, however, substitute the instruction offered in these courses nor can it replace the textbooks, workbooks, or software utilized in them. The **GUIDE** merely summarizes or capsulizes relevant course content for the convenience of each reader. Just as any other reference work does, this booklet assists the student by highlighting certain points that each particular assignment mandates and that each instructor will look for as he or she grades the paper. After reviewing the **GUIDE**, each student must devote to the assignment the time, effort, and dedication needed to fulfill its requirements properly. Only the thorough application of principles outlined in this **GUIDE** can ensure the successful completion of any writing task.

General Policy

Lackawanna Junior College will not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with State law, including the Pennsylvania Human Relations Act, and with Federal law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

TABLE OF CONTENTS

THE BASIC PRINCIPLES-4-12

Statement of Purpose.

Standards of Excellence.

Grading Pyramid.

Types of Recommended Writing Assignments.

Plagiarism.

 Citation Requirements.

 Examples.

 How to Avoid Plagiarism.

THE ESSAY-13-61

The Essay.

 Types.

 Questions for Prewriting.

 Questions for Revision.

 Special Paragraphs.

 Introductions.

 The Body.

 Conclusions.

 Descriptive Essay.

 Descriptive Essay Sample.

Expository Writing.

 Classification Essay.

 Classification Essay Sample.

 Process Analysis Essay.

 Process Analysis Sample.

Argumentative Essay.

Argumentative Essay Sample.

Narrative Essay.

 Narrative Essay Sample.

Précis.

 Précis Sample.

Computer Applications Written Report.

U.S. History Book Report.

English Book Report.

Critical Essay.

Interpretation of Prose and Poetry.

Writing Essay Exams.

RESEARCH PAPER-62-105

Researching a Paper.

Formal outline.

 Keyword outline.

 Sentence outline.

Library Subject Classifications.

Card and Index Systems.

Guide to Magazine Articles..	.	.	.	.	.	.	.
Guide to Journal Articles.	.	.	.	.	.	.	.
Guide to Newspaper Articles.	.	.	.	.	.	.	.
Research Note cards.	.	.	.	.	.	.	.
MLA Guidelines.	.	.	.	.	.	.	.
APA Guidelines.	.	.	.	.	.	.	.
Research Paper Sample (MLA format).	.	.	.	.	.	.	.

THE CAREER COLLECTION-105-111

Business Memos and Letters..	.	.	.	.	.	.	.
Memo Sample.	.	.	.	.	.	.	.
Letters.	.	.	.	.	.	.	.
Modified Block Sample.	.	.	.	.	.	.	.
Career Documents.	.	.	.	.	.	.	.
Portfolio Information.	.	.	.	.	.	.	.
Executive Summary.	.	.	.	.	.	.	.

ACKNOWLEDGEMENTS-112

A hand holding a bundle of pencils in a glass, casting a shadow on a light surface. The pencils are arranged in a fan shape, and the shadow is cast to the right. The background is a light, neutral color.

I THE BASIC PRINCIPLES

• **WRITING ACROSS THE CURRICULUM** •

LACKAWANNA JUNIOR COLLEGE

The adoption of the "Writing Across the Curriculum" concept and the subsequent preparation of this student guide represent yet another commitment to academic excellence at Lackawanna Junior College. In every discipline, faculty recognize writing as the most advanced form of communication. Consequently, they have implemented a plan that endeavors to foster skilled writing at every level of a student's academic experience at Lackawanna Junior College.

Many individual skills must be mastered before effective writing can be produced. Through the writing process, one can apply these skills of effective learning, problem solving, self-direction, refined reading and critical thinking. Writing then becomes a learning process involving construction, analysis, interpretation and communication of ideas, empowering the student to disseminate knowledge more effectively. The process also allows the application of that knowledge to career and life skills which will, in turn, help graduates live, work and successfully compete in society.

Quality writing is considered to be indicative of a person's overall professional ability and potential. It also satisfies personal and social needs. With this in mind, faculty members in all disciplines have authorized this handbook as a student guide to required writing assignments at the College. Further, The Guide provides consistency in the evaluation and assessment of a student's performance by measuring it against the standards of academic excellence mandated by the College.

● **STANDARDS OF EXCELLENCE** ●

This checklist has been compiled in order to ensure that a student has considered the following points requisite to skillful writing and the successful completion of an assignment. This list may be used to self-assess a completed assignment prior to its submission to an instructor. The student writer may wish to consider the requirements for each grade category found on the following page to determine how his/her assignment fulfills the College's standards of excellence.

- _____ Introductory statement and clear title
- _____ Topic is limited and focused
- _____ Main idea is expressed in thesis sentence
- _____ Each paragraph develops single idea stated in the topic sentence
- _____ Supporting details in each paragraph
- _____ Irrelevant ideas deleted
- _____ Transitional devices connect paragraphs and sentences
- _____ Paragraphs are well-organized and arranged logically
- _____ Conclusion restates or summarizes thesis
- _____ Edited for sentence structure; clear and concise sentences, each express a complete thought
- _____ Edited for grammar (verb tense, S/V agreement)
- _____ Edited for vocabulary, checking for variation/overuse/misuse of words
- _____ Edited for spelling, using a dictionary and/or Spell Check
- _____ All outside sources are properly referenced
- _____ Edited for punctuation
- _____ Edited for capitalization
- _____ Overall appearance is acceptable

GRADING PYRAMID

A

The essay gives imaginative treatment to a significant and striking central idea. The plan of the essay evidences a strategy for persuasion or exposition. Generalizations are carefully supported. Details show originality, freshness and concreteness. Sentences show variety of pattern and are rhetorically effective. Style is authentic and demonstrates that ideas have been interiorized.

B+/B

The essay's central idea is interesting and significant. The organization of the essay demonstrates careful planning. Details are specific and sharp; there is a concern for showing rather than just telling. Sentences show variety of purpose and pattern. Diction is chosen with awareness of audience and purpose.

C+/C

The essay has a clear central idea. The plan of the essay is clear with an identifiable introduction and conclusion. Generalizations are supported by details. Paragraphs are unified and coherent. Transitions are clear. Sentences make sense and conform to conventional patterns. Subjects and verbs agree. Pronouns agree with antecedents. Verb tenses are consistent. Punctuation is conventional. Words are spelled correctly.

D/F

Central idea is weak or confused. Organization is poor. Paragraphs lack unity and coherence. Generalizations are unsupported by evidence. Sentence structure is confused. Errors in usage, grammar, spelling or punctuation are frequent or serious.

• **TYPES OF RECOMMENDED WRITING ASSIGNMENTS** •

Student _____

Instructor _____

Date _____ Topic _____

STYLE (Choose one)

_____ Descriptive (gives a picture in detail)

_____ Narrative (tells a story)

_____ Persuasive (argues in an attempt to convince)

_____ Expository (gives information)

FORMAT (Choose one)

_____ Essay

_____ Outline

_____ Business Communication (memo, report, letter)

_____ Resume

_____ Précis (a concise summary of essential points)

_____ Book Report/Summary (form as specified by instructor)

_____ Critique/Critical Essay

_____ Interpretation of Prose or Poetry

_____ Research Report

OTHER SPECIFIC REQUIREMENTS (AS PER INSTRUCTOR)

Date due _____ Save for Portfolio NO/YES

Number of pages _____ Pagination NO/YES

Referral sources: NO/YES

Minimum required _____

Required referencing format: APA/MLA/OTHER: _____

Typed/Word Processed Spacing: Double/Single

PLAGIARISM

WHAT IS PLAGIARISM ?

Plagiarism is the presentation of someone else's ideas or words as one's own. Plagiarism is also a breach of academic integrity. Whether deliberate or accidental, plagiarism is a serious and often punishable offense.

If a student has plagiarized in a course, the instructor retains the right to discipline the student in proportion to the seriousness of the act. As is made clear in *The Lackawanna Junior College Catalog*, plagiarizing in a course may result in the students being dismissed from the course. It is the responsibility of the student to be aware of the consequences this offense carries, as it pertains to each situation involving course work.

When writing any type of paper which requires research, a student must credit the sources he/she has consulted. Any direct quote or idea taken from a book, magazine, newspaper, SIRS article, Internet source, movies, television, tapes or periodicals must be cited. When a student **cites** the work of another author for a research paper, he/she records the author's last name and the page containing the information used. It is also necessary for the student to present a complete list of references on a Works Cited page at the end of the paper.

Using material in part or whole obtained from a fellow student's computer disk either for research or any other assignment is considered plagiarism.

• CITATION REQUIREMENTS •

Information obtained from another student's paper, either in part or whole is considered plagiarism. The following is a list of sources that require **citation**:

1. A direct quote
2. A statistic
3. An idea
4. Someone else's opinion
5. Concrete facts
6. Information not commonly known

A **direct quote** is a phrase, sentence or sentences copied word for word from another source.

A **statistic** is any numerical information presented using a percentage.

An **idea** includes any concepts or principles derived from another source.

Example:

At the intersection of language and culture lies a concept that we might call "languaculture."

(Michael Agar, Language Shock: Understanding the Culture of Conversation [New York: Morrow, 1994] 60).

Someone else's opinion includes any opinion that is not one's own.

A **concrete fact** is precise information unknown to the author and found in a source.

Information not commonly known pertains to any information which must be researched to be discovered.

EXAMPLES

The following two sentences present the difference between acceptable information and plagiarized information.

- ORIGINAL:** The character and mentality of the keepers may be of more importance in understanding prisons than the character and mentality of the kept.
- PLAGIARISM:** But the character of prison officials (the keepers) is more important in understanding prisons than the character of prisoners (the kept).
- PLAGIARISM:** In understanding prisons, we should know more about the character and mentality of the keepers than of the kept.
- DIRECT QUOTE:** According to one critic of the penal system, "The character and mentality of the keepers may be of more importance in understanding prisons than the character and mentality of the kept" (Mitford 9).
- PARAPHRASE:** One critic of the penal system maintains that we may be able to learn more about prisons from the psychology of the prison officials than from that of the prisoners (Mitford 9).

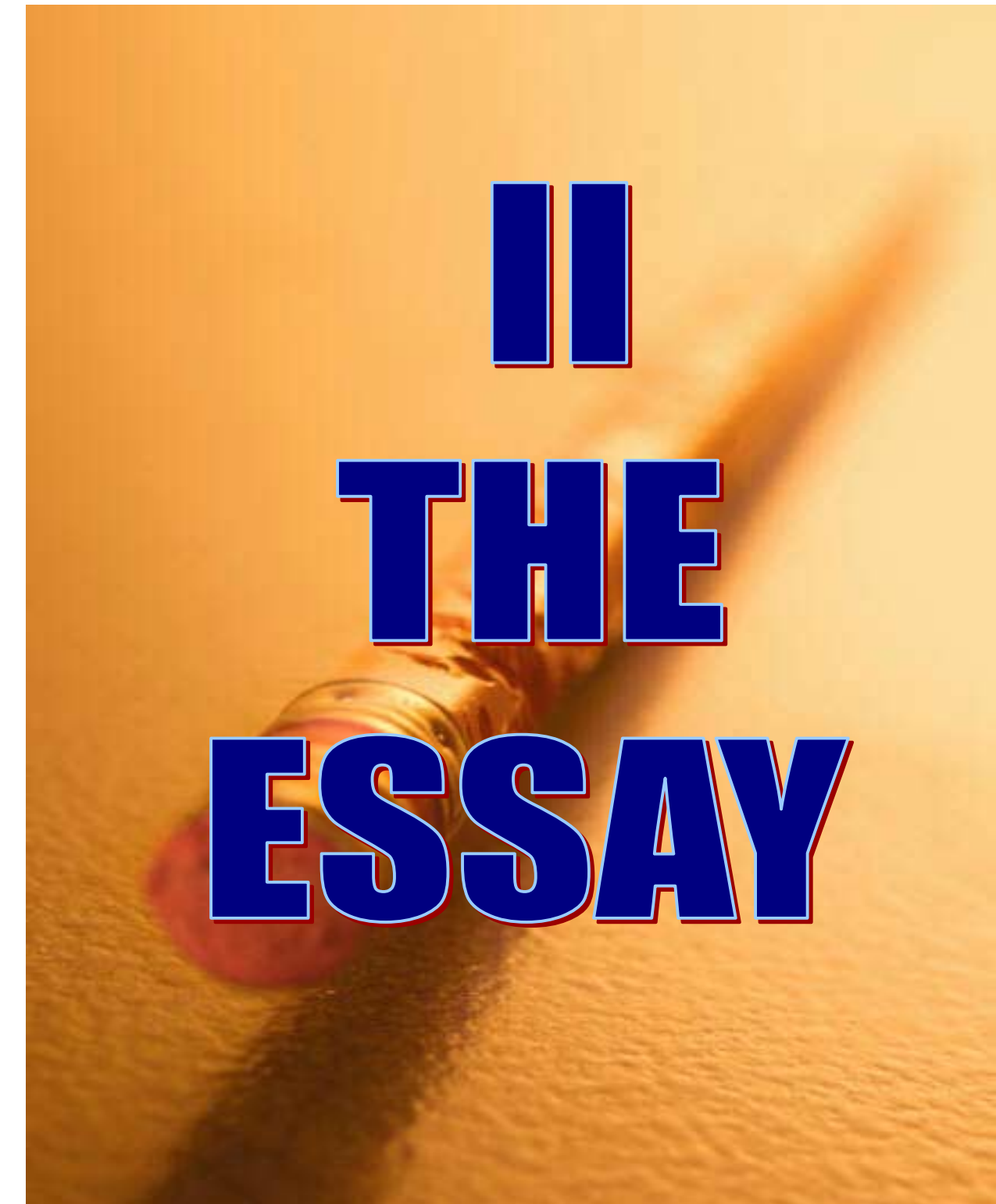
HOW TO **AVOID** PLAGIARISM

Students should observe these admonitions as they prepare research papers:

1. **WRITE** with your books **CLOSED**.

DO NOT WRITE with a book or magazine open next to you.
DON'T go back and forth taking ideas from a source and writing your paper.

2. When you use a writer's wording—even a phrase—**ALWAYS** put quotation marks around the writer's exact words.
3. **DON'T** let your sources take over the essay. Tell what you know well in your own style, stressing what you find most important.
4. **ALWAYS** give credit for a fact, quotation, or opinion taken from a book or other source. This is true even when you use an idea from another source.



II
THE
ESSAY

THE ESSAY

The essay is as difficult to define as the paragraph, but the paragraph definition gives us a framework. Consider the following:

The developmental paragraph is a group of sentences, each with the function of stating or supporting a controlling idea called the topic sentence.

The main parts of the developmental paragraph are the topic sentence (subject and treatment), support (evidence and reasoning), and, often, the restated topic sentence at the end. Now let's use that framework for the essay:

The essay is a group of paragraphs, each with the function of stating or supporting a controlling idea called the **thesis**.

The main parts of the essay are:

INTRODUCTION: carries the thesis, which states the controlling idea—much like the topic sentence for a paragraph but on a larger scale.

DEVELOPMENT: evidence and reasoning—the support.

TRANSITION: points out divisions of the essay (seldom used in the short essay).

CONCLUSION: an appropriate ending—often a restatement of or reflection on the thesis.

Thus, considered structurally, the paragraph is often an essay in miniature. For college writing, a good understanding of the parallel between a well-organized paragraph and a well-organized essay is useful.

ESSAY TYPES

1. Identify your essay type:

Descriptive

Expository

Argumentative

Narrative.

- A. **Description** creates a word picture. It is either **objective, subjective, or a combination of both styles;** that is, it provides a factual picture of something or it shares an impression or feeling.
- B. **Exposition** is the most common strategy **for developing a message.** Essentially, it explains a writer's viewpoint. Strategies of exposition can be divided into more specific plans: illustration, classification, process analysis, cause-effect analysis, comparison/contrast and definition.
- C. **Argument** strives to persuade readers that your stand on an issue is **valid. Remember, the main point in an argument is debatable.**
- D. **Narration** tells a story or depicts a series of related events, usually in **chronological order.** It almost **always** makes a **clear** and **definite point,** relying heavily on descriptive details to make the events vivid.
2. **Identify** your topic and essay type; **then limit** and **focus. Brainstorm** for relevant details and categories.
3. **Write your first draft**
- A. **Outline:** topic sentences > supporting details
- B. **From the outline,** develop your introduction and thesis
- C. **Form the body** with paragraphs, each developing a single idea
- D. **Write** your conclusion
4. **Edit** your work (refer to the Standards of Excellence)
5. **Revise-** Improve what has been written. Revision is vital in the writing process. Learning from mistakes and correcting them can only improve a student's writing.

QUESTIONS FOR PREWRITING

DEVisING A THESIS SENTENCE

A **thesis** is the main point writers make in their essays. It ties together and governs the material within the body of the paper..

1. A thesis can usually be stated in one complete sentence.
2. A good thesis makes a statement, that is, gives an opinion or attitude about the facts.
3. A good thesis is limited, that is, the idea stated must be one that can be clearly explained, supported, and illustrated in the space called for.
4. A good thesis is appropriately focused.
5. A good thesis is precise.
6. A good thesis is most often found in the opening paragraph of an essay.

FOCUS QUESTIONS:

1. Why do you want to tell readers about this subject?
2. What will you say that is new about this subject?
3. What primary question will your paper answer?

DEVELOPING YOUR THESIS SENTENCE:

1. What interrogatory word does your question begin with (such as *how, why, when, who, and what*)?
2. Do you ask a *yes/no* question (beginning with words such as *is, was, were, does, has, have, and other verbs*)? If so, revise it to begin with an interrogatory word.
3. What method of development does your question imply? Here are some samples. You can suggest others.

