Section Explanations for Modules

1. **Reading:**
   - Pre-reading process,
     - skimming
     - predicting
     - accessing schema
   - Vocabulary
   - Annotation,
   - Comprehension
   - Analysis of text & structure with Reverse Outlining
     - Supporting details
     - Main ideas
   - Summarizing a Text
   - Analysis of text & structure
     - Relationship between ideas: Time
     - Relationship between ideas: Cause/Effect
     - Relationship between ideas: Compare/Contrast
   - Tone

2. **Critical Thinking/Writing:**
   - Responding to a Reading
   - Brainstorming/Listing
   - Applying ideas from text to self/own life/”real world”
   - Essay components and structure,
     - Topic sentences
     - Support/examples
   - Opinion/response writing
   - Mapping/clustering
   - Outlining
   - Writing a Summary
   - Essay Components & Thesis
   - Analysis of own text/ Reverse outlining of own text

3. **Grammar/Revision:** will be changed to **Study Skills/Revision**
   - Study skills
   - Logging onto MyCOM
   - Formatting a Manuscript
   - Commonly confused words
   - Subject & Verbs
   - Subject/Verb agreement
   - Prepositions
   - Transitions
   - Semi-Colons
1. READING

Pre-Reading and Reading Skills: READ Before you Read

Why This Isn’t a Waste of Your Time
Knowing what you will need to do with information and the topic can change how you read and think about the text. For example, if you must write a summary of the text, you will need to focus on the topic, the main ideas, and supporting details. If you will have to answer questions about how the text connects to your life, then as you read, you will want to think about the ways it is alike or different from your own experiences.

In addition, knowing the topic of what you are going to read about can actually help you to retain and absorb the information in the article. Yes, it’s true! Thus, spending a little time before you read the whole article figuring out what you will be reading and doing, will save you time later on.

What is READ?
R = REFLECT ON THE ASSIGNMENT
E = EXAMINE THE READING
A = ANTICIPATE THE TOPIC
D = DRAW ON PAST KNOWLEDGE AND EXPERIENCE

R = REFLECT ON THE ASSIGNMENT
When you are given a reading assignment, the first task is to think about what you will be asked to do with the information in the article, story, book, or chapter. Will you be asked to write a summary about it? Will you have to take a test on the content? You could be asked to write a paragraph about the structure, the personal connections to your own life, or how it compares/contrasts to another text. So, first figure out what you will need to do with the information from the text even before you start reading; then you can tailor your strategy to your assignment.

E = EXAMINE THE READING
Your next step is to briefly skim and look over the text. Just read the title and the first sentence of each paragraph until you have some idea about the topic of the reading.

A = ANTICIPATE THE TOPIC
Then, make a guess as to what the reading is about.

D = DRAW ON PAST KNOWLEDGE AND EXPERIENCE
Now even before you read the whole text, reflect and think about what you know about this topic. Write down your ideas so they are clear. This is an important step! By accessing your knowledge and experience with the topic, you will be able to more easily absorb the information in the new reading because the more you know about a topic, the easier it is for the brain to add in the new information to what is already there. It is like adding information to an existing- folder that has already been created rather than trying to make a brand new one and then fill it with information.

EXAMPLE
Assignment: Your teacher has asked that you read the article “Your Messy Desk Is Evidence of the Indomitable Creativity of Your Soul” by Katy Waldman and then compare and contrast ideas in the article to your own life.

What do you do first? Panic? NO! You can do this. You READ before you read.

R = REFLECT ON THE ASSIGNMENT
First, think about what will you need to do with the information in the article. Has your teacher said what you will do with this information? What has your teacher asked you to do with readings in the past? The assignment says to “Consider the author’s ideas about messy-desk people and neat-desk people; do you fit her stereotype?” So, as you read, you will need to think about what the article says about messy-desk and neat-desk people. Also think about what your desk is like. Is it messy or clean? Then as you read, consider whether or not you are like those who have the same type of desk as you do. You will not be able to answer the questions below until after you read, but think about them as you read the article and come back to them.

Messy-Desk People are:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Neat-Desk People are:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

My Desk is:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I am like _____________________-desk People in these ways:

____________________________________________________________________________________
I am different than __________________________-desk People in these ways:

E = EXamine the READING

This means to read the title and the first sentence of each paragraph.

Title: “Your Messy Desk Is Evidence of the Indomitable Creativity of Your Soul”

Paragraph 1 Sentence 1: “I have the distinction of sitting next to an exquisitely tidy co-worker.”

Paragraph 2 Sentence 2: “Or at least that is one interpretation of the article, which summarizes three experiments recently published in Psychological Science by researchers from the University of Missouri.”