<i>How?</i>	Means, method, process
<i>Why?</i>	Reasons, causes, explanations
<i>What?</i>	Description, causes, explanations
<i>What</i> <i>(or why) should?</i>	Reasons, persuasion
<i>What</i> <i>(or why) can?</i>	Exploration, explanation
<i>What</i> <i>(or why) will?</i>	Prediction, threat, promise
<i>What</i> <i>(or why) must?</i>	(Future) necessity, urgent, persuasion (Past) conjecture, means, process
<i>Who?</i>	Identification, praise, blame

QUESTIONS FOR REVISION

REVISING YOUR THESIS SENTENCE OR STATEMENT OF PURPOSE:

1. What question does your paper answer?
2. State the answer to that question in a single sentence.
3. Compare that sentence to your thesis or purpose statement. Are they similar?
4. Rewrite your statement to assert the idea that answers your question.

REVISING YOUR DEVELOPMENT:

5. *Underline the key words* of your thesis or purpose statement and number your paragraphs.
6. *For each paragraph*, write a sentence that tells how the paragraph supports your thesis.
7. *Examine your summarizing sentences:*

(Irrelevant paragraphs) What key words of your thesis are repeated? If none, you may have irrelevant paragraphs and lack of coherence.

Do all your summary sentences relate to your thesis? If not, adjust your paragraphs by deleting or revising as necessary. Which summary sentences omit needed support of your thesis? Add what is needed in your paragraphs.

(Coherence) Which summary sentences do not fit logically from one to another? Consider rearranging your paragraphs or adding transitional sentences that relate the ideas stated in your summary sentences.

REVISING YOUR CONCLUSION:

8. *Does your conclusion* restate the answer to your question? If not, revise. Please note that you do not want an exact restatement; you want a paraphrase/reinforcement.
9. *Does your conclusion* tie together the support of your thesis or purpose statement? If doing so would make a more forceful conclusion, revise.

● **SPECIAL PARAGRAPHS WITHIN THE ESSAY** ●

INTRODUCTIONS

An introductory paragraph or introductory paragraph unit (a number of paragraphs at the beginning of the essay whose purpose is to introduce the subject) has various functions, including gaining reader interest, indicating or pointing toward the thesis, and moving the reader smoothly into the body paragraphs, the developmental paragraphs. The introductory methods are varied. They include:

1. Direct statement of the thesis
2. Interesting details
3. Definition
4. Quotation
5. A shocking statement
6. Question
7. An anecdote or personal experience

DIRECT STATEMENT OF THESIS

An increasing number of midlife women are reentering the workforce, pursuing college degrees, and getting more involved in the public arena. Several labels besides "midlife" have been attached to this type of person: the mature woman, the older woman, and, more recently, the re-entry woman. By definition, she is between thirty-five and fifty-five years old and has been away from the business or academic scene anywhere from fifteen to thirty years. The academic community, the media, marketing people, and employers are giving her close scrutiny, and it is apparent that she is having a greater impact on our society than she realizes.

Jo Ann Harris

INTERESTING DETAILS

It is Friday night at any of the ten thousand watering holes of the small towns and crossroads hamlets of the South. The room is a cacophony of the ping pong-ding-dingding of the pinball machine, the pop-fizz of another round of Pabst, the refrain of "Red Necks, White Socks and Blue Ribbon Beer" on the juke box, the insolent roar of a souped-up engine outside and, above it all, the sound of easy laughter. The good ole boys have gathered for their fraternal ritual-the aimless diversion that they have elevated into a life-style.

Bonnie Angelo, "Those Good Ole Boys"

DEFINITION

You are completely alone in a large open space and are struck by a terrifying, unreasoning fear. You sweat, your heart beats, you cannot breathe. You fear you may die of a heart attack, although you do not have heart disease. Suppose you decide you will never get yourself in this helpless situation again. You go home and refuse to leave its secure confines. Your family has to support you. You have agoraphobia a disabling terror of open spaces.

"Controlling Phobias Through Behavior Modification"

QUOTATION

The director of the census made a dramatic announcement in 1890. The Nation's unsettled area, he revealed, "has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line." These words sounded the close of one period of America's history. For three centuries before, men had marched westward, seeking in the forests and plains that lay beyond the settled areas a chance to begin anew. For three centuries they had driven back the wilderness as their conquest of the continent went on. Now, in 1890, they were told that a frontier line separating the settled and unsettled portions of the United States no longer existed. The west was won, and the expansion that had been the most distinctive feature of the country's past was at an end.

Ray Allen Billington, "The Frontier Disappears"

SHOCKING STATEMENT

It's like Pearl Harbor The Japanese have invaded, and the U.S. has been caught short. Not on guns and tanks and battleships-those are yesterday's weapons-but on mental might. In a high-tech age where nations increasingly compete on brainpower; American schools are producing an army of illiterates. Companies that cannot hire enough skilled workers now realize they must do something to save the public schools. Not to be charitable, not to promote good public relations, but to survive.

Nancy Perry, "Saving the Schools: How Business Can Help"

QUESTION

When you leave your apartment or house, do you begin to feel better? If you leave for a weeklong trip, do you find your head clears, your migraine disappears, dizziness stops, your aches and pains subside, depression fades away, and your entire attitude is better? If so, chemical pollution of the atmosphere in your home may be making you ill.

Marshall Mandell, "Are You Allergic to Your House?"

AN ANECDOTE OR PERSONAL EXPERIENCE

My mother used to have a little china cream and sugar set that was given to her by a woman who later killed her children with an axe. It sat cheerfully in the china cabinet, as inadequate a symbol as I have ever seen of the dark mysteries within us. Yet at least it was there to remind us that no matter how much Jesus wanted us for a sunbeam, we would still have some day to cope with a deeper reality than common sense could explain. It stood for strange cars not to get into, running shoes to wear when you were out alone at night and the backs of Chinese restaurants you were not supposed to go into.

Marian Engle, review of *The Goddess and Other Women* by Joyce Carol Oates

Although the preceding methods are effective, some others are ineffective because they are too vague to carry the thesis or because they carry the thesis in a mechanical way. The mechanical approach may have merit in directness and explicitness, but it usually disengages the reader's imagination and interest.

AVOID: The purpose of this essay is to write about the need for strong national laws against drunk driving.

AVOID: I will now write a paper about the need for strong national laws against drunk driving.

THE BODY

The body of a paper provides support for the thesis presented in the introduction. Body paragraphs develop the writing plan or outline and should lead readers logically from one section to another without causing confusion.

TOPIC SENTENCES

One method of leading your reader is to write clear topic sentences for each paragraph. A **topic sentence** is to a paragraph what a thesis is to a paper: It expresses the central idea of the paragraph. The remainder of the paragraph gives proof of the topic sentence. If you work from a sentence outline, you may find that the sentences indicating major divisions serve well as topic sentences. Whether you use sentences from your outline or create new ones, the topic sentence should clearly convey to readers the ideas of each paragraph.

DEVELOPMENT BY DESCRIPTION

In a sense, all writing consists of collecting and organizing descriptive details. Attention to details becomes of primary importance in descriptions of people, places, or things; when describing a process, or in enumerating facts.

DESCRIBING A PLACE

The room in which I found myself was very large and lofty. The windows were long, narrow, and pointed, and at so vast a distance from the black oaken floor as to be altogether inaccessible from within. Feeble gleams of encrimsoned light made their way through the trellised panes, and served to render sufficiently distinct the more prominent objects around. The eye, however, struggled in vain to reach the remoter angles of the chamber or the recesses of the vaulted and fretted ceiling. Dark draperies hung upon the walls. The general furniture was profuse, comfortless, antique, and tattered. Many books and musical instruments lay scattered about, but failed to give any vitality to the scene. I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all.

From "The Fall of the House of Usher" by Edger Allan Poe.

DEVELOPMENT BY COMPARISON

Comparison papers require careful planning. Is it more effective to compare sentence by sentence, in alternating paragraphs, or in larger units? You may often have to experiment to find the best method. In more complicated papers, you must plan the order of your points very carefully.

PARAGRAPH-BY-PARAGRAPH COMPARISON

Grant and Lee met in the parlor of a modest farmhouse in Appomattox, Virginia, on an April Sunday in 1865. It is doubtful whether any two Americans could have been more different. Probably their only similarities lay in that they were both men and generals.

Lee was tall, handsome, imposing, dressed in a fine uniform with a sword at his side. He was an American aristocrat, representative of the leisure class, still dreaming dreams of knighthood and the Age of Chivalry. He stood for family, culture, tradition. He represented the landed gentry with their love for order and their determination to maintain the status quo. They were dignified, arrogant, and ambitious. They owned vast tracts of land and thousands of slaves. Lee was noble in defeat, yet tragic in that he represented that which could no longer survive.

Grant, the son of a tanner on the Western frontier, was rough, undersized, dressed in working clothes and mud-spattered boots. He wore a private's blue coat and was swordless. He was representative of the restless, creative, vibrant frontiersmen who had, barehanded, conquered and planted and built. Now they were ready to assert themselves in helping to direct the affairs of the nation. A wild cross-section of ragamuffin democrats with a small "d," they cared little for the traditions of the past, but they saw a great new, powerful country, ruled by the people who would dare to build it. They were more than two generals signing a peace treaty. They were the past and the future.

Bruce Catton, *"Grant and Lee: A Study in Contrasts"*

DEVELOPMENT BY EXAMPLES

It is often easier to explain things by means of examples than in any other way. This method is used in the following excerpt.

"Courtship Through the Ages"

by

James Thurber

Surely nothing in the astonishing scheme of life can have nonplussed Nature so much as the fact that none of the females of any of the species she created really cared very much for the male, as such. For the past ten million years Nature has been busily inventing ways to make the male attractive to the female, but the whole business of courtship, from the marine annelids up to man, still lumbers heavily along, like a complicated musical comedy. I have been reading the sad and absorbing story in Volume 6 (Cole to Dama) of the *Encyclopedia Britannica*. In this volume you can learn all about cricket, cotton, costume designing, crocodiles, crown jewels, and Coleridge but none of these subjects is so interesting as the Courtship of Animals, which recounts the sorrowful lengths to which all males must go to arouse the interest of a lady.

We all know, I think, that Nature gave man whiskers and a mustache with the quaint idea in mind that these would prove attractive to the female. We all know that, far from attracting her, whiskers and mustaches only made her nervous and gloomy, so that man had to go in for somersaults, tilting with lances, and performing feats of parlor magic to win her attention; he also had to bring her candy, flowers, and the furs of animals. It is common knowledge that in spite of all these "love displays" the male is constantly being turned down, insulted, or thrown out of the house. It is rather comforting, then, to discover that the peacock, for all his gorgeous plumage, does not have a particularly easy time in courtship; none of the males in the world do. The first peahen, it turned out, was only faintly stirred by her suitor's beautiful train. She would often go quietly to sleep while he was whisking it around. The *Britannica* tells us that the peacock actually had to learn a certain little trick to wake her up and revive her interest: he had to learn to vibrate his quills so as to make a rustling sound. In ancient times man himself; observing the ways of the peacock, probably tried vibrating his whiskers to make a rustling sound; if so, it didn't get him anywhere. He had to go in for something else; so, among other things, he went in for gifts. It is not unlikely that he got this idea from certain flies and birds who were making no headway at all with rustling sounds.

1st Example S

One of the flies of the family Empidae, who had tried everything, finally hit on something pretty special. He contrived to make a glistening transparent balloon which was even larger than himself. Into this he would put sweetmeats and tidbits and he would carry the whole elaborate envelope through the air to the lady of his choice. This amused her for a time, but she finally got bored with it. She demanded silly little colorful presents, something that you couldn't eat but that would look nice around the house. So the male Empis had to go around gathering flower petals and pieces of bright paper to put

Example 2

into his balloon. On a courtship flight a male Empis cuts quite a figure now, but he can hardly be said to be happy. He never knows how soon the female will demand heavier presents, such as Roman coins and gold collar buttons. It seems probable that one day the courtship of the Empidae will fall down, as man's occasionally does, of its own weight.

The bowerbird is another creature that spends so much time courting the female that he never gets any work done. If all the male bowerbirds became nervous wrecks within the next ten or fifteen years, it would not surprise me. The female bowerbird insists that a playground be built for her with a specially constructed bower at the entrance. This bower is much more elaborate than an ordinary nest and is harder to build; it costs a lot more, too. The female will not come to the playground until the male has filled it up with a great many gifts: silvery leaves, red leaves, rose petals, shells, beads, berries, bones, dice, buttons, cigar bands, Christmas seals, and the Lord knows what else. When the female finally condescends to visit the playground, she is in a coy and silly mood and has to be chased in and out of the bower and up and down the playground before she will quit giggling and stand still long enough even to shake hands. The male bird is, of course, pretty well done in before the chase starts, because he has worn himself out hunting for eyeglass lenses and begonia blossoms. I imagine that many a bowerbird, after chasing a female for two or three hours, says the hell with it and goes home to bed. Next day, of course, he telephones someone else and the same trying ritual is gone through with again. A male bowerbird is as exhausted as a nightclub habitu  before he is out of his twenties.

The male fiddler crab has a somewhat easier time, but it can hardly be said that he is sitting pretty. He has one enormously large and powerful claw, usually brilliantly colored, and you might suppose that all he had to do was reach out and grab some passing cutie. The very earliest fiddler crabs may have tried this, but, if so, they got slapped for their pains. A female fiddler crab will not tolerate any caveman stuff; she never has and she doesn't intend to start now...

Example 3

CONCLUSIONS

Your **concluding paragraph** should give the reader the feeling that you have said all that you want to say about your subject. Like introductory paragraphs, conclusions can be quite varied. Some effective ways of concluding a paper are:

Conclude with a final paragraph or sentence that is a logical part of the body of the paper; that is, it functions as part of the support. In this case, the paper requires no formal conclusion. This form is more common in the published essay than in the student essay.

One day he hit me. He said he was sorry and even cried, but I could not forgive him. We got a divorce. It took me a while before I could look back and see what the causes really were, but by then it was too late to make any changes.

**Maria Campos,
From an essay
on "Divorce"**

Conclude with a restatement of the thesis in slightly different words, perhaps pointing out the significance and/or making applications.

Don't blame it on the referee. Don't even blame it on the fight managers. Put the blame where it belongs—on the prevailing mores that regard prize fighting as a perfectly proper enterprise and vehicle of entertainment. No one doubts that many people enjoy prize fighting and will miss it if it should be thrown out. And that is precisely the point.

**Norman Cousins,
From an essay
on "Boxing"**

Conclude with Hope or Recommendation—This type of conclusion may repeat some things already stated in the essay but it gives the reader a sense of responsibility to live up to. The author uses suggestions to arrive at a solution to the statement of the problem addressed in the essay.

Periodically my pilot and I climb into our aircraft and head out over the Minnesota wilderness, following a succession of electronic beeps that lead to some of the last remaining wolves in the lower 48 states. We hope that the data we collect will provide a better understanding of the wolf. We especially hope that our work will help guide authorities into a management program that will insure the perpetuation of the species in the last vestiges of its former range.

**L. David Mech,
"Where Can
the Wolves
Survive?"**

Conclude with an anecdote related to the thesis.

Over the harsh traffic sounds of motors and horns and blaring radios came the faint whang-whang of a would-be musician with a beat-up guitar and a money-drop hat turned up at his feet. It all reminded me of when I had first experienced the conglomeration of things that now assailed my senses. This jumbled mixture of things both human and nonhuman was, in fact, the reason I had come to live here. Then it was different and exciting. Now it was the reason I was leaving.

**Brian Maxwell,
From an essay
on "Leaving
Los Angeles"**

Conclude with a quotation -A strong quotation used in your conclusion can leave a long lasting impression in the reader's mind.

"We had no idea of the emotional involvement and the commitment of these women," Richard says. "Suddenly a constituency arose. Suddenly there are thousands and thousands of women who don't care about your moral position or mine-they want a baby."

**David Zimmerman,
"Are Test-Tube
Babies the
Answer for the
Childless?"**

There are also many **ineffective** ways of concluding a paper; **do not conclude with:**

- a **summary** when a summary is unnecessary.
- a **complaint** about the assignment or an apology about the quality of the work.
- an **afterthought**-that is, adding something that you forgot to discuss in the body of the paper.
- a **tagged conclusion**-for example, using *In conclusion*, *To conclude* or *I would like to conclude this discussion*.
- a **conclusion** that raises additional problems that should have been settled during the discussion.

The **conclusion is an integral part** of the essay and is often a reflection of the introduction. If you have trouble with the conclusion, reread your introduction, and work for a roundness or completeness in the whole paper.

DESCRIPTIVE ESSAY

Most good descriptive writing appeals to the reader's senses, particularly the sense of sight. But sight is only one of our five senses. For example, an essay entitled "Good Old Franks and Beans" would describe taste; "Nighttime Noises" would describe sound; "Real Men Don't Use Cologne" would describe smell; and "Kids Need Cuddling (and So Do I)" would stress how good it feels to be cuddled—the sense of touch. A piece of descriptive writing may also explore more than one of the senses: The glories of franks and beans could involve sight and smell as well as taste, for example. Good description, moreover, can describe feelings or behavior with little or no direct concentration on the senses as such. You might describe the rudeness of Joe or the snobbishness of Susan, your fear of crowds or your love of travel. Strong specific writing is filled with life, and sensory appeal is likely to be built right in.