Paragraph 3 Sentence 3: “In the first experiment, one group of college students was asked to complete questionnaires in a cluttered, messy office.”

Paragraph 4 Sentence 4: “But here’s where those of us with poor moral fiber and the inability to find anything ever get our own back: College students were then ushered into spaces either immaculate or slovenly and instructed to concoct new uses for pingpong balls.”

Paragraph 5 Sentence 5: “The third experiment is perhaps the most revealing in terms of how workspace tidiness affects our thought processes. In this concluding portion of the study, adults could add one of two healthy “boosts” to their lunchtime smoothie: the “classic” boost or the “new” boost.”

Paragraph 6 Sentence 6: “Indeed, according to the authors, the mental disruption inflicted by a messy space “can produce fresh insights”—about pingpong balls—but it can also relax crucial internal codes: Be nice, eat apples.”

After reading these sentences, now you can guess as to what the article is about.
A = ANTICIPATE THE TOPIC
From the title and these sentences, what does the article seem to be about?
___________________________________________________________________________________
___________________________________________________________________________________
To me, it seems that the article is about the ways in which a clean or messy desk can affect us.

D = DRAW ON PAST KNOWLEDGE AND EXPERIENCE
Think about what you know about this topic. Do you have any experience with messy desks or office areas? What about clean workspaces?
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
To draw on my own experience, I think about how messy my desk at home is and how comfortable I feel at it. However, I also think about how my desk at work is very clean because if I don’t keep it clean at work my boss makes comments. I then think about how I dislike working at my desk in the office because it doesn’t feel like it’s my space. I wonder what more the article will say about messy versus clean desks.

(Read all of “Your Messy Desk Is Evidence of the Indomitable Creativity of Your Soul” by Katy Waldman before you move to the next section)
Learning and Using Vocabulary in Context

Vocabulary in context is all about guessing the meanings of words based on clues in the sentence so you don’t have to stop reading and look at a dictionary. In textbooks, vocabulary often has a definition right by it and is sometimes even underlined. Most other texts though, fiction and expository, make it harder for you to figure out new words.

GOAL
Here are some strategies that can help:

• Look for **synonyms** -- look for places where the author restates his or her ideas using words you know better.
• Look for **antonyms** -- look for places where the author explains using the opposite of a word you don’t know.
• Look for **examples** -- look for places an author gives you examples of what the word means.
• Use the **meaning of the sentence** -- restate the sentence in your own words, then guess

Using this paragraph from an article on Slate.com, Waldman’s “Your Messy Desk Is Evidence of the Indomitable Creativity of Your Soul,” I’ll go over how to apply these strategies.

I have the distinction of sitting next to an exquisitely tidy co-worker. The surface of her desk gleams like the skin of an apple (or the inside of an Apple store); a single dictionary, its binding kissing the leftmost edge of a tissue box, keeps watch over an immaculately polished laptop. Occasionally a book will materialize somewhere between the telephone and the cheerful plant in its bright green ceramic pot. The edges of this idyllic work zone are marked by a translucent partition, a kind of Great Wall beyond which the barbarian forces (me) gather.

After reading the paragraph, I go back to the first vocabulary word and try to figure it out. I see that exquisitely is right before tidy co-worker, maybe telling me more info about the kind of tidy co-worker she is. As I read the paragraph, I see examples of her tidiness: the co-worker has a gleaming, mostly clear desk, everything is lined up, her laptop polished, her plant alive and cheerful. Sounds like everything is in its place and clean -- so maybe exquisitely means “very” or “perfectly” in this case.

Immaculately is next. It tells more about “polished laptop,” but the author doesn’t go into more detail about the laptop, so there aren’t any synonyms or antonyms I could use to get the meaning. I know from the paragraph, though, that the co-worker is very, exquisitely, tidy; someone who is so tidy wouldn’t do a bad job polishing a laptop. The laptop is probably spotless and shiny, with not even a speck of dust -- so this time I guess the meaning of the word using the general meaning of the sentence (and paragraph): immaculately means spotlessly.

For **materialize**, try to figure out the meaning yourself:

• first, look for someplace where she explains the ideas in the sentence again.
• Then (if you don’t see an opportunity for using synonyms or antonyms), look for examples of the idea later in the sentence, or somewhere else in the paragraph.
• Lastly, if you don’t see any of the first two, try to find it using the meaning of the sentence.
  o Ask yourself:
    ▪ what is happening in this sentence? What is the action?
    ▪ what is doing the action?
    ▪ what is the result of the action?
  o After you have answered the questions above, decide on a word or phrase you would have used instead of **materialize** if you had written the sentence.
Here are my answers:

In the sentence (Occasionally a book will materialize somewhere between the telephone and the cheerful plant in its bright green ceramic pot.), materialize is the action -- kinda unhelpful because it is the vocab word I don’t know. The book is doing the action, and the result is that there is a book between the telephone and plant. I guess the action is something like getting there or appearing, at least for this sentence. Both those keep the overall meaning of the sentence if you use them to replace materialize: “Occasionally a book will [get there] somewhere between the telephone and the cheerful plant… or Occasionally a book will [appear] somewhere between the telephone and the cheerful plant…. I like appear better in the sentence, so I would guess that is a good synonym to use.

Now try to use this process to guess meanings for idyllic, translucent, and partition.

idyllic =
translucent =
partition =

Idyllic comes right before workspace; what kind of workspace is it? From reading the paragraph, it seems perfect and clean, a place you can focus on work.

Translucent comes before partition; what kind of partition is it? what is a partition anyway? What type of thing “marks the edges of an idyllic workspace”?

Partition has a comma and example right after it -- what in an office space is just like The Great Wall of China?

As I read and guess vocab meanings, I’ll write my guess in the margin (often with an arrow to the box I draw around the vocab word). Once you have read through once and guessed at meanings, it is time to go to your dictionary and make sure your guesses are right -- especially for sentences that are important for figuring out the larger meaning of the paragraph, chapter or essay.

Using the Dictionary for Vocabulary

So, now that you have guesses for the vocabulary words from the text you were reading, it is time to check the ones you aren’t sure about, the ones that you think are important to the author’s point, and the ones you couldn’t figure out through guessing (<-- this happens sometimes, guessing doesn’t always work). With the ascendancy of computing technology and the internet, traditional instruction in using a dictionary must be augmented [some more vocab to practice on!] to include electronic dictionaries available free over the internet.
Internet Dictionaries:

I like to use the American Heritage Dictionary when I look up words (http://www.ahdictionary.com/ or just search Google for American Heritage Dictionary) because it has lots of definitions, an audio and written pronunciation key, and where the word comes from.

Here’s the entry for ascendancy:

\[ \text{as\-cen\-dan\-cy also as\-cen\-den\-cy} \]  
\[ \text{(ə-\text{sē\-ndən-\text{sē})} \]
\[ \text{n.} \]
Superiority or decisive advantage; domination: "Germany only awaits trade revival to gain an immense mercantile ascendancy" (Winston S. Churchill).

This word only has one definition, so it is easy to put it back in the sentence it came from -- “With the [domination] of computing technology and the internet, traditional dictionary instruction….” Basically, now that we have the internet, teachers should add internet dictionaries to the list of what to teach when they teach students how to look up words. Some words have more than one definition, and the author means a specific one -- so look through them all instead of picking the first definition!

A good example of the need for reading all definitions is kissing. Read this sentence: “The surface of her desk gleams like the skin of an apple (or the inside of an Apple store); a single dictionary, its binding kissing the leftmost edge of a tissue box, keeps watch over an immaculately polished laptop.” If you tell me that the book binding is puckering its lips and smooching the edge of a tissue box, like a strange office supply romantic comedy, you will hopefully be joking or really miss the point.

Here are the first few results for kissing from ahdictionary.com:

\[ \text{kissed, kiss\-ing, kiss\-es} \]  
\[ \text{v.tr.} \]
1. To touch or caress with the lips as an expression of affection, greeting, respect, or amorousness.
2. To touch lightly or gently: flowers that were kissed by dew.
3. To strike lightly; brush against: barely kissed the other car with the bumper.

You can see that the first one is impossible for a book. The second one might work, or the third: the book is touching the tissue box or brushing against it, placed carefully by an unapologetic neat freak.

Vocabulary in Context Exercises: [<-these should be all text specific]

a. Vocab in Context list of sentences with underlined vocabulary. Students guess and explain the rationale behind their guess.

b. Dictionary Use exercises for vocabulary that used in unusual ways; students put the definitions back into the sentence (all of them) and then pick which definition works best.
Annotation

This lesson builds on ideas in the Previewing a Text lesson, so be sure you have previewed the text before you annotate it. By previewing, you will know what ideas are worth annotating and your annotations will be useful and on topic.

A Note about College Level Reading and Writing

In college, students who get placed in a basic skills reading and writing course sometimes have a question – “I know how to read, so why am I here?” They know how to sound out words, they sometimes read fiction all the time, so they don’t really see what a reading class will do for them.