1. ***Don't take inventory. You must have a thesis.*** Periodically, shopkeepers need to take inventory. They itemize every article in their store so that they will know which have sold well or poorly and will be able to order future goods intelligently. This procedure is vital to business survival, but if you try to include every piece of information you have on your subject in a descriptive theme, you are inviting disaster.
2. ***Use lively specific details.*** The most effective way of communicating an immediate sense of your subject is to use specific details—and a lot of them. Don't spend as much time telling your reader that a room is old and neglected as you do telling about the squeaky floorboard next to the door, the lint collected in the coils of the radiator, the window that needs to be propped up with a sooty stick of wood. If you do the job with details, the sense of age and neglect will come through loud and clear. In many ways, the more precise the detail, the greater its potential for arousing the attention of your reader. Nothing should be beneath your notice. The condition of a man's fingernails, the name of the store where a woman buys her clothes, or a broken traffic light on a street corner can convey as much information about a man, a woman, or a neighborhood—and convey it more interestingly—than any number of generalized comments.
3. ***Choose a principle of organization that presents the descriptive details in a logical sequence.*** This suggestion means that you should have some way of determining what comes first and what comes next. The particular organizing principle you select makes little difference as long as it helps create a coherent paper. In describing a snowstorm, for instance, you might organize by **time**, presenting the storm from the first hesitant flakes, through the massive downfall, to the Christmas-card quietness at

the end of the storm. In describing a landscape, you might organize by **space**, beginning with the objects farthest from the observer and working your way closer. A physical description of a person could go from top to bottom or bottom to top.

DESCRIPTIVE ESSAY

(Sample)

Sister Clarissa
GEORGE EPPLEY

The 100 or more essays I just finished correcting for my English 101 classes are a mixed bag: some outstanding, most average, and the rest fair to poor. I get impatient with students who keep writing run-on sentences and incoherent sentences. Sometimes I have to pause and reflect over a glass of juice or a sip of coffee. I resolve not to bleed so much red ink over their papers. And I remind myself that most of my students never encountered an English teacher like Sister Clarissa, who taught me in the sixth grade at Our Lady of Angels School in the 1930's.

She towered only over the runts in the first four grades. Her face was almost chalk white. Beneath her coal-black eyebrows were sunken sockets that housed the most piercing eyes I had ever seen.

In those days, one did not bring apples to school for the teachers but little hand clickers that were contained in each box of Buster Brown shoes. A school bell signaled the start and end of the school day. But often there were occasions when 700 kids had to move from the school to the church and then back again. This was done efficiently and silently. The only sounds that could be heard were those of the Buster Brown clickers which the sisters held in their hands. One click, march; two clicks, stop; three clicks, genuflect; four clicks, be seated; and five clicks, rise.

Had we been the U. S. Army in World War II, we could have marched across the Rhine and surprised the Germans, who would have mistaken those Clicks for crickets.

Sister Clarissa was good with the clicker, but the grammar book was her forte. She held it in her left hand. In her right hand, she usually carried a ruler or a pointer. If someone would say "them books"—"I ain't"—"she don't"—"between you and I"—"that there blackboard"—Sister would come flying down the aisle and rap the barbarian across the knuckles or the back of the head.

If a student could not look at a sentence on the blackboard and identify the subject, verb, direct and indirect objects, Sister would sometimes grip the student's jaw with her right hand and the back of his head with the left and then slowly shake it. From experience, I know that this maneuver greatly increases the powers of memory. Frequently she kept us after school to go over declensions, conjugations and misspelled words.

What happiness was ours when we passed from the sixth to the seventh grade. We were free of Sister Clarissa. That summer, however, she was promoted to teach the seventh grade. We questioned

why a merciful and loving God did not take Sister Clarissa for himself.

Somehow we survived her seventh grade. Shortly before we began the eighth grade, word spread through the neighborhood that Sister Clarissa was returning as principal. She was relieved of all teaching duties except one. She would teach grammar to students in the eighth grade. We envied our Protestant friends who went to public school.

Surprisingly, the eighth grade class with Sister was fun. No one's knuckles were rapped and no one's head was caught in the famous head grip. We thought that Sister had mellowed. Only later did we realize that we had improved.

After graduation, several of us went to Cathedral Latin School for boys. It was on the other side of the city, and it took two long streetcar rides to reach it. But the school had an excellent academic reputation, an outstanding football team and band. On the first day, we took the placement tests in English, Science and Math with 300 freshmen from all parts of the city.

A few days later a booming voice came over the public address system; "All freshman boys from Our Lady of Angels School report immediately to the principal's office." We went down to Father Lawrence Yeske's office. In the all-male school, he had the nickname "the Moose." We fully expected him to bellow at us for our disgraceful streetcar behavior. That day, however, the Moose was a lamb.

"Come in, boys," he said. When we were all assembled around his desk, he asked, "Who taught you English at Our Lady of Angels School?"

"Sister Clarissa. Why?"

"Well," he said, "Sister Clarissa must be a tremendous teacher because in the English exam all of you placed at the top of the freshman class."

We assured him that she was indeed quite a teacher. We had the good grace not to mention the bumps on our heads and the bruised knuckles. We left his office proud and happy and grateful that in matters grammatical Sister Clarissa had explained it all to us.

EXPOSITORY WRITING

WHAT IS EXPOSITORY WRITING?

Expository writing is the most widely used and practical of the various forms of writing. Any form of writing that is primarily explanatory can be considered expository. It is used in business-letter writing, in scientific and industrial reports, and in theme writing for college courses. It is easily identified by its standardized, three-part form:

1. **Introduction:** presents the main idea. It may be comprised of one or more sentences in a paragraph and one or more paragraphs in a theme. It must include a *topic sentence*, which clearly states the main idea.
2. **Body:** develops the main idea. It includes such elements as facts, examples, and details aimed at explaining, describing, or demonstrating the main idea as stated in the topic sentence. It may consist of just a few sentences in a paragraph or of many paragraphs in a theme.
3. **Conclusion:** summarizes, emphasizes, or dramatizes the main idea or otherwise gives the paper a sense of completeness. It, too, can be one sentence in a paragraph or one or more paragraphs in a theme.

CLASSIFICATION ESSAY

Classification is the process by which members of a large group

- Ideas
- People
- Plants
- Animals
- Books
- Groceries

are categorized on the basis of a single principle.

CLASSIFICATION REQUIREMENTS:

1. **Determine** the basis for classification and then apply it consistently. To classify the courses you are taking according to level of interest, you shouldn't establish as the categories, "dull", "moderately interesting", and "difficult." The class "difficult" violates the principle of classification-level of interest, in this case.
2. **Define** any terms that might be unfamiliar to your audience or that are used in a special way. Suppose you invent names for your categories. You might, for instance, classify joggers as "red-faced wobblers", "short legged two steppers", and "long-legged striders". You must share with your reader your understanding of these made-up terms.
3. **Decide** whether you need only describe each category fully or whether you need to add clarifying examples. A classification of people as "overweight", "underweight", and "normal", for example, would require merely a complete description of each type. Readers could, on the basis of the description, decide which category the various people they meet belong to.
4. **Have a thesis.** You could show, for example, that one of the categories is preferable to the others, or that all the categories are silly or despicable or admirable. Having a thesis gives force and interest to your categories.
5. **Establish** some kind of order. You can order your categories earliest to latest, worst to best, best to worst, least enjoyable to most enjoyable, or weakest to strongest. Arrange your classes so that the less interesting ones are in the middle of your paper. Hook your readers with a strong first category and leave them satisfied with an even stronger last category.

CLASSIFICATION

(Sample)

Stephen Perrine's

By

"The Crystal Healer Will See You Now"

David introduces himself. He is a tall, jocular man in a flannel shirt and corduroy pants, with red hair that has begun to give way on top. He reminds me of a chunky Ron Howard-the kind of fellow you might see in the booth next to you at Shakey's, finishing off the last of his frappe. Despite the Oriental screens and Chinese lettering on the walls, despite the faint smell of incense and the exotic strumming of guitars over the loudspeaker, I find his casual smile familiar and reassuring. Which is nice, because very shortly David will begin inserting long, sharp needles into my body.

He will be attempting to cure a mysterious inflammation of my wrist and middle knuckle, one that left my regular physician at a loss. David has quickly surmised that I am suffering from "a blockage in the energy flow along one of my meridians." We'll get to that later. He has also learned, from examining my tongue, that I don't properly metabolize my food. ("This is how I see inside you," he says, gazing down my throat and starting to make me nervous.) He advertises himself as an acupuncturist, but, like most practitioners of alternative healing, he wears many hats. In his reception room is a display of herbal remedies and nutritional supplements; in the treatment room he takes me to is a shelf of homeopathic remedies-mixtures of water and alcohol that supposedly contain the essences of various toxic substances, designed to stimulate the body into healing itself.

My treatment consists of five needles inserted into my right arm and hand: two on each side of the knuckle, one in my wrist and two in my forearm. I also receive a bottle of herbal medicine called San Qi 17, a massage of my sore arm with a substance called Po Sum On oil and, for a bruise on my elbow, a plaster patch of musk and tiger bone. The whole encounter takes more than two hours. I leave feeling, if not healed, at least well tended to.

I'm told my experience is not unique. More and more Americans-some with illnesses that modern medicine can't cure, others simply fed up with the impersonal culture of mainstream care-have begun seeking out healing methods that fall outside the expertise of, say, your average Marcus Welby, M.D. Whether they're practiced by doctors, by laypersons, or by those mysterious individuals in between who call themselves herbalists or homeopaths or hypnotists, alternative treatments are becoming big business: Consumers spent an estimated \$13.7 billion on unconventional therapies in 1990.

What exactly is alternative medicine? "That's a question that's very simple to answer: I don't know," says Daniel Eskinazi, Ph.D., D.D.S. It's a pretty honest reply, considering Dr. Eskinazi is the

deputy director of the National Institutes of Health's Office of Alternative Medicine, a recently established branch of the government's primary health-research organization. In fact, a recent study in *The New England Journal of Medicine* caused a great brouhaha when it reported that a third of the 1,500 Americans surveyed had used some form of alternative therapy in 1990. But under the heading "alternative" was lumped everything from acupuncture and energy healing to simple exercise, prayer and commercial weight-loss programs. (Richard Simmons, spiritual healer? We don't think so.)

"'Alternative' is a political weasel word," explains John Rennet; M.D., president of the Consumer Health Information Research Institute. "We're talking about things that run the gamut from harmless folklore to organized and extremely dangerous quackery. Some physicians feel it's a lot of bull-." But not all fringe medicine is practiced in incense-filled basements; sometimes it's used in brightly lit hospitals and doctors' offices. How can you tell where scientific method ends and the Twilight Zone begins? Here's a look at some popular healing methods, and just when, how and if they work.

Chiropractic. Doctors of chiropractic treat patients by manipulating the spinal column and joints, a technique often referred to as an "adjustment." The chiropractic and mainstream medical communities have long been at odds. The American Medical Association traditionally viewed chiropractic as an unscientific cult. But in 1987, a court ruling prohibited the AMA from actively discouraging its members from referring patients to chiropractors. Since then, chiropractors have been increasingly welcomed into the fold of conventional medicine. Today it's not uncommon to see group practices shared by M.D.'s and chiropractors, and many hospitals include chiropractic care. Chiropractic treatment is now covered by many insurance policies; in fact, 45 states require policies underwritten by health-insurance providers to reimburse for chiropractic care.

The Claims. Even within the field, there are vast disagreements on how far chiropractic can go toward healing a variety of physical ailments. Upwards of 80 percent of chiropractic patients are seeking relief from back and neck pain, usually through a manipulation of the spinal column and joints. Some chiropractic organizations feel chiropractors should do nothing more. The majority of practitioners, however, also utilize massage, ultrasound, heat treatments and physical therapy. And then there's a minority who still adhere to a theory called "subluxation," the belief that minor misalignments of the spine are the source of all illness. These chiropractors may claim they can relieve everything from allergies and digestive trouble to high blood pressure, heart disease, cancer and diabetes simply by manipulating the spine.

The Research. There's little doubt that chiropractic medicine is effective for acute lower-back pain. A review of literature in the *Annals of Internal Medicine* reported consistent findings of acute back-pain relief. However, there is no hard evidence of chiropractic's use for treating more serious conditions.

The Bottom Line. Chiropractors are winning increased acceptance from the medical community and the public at large; in fact, they

treat about twice as many people for back pain as medical doctors do. Most chiropractors receive four years' training at accredited schools, including instruction in diagnostics, radiology and physical therapy. A good one will treat mainly lower-back and related pains and will be able to recognize illnesses and refer you to a physician if your problem falls outside his area of expertise. If you decide to consult a chiropractor; look for one who's certified by the National Board of Chiropractic Examiners, the national standard for practitioners, and who has graduated from a school accredited by the Council on Chiropractic Education. (Not all states require these two criteria.) Back away from anyone who claims to cure disease or treat allergies, who routinely recommends full-body X-rays, or who tries to sell you medicines or nutritional supplements.

Homeopathy. The practice of homeopathy originated in Europe in the late 1700s, the brainchild of German physician Samuel Hahnemann. His theory, still abided by today, is that like cures like: A disease can be cured by giving the patient an infinitesimal amount of a substance that, in a healthy person, might cause the same symptoms-arsenic, for example, or belladonna, or snake venom, or tarantula poison. The toxic substance is diluted until perhaps not even one molecule of the original toxin remains. But the belief is that the solution somehow retains the "memory" of the original substance and stimulates the body to cure itself.

The Claims. There seems no end to the ailments homeopathy purports to cure. Besides the common cold and various other diseases deemed incurable by mainstream medicine, homeopathy has also been applied to alcoholism and chronic fatigue syndrome. "We don't know how it works," admits Thomas Kruzel, N.D., a doctor of naturopathic medicine who teaches urology at the National College of Naturopathic Medicine in Portland, Oregon. (Naturopathy is a discipline whose followers may use homeopathy as well as a variety of alternative and mainstream treatments.)

The homeopath will treat an individual not by disease, but by how the disease manifests itself, says Kruzel. One of the most common problems he treats is sexually transmitted disease. "Let's say that a man comes in with genital herpes, and that the sore is causing an aching pain, and that it is spreading and weeping," Kruzel proposes. "That would be an indication for the homeopathic remedy mercurius, which is made from mercury." Why? Because someone who suffers from mercury poisoning will develop weeping sores on his body. if; instead of weeping sores, the herpes were to manifest itself as sharp, radiating pain surrounded by dry skin, Kruzel would administer homeopathic nitric acid. You guessed it-nitric acid poisoning creates sore, dry skin.

The Research. Homeopathy is far more prevalent in parts of Europe than it is in the U.S, where not much legitimate research has been done. Homeopaths, however; point to a long history of "provings," extremely dangerous experiments in which healthy people were given higher doses of a substance and developed various reactions to it-belladonna, for example, was "proven" for strep throat by

demonstrating that someone taking the potentially fatal substance would develop a sore throat and high fever.

The Bottom Line. Mainstream doctors strenuously refute homeopathic claims. A homeopathic herpes treatment has no rational basis, says Stephen Kurtin, M.D., assistant professor of dermatology at Mount Sinai School of Medicine. A herpes lesion starts as a blister, then usually becomes a weeping sore before finally crusting over. Dr. Kurtin speculates that the homeopathic approach accommodates people at different stages of a breakout. But even with no treatment, the average herpes sore disappears in 7 to 10 days. "[The drug] acyclovir is the treatment," says Dr. Kurtin. "It has taken what was once a horrendous disease and made it a minor nuisance."

Depending on which state they practice in and what training they've received, homeopaths can offer an array of treatments in addition to the homeopathic cures. In some states they may prescribe most of the same medications mainstream doctors use. Counseling and nutrition also factor into care. Homeopathic remedies are available not only from practitioners but also at some holistic pharmacies and through mail order. While the FDA requires prescriptions for homeopathic treatments for conditions like cancer and AIDS, it does not guarantee the safety or effectiveness of any homeopathic remedy. But because they contain such small doses of active ingredients, most are considered harmless.

Energy Healing. Is your energy centered, or have you misplaced your *chi*? A vital question, some say. The idea of healing through energy, or life force, or *chi*, runs through a number of holistic medical techniques- the most familiar of which may be crystals. You won't find many complicated theories surrounding this form of healing, but you will find plenty of believers. And they're not all relegated to the New Age gift shops. One popular exercise specialist uses energy healing in her Hollywood clients' training. Naturopath Kruzel says he alters his course of treatment depending on his perception of the patient's "vital force," but so do mainstream doctors. "I might call it vital force, but an M.D. might call it 'will to live,'" he says. "And an M.D. might not perform an operation on a patient he perceives as having a weaker will to live." The question, however, is whether that force can be harnessed for healing.

The Claims. Since your life force is what keeps you healthy, a disruption of it is what makes you ill. In her book *Stone Power*, a guide to crystals and their healing properties, author Dorothee Mella (a "noted color specialist in nonverbal communications") claims that precious and non-precious gems have their own special effects on your life energy. Amethyst will relieve headaches, garnet will balance thyroid disorders, ivory will protect the body from injury. (Quick, send some to Joe Montana.)

The Research. Has the medical community rushed out to investigate these claims? No, and it's not likely to unless Shirley MacLaine coughs up some big bucks to finance a study. But Dr. Eskinazi of the NIH says his organization won't rule out an investigation into such fields if an intelligent study is proposed.

The Bottom Line. Keep the snickering down. Someone you know is probably fingering a crystal right now.