College reading classes actually teach critical reading, which is a specific academic style of reading with specific skills that help a reader think through and evaluate ideas in a text. College level reading, critical reading, boils down to conversation – you as a reader are listening to, thinking about and responding to what the text is saying to you. It takes time and a willingness to try something weird to get good at talking to a text (especially because as you get better, you imagine what the text would say back to you), and a good way to start practicing is through annotations.

GOAL

• Talk to the text (start conversing with the ideas the author presents)
  o this gets you thinking about the ideas the author is sharing
  o gets you ready for writing – by talking to the text, you are brainstorming what you would say back
  o helps you remember the text
  o helps you understand the ideas in the text
  o helps you find specific pieces or ideas when you reread later to study or write

METHOD

After previewing the document, for each paragraph (for expository – informational or argumentative texts), write in margin comments that:

• ask questions (who, what where, when, why, what about)
• make comments about ideas, support
• use stars, exclamation points and question marks for main ideas and confusing passages
• circle or box vocabulary
• connect ideas from other parts of the text, from other texts, or from your own life to the article.

EXAMPLE

I have a paragraph from “Your Messy Desk Is Evidence of the Indomitable Creativity of Your Soul,” below that shows one way to annotate the text. For a video explanation, see the short “How to Annotate” Video on Moodle.

1. Preview the article
   [to be filled in later, with takeaways from previewing]

2. After previewing and figuring out what kinds of annotations I need to make (that fit my purpose -- a paragraph that answers the question “How does your study environment affect you?”), I’m ready to start.
   Here’s the first paragraph of “Your Messy Desk Is Evidence of the Indomitable Creativity of Your Soul”:

I have the distinction of sitting next to an exquisitely tidy co-worker. The surface of her desk gleams like the skin of an apple (or the inside of an Apple store); a single dictionary, its binding kissing the leftmost edge of a tissue box, keeps watch over an immaculately polished laptop. Occasionally a book will
materialize somewhere between the telephone and the cheerful plant in its bright green ceramic pot. The edges of this idyllic work zone are marked by a translucent partition, a kind of Great Wall beyond which the barbarian forces (me) gather.

As I read it, I talk back to the ideas and write in my comments, especially the ones that I think will help me write the paragraph I’ve been assigned.

I have the distinction of sitting next to an exquisitely tidy co-worker. [not my desk at home/work] The surface of her desk gleams like the skin of an apple (or the inside of an Apple store); a single dictionary, its binding kissing the leftmost edge of a tissue box, keeps watch over an immaculately polished laptop. [ = Svet’s desk, too neat to mess up by working. lots of time cleaning?] Occasionally a book will materialize somewhere between the telephone and the cheerful plant in its bright green ceramic pot. The edges of this idyllic work zone are marked by a translucent partition, a kind of Great Wall beyond which the barbarian forces (me) gather. [+ me too. middle is best--lots of stuff, but all has a home so easy to find, not lost, much work?]

On my paper copy of the article, these notes would be alongside the text, in the margin. I try to use symbols where appropriate so everything fits in the small space, and I often leave out words or use fragments. Sometimes, depending on how hard the article is, I’ll write notes about what the author is saying on the left and my own reactions on the right; this article is pretty straightforward for this paragraph anyway. In future paragraphs, I’m looking to connect the article not only to myself, but to itself. Here’s the second paragraph:
Comprehension: What Did I Just Read?

Why?
There are two significant reasons why you want to think about what you’ve read:
• Your teacher will expect you to know what you read about and you don’t want to disappoint your
teacher or classmates.
• Don’t waste your precious time. If you have gone to the effort to read an article, make sure you know
what it is about and have written a few notes during and afterwards, so you will not forget the
information, at least until after class.

Thus, here are a few questions to ask after you read an article, chapter, etc:

1. What is the topic of this article?
This could be a subject like golf, or a person like Einstein. After performing the READ pre-reading exercise,
you should already know the topic. But always start with the basics.

   1. What is the topic of “Your Messy Desk Is Evidence of the Indomitable Creativity of Your
      Soul”?

____________________________________________________________________________________

____________________________________________________________________________________

2. What does the author seem to be saying about this topic?
This is a much harder question. It requires that you consider the author’s main points, the examples the author
includes, and the author’s attitude about the subject. These are concepts we will be working on throughout the
semester. However, one way to approach this question is to imagine you are the voice in a movie preview
telling the audience what the movie is basically about: “In a world where Justin Timberlake loves English,
suddenly homework becomes fun.” Thus, with an article, try to state the main idea of it in a few sentences. You
can imagine the movie voice in your head if that helps.

   2. What does Waldman seem to be saying about this topic?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

3. What are some of the smaller, but important and interesting details?
Also, note aspects of the article that are interesting to you or seem relevant to the article.

   3. What are some of the smaller, but important and interesting details of the article?
4. Are there any parts or passages you don’t understand from the article?
It is always good to note aspects of a reading you don’t understand because you can go back to that section later, ask a friend, or even ask your instructor. Teachers love it when you bring in questions. It shows you have read and are interested enough in your topic to ask more about it. Students always underestimate how happy they can make a teacher, when they ask questions.

4. Are there any parts or passages you don’t understand from the article?
What is Reverse Outlining: It sounds like going backwards?
It sort of is like going backwards, but in a good way. A reverse outline is looking at a reading’s structure AFTER it has been written. While reverse outlining, try to separate out the major supporting points and the minor supporting details that go with them. This process is helpful to clarify the major points and to see how the author has constructed the reading. It is a little like tracing the seams of a shirt to see how it was made. This is important because one way to better understand a reading is to look at the way it is organized or put together.

“But I don’t even know what an outline is?” You say. Don’t worry; we are here to help.
An outline is the skeleton of a paragraph/reading that is much like a blueprint of a building. It shows how the ideas are organized in a meaningful way by noticing what information is close together and connected as well as where the author changes and brings in new information. Just imagine what buildings would look like if they were constructed without any plans or thought about organization. One might construct an apartment building where one apartment has three bathrooms while another has none. That would not be good.

But just having a structure is not enough either. The organization of a text must make sense, so we understand how everything goes together. For example, what if our handy builders decided to organize the apartment building by the type of rooms, so that all the bathrooms were together in one section while the kitchens were all together in another section of the building. Now this does show organization, but it is not going to be a happy place to live. Thus, an outline helps to group information together, but also to think about the order or arrangement of ideas.

There are different types of outlines, but you just need to think about grouping points and examples together in sections. These sections might be divided by paragraphs, but sometimes the sections can be made up of several paragraphs.

Section 1: Major Supporting Point 1
Examples:
   Major Supporting Point 2
   Examples
Section 2: Major Supporting Point 3
Examples:
   Major Supporting Point 4
   Examples
Section 3: Major Supporting Point 6
Examples:

Now all you need to do is look at the reading and try to put its ideas, points, and examples into this format.

How is this Possible?
It is easier than you think!

**Step One: First read the article one time through and then AGAIN (yes, I said again) as you divide it into sections.** Now that you have some idea what the article is about, you can start to examine it more closely to uncover its structure, including the main idea, the major supporting points, and the minor supporting details/examples.

**Step Two: Find the Main Idea/Thesis**
Look to see if there a sentence that states the main idea of the whole reading. In a paragraph this sentence is usually the first sentence. In an article with several paragraphs, this statement is called a Thesis Statement. Sometimes readings will have a clear thesis statement that says exactly what the main
idea of the text is. However, often times, the authors do NOT say exactly what the main idea is because they want you to figure it out by their points. If there is one, it is usually in the first or second paragraph and then again in the conclusion paragraph of the reading. If there is not a clearly stated thesis, you might want to wait to figure out the thesis until AFTER you find the major points (Step 2).

**Example:** In the “The Multitasking Myth” the thesis or main idea is stated clearly in the first sentence of the article. To add this to the reverse outline, remember the Main Idea/Thesis goes under the first Roman numeral number or I.

Main Idea/Thesis (Paragraph 1): “Multitasking may make it seem like you’re more effective, but studies show that’s often not the case.”

**Step Three: Put Major Supporting Points & their Examples together in Sections**

Often times the major supporting points are stated in the first sentence of each paragraph in a reading with more than one paragraph, or you can put the point into your own words if a few small paragraphs together provide a major supporting point. These points support and help to prove the main idea.

**Example:** “The Multitasking Myth”

**Section 1 (Paragraphs 1 - 3)**

Major Supporting Point 1: Multitasking is doing many things at once, which people think that they can easily do.

Minor Supporting Detail/Example 1: People try to check their messages during meetings

Minor Supporting Detail/Example 2: People talk on the phone while reviewing reports.

**Section 2 (Paragraph 4)**

Major Supporting Point 2: “In reality, multitasking is a false pretense”

Minor Supporting Detail/Example 1: People can’t listen to a conversation and review documents or reports

**Section 3 (Paragraphs 5 - 8):** Multitasking can have many negative effects.

Major Supporting Point 3: Multitasking sends mixed messages to people and might make people think you are not that important to the team.

Major Supporting Point 4: “As innocent as multitasking seems, there are numerous studies that point to its ineffectiveness.”

Major Supporting Point 5: “Multitasking not only affects your career, it can be life threatening as well.”

Minor Supporting Detail/Example 1: A pedestrian who is checking her phone almost gets hit by a car.