Herbal Medicine. For many people, the allure of herbal medicine lies in taking a natural remedy grown in their own garden instead of a concentrated, synthetic drug from a bottle covered with warnings about side effects. Herbal remedies, which may sound as innocuous as Grandma's chicken soup, have grown into a \$1 billion-a-year industry. There are two different approaches to herb therapy: a Western (Or European) application, which uses specific herbs to attack specific problems, and the Chinese style, which uses a variety of herbs in combination to create a balanced remedy whose whole is somehow more effective than its parts.

The Claims. According to traditional Chinese medicine, disease is viewed as an imbalance of two opposing energies, yin and yang, in the major organ systems. Concoctions of Chinese herbs are therefore used to restore these forces to proper proportions. According to Western thinking, herbs used on an individual basis in standardized preparations are touted as natural replacements for their synthetic or processed counterparts-willow bark in place of aspirin, for example, or foxglove instead of the heart medication digitalis.

The Research. Claims about Chinese herbology are almost impossible to verify using Western science. Because traditional Chinese medicine uses the herbs in complex combinations, the active ingredients in the remedies can be difficult to analyze because they may not be present at detectable levels..

PROCESS ANALYSIS ESSAY

Process Analysis – describes a series of actions, changes or functions that bring about an end or result

PROCESS ANALYSIS REQUIREMENTS:

1. Make certain that the explanation is complete and accurate.
2. Maintain strict chronological order.
3. If a particular kind of performance is called for in any part of the process, indicate its nature.
4. Group the steps in the process.
5. Pay careful attention to your audience.
6. Define any terms which might be unfamiliar to the reader or that have more than one meaning.
7. Develop a clear thesis.
8. Anticipate and explain any difficulties possible in the process.
9. Tell the reader what to do if something goes wrong.

PROCESS ANALYSIS

(Sample)

Porch Scrubbing with the Best Shirley Lytton-Cannon

If you want to know about scrubbing porches, your best bet is to take on-the-job training with Elizabeth Lytton. Now I know that as far as the media are concerned, Elizabeth Lytton doesn't even exist. But when you live in a mining camp such as National, West Virginia, it's darn hard to make a name for yourself, especially if you come from a family of twelve children, have only a fourth-grade education, and don't know much about anything except hard work and empty cupboards. Nonetheless, make a name for herself she did. Everyone in National, as well as in the surrounding mining camps like Flaggy Meadow and Harmony Grove, knows that Elizabeth Lytton has the house with the cleanest porches.

At twelve years old I had my first porch-scrubbing lesson with her, and realized why clean porches were so highly respected. We were cleaning our big gray-painted cement porch with the enamel banisters and green enamel flower boxes. The houses in the camps all have coal furnaces, so between the soot and gritty dirt pouring out of the chimneys, and the smoke seeping out of the mine's slate dump burning nearby, a person really has to know what he's doing if he expects to sit on a porch and not feel as if he'll have to take a bath afterward.

We began by dragging the glider, chaise lounge, rocking chair, grass rug, and a couple of miscellaneous tables out into the backyard, during which time Elizabeth told me exactly what she thought of people who merely smear dirt around with a damp mop and call a porch clean.

In the basement for cleaning supplies, I expected her to mix her own magical cleaning concoction. Instead, she opened a giant-sized box of Spic-n-Span and then added triple the amount called for on the label to the biggest, hottest bucket of water into which I ever have had the ill fortune of dunking my hands. I asked her if she wanted rubber gloves, but she said that cracks and grooves weren't about to move aside for fat rubber fingers! I think I began suspecting then that this would be no ordinary cleaning day.

We carried the bucket of Spic-n-Span water outside to the porch, along with two stiff-bristled scrub brushes, two mops, two brooms, and two old towels for scrub rags. She hooked up the garden hose nearby, turned on the faucet, and we were ready to begin.

I guess at that point your average, everyday porch scrubber would have cleaned the floor of the porch after having wiped off the banisters a little, and then been done with it. But not Elizabeth. She had a reputation to uphold! She told me to dip my brush into the bucket and bring as much hot cleaning water up with it as possible. I was to scrub the ceiling boards of the porch first, continuing to dip

the brush into the bucket often enough to keep plenty of water on the boards. Well, we dipped and scrubbed until we cleaned not only the ceiling boards, but also the side of the house leading from the porch to the inside, as well as the carved banister posts. That's a lot of dunking and scrubbing! We used our brooms and what was left of the water to scrub the floor of the porch. My hands grew accustomed to the water temperature just as the skin between my fingers felt cracked and flaky.

Then we used the hose for rinsing, and the icy water soaked my socks right through my old black loafers! Just about the time I thought we had finished, Elizabeth brought out another huge bucket of plain hot water, and we began to dip the towels into the bucket, squeeze the water out of them, and then wipe each board clean and dry, making sure, if you please, to get all the cracks, grooves and crannies clean also. We used our mops as towels to finish cleaning the floor.

Finally, we repeated the whole ritual on the porch furniture and then put everything back in its proper place.

We sat down together for a while on the glider, just talking about how nice everything looked and how hard we had worked. I sensed that she felt more pleased with the work we had done than with the fact that it was finally finished.

I had always noticed that Elizabeth never did anything half-way—whether it was sewing a dress, growing a garden, caring for a lawn, or scrubbing a porch. It was just her way to do the best she could, no matter how menial the task. She thrived on the pride that came from being the best at it. Maybe that's the secret of all experts such as Elizabeth.

Argumentative Essay

1. Search for a topic which interests you (perhaps in your major field). Try to come up with something fairly controversial, but avoid subjects that have been overdone (abortion, capital punishment).
2. To find the topic and to discover a particular approach to it that you might be able to support, try one of the prewriting strategies.
3. After doing the appropriate prewriting and organizing activities, write a draft which **supports a thesis or conclusion of your own**. At this point some research may be necessary (library, interviews of experts, polls, surveys, experiments, etc.) to find data to support your conclusion more strongly than you can from your own background knowledge.
4. Structure your argument similarly to the following:
 - I. **Introduction**—Give **background** or perhaps an **illustrated example** to show the significance of the subject or the nature of the controversy. Consider stating the conclusion of your argument here as the thesis of your essay.
 - II. **Refutation**—Give a brief **statement of and the refutation of** the opposing view(s) to make your reader aware that you have considered **but** rejected it (them) for good reasons. This refutation may be more appropriately placed last, just before your conclusion, or even interspersed at effective locations throughout the essay. You must choose the best location.
 - III. **Presentation of your argument**—Throughout the body of your essay you should **build your case** one point at a time, perhaps devoting one paragraph to the defense of each of your premises, or setting forth your evidence in separate, meaningful categories.
 - IV. **Conclusion**—After all your evidence has been presented and/or your premises defended, **pull your whole argument together** in the last paragraph by **showing how** the evidence you have presented provides sufficient grounds for accepting your conclusion. You may also add here some conventional device to finish your essay, such as a prediction, a new example, or a reference to the example with which you began (now seen in a new light) etc.

- V. ***Edit and proofread***—Be sure to apply the critical process to your own argument to be certain you have not committed any errors in reasoning or included any fallacies for which you would criticize some other writer.

- VI. ***Type and proofread (again) your final draft***, and submit it according to the format requirements.

ARGUMENTATIVE ESSAY

(Sample)

"Execution"

By

Anna Quindlen

Ted Bundy¹ and I go back a long way, to a time when there was a series of unsolved murders in Washington State known only as the Ted murders. Like a lot of reporters, I'm something of a crime buff. But the Washington Ted murders-and the ones that followed in Utah, Colorado, and finally in Florida, where Ted Bundy was convicted and sentenced to die-fascinated me because I could see myself as one of the victims. I looked at the studio photographs of young women with long hair, pierced ears, easy smiles, and I read the descriptions: polite, friendly, quick to help, eager to please. I thought about being approached by a handsome young man asking for help, and I knew if I had been in the wrong place at the wrong time I would have been a goner. By the time Ted finished up in Florida, law enforcement authorities suspected he had murdered dozens of young women. He and the death penalty seemed made for each other.

The death penalty and I, on the other hand, seem to have nothing in common. But Ted Bundy has made me think about it all over again, now that the outlines of my sixties liberalism have been filled in with a decade as a reporter covering some of the worst back alleys in New York City and three years as a mother who, like most, would lay down her life for her kids. Simply put, I am opposed to the death penalty. I would tell that to any judge or lawyer undertaking the *voir dire*² of jury candidates in a state in which the death penalty can be imposed. That is why I would be excused from such a jury. In a rational, completely cerebral way, **I think the killing of one human being as punishment for the killing of another makes no sense and is inherently immoral.** Authoritative statement

But whenever my response to an important subject is rational and completely cerebral, I know there is something wrong with it-and so it is here. I have always been governed by my gut, and my gut says I am hypocritical about the death penalty. That is, I do not in theory think that Ted Bundy, or others like him, should be put to death. But if my daughter had been the one clubbed to death as she slept in a Tallahassee sorority house, and if the bite mark left in her buttocks had been one of the prime pieces of evidence against the young man charged with her murder, I would with the greatest pleasure kill him myself.

The State of Florida will not permit the parents of Bundy's victims to do that, and, in a way, that is the problem with an

¹ A serial killer who was executed on January 24, 1989.

² The questioning process used to determine the competence for a candidate for jury duty.

emotional response to capital punishment. The only reason for a death penalty is to exact retribution. Is there anyone who really thinks that it is a deterrent, that there are considerable numbers of criminals out there who think twice about committing crimes because of the sentence involved? The ones I have met in my professional duties have either sneered at the justice system, where they can exchange one charge for another with more ease than they could return a shirt to a clothing store, or they have simply believed that it is the other guy who will get caught, get convicted, get the stiffest sentence. Of course, the death penalty would act as a deterrent by eliminating recidivism, but then so would life without parole, albeit at greater taxpayer expense.

I don't believe deterrence is what most proponents seek from the death penalty anyhow. Our most profound emotional response is to want criminals to suffer as their victims did. When a man is accused of throwing a child from a high-rise terrace, my emotional--some might say hysterical--response is that he should be given an opportunity to see how endless the seconds are from the thirty-first story to the ground. In a civilized society that will never happen. And so what many people want from the death penalty, they will never get.

Death is death, you may say, and you would be right. But anyone who has seen someone die suddenly of a heart attack and someone else slip slowly into the clutches of cancer knows that there are gradations of dying. I watched a television reenactment one night of an execution by lethal injection. It was well done; it was horrible. The methodical approach, people standing around the gurney waiting, made it more awful. One moment there was a man in a prone position; the next moment that man was gone. On another night I watched a television movie about a little boy named Adam Walsh, who disappeared from a shopping center in Florida. There was a reenactment of Adam's parents coming to New York, where they appeared on morning talk shows begging for their son's return, and in their hotel room, where they received a call from the police saying that Adam had just been found: not all of Adam, actually, just his severed head, discovered in the waters of a Florida canal. There is nothing anyone could do that is bad enough for an adult who took a six-year old boy away from his parents, perhaps tortured, then murdered him and cut off his head. Nothing at all. Lethal injection? The electric chair? Bah.

And so I come back to the position that the death penalty is wrong, not only because it consists of stooping to the level of the killers, but also because it is not what it seems. Just before one of Ted Bundy's execution dates was postponed pending further appeals, the father of his last known victim, a twelve year old girl, said what almost every father in his situation must feel. "I wish they'd bring him back to Lake City," said Tom Leach of the town where Kimberly Leach lived and died, "and let us all have at him." But the death penalty does not let us all have at him in the way Mr. Leach seems to mean. What he wants is for something as horrifying as what happened to his child to happen to Ted Bundy. And that is impossible.

NARRATIVE ESSAY

A **narrative paper** tells a story, usually of a personal experience, that makes a point or supports a thesis. The purpose of a narrative paper is to recreate an experience in such a way that your readers can imaginatively participate in it and share it with you. As you plan and write your paper, keep the following principles in mind:

1. LIMIT THE SUBJECT.

Almost any experience you have had can serve as subject matter for a narrative paper. You need not have climbed Mount Everest to have a significant tale to tell. You've had thousands of experiences in your life, and any one of them—from getting lost on your way to school to moving into your first apartment—can make good subject matter for a paper if you tell the story well. Most of us, after all, are interested in people and what happens to them.

2. HAVE A THESIS.

The experience you narrate is not as important as its significance to you. Why did the experience matter to you? Why do you want to tell about it? Did it change you in some way? Did it embarrass you? Did it make you happy? Sad? Was it thrilling? Frustrating? Did it lead to a decision? Did you learn something about yourself or about others or about the world around you? Were you disappointed? Did it, perhaps, give you an inkling that it's great to be alive or that your neighborhood has joys you never noticed before? Any little event in your life—even taking out the garbage—can make good subject matter for a narrative paper if you determine the significance of the experience and tell the story well.

3. USE SPECIFIC DETAILS.

Specific details give life to your writing, and the narrative paper is no exception. If your story is about being frightened out of your wits the first time you spent the night alone in your aunt's one-hundred-year-old house, it matters that the dark red living room curtains were made of velvet so thick that no light could penetrate them, that cobwebs hung from the ceiling, that the stern eyes in the portrait over the mantel seemed to follow you as you moved about the room, that no light in the room was bright enough to illuminate the corners, that the stairs creaked and the wind moaned. Remember, a narrative recreates an experience for your readers. They should be able to share the experience with you. In most cases, you can make your readers feel what you felt if you use specific details.

4. USE LANGUAGE THAT SOUNDS NATURAL.

Your readers should feel that an intelligent, articulate friend is telling them a story. The language of a narrative, therefore, should sound conversational. The key word is *sound*. The language shouldn't, in many cases, be conversational, because many people, when they converse with others, tend to ramble, to repeat themselves, to use needless expressions such as "You know," "You know what I mean?", "Okay?", and "Well." Listening to a rambling, repetitious narrative filled with meaningless expressions is difficult. Reading one is next to impossible. Still, your writing should sound conversational, which means you should avoid two extremes—the pompous and the inarticulate.

5. GIVE ORDER TO THE NARRATIVE.

Most papers contain, first, an introduction, which includes the thesis statement; next, a body, which supports the thesis and is organized according to the principle of time, space, or logic; and, finally, a conclusion, which restates the thesis and gives a sense of finality to the paper. A narrative paper is somewhat different from that of the other papers.

A narrative essay is different than other types of writing:

For one thing, the introduction usually does not include the thesis statement. Instead, it may set the scene for the story.

Sometimes the introduction gives the background—the facts that led to the experience being narrated.

Indeed, sometimes a narrative paper doesn't even have an introduction. In this case, the writer simply begins with the first event of the story.

The body of the narrative paper also differs from that of most other papers in that its organization can only be chronological. It's possible to begin with the present and then portray an earlier episode.

But the heart of the narrative—what happened forty years ago—should be arranged chronologically. Since you want your readers to share the events as you experienced them, you must present the events in the order they occurred: First this, then that, and later something else. And you should let your reader know, by means of transitions, what the chronology is. Transitions are, of course, important to any piece of writing, but the kinds of transitions that indicate the passage of time are essential to a narrative paper.

Finally, the narrative's conclusion is different as well. In some narratives, the thesis of the paper appears for the first time in the

conclusion. The writer tells a good story in the introduction and body and then states the significance of the story at the end of the paper.

At other times, when the main point of the narrative is sufficiently clear within the story itself, the conclusion may not state the thesis directly but merely imply it.

Since the narrative itself makes the point or points clear, the conclusion need not belabor the obvious.

In any event, the conclusion for a narrative paper should do what all good conclusions do: give the paper a sense of completeness.

NARRATIVE ESSAY

(Sample)

The Princess and the Tin Box

James Thurber

Once upon a time, in a far country, there lived a king whose daughter was the prettiest princess in the world. Her eyes were like the cornflower, her hair was sweeter than the hyacinth, and her throat made the swan look dusty.

From the time she was a year old, she was allowed to attend the wedding of her brother and throw real pearls at the bride instead of rice. Only the nightingale, with its lyre of gold, was permitted to sing for the princess. The common blackbird, with his boxwood flute, was kept out of the palace grounds. She walked in silver-and-samite slippers to a sapphire-and-topaz bathroom and slept in an ivory bed inlaid with rubies.

On the day the princess was eighteen, the king sent a royal ambassador to the courts of five neighboring kingdoms to announce that he would give his daughter's hand in marriage to the prince who brought her the gift she liked the most.

The first prince to arrive at the palace rode a swift white stallion and laid at the feet of the princess an enormous apple made of solid gold, which he had taken from a dragon who had guarded it for a thousand years. It was placed on a long ebony table set up to receive the gifts of the princess's suitors. The second prince, who came on a gray charger, brought her a nightingale made of a thousand diamonds, and it was placed beside the golden apple. The third prince, riding on a black horse, carried a great jewel box made of platinum and sapphires, and it was placed next to the diamond nightingale. The fourth prince, astride a fiery yellow horse, gave the princess a gigantic heart made of rubies and pierced by an emerald arrow. It was placed next to the platinum-and-sapphire jewel box.

Now the fifth prince was the strongest and handsomest of all the five suitors, but he was the son of a poor king whose realm had been overrun by mice and locusts and wizards and mining engineers so that there was nothing much of value in it. He came plodding up to the palace of the princess on a plow horse and he brought her a small tin box filled with mica and feldspar and hornblende which he had picked up on the way.

The other princes roared with disdainful laughter when they saw the tawdry gift the fifth prince had brought to the princess. But she examined it with great interest and squealed with delight, for all her life she had been glutted with precious stones and priceless metals, but she had never seen tin before or mica or feldspar or hornblende.

The tin box was placed next to the ruby heart pierced with an emerald arrow.

"Now," the king said to his daughter, "you must select the gift you like best and marry the prince that brought it."

The princess smiled and walked up to the table and picked up the present she liked the most. It was the platinum-and-sapphire jewel box, the gift of the third prince.

"The way I figure it," she said, "is this." It is a very large and expensive box, and when I am married, I will meet many admirers who will give me precious gems with which to fill it to the top. Therefore, it is the most valuable of all the gifts my suitors have brought me and I like it the best."

The princess married the third prince that very day in the midst of great merriment and high revelry. More than a hundred thousand pearls were thrown at her and she loved it.

Moral: All those who thought the princess was going to select the tin box filled with worthless stones instead of one of the other gifts will kindly stay after class and write one hundred times on the blackboard "I would rather have a hunk of aluminum silicate than a diamond necklace."

• Précis •

What in the world is a précis? Simply, a *précis* is a concise yet critical/analytical summary of a scholarly work.

Follow this advice and your writing should go smoothly.

You must **utilize the full-text copy of the article**, not the abstract.

Read and annotate your article.

Determine the author's **main point**. What is the author's stated or implied thesis?

Assess the overall quality of the article. Does the author support points clearly with solid information? Is the author trying to persuade readers of something? If so, what? Is the author biased? Questions such as these will help you develop your assessment. Once you have completed all of this, **develop a summary of the article**.

In the place where you would usually title your essay, *include the Works Cited* (bibliographic) information in MLA form with a hanging indent. This should begin at the left margin.

In the first paragraph, introduce the author, title, and main topic of the article.

Whereas you may have developed more interesting and captivating introductions for your other essays, **keep this one simple and concise**.

Then move on to **developing the body** of the précis. Since you cannot include all the information from your article, discern what is most important and relate it in your own words.

Throughout your précis, use the author's last name and describe what the author does in the article. For instance, look at this:

Macmillan **argues** against the use of diet pills while **providing** medical evidence to support her position.

(two verb forms describe what the author does in the article, "argue" and "provide")

While this does not relate what the specific evidence is, it provides the reader with a preview of what can be found in the article. Here is another example:

Sheridan **explains** that obsessive-compulsive disorders interfere with the daily lives of sufferers while she strongly **advocates** pharmaceutical treatment only after therapy has failed.

(two verb forms describe Sheridan's accomplishments: "explains" and "advocates")

Other information to consider: Does the author include illustrations, statistics, data, examples, narratives, quotes from interviews, documentation from experts, photographs, etc.? These are worth noting in your précis as you analyze what support the author uses to establish the main point.

• *Précis* •
(Sample)

(Your name)

(Instructor's name)

(Class)

(Date)

McGirk, Jan. "Girls Thrown Away at Birth." Marie Claire Nov. 1996: 66-68.

Jan McGirk examines the social practice of killing female babies in India and *relates* the religious and customary beliefs linked to this practice. McGirk *begins* her article "Girls Thrown Away at Birth" by *relating* one of the solutions being tried in South India—allowing families to abandon and deposit unwanted children in cradles outside a clinic. McGirk's *sensitive approach* to this topic *considers* not only the humane aspects of the problem but also the deeply-rooted cultural and socioeconomic factors.

McGirk *explains* the 1992 "baby abandonment" sanction which was developed to discourage the infanticide of females, explaining that females are not valued members of families because they are economic burdens. This relates to the marriage and dowry customs of India wherein it costs the bride's family money to give her in marriage. She then becomes the property of her husband and his family. While McGirk *explains* the reasons why females are not valued, she also relates why many of the abandoned females are not adopted.

The low adoption rates are linked not only to marital customs but also to the caste system and religious beliefs of karma, astrology, and reincarnation. Since any abandoned child cannot be labeled by caste, the adopting family is often stigmatized by taking in a child who might be of a different caste. These are just a few of the problems relating to the non-adoption and abandonment of females.

Abandonment, McGirk *explains*, is often seen as a more humane alternative to killing a female at birth. While explaining the popular methods of infanticide, McGirk *cites* medical professionals who relate that many families believe it more humane to kill their children than to allow one to "become a shameless whore, a thief, or a beggar" (68). Although McGirk *seems* to make a case for close global examination of this problem, she does not place blame on the parents who opt for infanticide, but instead includes a thought-provoking quotation from a female doctor, noting the deeply-rooted problem that exists: "Any woman who has experienced real torture in her own life cannot be blamed for wanting to spare her daughter the existence of a slave. This killing job is not so pleasant; the mothers weep continually. With no freedom, women are inferior"(68).

Finally, McGirk *reveals* the true nature of the problem: treatment of women in general. The solutions, as McGirk *discusses*, are not easily enacted. The problem continues. McGirk *includes* useful, current statistics and addresses for people who want to respond to Indian officials.

GUIDELINES FOR COMPUTER APPLICATIONS REPORT

In IS100 you will most likely be required to write a summary report on a topic of your choosing. The topic you choose must deal with COMPUTERS OR COMPUTER APPLICATIONS and must be current, as indicated by your instructor. Your source may be an article in a magazine or a chapter in a book (you cannot use your textbook as your source). A magazine article is preferred. You may use more than one source.

Your written report must be **fully** 1.5 to 2 typewritten, double-spaced pages prepared using the word processor package assigned by the instructor (a typewriter is not acceptable). 1" top, bottom, left, and right margins are to be used. The line justification is to be left.

Your report must contain:

- A title page
- The body of the report (use in-text citations as needed)
- A reference page

Additionally, you must include a photocopy of the article(s) or the original used. If your source is a book, photocopy the selected pages of the book. The photocopies are to follow the reference page. The photocopied pages **must show the date of the article**. Typically, computer magazine articles contain the month and year on each page. If this is not the case, look at the table of contents which lists the article. This should include the date, in which case a photocopy of this page is to be included with the copy of your article. If you use a book, photocopy the page containing the copyright date.

THIS SUMMARY REPORT IS TO BE IN YOUR OWN WORDS.

1. **First read** the article
2. **Then write** your summary

***The first sentence of your report is to describe what word processor was used (i.e. My report was completed using Microsoft Works 3.0).**

This is vital to your grade: If your article is not between dates given by your instructor, it will earn a grade of **ZERO**. If you cannot prove it is within this given time frame through the photocopy, it will be graded as **ZERO**. Consequently, if you do not hand in the photocopy of your source, the essay will be graded as **ZERO**.

U.S.
HISTORY

• BOOK REPORT •

1. You must submit book titles and authors for approval.
2. The book report **must be** neatly typed and employ correct English grammar, spelling, etc., and must be at least 4-6 pages in length.
3. The book report must have a title page containing the following information:
 - A. Name of the book
 - B. Author(s)'s name(s)
 - C. Publishing data (name of publisher, date of publication, place of publication)
 - D. Your name and the current date
 - E. Course name and title and instructor's name
4. The book reports must address the following areas:
 - A. Identify and discuss the major themes, plots, characters, etc., of the book
 - B. Explain the book's content
 - C. Identify and discuss the major issues, problems, etc., addressed by the book
 - D. Discuss how these issues, problems, etc. are resolved (if at all)
 - E. Identify the book's major achievements
5. The book report must also contain a critique based upon these elements:
 - A. Critique the language/vocabulary style for clarity, readability, etc.
 - B. Critique the writing style for degrees of difficulty, comprehension, etc.
 - C. Critique the book's strengths and weaknesses
 - D. Offer your overall appraisal of the book

• ENGLISH BOOK REPORT •

Within some English I classes, students will be required to complete a book report which contains a *SYNOPSIS*, an *ANALYSIS* and a *RECOMMENDATION*.

SYNOPSIS: *Explains* how the story begins and ends or how the plot proceeds. *Includes* major characters, conflict, incidents, and resolutions.

ANALYSIS: *Includes* an examination or explanation of the book's central theme(s), significance, writing style, and depth.

EXAMPLE: Writing about a story which involves "greed" as the central point and determining whether or not the author has communicated a major theme about the theme clearly.

RECOMMENDATION: *This should be a paragraph explaining why you either liked the book, or you didn't.* This paragraph should reflect a critical, personal evaluation of the book.

For further information, refer to the guidelines, which apply to writing a Critical Essay.

CRITICAL ESSAY •

Guidelines concerning how to complete two types of critical essays frequently assigned at the College are provided. The first essay is assigned in some sections of Applied Ethics, and the second essay is assigned in Introduction to Literature. Refer to the methods outlined above to construct an effectively written essay for either class.

1. *Read the material to be criticized several times.* Do not begin underlining or taking notes until the second or third reading.
2. *Identify the main conclusion (thesis) of the piece.* Identify all conclusions of sub-arguments if there are any.
3. *Identify premises which support each conclusion (keep them separate).* Note hidden assumptions and missing premises. Outline the main argument and the sub-arguments if there are any. Some may be only implied.
4. *Evaluate each argument separately for acceptability of premises, relevance of premises to conclusion, and strength of support.* Look for fallacies and language problems such as ambiguity, vagueness, and emotionally loaded language.
5. *Plan your evaluation according to a system like the following:*
 - I. **Introduction**—Identify the title, author, and context of the essay which you are evaluating. Summarize it in general terms (perhaps relate it to some broader issue to interest your reader), and state in general terms whether you find it strong or weak.
 - II. **Reconstruction**—State in detail the argument which you are evaluating, noting conclusion(s), supporting premises, implied premises, assumptions and/or conclusions. Do not criticize at this point.
 - III. **Criticism**—After saying anything positive that you can (assuming that you have found flaws in the piece), state its weakness systematically in terms of the criteria in #4 above (be sure to explain thoroughly). State any counter instances or counter arguments which you would like to introduce. Don't "beat a dead horse" by treating every weakness you have found, but don't omit anything you think powerfully damaging or very interesting. You might also suggest ways the argument could have been strengthened.
 - IV. **Conclusion**—Summarize your criticism so that your reader will remember the main points of your evaluation. You may also want to finish by returning to the broader issue which you noted in the introduction.

VI. **Write at least two drafts** of your essay, editing carefully between drafts. Let your essay incubate for at least a day or two, and then read it aloud once more to be sure you haven't missed any significant matters, and to hear how it sounds. Then type and proofread your final draft.

INTERPRETATION OF PROSE AND POETRY

The purpose of interpreting prose and/or poetry is to determine the message or thoughts of the author or characters. It is your assignment to discover and discuss the relevance of their meanings to a particular situation. **As you begin, follow** the natural order of the work, carefully **commenting** on each part as it occurs. **Show** continuous character or theme development throughout. Because a poem or short story is brief, **you must be specific**, focusing on each idea presented, perhaps implementing **some or all** of the tools listed below.

- A. **Characterization**—a portrayal or description of a character, either physically, emotionally, etc.
- B. **Point of View**—perspective of narrator
- C. **Setting**—the time and place of the story/poem
- D. **Plot**—development of the theme
- E. **Theme**—the underlying message, i.e., the point the author is trying to make
- F. **Tone/Mood**—emotional atmosphere
- G. **Figurative Language**, including:
 - 1. **Sensory Impressions**—these may be positive or negative and involve all or any of the five senses of seeing, hearing, smelling, tasting, and feeling
 - 2. **Simile/Metaphor**—comparison
 - 3. **Personification**—the assignment of human qualities to inanimate objects
 - 4. **Satire/Irony/Sarcasm**—figures of speech used to deride or ridicule something
 - 5. **Foreshadowing**—clue(s) to let the reader know that something significant is happening or about to happen. This is somewhat similar to the use of music in movies to convey the same idea.

WRITING ESSAY EXAMS

EVALUATING AN ESSAY QUESTION

It is very important to know exactly what the exam question is asking so that you can make the required points and provide the necessary details. Always read the entire test, and scan each essay question carefully for cue words that define the task. A major complaint from teachers who grade essay exams is that students often do not answer the questions being asked. Read the question with care so that you know precisely what your instructor expects. Essay questions usually contain cue words that signal the writing task. You should look for them as you read the question and should develop your responses to address the stated task. The table below lists and explains some of these cue words and identifies the methods of essay development that you might use to structure your answers. Keep in mind that some essay questions will ask for a combination of these methods.

Cue Words	What to Do	Method of Development
Describe	Give physical characteristics, provide details, indicate sequence or explain features.	Description
Tell, discuss, trace	Give the history, state the events, or indicate chronology.	Narration
Explain, illustrate, give examples	Make sense or order of, enumerate, or provide details and examples.	Exposition
How? Explain how, show how, tell how	Explain a process or indicate chronology.	Process
Compare, contrast, compare and contrast	Indicate, explain and describe the qualities of a group or category.	Comparison-contrast
Analyze, indicate the types, classify	Indicate, explain, and describe the qualities of a group category.	Classification or division

Cue Words	What to Do	Method of Development
Why, tell why, analyze, explain the results (or effects)of, tell the consequences of	Show relation between ideas or events; tell how one event influences, causes, or results from another; or draw conclusions.	Cause and effect
Define, identify, tell the meaning of	Provide extended definitions and explain meanings.	Definition
Agree or disagree, support, evaluate, judge, defend, argue	Provide logical support for your position on a topic; convince a reader that your position is correct.	Argumentation

Here, from courses across the disciplines, are typical essay examination questions that use some of these cue words:

English Literature:

Provide examples of Shakespeare's use of animal imagery in The Tempest and explain the meaning of several key images.

Sociology:

Compare and contrast the conditions in state-run orphanages in California in the nineteenth and twentieth centuries.

Psychology:

Classify abnormal personality patterns in adolescents and identify the key features of the various groups.


History:

Trace the rise of the slave trade in America in the eighteenth century.

PLANNING AND WRITING THE ESSAY

- Assess the expected length and range of your response.
- Use the contents of the essay question to help get you started.
- Budget your time wisely, so you are not rushing to finish the exam.
- Follow the general guidelines for good writing.

- Plan your essay carefully and make any revisions and editorial changes.



III
THE
RESEARCH
PAPER

RESEARCHING A PAPER

A research paper is a formal composition based on an investigation of detailed information and other writers' ideas about a topic rather than solely on your own attitudes and experiences. No doubt you have opinions about a number of topics, but unless you have taken many courses or read extensively, you probably do not have an *informed* opinion about a given topic. Writing a research paper offers you the opportunity to develop an informed opinion and to apply your thinking and writing skills to an objective discussion of a topic. Unlike the personal essay, which grows from personal experiences and viewpoints, the research paper grows from an in-depth study and a careful examination of the ideas of other writers.

A research paper is more than a summarized version of what others have said or written, however. Ideally, your research paper represents a synthesis of your own perceptions, attitudes, ideas, and experiences supported by information gained from other sources. In most cases, those sources are materials in your college or community library. You can use these materials to enlarge, to strengthen, to define, or otherwise to complement *your* own basic views about a subject. No one expects you to solve a major world problem as a result of your research, but if you have done your work seriously and thoroughly, you will gain a broader and more informed view than any one source alone has yet provided.

FIND AND LIMIT A TOPIC SUITABLE FOR RESEARCH

If your instructor has not already given you a specific research assignment, allow yourself time to select an appropriate topic for research. The best way to start your search is by examining your own interests and experiences.

1. ***Begin with Topics that Interest You.***

Your favorite section of the newspaper; the kinds of books, magazines, or films you enjoy; or a particular textbook chapter that excited your curiosity are all strong clues to your real interests. The best ingredients for a successful paper are your own understanding of and enthusiasm for a subject.

2. ***A Suitable Topic Allows Room for Discussion.***

To choose an appropriate research topic, you also must be aware of what your paper can achieve. Since most research papers attempt to add new dimensions or perspectives to a body of ideas already expressed by others, process or how-to papers or those that merely summarize already known information ("the major decisions during John F. Kennedy's presidency") are not good choices. Strictly philosophical subjects or topics based on personal beliefs-"the nature of reality," "Loyalty to one's government comes before loyalty to one's family," "Public nudity should be left to personal beliefs"-should be avoided because they are based on opinion and often do not require research for objective evidence and do not lend themselves to objective discussion. Look for a topic that allows you to explore areas that still need discussion or review, such as an unsettled and continuing problem or a little-known situation. "Whether the sale of handguns should be controlled in this country," for example, might prove a suitable problem to investigate for a research paper.

3. ***Narrow the Topic to Manageable Size***

The topic of your research paper should allow you to generate enough discussion to fulfill your instructor's requirements about length and about the kinds of sources you should use for your research. A subject that is too narrow, such as "whether the shopping mall provides enough security for Christmas shoppers." or too recent, such as "the hazards of in-line skates," will not work because there will not be enough written for you to build on.

FORMAL OUTLINE

The outline is your way of putting the elements of the subject together. Your major statements and arrangement of them, although built out of your reading of sources, should not resemble any source. After you complete the research, but before you write your first draft create an outline to help you determine whether your research material is adequate. The importance of an outline is that it forces you to arrange your thoughts in order and then to think that arrangement over.

Guidelines for Preparing an Outline:

1. Support Your Thesis.
Does every part of the outline relate directly to the thesis by presenting your case, explaining an idea, or filling in necessary background?
2. Clarify the Order and Relationship of the Major Details.
*Are the statements in the most logical or effective order?
Does one statement lead to the next?*
3. Establish the Relationship of Major and Minor Statements.
Does each group of subheadings adequately develop the major heading?
4. Establish Your Task in the Introduction.
*Does the introduction show your awareness of the prior writing on the subject?
Does the introduction raise the major issue you will discuss in the paper?
Does the introduction indicate the importance and interest of your topic?*
5. Frame an Effective Conclusion.
*Does the conclusion grow out of the major ideas you have discussed in the paper?
Does the conclusion reinforce your main thoughts?*
6. Check for Coherence.
*Does the outline reveal a paper that holds together?
Will the final paper make the impact you desire?*

• **KEYWORD OUTLINE** •

THE EFFECTS OF CHILD ABUSE

*Title
in all capitals,
centered*

INTRODUCTION

*Introduction
labeled
but unnumbered*

THESIS STATEMENT: For the survivors, child abuse is more than the momentary pain and humiliation of a blow or an insult or even a sexual attack; it is a lifetime trauma.