Major Supporting Point 6: Multitasking can become a habit

Major Supporting Point 7: “Multitasking also can create a cycle of never-ending tasks that can make you feel overwhelmed.”

Minor Supporting Detail/Example 1: If you are a manager you might not assign tasks to others because you are multitasking and trying to do it all.

**Section 4 (Paragraphs 9 - 12):** There are many ways that one can be more productive and stop multitasking.

Major Supporting Point 8 “Breaking the multitasking habit and learning to focus on
one project at a time requires discipline and the ability to prioritize.”

**Major Supporting Point 9** “If you want to be more productive, start by taking small steps as you plan your day.”

**Major Supporting Point 10** Keep track of your distractions and prioritize them

**Major Supporting Point 11** “You can change multitasking into single-tasking by slowing down and making a decision to focus.”

Notice that the outline does not use each paragraph as a section, but puts connected points together in the following ways:

First Section: Paragraphs 1 - 3: What multitasking is and how people think they can do it

Second Section: Paragraph 4: People are wrong and cannot multitask

Third Section: Paragraphs 5 - 8: The negative effects of multitasking

Fourth Section: Paragraphs 9 - 12: Ways to stop multitasking

**Step Four: Decide what the Author’s Main Idea/Thesis is**
Yes, this was Step Two also, but now that you have can see the structure of the reading, does it change your idea of what the main idea/thesis is?

Looking at the outline it seems that the author’s point is more than just: “Multitasking may make it seem like you’re more effective, but studies show that’s often not the case.”

It seems that the author is saying much more or something like: While multitasking is ineffective, it also has many negative effects, but there are several ways to stop it.

**Now it’s your turn.**

**Step One:** Read the article once and then AGAIN.

**Step Two:** Find Main Idea/Thesis

**Step Three:** Divide the Points and Examples into Sections

Section 1:
Major Supporting Point 1
__________________________________________________________________________________________

Examples: _______________________________________________________________________________
__________________________________________________________________________________________

Major Supporting Point 2
__________________________________________________________________________________________

Examples: _______________________________________________________________________________
__________________________________________________________________________________________

Section 2:
__________________________________________________________________________________________

Major Supporting Point 3
__________________________________________________________________________________________

Examples: _______________________________________________________________________________
__________________________________________________________________________________________

Major Supporting Point 4
__________________________________________________________________________________________
Examples: ________________________________________________________________

__________________________________________________________________________

Section 3:

__________________________________________________________________________

Major Supporting Point 5_____________________________________________________________________

__________________________________________________________________________

Examples: ________________________________

__________________________________________________________________________

Major Supporting Point 6_____________________________________________________________________

__________________________________________________________________________

Examples: ________________________________

__________________________________________________________________________

Step Four: Decide on the Main Idea/Thesis

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Summarizing an Article: What’s the Big Idea and other Details?

Why, oh why?
One of the best ways to absorb the information from a text is to think and write about the main ideas expressed in it because, after all, you are in school to learn. Right? Often times, instructors will even ask for a summary of an article, chapter, book etc. so you want to be prepared!

When you begin thinking about a text you have just READ and then really read, start with the basics:

TITLE: What is this thing even called?
Knowing the title of an article is an important step in figuring out what the article is about. The title often gives clues to readers.

Example
“The Multitasking Myth”

AUTHOR: Who would write such a thing?
Anytime you read an article, take a look at the name of the author. This person, hopefully, took a great deal of time to write this essay and he/she deserves a little credit and acknowledgement. (More importantly, if you hate the article, it’s good to know who wrote it, so you can avoid his/her work in the future.)

Example
Kim Thompson

Now you can move on to the more interesting aspects of the article.

MAIN IDEA: What’s going on here?
The main idea of a text is simply the overall point that the author is trying to make, so it’s pretty important to figure it out since it is the point that the author has gone to so much trouble to write about. Thus, for the sake of the author, try to deduce what he/she is saying. Moreover, writers can be a bit sensitive and get their feelings hurt when we ignore what they have to say, so don’t go there.

But wait, you say: “How can I know what the author is trying to say. I’m not a mind reader.” No, but the author leaves clues in the text. You just need to be a detective of sorts.

Step 1) TOPIC: In four words or Less
To figure out the main idea, first decide what topic the article is about. The topic is usually just one or two words. As a detective, don’t be afraid to ask some questions like:

What is the author writing about?
Who is the author writing about?
Are there any words that get repeated? What do they have to do with the article?
What clues does the title give about the topic?