*Thesis
statement
in full form*

- I. Types of child abusers
 - A. People who take pleasure in inflicting pain on others
 - B. People who have difficulty coping with stress
 - C. People with various types of personality problems
 - D. People who were themselves abused as children

*Roman numerals
indicate major
topics of
discussion*

- II. Typical victims of child abuse
 - A. Infants
 - B. School-age children

*Capital letters
indicate
subdivided
discussions*

- III. Major forms of child abuse and their effects on the victim
 - A. Physical abuse
 - 1. Definition
 - 2. Effects
 - B. Emotional abuse
 - 1. Definition
 - 2. Effects
 - C. Sexual abuse
 - 1. Definition
 - 2. Effects
 - D. Neglect
 - 1. Definition
 - 2. Effects

*Arabic numerals
indicate
clarifications*

Conclusion

Conclusion

• **SENTENCE OUTLINE** •

THE EXPLORATION OF DISNEY CULTURE

THESIS: The success of Tokyo Disneyland and the apparent failure of Euro Disney reveal that Japan may share cultural tastes with the United States in ways that Europeans don't.

- I. Tokyo Disneyland and Euro Disney copied the American models, but with different results.
 - A. Disneyland and Disney World were previous successes.
 1. Disney in Southern California was an immediate success, opening in 1955.
 2. Disney World, opening in the early 1970s in Florida, expanded the Disney vision.
 - B. Tokyo Disneyland opened in 1985.
 1. Although containing a few accommodations to Japanese culture, it mostly follows the American models.
 2. It has proved a great success.
 - C. Euro Disney opened outside Paris in 1992.
 1. It also followed the American models.
 2. First reactions were negative and business was weak.
- II. "Disney culture" is defined in the "parent" parks.
 - A. The parks present a simplified imagination.
 1. An artificial environment makes imagination concrete.
 2. Cartoon figures follow scripts.
 3. Imagination is sold as a commodity.
 - B. Disney culture provides a simplified view of the past.
 1. Complex European history is turned into a world of castles and fairy tales.
 2. American history is idealized through the view of dominant groups.

- C. Disney culture provides a simplified view of the future.
 - 1. The Disney Company is presented as an image of future order, conformity, and efficiency.
 - 2. Disney Culture exhibits present technology as untroubled progress.

- III. The Japanese respond positively to "Disney culture" as the best of American culture.
 - A. The imaginary world provides a retreat from complexity.
 - B. Imagination as consumption appeals to newly affluent Japan.
 - C. Idealized European and American history matches Japan's desire to adopt the best of the West.
 - D. The Japanese share the Disney vision of an efficient, clean, orderly corporate future.

- IV. The French find Disney as distasteful as American imperialism.
 - A. Commentators find the Disney imagination infantile, tacky, and money-oriented.
 - B. The French are offended by the simplification of their history.
 - C. The view of the future is seen as oppressive and limited.

- V. Conclusion—The United States and Japan may have more in common culturally in some ways than the United States and Europe.

The Lackawanna Junior College Library is full of information and helpful individuals to get a student on the right track to a good research paper. The Library houses a large amount of resources including the self-learning lab that utilizes the Internet. Although the Library has computerized the majority of its information, students can still find what they are looking for in the Card Catalog. The LJC Library uses the Dewey Decimal System, which is based on all numerical classification.

DEWEY DECIMAL CLASSIFICATIONS

000-099	General Works
100-199	Philosophy
200-299	Religion
300-399	Social Science
400-499	Philology
500-599	Sciences
600-699	Applied Arts
700-799	Fine Arts
800-899	Literature
900-999	History

RESEARCH NOTE CARDS

Few sources satisfy all researching needs. Some are well written but have few facts; others include excellent ideas expressed in an unimpressive fashion. Because sources have different strengths and provide different kinds of information, take notes flexibly. Four common kinds of notes will serve most purposes.

1. **FACTS**

Factual notes record technical information-names, dates, amounts, and percentages--to be incorporated in your own sentences. Record such information with minimal clarifying notations; double-check notes for accuracy.

Rubin, William B./Faultline	Salaries
-1990 figures: men with high school diploma (\$28,911) and college diploma (\$44,554); women with high school diploma (\$18,965) and with college diploma (\$28,043)//	
1998-69: 2% increase in real earnings;	
1989-92: 1.6% decrease	
p. 128-29	

2. **SUMMARIES**

Summaries present the substance of a passage in condensed form. A useful means of recording examples, a summary must be written entirely in your own words, phrases, or short sentences. If a phrase or brief passage is worth quoting, enclose it in quotation marks.

Larson/Naked Consumer	Mailing lists
Equifax and TRX (major marketing firms) compile lists-the book's example is people with credit cards with spending limits over \$5,000- and sell them to direct-market retailers. That way retailers can target people with, the assumption is, large discretionary spending habits-the \$5,000 figure would generate a list of several million people.	
p. 76	

PARAPHRASES

Paraphrases restate a passage in your own words, but unlike summaries, they contain approximately the same amount of detail and the same number of words as the original. If a passage contains an important idea but does not meet the requirements for a quotation, restate it in your own words and use your own sentence structure. After finishing the paraphrase, check it carefully against the original to ensure that the idea has been sufficiently reworded.

Milford/American Way

c-sections

The rates of Caesarian sections increase or decrease depending on how doctors are paid and how patients pay their bills. When doctors bill separately for procedures and when patients have their own insurance, the rates of Caesarian sections increase to roughly one third of births (33-39%); hospitals with the lowest C-section rates are those where doctors do not receive special fees and where bills are not itemized.

p. 152

QUOTATIONS

Quotations reproduce word for word what someone has said or written, and they include the exact spelling and punctuation of the original written or printed version. Before transcribing a quotation, though, assess its value, using these questions.

Style

Is the author's language so distinctive that you cannot say the same thing as well or as clearly yourself?

Vocabulary

Is the vocabulary technical and, therefore, difficult to translate into your own words?

Reputation

Is the author so well known or so important that the quotation will lend authority to your paper?

Points of contention

Does the author's material raise doubts or questions or make assertions with which you disagree?

If you answer "yes" to any of these questions, copy the quotation into your notes. Enclose the author's words in quotation marks and double-check the copy against the original; the copy must be exact. Indicate when the quotation comes from a comment or passage by someone other than the author-for example, when an author has quoted someone whom you also wish to quote.

Robinson/Critics

influence

"Freud has fundamentally altered the way we think. He has changed our intellectual manners, often without our even being aware of it. For most of us[,] Freud had become a habit of mind-a bad habit, his critics would be quick to argue, but a habit now too deeply ingrained to be broken. He is the major source of our modern inclination to look for meanings beneath the surface of behavior-to be always on the alert for the "real"(and probably hidden) significance of our actions."

p.270-71

MODERN LANGUAGE ASSOCIATION

The faculty of Lackawanna Junior College generally require that **research papers** be documented in either the *MODERN LANGUAGE ASSOCIATION* or the *AMERICAN PSYCHOLOGICAL ASSOCIATION* format. These differ in some respects so students should note carefully the following points:

MODERN LANGUAGE ASSOCIATION Selected Referencing Guidelines

Format for MLA Citations:

MLA citations follow general formatting guidelines to ensure that they are consistent.

- *Begin the first line of each entry at the left margin; indent subsequent lines **five spaces** (approximately ½ inch)*
- *Give the author's **last name first** (to alphabetize easily) If sources are coauthored, list additional authors' names in normal first-last order.*
- *Italicize or underline titles of full-length works; the meaning is the same. **Be consistent** throughout the paper.*
- *Separate major sections of entries (author, title, and publication information) with periods and **one space, not two**. When other forms of end punctuation are used (when titles end with question marks or exclamation points, for example), the period may be omitted.*
- ***Double-space all entries.***

Works Cited (Bibliography):

Full documentation of every source is offered in the "**Works Cited**" section at the end of the report. Any citation for a book *must* include the following: *author, title, editor, edition, volume number, publisher, city and date of publication.*

WORKS CITED

CITATION FORMS FOR BOOKS

A Book by one Author

Kidder, Tracy. The Soul of a New Machine. Boston: Little, Brown, 1981.

A Book by Two or Three Authors

Keck, Harvey, James Lott, and Roger Cayer. Principles of Geology. Chicago: Nashua, 1989.

A Book by More Than Three Authors

Fishberg, Richard H., et al. Cloud Formation. Montreal, Quebec: Loon, 1969.

Corporate or Government Report

The Presidential Task Force on Acid Rain. The Role of Acid Rain in Deforestation. Washington, DC: GPO, 1985.

A Book with No Author Named

An Anglo-Saxon Chronicle. Ed. M. J. Swanton. Exeter, Eng.: U of Exeter Press, 1990.

A Book by an Author Using a Pseudonym ("Pen name")

Eliot, George, [Mary Ann Evans]. "In a London Drawingroom." Collected Poems. Ed. Lucien Jenkins. London: Skoob, 1939. 41.

A Book with an Organization as Author

American Psychological Association. Publication Manual of the American Psychological Association. 4th ed. Washington, DC: APA, 1994.

CITATION FORMS FOR PERIODICALS

A Magazine Article

Miller, J.A. "A Shared Chemistry for Brain and Body." Science News 19 Mar. 1981: 180-181.

An Article in a Journal with New Pagination in Each Issue

Thackman, John. "Computer-Assisted Research." American Librarian 51.1 (1990): 3-9.

An Article in a Journal with Continuous Pagination

Barnstead, Marion H. "The Writing Crisis." Writing Theory 12 (1986): 415-33.

Journal Article

"The Making of a Candidate for President." Time 20 Jul. 1984: 40.

A Newspaper Article

Schmidt, Hannah. "The Nuclear Gamble." Boston Times 15 Mar. 1988, Western ed.: 4.

Encyclopedia, Dictionary, or Other Alphabetic Reference Work

"Hydraulics." Technical Encyclopedia. 1981 ed.

CITATION FORMS FOR NONPRINT SOURCES

A Lecture

Branch, Taylor. "Democracy in an Age of Denial." Humanities on the Hill Ser. Washington, DC, 7 May 1992.

A Speech

Ouayle, J. Danforth. "The Most Litigious Society in the World." American Bar Assn. Annual Meeting. Atlanta, 13 Aug. 1991.

A Television Broadcast

M*A*S*H. Perf. Alan Alda, Loretta Swit, Harry Morgan, and
David Ogden-Stiers. CBS. WTHI, Terre Haute, IN. 10 Feb. 1995.

A Recording

The Beatles. Live at the BBC. 2 discs. Capital, C2-31796-2, 1994.

An Interview

Otwell, Stephen. Personal interview. 11 Nov. 1994.

CITATION FORMS FOR ELECTRONIC SOURCES

A CD-ROM Source

Darwin, Charles. The Origin of Species. 1859. Gutenberg Project. CD-
ROM. Minneapolis: U of Minnesota, 1991-1993.

An Online Database or Other Source

Davis, Roger. E-Mail Interview. 1 June 1995
Ejdavisroot@indstate.edu.

Database Source

Calvin, Mary K. "Nesting Habits of Sapsucker." Studies in
Ornithology 15 (1932): 94-99; Baltimore, Md.: Bioscience
Retrieval Services, 1985, Accession No. 87649-35.

Article In a Journal On Line

Smith Jane. "Understanding John Doe." The Anonymous Journal 2.1
(1999): 24 Jan. 1999 <www.jsmith.edu/psy/journal/index.html>.

**FOR MORE INFORMATION ABOUT CITATIONS, INCLUDING ON-LINE CITATIONS,
PLEASE REFER TO THE COLLEGE WRITER'S REFERENCE, WHICH IS AVAILABLE IN
THE BOOKSTORE.**

AMERICAN PSYCHOLOGICAL ASSOCIATION

Selected Referencing Guidelines

FORMAT FOR APA CITATIONS:

To ensure easy reading (Works Cited) entries must consistently follow this *format*. *APA documentation is used in papers written for the social sciences excluding history and philosophy.*

- *Indent the second line of each entry* (six spaces is the preferred pattern for APA, but a five-space "TAB" is generally acceptable as well); the first line begins at the left margin. **For publication purposes, indent the first line, and begin the second line at the left margin.**
- *Identify authors by last names and first and middle initials.* Give the author's last name first (to make the citation easy to alphabetize) If sources are co-authored, invert the names of all authors, and use an ampersand (&), not the word *and*, to join the names of multiple authors.
- *When no author is identified,* list the source by title.
- *For books, capitalize only the first word of titles and subtitles and capitalize proper nouns and proper adjectives; all other words are lower case.* For periodicals, include the full title in upper-case and lower-case letters, a comma, and the volume number, including the separating comma and the period that follows the volume number. Do not use the italics feature of your word processor.
- *Shorten the names of commercial publishers by using only main elements of their names (Harcourt rather than Harcourt Brace) and by dropping descriptive titles (Publishers, Company)* However, list university presses (and organizations and corporations that serve as publishers) completely, using the words *Books* and *Press* whenever they are part of an academic publisher's name.
- *Separate major sections of entries* (author, title, and publication information) with periods, including elements enclosed in parentheses. However, separate the place of

publication from the publisher's name by a colon and one space.

- *Only one space separates elements in APA citations.*
- *Page numbers are listed completely (176-179, not 176-79) and introduced by the abbreviations p. (for page) or pp. (for pages) . No commas are used to separate digits of numbers one thousand or larger when citing pages (pp. 1295-1298).*
- *Double-space all entries.*

REFERENCES

In APA style, **references** replace **bibliography**. This section provides complete publication information. Begin your references on a new page. Type **References**, centered. Double space twice. All references mentioned in the text must appear in the reference list, unnumbered and alphabetized (each entry in the reference list must also be cited in the text). The first *line* is flush with the left margin. The following lines are indented three spaces with double spacing within and between references. Several forms are listed on the following page.

REFERENCES

CITATION FORMS FOR BOOKS

For citing a book with one author

Helmstadter, G. C. (1970). Research Concepts in Human Behavior. New York: Meredith Corporation.

A Book by Two or More Authors

Scott, J. P., & Fuller, J. L. (1965). Genetics and the Social Behavior of the Dog. Chicago: University of Chicago Press.

A Book with No Author Named

United Press International Stylebook: The Authoritative Handbook for Writers, Editors, and News Directors (3rd ed.) (1992). Lincolnwood, IL: National.

A Book with an Organization as Author

American Medical Association. (1989). Manual of Style (8th ed). Baltimore: Williams.

A Revised or Enlarged Edition

Meyer, R. W. (1993). History of the Santee Sioux: United States Indian Policy on Trial (Rev. ed.) Lincoln: University of Nebraska Press.

A Multi-volume Work

Packard, F. R. (1973). History of Medicine in the United States (Vols. 1-2). New York: Hafner.

A Translation

Beauvoir, S. de. (1991). The Ethics of Ambiguity (B. Frechtman, Trans.). New York: Citadel.

An Article In an Encyclopedia or other Reference Work

Angermuller, R. (1980) Salieri, Antonio. In The New Grove Dictionary of Music and Musicians (Vol. 16, pp. 415-421). New York: Grove.

A Government Document-Committee, Commission, Department

Commission on Migrant Education. (1992). Invisible Children: A Portrait of Migrant Education in the United States. Washington, DC: Government Printing Office. 92-0607-P.

A Pamphlet

Domestic Mistreatment of the Elderly: Towards Prevention.
(1987). N.P.: American Association of Retired Persons.

CITATION FORMS FOR PERIODICALS

For an Article in a Monthly Magazine

Gould, S. J. (1989, March) . The wheel of fortune and the wedge of progress. Natural History. 98. 14-21.

For an Article in a Weekly Magazine

Auster, B. B., Stephen B., & Roberts, S. V. (1993, March 22). The Pentagon under the gun. U. S. News and World Report 114. 24-26.

For an Article in a Journal with Continuous Pagination

Felix, J. W., & Johnson, R. T. (1993). Learning from video games. Computers in the Schools. 9(2-3). 119-134.

For an Article in a Newspaper

Hershey, K. B., (1994, October 15). How to preserve buying power over time. The New York Times. p. 1: 29.

For an Abstract from Dissertation Abstracts International

Broughton, P. F. (1992). The effects of athletic participation on academic achievement. (Doctoral dissertation, United States International University, 1992 . Dissertation Abstracts International, 53, 354A.

CITATION FORMS FOR NONPRINT SOURCES

A Lecture or Speech

Branch, T. (1992, May 7). Democracy in an Age of Denial. Speech presented to a Joint Session of Congress, House of Representatives, Washington, DC.

A Map, Graph, Table, or Chart

Engel, B. S. (1990). Descriptive literacy inventory [Chart] . From An approach to assessment in early literacy. In C. Kamii (Ed.), Achievement Testing in the Early Grades: The Games Grown-ups Play (p. 128). Washington: National Association for the Education of Young Children.

A Television Broadcast

Cheers [With Ted Danson, Shelly Long, Woody Harrelson, Rhea Penman, George Weitz, & Kelsey Grammar]. New York: National Broadcasting Company.

A Recording

The Beatles. (1994). Live at the BBC [CD]. New York: Capital. (Original work recorded 1962-1963)

An Interview

Otwell, S (1994, November 11). [Personal interview] . Terre Haute, Indiana.

CITATION FORMS FOR ELECTRONIC SOURCES

A CD-ROM Source

Welters, W. E. (1994). African languages. [CD-ROM] Available; Grolier: The New Grolier Multimedia Encyclopedia.

An On Line Database or Other Source

Ladew, Jennie. (1995, May 29).Hyperlexia, Autism, and Language [Discussion] [On-line].Available: Internet Newsgroup bit.list-serv.autism.

WORLD WIDE WEB SOURCE

Brown, Scott. (1999, July 24).Nutrition in Elementary School. Kids Nutrition Web Site. Retrieved March 8, 2000:
<<http://www.kidsnutrition.com/food/articles/kids/7722116.html>>.

FOR MORE INFORMATION ABOUT CITATIONS, INCLUDING ON LINE CITATIONS, PLEASE REFER TO THE COLLEGE WRITER'S REFERENCE, WHICH IS AVAILABLE IN THE BOOKSTORE.

PRACTICE OUTLINE

Thesis: Despite occasional opposition from local schools and ongoing concerns over its effectiveness, home schooling offers parents and students a legal, viable, and refreshing path to education in America.

- I. Home schooling is a widely practiced educational alternative in the United States.
 - A.
 - B.
- II. Home schools are not new to American education.
 - A.
 - B.
- III. Arguments about home schooling are rooted in fundamental beliefs about education and the way children learn.
 - A.
 - B.
- IV. Parents home-school their children for a variety of reasons.
 - A.
 - B.
- V. Critics are *concerned* about the effectiveness of home schooling.
 - A.
 - B.

● **KEYWORD OUTLINE** ●

THE EFFECTS OF CHILD ABUSE

*Title
in all capitals,
centered*

INTRODUCTION

*Introduction
labeled
but unnumbered*

THESIS STATEMENT: For the survivors, child abuse is more than the momentary pain and humiliation of a blow or an insult or even a sexual attack; it is a lifetime trauma.

*Thesis
statement
in full form*

- I. Types of child abusers
 - A. People who take pleasure in inflicting pain on others
 - B. People who have difficulty coping with stress
 - C. People with various types of personality problems
 - D. People who were themselves abused as children

*Roman numerals
indicate major
topics of
discussion*

- II. Typical victims of child abuse
 - A. Infants
 - B. School-age children

*Capital letters
indicate
subdivided
discussions*

- III. Major forms of child abuse and their effects on the victim
 - A. Physical abuse
 - 1. Definition
 - 2. Effects
 - B. Emotional abuse
 - 1. Definition
 - 2. Effects
 - C. Sexual abuse
 - 1. Definition
 - 2. Effects
 - D. Neglect
 - 1. Definition
 - 2. Effects

*Arabic numerals
indicate
clarifications*

Conclusion

Conclusion

SAMPLE

MLA DOCUMENTED RESEARCH PAPER

Sentence Outline

Thesis statement: House arrest offers a choice of several monitoring systems, presents no insurmountable problems, proves effective in controlling low-risk offenders, and costs less than incarceration.

- I. The use of house arrest stems from the country's serious crime problem.
 - A. Violent crimes are committed by a small number of repeat offenders.
 - B. These crimes have led to tougher crime-control legislation.
 - C. This legislation has increased the country's prison population and the cost of incarceration.
 - D. As a result, many jurisdictions have adopted house-arrest programs for low-risk offenders.
- II. Electronic monitoring has a short history.
 - A. The idea first appeared in the comic Spiderman.
 - B. A New Mexico judge asked computer companies to develop an electronic bracelet.
 - C. Monitoring was first used in 1984 to control offenders, and the concept quickly spread across the country.
- III. Electronic monitoring devices fall into three categories.
 - A. A programmed-contact system calls the offender's home during curfew periods and reports absences.
 1. A computer may simply record the offender's voice.
 2. A computer may compare the voice heard over the phone to a recording of the offender's voice.
 3. The offender may wear an encoded bracelet and insert it into a special telephone transmitter.
 4. A camera may transmit photos of the offender over telephone lines.
 - B. A continuous-signal system requires the offender to wear a transmitter that sends uninterrupted electronic signals.

C.A hybrid system combines programmed-contact and continuous-signal techniques.

1. The programmed-contact component usually includes voice- and photo-transmission units.
2. Jurisdictions can tailor systems to their needs.

IV. Electronic systems have created practical and legal problems.

A. Practical problems include both difficulties experienced by offenders and transmission difficulties.

1. Encoded bracelets can cause offenders discomfort and embarrassment.
2. Telephone lines and objects in the offender's home can interfere with signal pickup.

B. Legal problems include possible constitutional infringements and the net-widening effect.

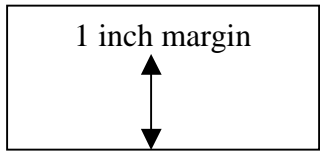
1. Charging surveillance fees and limiting surveillance to the least dangerous persons may infringe on offenders' equal protection rights.
2. Monitoring may violate the right to privacy of others in offenders' homes.
3. Net-widening can result in an excessive number of individuals under house arrest.

V. Electronic monitoring has proved effective with low risk offenders.

A. The great majority of offenders successfully complete monitoring programs.

B. Monitoring costs less than incarceration.

VI. The advantages of house arrest should increase its use.

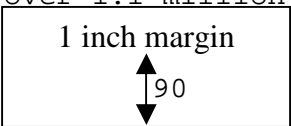
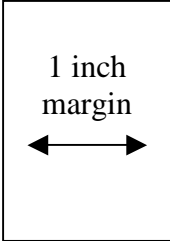
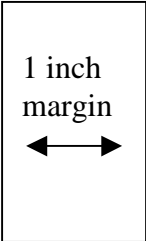


Keith Jacque
Professor Reinking
English 250
Nay, 8 1998 **double space throughout**

House Arrest: An Attractive Alternative to Incarceration

Few of us would deny that crime is a serious national problem. Almost daily, newspapers and television screens offer accounts of "white-collar crimes" such as embezzlement and tax evasion and of violent crimes such as aggravated assault, rape, and murder. Unlike nonviolent crimes, most violent ones are committed by chronic offenders. As former U.S. Attorney General William Barr notes, "Study after study shows that there is a tiny fraction of the population who . . . commit a disproportionate amount--a vast amount--of predatory violence in our society" (B3)

These violent crimes have hardened society's attitude toward criminals and brought about a demand for "get-tough" policies in dealing with all kinds of offenses. The result has been federal legislation like the Crime Control Act of 1984 and the Anti-Drug Abuse Act of 1986. The first of these makes incarceration mandatory for certain habitual offenders; the second does the same for persons convicted of specified drug offenses (United States, Prison Projections 12). The introduction of mandatory sentencing guidelines, now common on the state as well as the federal level, provides consistent punishment for similar crimes. It has led, however, to an explosion in the number of prison inmates, which by mid-1996 totaled over 1.1 million, according to the Justice



Department's Bureau of Justice Statistics ("BJS Reports" 1). Between 1980 and 1995, the nation's prison population increased by 242 percent ("Inmate Populations" 10). Many of these inmates are guilty of nonviolent offenses. In 1997, three-fourths of all prisoners fell into the nonviolent category (Richey 3).

It is likely that the prison population will continue to grow. The National Council on Crime and Delinquency has estimated that the total number of prisoners might reach 1.4 million by the year 2000, a jump of 24 percent over the 1995 level ("Inmate Populations" 10). The Bureau of Prisons has projected construction costs of some four billion dollars for new federal prisons scheduled to open in the 1996-2006 decade and between ten billion and fourteen billion dollars for the new state prisons required to house the anticipated increase in prisoners ("Inmate Populations" 10).

Even these figures don't tell the whole story. Director of the Federal Bureau of Prisons J. Michael Quinlan (114) comments that over the lifetime of a prison, "construction costs are only 5-7 percent of the total expense. This means that from 15-20 times the construction costs will have to be budgeted over the life of each prison now being built." Underestimating operating costs can result in unused facilities as in Florida where, in 1992, two newly constructed 900-person prisons and a 336-person death-row facility remained empty because the state lacked the money to operate them (Katel 63).

Overcrowding and the high costs of prisons have seriously undermined state spending on public services and created a number of hidden expenses. In Michigan, for example, corrections spending increased over 300 percent between 1979 and 1989, as compared to a 98 percent increase in social services spending and a 40 percent increase in education spending (Baird 122). And these figures do not include hidden costs such as welfare payments to the families of imprisoned offenders and the loss of tax revenues from prisoners removed from the job market (Lynch).

Faced with the social and educational consequences of current policy, many state legislators have recommended using prison space only for violent offenders and developing, for nonviolent ones, low-cost alternatives that provide adequate public protection. At times, results have been mixed. In the early 1980s, for example, the state of Georgia attempted to relieve severe prison overcrowding by greatly expanding the use of closely supervised probation. While significant cost savings were realized, tremendous work overloads on the probation staff resulted (Probation Division)

House arrest--a strategy that confines nonviolent offenders to their homes and monitors their compliance with electronic devices--avoids the drawbacks of other approaches. It offers a choice of several monitoring systems, presents no insurmountable problems, is effective in controlling low-risk offenders, and costs less than incarceration.

Electronic monitoring¹ has curious roots--the comic Spiderman. The idea first occurred in 1979 to New Mexico Judge Jack Love, who observed that Kingpin, Spiderman's nemesis, used an electronic bracelet to control his crime-fighter enemy. Love asked computer companies to develop a similar device (Scaglione, "Jails" 32; Sullivan 51). The first house-arrest program using electronic monitoring was implemented in 1984, and five years later programs had been established in over a hundred jurisdictions across more than thirty states (Peck 26; Scaglione, "Under Arrest" 26). By 1993, the number of offenders being electronically monitored totaled 65,650 nationwide (Carey and McLean 1).

The U.S. Department of Justice classifies electronic monitoring systems according to their signaling characteristics (United States, Electronic Monitoring 1) Types include programmed contact, continuous signal, and hybrid systems--a combination of the first two.

With a programmed-contact system, a computer calls an offender's residence on a random basis during established curfew periods and reports any unauthorized absence to correctional authorities. Various levels of sophistication are possible depending upon how much certainty is desired. In the simplest system, the computer merely records the offender's voice. Correctional authorities then review the taped responses the next day to determine any curfew violations. A variant approach uses a prerecording of the offender's voice, which

This alternative is sometimes called electronic tethering, electronic surveillance, electronic house arrest, or electronic incarceration.

1

the computer compares to the voice heard during random calls. If the two do not match, the computer can immediately notify authorities of a violation. Voice systems are comparatively inexpensive as no special equipment needs to be installed in the offender's home or worn by the individual (Hofer and Meierhoefer 36-37).

A more sophisticated means of checking on offenders makes use of an encoded bracelet worn by the offender. Again, a computer calls randomly during curfew. Instead of answering in the usual manner, however, the offender responds by inserting the bracelet into a special transmitter attached to the telephone. The bracelets can be made in such a way that unauthorized attempts to remove them will damage their transmitting ability (Hofer and Meierhoefer 36-37).

Visual verification probably offers the best assurance against curfew violation. A special camera that can transmit photographs over telephone lines is installed in the offender's home. During calls, the computer can request the unmonitored individual to provide a variety of poses to the camera. These photographs can then be stored in the computer for later review or compared immediately to a reference key for the individual (Hofer and Meierhoefer 37).

Continuous -signal systems, unlike programmed-contact- systems, require the offender to wear a transmitter that sends a continuous sequence of electronic signals, often several times a minute, to his or her home telephone. If a break in transmission occurs during a detention period, the monitoring computer notifies authorities. The

transmitters are relatively small and generally worn on a tamper-resistant strap around the ankle. Attempts to remove the strap could cause the unit to stop sending signals or could be detected during periodic inspections. These systems provide a greater degree of supervision than programmed-contact systems, which check on offenders only intermittently (Hofer and Meierhoefer 38-39)

Hybrid systems combine programmed-contact and continuous-signal techniques in order to realize the advantages of each (United States, Electronic Monitoring 1). Typically, the programmed-contact component includes both voice and video units. This component can function as a backup for continuous-signal monitoring or as a supplement to it. In the first case, the computer is programmed to call for voice-video identification whenever the offender's transmitter fails to send a continuous signal. In the second case, the computer randomly calls for voice-video verification as well as receives transmitter signals (Scaglione, "Jails" 36).

Jurisdictions can develop hybrid systems tailored to their individual needs. For example, a house-arrest program for drunk drivers could employ a continuous-signal transmitter supplemented by random telephone verification. Home monitoring equipment could even include a Breathalyzer to determine and transmit to the computer the offender's blood-alcohol level during telephone verification calls (Scaglione, "Jails" 36). A variation of this type of system is used in Annapolis, Maryland, where video cameras have been installed in the homes of some convicted drunk drivers. The offenders are called

periodically and required to give themselves a blood- alcohol test in front of the camera (Peck 28). Not surprisingly, electronic monitoring has resulted in some practical problems and legal concerns. Most problems arise with those who wear encoded verification bracelets or transmitters. These offenders complain that the devices cause physical discomfort or embarrassment. Correction officials can adjust the fit of the device or suggest that offenders wear a cut-off tube sock, tennis-type wristband, or other type of padding under the strap. Wearers, however, must find their own ways of coping with embarrassment. In studying the electronic monitoring of federal parolees, Beck, Klein-Saffran, and Wooten found that offenders could be quite innovative in explaining why they were wearing units. When questioned by strangers, "the majority told the truth, while other parolees stated that [the unit) was a heart monitor, pager, battery charger for a video camera, or a fish caller" (29).

Transmitting difficulties have created other practical problems. In some areas, existing telephone lines may be inadequate or incompatible with the transmitting characteristics of certain monitoring systems. In other cases, the offender's home may cause difficulties. Ford and Schmidt, who conducted research for the National Institute of Justice, point out that

The typical room has dead space in which the receiver cannot pick up the transmitter's signal. In particular, metal tends to limit the range of the transmitter; kitchens are therefore an especially difficult environment.

Transmission breaks have also been attributed to metal furniture, faulty wiring, other electronic devices, bathroom fixtures, waterbeds, and even certain sleeping positions. Mobile homes constitute a problem for offenders trying to do yard chores. the range outside the building is as little as ten feet, as compared to as much as 200 feet from a mainframe building (3).

Other researchers have noted similar interference problems. In one situation, authorities suspected noncompliance when they discovered breaks in an offender's continuous signal transmissions. These breaks always occurred during the same time period and only on Sundays. Investigation revealed that a large rock and metal coffee table was blocking the signal from the transmitter on the offender's ankle while he was watching football on television (Peck, Klein-Saffran, and Wooten 27).

Most practical problems associated with electronic monitoring pose no serious challenge. Troublesome bracelets and transmitters can be adjusted or padded. Offenders often develop ingenious explanations for the units they wear. Difficulties in signal transmission can often be overcome by having trained technicians install equipment or by having offenders slightly modify their routine. Legal problems, on the other hand, pose a greater challenge.

Electronic surveillance programs necessarily involve some type of entry into offenders' homes. Therefore, they need careful examination to ensure that they don't violate the equal protection and right to

privacy provisions of the Constitution. The American Civil Liberties Union is concerned that two common practices--charging a fee to cover surveillance costs and restricting surveillance to classes of offenders least likely to violate house arrest--may infringe on the equal protection clause of the Constitution. The first practice, the ACLU notes, can discriminate against young and indigent offenders by imprisoning them because they cannot pay their fees. The second, by singling out persons guilty only of property crimes and without serious criminal records or histories of drug abuse, may target disproportionately high numbers of white-collar offenders (Petersilia 3).

Because electronic monitoring programs are always voluntary, participants essentially waive their right to privacy. By agreeing to a program in lieu of prison, they have indicated their willingness to undergo surveillance. Still, as the Bureau of Justice Assistance notes, court rulings may uphold a convicted person's right to privacy if electronic surveillance "cannot be justified in terms of an articulated security interest, ability to deter future criminal conduct or ability to reduce the risk of flight" (United States, Electronic Monitoring 5). Furthermore, electronic monitoring can invade the privacy of others in the offender's home. Family members who have not committed an offense and have not waived their right to privacy can accidentally be photographed or recorded. To prevent such intrusions, Kentucky, Nevada, and West Virginia have banned the use of equipment that might accidentally record extraneous sights and sounds.

And because North Carolina prohibits photographing juveniles, visual verification cannot be used in that state (Scaglione, "Jails" 34).

Besides protecting an offender's constitutional rights, correction officials must try to avoid a "net-widening" effect when electronic monitoring is used. This effect occurs when a judge approves surveillance for offenders who would formerly have received probation but denies it to anyone who would formerly have gone to prison. The result is a "widening of the net of social control" to encompass more individuals. When such abuses take place, the system does not provide an option for those who would otherwise have gone to prison, and it serves as a new form of punishment for those who would otherwise have been placed on probation. Prison overcrowding is not reduced, and the costs of punishment actually rise because of the excess number of individuals under surveillance (Morris and Tonry 225). The net-widening effect has been avoided in some jurisdictions by establishing strict rules for the selection of participants. New Jersey, for instance, restricts alternative punishment programs to offenders who have already been sentenced to prison (Hofer and Meierhoefer 22).

A personal interview with Richard N. Irrer, who supervises the Michigan Department of Corrections electronic monitoring program, has provided convincing evidence that monitoring works well in supervising low-risk prisoners. Monitoring began experimentally in 1986, and the following year the program was expanded to include the entire state. Offenders monitored by the department include circuit-court p

probationers, prison parolees, and prisoners released from halfway houses. By mid-1997, nearly three thousand offenders were being monitored.