Example
“The Multitasking Myth” by Kim Thompson
What is the author writing about? Doing too many things at once
Who is the author writing about? Everyone
Are there any words that get repeated? Multitasking, tasks, work, ineffective, effective, focus, productive
What do they have to do with the article? They seem to be the focus
What clues does the title give about the topic? Multitasking = Myth (Not true)
Condense the Topic into four words or less: Multitasking and being productive

Here are some other examples:
Chapter 1 of Ten Steps to Improving College Dating Skills: “Flirting in Class” by Jon Snow
**Topic:** Dating in class

Grammar Made Fun: “10 Ways to Love Grammar,” by Maggie Greene
**Topic:** Fun and Grammar (Who would have thought these two things could be connected?)

The essay “Curing Procrastination with Chocolate” is from the anthology 101 Amazingly Boring Essays
**Topic:** Procrastination and chocolate

(Notice how often the topic is stated in the title.)

**Step 2) MAJOR SUPPORTING POINTS:**
Try to decide what the author is saying about that topic. You will have to continue your investigation with some more questions like:

What does the author seem to be saying about this topic?
What is the author’s attitude about this topic? Does he/she seem angry? Happy? Informative? Excited? Irritated?

**Helpful Hints:**
1) Many times the main points of articles can be found in the first/topic sentence of each paragraph. So go back after you have read the article, at least once, and look over the topic sentence of each paragraph. If the point is not stated in the first sentence, then think about and make a logical guess about what the point of each paragraph is.
2) Then try to state the main point of each paragraph. If the article is really long, you might be able to break it down into sections that include a few paragraphs about the same point, or if there are tiny paragraphs you can also separate the text into sections and find the main point of a section.
3) Put the main points into your own words. By restating the author’s ideas in your words, it helps you to remember and understand his/her ideas.

**Example**
“The Multitasking Myth” by Kim Thompson

**Section 1 (Paragraphs 1 - 3)**
**Major Supporting Point 1:** Multitasking is doing many things at once, which people think that they can easily do.

**Section 2 (Paragraph 4)**
**Major Supporting Point 2:** Multitasking is not real and people really cannot do it well.

**Section 3 (Paragraphs 5 - 8):** Multitasking can have many negative effects.
**Major Supporting Point 3:** Multitasking sends mixed messages to people and might make people think you are not that important to the team.
**Major Supporting Point 4:** Studies show that people are less productive when they multitask
**Major Supporting Point 5:** Multitasking can be dangerous and life threatening
**Major Supporting Point 6:** Multitasking can become a habit
**Major Supporting Point 7:** Multitasking also can make people feel overwhelmed.
Section 4 (Paragraphs 9 - 12): There are many ways that one can be more productive and stop multitasking.

**Major Supporting Point 8:** To stop multitasking, focus on one project at a time by using discipline and prioritizing tasks.

**Major Supporting Point 9:** To be more productive, take little steps when planning the day and projects

**Major Supporting Point 10:** Keep track of your distractions and prioritize them

**Major Supporting Point 11:** Slowing down and deciding to focus can change multitasking

**Overview of the Sections**
First Section: Paragraphs 1 - 3: What multitasking is and how people think they can do it

Second Section: Paragraph 4: People are wrong and cannot multitask

Third Section: Paragraphs 5 - 8: The negative effects of multitasking

Fourth Section: Paragraphs 9 - 12: Ways to stop multitasking

**Step 3) MINOR SUPPORTING DETAILS: Just the Facts Ma’am**
Now, look at the kinds of specific examples or details that the author mentions. Minor supporting details can be real life examples from personal experiences, quotes/opinions from experts like doctors, facts and results from studies or experiments, and events in history. Because the details are meant to prove the author’s point, they can be helpful when trying to figure out the author’s actual point. Thus, think about the article using the following questions:

What are these examples about?
What do they show or prove?

**Example**
“The Multitasking Myth” by Kim Thompson

In her article, Thompson uses:

**Personal experiences:** She talks about the pedestrian who almost gets hit by a car while multitasking.

**Experiments:** She says studies have shown that multitasking is not effective or productive

**So, What is the Big Idea?**
After you have considered the topic and reviewed the paragraphs individually, put your information all together to decide what is the author’s overall main idea or what is the author trying to get me to understand? Basically, the main idea is the topic + the points that the author argues about that topic.

**Example**
“The Multitasking Myth” by Kim Thompson

**Topic:** Multitasking and being productive

**Major Supporting Points:**
1) Many people think they can multitask or do many things at once.
2) People are wrong and cannot multitask
3) There are negative effects of multitasking like:
a. It makes people think you are not that important to the team at work.
b. Studies show that people are less productive when they multitask
c. It can be dangerous and life threatening
d. It can become a habit
e. Multitasking also can make people feel overwhelmed

4) There are many ways that one can be more productive and stop multitasking.
   a. Focus on one project at a time by using discipline and prioritizing tasks.
   b. Take little steps when planning the day and projects
   c. Keep track of your distractions and prioritize them
   d. Slow down and decide to focus

Main Idea: Even though people think they can multitask, it is ineffective with many negative effects, but there are several ways to stop it.