The department uses the continuous-signal monitoring system exclusively. Before being fitted with bracelets, offenders are fully briefed on the operation of the system and must read and sign a set of rules and regulations that includes a list of possible penalties for violations. These preliminaries and the fact that the program includes only carefully screened offenders with minimum-security status have undoubtedly helped the program achieve its high success rate. For 1997, according to Irrer, only 1.6 percent of the offenders were arrested for new felonies, and just 6.2 percent disappeared. The penalty for program violators depends on the status of the violator and the nature of the crime. For example, parolees and probationers who commit serious violations may go to prison, while prisoners on furlough from halfway houses may be returned there. Minor violations could result in extended curfew hours.

The Michigan program has also been a financial success. Imprisoning offenders costs the state an average of \$65 a day. In contrast, Irrer notes, electronic monitoring costs just \$7.30 a day, and financially able offenders must reimburse the state. Those who can't pay must perform community service. Earlier findings reported by Hofer and Meierhoefer also reveal wide spreads between the costs of imprisoning and monitoring offenders (54-55). Clearly, electronic

monitoring can significantly reduce the country's enormous prison costs.

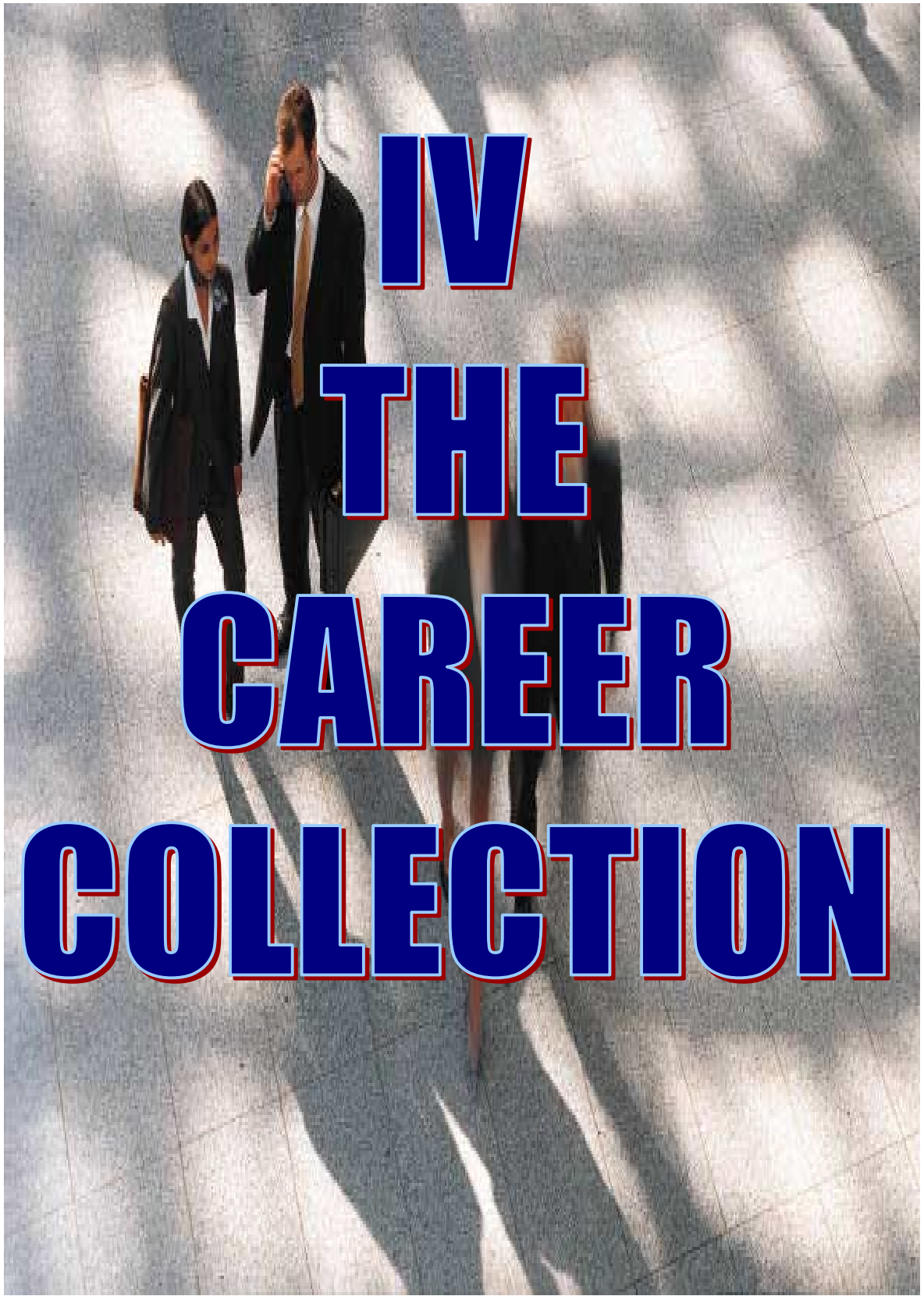
Electronic monitoring is not a cure-all for prison overcrowding. But it does offer a number of advantages that deserve serious consideration: Several systems are available; no insurmountable problems are evident; low-risk offenders are effectively controlled; and the costs are less than those for incarceration. As we approach the end of the twentieth century and enter the next, authorities in increasing numbers can be expected to establish house-arrest programs that monitor compliance with electronic devices.

Works Cited

- Baird, Christopher. "Building More Prisons Will Not Solve Prison Overcrowding." America's Prisons: Opposing Viewpoints. Ed. David Bender, Bruno Leone, and Stacey Tipp. San Diego: Greenhaven, 1991. 118-24.
- Barr, William. "Corraling the Hard-Core Criminal." Detroit News and Free Press 18 Oct. 1992, state ed.: B3.
- Beck, James L., Jody Klein-Saffran, and Harold B. Wooten. "Home Confinement and the Use of Electronic Monitoring with Federal Parolees." Federal Probation Dec. 1990: 22-31.
- "BJS Reports: Nation's Jail and Prison Incarceration Rate Almost Doubled During Last Decade." Corrections Digest 24 Jan. 1997: 1-2.
- Carey, Anne R., and Elys A. McLean. "Electronic Prison Bars." USA Today 30 Sept. 1993: A1.
- Ford, Daniel, and Annesley K. Schmidt. Electronically Monitored Home Confinement. United States. National Institute of Justice, Department of Justice. Washington: GPO, 1989.
- Georgia. Probation Division of the Georgia Department of Corrections. Alternatives to Incarceration 1 July 1997. 3 Feb. 1998 <<http://www.harvard.eduinnovat/aiga87.html>>.
- Hofer, Paul J., and Barbara S. Meierhoefer. Home Confinement: An Evolving Sanction in the Federal Criminal Justice System. Washington: Federal Judicial Center, 1987
- "Inmate Populations, Costs and Projection Models. Corrections Compendium Jan. 1997: 10-11.
- Irrer, Richard N. Personal interview. 20 Feb. 1998.
- Katel, Peter. "New Walls, No Inmates." Newsweek 18 May 1992: 63.
- Lynch, Allen. Cost Effectiveness of Incarceration. Leroy Collins Institute for Public Policy. 1 July 1997 <<http://www.dos.state.fl.us/fgils/agencies/fcc/reports/crime.html>>.

- Morris, Norval, and Michael Tonry. Between Prison and Probation: Intermediate Punishments in a Rational Sentencing System. New York: Oxford UP, 1990.
- Peck, Keenan. "High-Tech House Arrest." Progressive July 1988: 26-28.
- Petersilia, Joan. House Arrest. United States. National Institute of Justice, Department of Justice. Washington: GPO, 1988.
- Quinlan, J. Michael. "Building More Prisons Will Solve Prison Overcrowding." America's Prisons: Opposing Viewpoints. Ed. David Bender, Bruno Leone, and Stacey Tipp. San Diego: Greenhaven, 1991. 112-16.
- Richey, Warren. "Bulging Cells Renew Debate Over Prisons As Tools to Fight Crime." Christian Science Monitor 22 Jan. 1997: 3.
- Scaglione, Fred. "Jails Without Walls." American City & County Jan. 1989: 32-40
- "You're Under Arrest--At Home." USA Today Nov. 1988; 26-28.¹
- Sullivan, Robert E. "Reach Out and Guard Someone: Using Phones and Bracelets to Reduce Prison Overcrowding." Rolling Stone 29 Nov. 1990: 51.
- United States. Department of Justice. Bureau of Justice Assistance, Office of Justice Programs. Electronic Monitoring in Intensive Probation and Parole Programs. Washington: GPO, 1989.
- United States. Senate. Subcommittee on Federal Spending, Budget, and Accounting, Committee on Governmental Affairs. Prison Projections: Can the United States Keep Pace? 100th Cong., 1st. sess. Washington: GPO, 1987.

¹ The magazine USA Today, not the newspaper of that name.



BUSINESS

MEMOS & LETTERS

When writing in a business situation, you must be clear and concise, that is brief and accurate. Disseminating information through memos, letters and/or reports requires strong writing skills with an ability to produce worthwhile content, good organization and easy readability.

Not all business correspondence is "outside mail." Mail is often sent between offices within an organization in the form of hard copy interoffice memorandums or electronic mail. If hard copy memos are sent, they are usually in plain envelopes or in interoffice envelopes, which can be reused several times. The receiver 's name and department are included in the outside of the envelope. "Confidential" tabs may be attached to seal the envelope when appropriate.

Memo Format:

1. Use 1" side margins and 1.5" top margin (or begin a double space below the memohead)
2. Set a tab 10 spaces from the left margin to accommodate the longest line in the headings (SUBJECT: plus two spaces).
3. Key the form headings in bold. The recipient's and sender's personal and/or official titles are optional.
4. Double space headings and between paragraphs. Single space body. Do not indent the first line of paragraphs.
5. Include reference initials and enclosure notations when appropriate.

SAMPLE:

To: Name and title of recipient
From: Your name and title; requires no signature
Date: (important for chronological reference)
Subject: (important for categorical reference)

Introductory Paragraph

State your main point in as few words as possible. (Where, When, Why, Who)

Memo Verification

Do not sign memos. Initial the "From" line after your name.

Copy Notation

When sending copies to people not listed on the "To" line, include a copy notation of those receiving copies.

LETTERS

There are many different types of letters generated within a business organization. But with each type, as with all forms of business correspondence, you must be accurate and precise. Give sufficient, accurate, and relevant information, which is clearly organized. Be succinct and concise in writing in order to eliminate the possibility of misunderstanding on the part of the reader. In addition, be courteous since letters reflect not only the writer but also the business he/she represents.

BUSINESS LETTERS are arranged in a standardized form consisting of six parts. The side margins should be set at 1 ½." The first part is the **heading**, which contains the sender's full address and date of correspondence; however, when you are using letterhead, only the date need appear (on line 16). The second part of a business letter is the **inside address**. Third is the **greeting**, or salutation. The next part of a business letter is the **body**. This portion contains the message and is usually single-spaced. It may appear in block or indented form. Make the purpose of your letter evident and arrange your thoughts in logical order, separating ideas into paragraphs. The **complimentary closing** has only the first word capitalized. It precedes the **signature**, which is the final component of a business letter.

MODIFIED BLOCK FORMAT is a variation of block format. It is "**modified**" by moving the dateline and the closing lines from the left margin to the center point of the page. **Reference initials** are included with those of the keyboard operator. The writer's initials are listed first in ALL CAPS followed by a colon. If an item is included with a letter, an **enclosure notation** is keyed a double space below the reference initials. A **copy notation** c indicates that a copy has been sent to the person(s) named.

BUSINESS LETTER FORMAT
Modified Block with Mixed Punctuation
(SAMPLE)

IMAGE MAKERS
5131 Moss Springs Road
Columbia, SC 29209-4786
(803) 555-0127

August 20, 1997

QS

Ms. Vera N. Hayes, President
Vera's Word Processing Services
4927 Stuart Avenue
Baton Rouge, LA 70808-3519

DS

Dear Ms. Hayes:

DS

The format of this letter is called modified block. *Modified block format differs from block format in that the date, complimentary close, and the signature lines are positioned at the center point.*

DS

Paragraphs may be blocked, as this letter illustrates, or they may be indented five spaces from the left margin. We suggest you block paragraphs when you use modified block style so that an additional tab setting is not needed. However, some people who use modified block format prefer indented paragraphs.

DS

Although modified block format is very popular, we recommend that you use it only for those customers who request this letter style. Otherwise, we urge you to use block format, which is more efficient, as your standard style.

DS

Both formats are illustrated in the enclosed *Image Makers Format Guide*. Please note that the block format is labeled "computer compatible."

DS

Sincerely,

QS

Patrick R. Ray
Communications Consultant

xx

Enclosure

DS

DS

C Scot Carl, Account Manager

CAREER DOCUMENTS

All students at Lackawanna Junior College will need to prepare a resume for inclusion in their student portfolios. Complete information concerning resume preparation can be found in the Job Finding Guide, available from the transition coordinator. This guide contains basic information on resume and cover letter preparation, job interview techniques, and interview follow-up protocol. Students are encouraged to meet with the transition coordinator during their first semester at LJC to begin preparing these career documents.

GENERAL PORTFOLIO REQUIREMENTS

The portfolio is a collection of student learning documentation that provides tangible evidence of a student's proficiency in selected courses. It is developed by each individual student and should include several representative samples of a student's work with the emphasis on the student's chosen major.

The process of developing, selecting, and organizing materials encourages the student to become actively involved in the learning process and serves as a means of measuring personal and scholastic growth. Instructors in individual courses select the appropriate outcome or product to be included in the student portfolio.

The portfolio is divided into four sections. All associate degree candidates should have a minimum of sixteen (16) items in their portfolios.

SECTION ONE - CAREER DOCUMENTS (Minimum 3 samples)

1. Current Resume
2. Two (2) letters of recommendation
3. Self-Development course: a sample relating to a student's career plan
4. Co-op work experience (optional)
5. DISCOVER/SIGI computer career assessment

SECTION TWO - CORE COURSEWORK (Minimum 7 samples)

1. EN 105 - College Writing: Sample or book report
2. EN 106 - Introduction to Literature: Writing sample or term paper
3. EN 111 - Business Communications Business writing sample
4. IS 100 - Introduction to Computer Applications: Sample of word processing, spreadsheets, and database exercises
5. IS 110 - Computer Applications II: Designated software projects
6. MA 101 - Mathematics of Finance: Summary of skills and applications
7. MA 114 - Mathematical Reasoning: Representative coursework sample
8. MA 116 - College Algebra: Representative coursework sample
9. SS 123 - Applied Ethics: Writing sample
10. Global History: Writing sample
11. Natural Science: Writing sample
12. Laboratory Science: Representative coursework sample

SECTION THREE - MAJOR COURSEWORK (Minimum 5 samples)

Major coursework samples will be selected based on student major. course syllabi should be included with all samples. Instructors may recommend saving additional items for inclusion in the Portfolio at their discretion.

A student will also have the option of including any published work, special projects or assignments, interpretive essays, or other papers, letters, or reports.

EXECUTIVE SUMMARY

The final section of your portfolio is the Executive Summary. This is a paper you will write documenting your LJC experience and how it has impacted your life.

Following are the areas to be highlighted when reviewing your MC career:

1. General Education Requirements (33 credits) - Demonstrate how they addressed the College's eight (8) learning goals as listed below (further clarification of the goals can be found in the Student Handbook):
 - Critical Thinking
 - Communication Skills
 - Community Awareness
 - Respect/Tolerance for Others
 - Teamwork/Collaboration
 - Life-Long Learning
 - Knowledge Application
 - Science/Technology Skills
2. Major-Specific Coursework (33 credits) - How thoroughly did these courses prepare you for employment and/or transfer?
3. Internships/Co-op (if applicable) - Explain how field experiences were relevant and valuable.
4. List all extra-curricular and/or community involvement (if applicable)- How did these involvements help you mature as a student and a person?
5. How did your experiences at LJC improve your career prospects and promote personal and professional growth?
 - The summary must be 2 to3 pages in length and word processed or typewritten. Development of the executive summary will begin in EN 105, College Writing, and portfolio development should be ongoing.
 - Students may obtain the appropriate checklist detailing the portfolio requirements for their specific major from the portfolio manager (Suite 111).

- At the conclusion of each semester, students should review their materials and save selected coursework on disk and in the portfolio binder. Students should also schedule an appointment with the portfolio manager each semester to review portfolio progress.

ACKNOWLEDGEMENTS

Bazerman, C. The Informed Writer: Using Sources in the Disciplines. 5th ed. Boston: Houghton Mifflin Company, 1995.

Brandon, L. Paragraphs and Essays: With Multicultural Readings. 6th ed. Lexington, KY: D.C. Heath and Company, 1994.

Duncan, Charles et al. College Keyboarding for Windows. OH 1996.

Gorrell, Donna. "Central Question for Prewriting and Revising." TETYC 23 (1996): 34-38.

Loewe, R. F. The Writing Clinic. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Perrin, R. Handbook for College Research. Boston: Houghton Mifflin Company, 1996.

Reinking, James A., Andrew W. Hart, and Robert von der Osten. Strategies for Successful Writing. New Jersey: Prentice-Hall, 1999.

Salomone, W., McDonald, S., Edelstein, N. Inside Writing: A Writer's Workbook. 2nd ed. Belmont, CA: Wadsworth publishing Company, 1994.

Skwire, D., H.S. Weiner, Rhetoric. Readings. Handbook: Student's Book of College English. NY: Macmillan, 1993.