Here is another example:
Chapter 1 of Ten Steps to Improving College Dating Skills: “Flirting in Class” by Jon Snow

Topic: Dating students from class

Major Supporting Points:
1) One way to get the attention of a classmate of interest is to attend every class and do all of lab hours, so you have chances to see and maybe talk with him/her about English or grammar
2) Participate in class, so he/she has an opportunity to get to know you
3) Another way to meet someone you are interested in is to create a study group for your English class and make sure she/he is invited to join.
4) Finally, the best way to meet a classmate of interest is to spend extra time studying, so you can impress him/her with your knowledge of English and grammar.

Now it’s Your Turn
Using the reading assigned to you by your instructor, follow the steps to summarizing.

Title of Article: __________________________________________________________

Author or Authors _______________________________________________________

Step 1) TOPIC

What clues does the title give about the topic? ____________________________________________

______________________________________________________________________________

______________________________________________________________________________

What or what is the author writing about? ____________________________________________

______________________________________________________________________________

______________________________________________________________________________

Are there any words that get repeated? _____________________________________________

______________________________________________________________________________
What do they have to do with the article?

___________________________________________________________________________________

Topic: _____________________________________________________________________________

Step 2) MAJOR SUPPORTING POINTS:
Remember for each paragraph think about:
What does the author seem to be saying about this topic?
What is the author’s attitude about this topic? Does he/she seem angry? Informative? Excited? Irritated?

Major Supporting Point Introduction/First Paragraph: ______________________________________
What does the author seem to be saying about this topic in this paragraph?

___________________________________________________________________________________

Major Supporting Point Second Paragraph: _____________________________________________

___________________________________________________________________________________

Major Supporting Point Third Paragraph: ______________________________________________

___________________________________________________________________________________

Major Supporting Point Fourth Paragraph: _____________________________________________

___________________________________________________________________________________

Major Supporting Point Fifth Paragraph: ______________________________________________

___________________________________________________________________________________

Major Supporting Point Last Paragraph: _______________________________________________

___________________________________________________________________________________

Additional Space if needed:
From all of this, what are the major supporting points of the article?

Step 3) MINOR SUPPORTING DETAILS:

What kinds of examples does the author use? ______________________________________________

___________________________________________________________________________________

What are these examples about? _________________________________________________________
___________________________________________________________________________________

What do they show or prove? ___________________________________________________________
___________________________________________________________________________________
Tick Tock: The Relationship of Ideas in a Text through Time

There are many different ways to look at a reading as you are probably starting to realize by now, so it can make analyzing a reading seem like an impossible task. But just like everything else, it’s not impossible! There are many ideas in a reading and it’s important to figure out how sentences relate to one another and how, in general, the main ideas connect to one another. So what are the ways in which sentences and ideas can connect? Well, if you looked at even just one of the titles above, you know that one way is through time.

When the sentences and ideas in a reading are connected by time, the article is focused on a series of events that add up together in a particular way to create a story.

**Here’s an example:** After I walked through the beautiful garden, the bee stung me, and I then began to cry out in terrible pain.

Order of Ideas

Now, this sad story is about a very mean bee, but it is also connected by time. The events can only be told in a certain order. It would not make sense to say that: *I began to cry out in terrible pain after I walked through the beautiful garden; then the bee stung me.* That doesn’t really make sense, so the order matters. One event led into the other, so the sentences are connected by what happened in a particular time order.

Hints & Transitions

There are also hints within a passage that help a reader to figure out the connections between ideas. These hints are called transition words. Transitions help to signal the type of relationship between ideas. These words below are used to tell the reader that the ideas are connected by time.

**TIME**

<table>
<thead>
<tr>
<th>Before</th>
<th>When</th>
<th>Until</th>
<th>Frequently</th>
<th>Often</th>
<th>Now</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>After</td>
<td>As</td>
<td>During</td>
<td>Eventually</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
</tr>
<tr>
<td>Finally</td>
<td>While</td>
<td>Last</td>
<td>Previously</td>
<td>Next</td>
<td>Then</td>
<td>Following</td>
</tr>
</tbody>
</table>

**Using the example above:** *After* I walked through the beautiful garden, the bee stung me, and *then* I began to cry out in terrible pain.

The transition words *after* and *then* show that the ideas in the sentence are related by *time*.

More Examples:

*After* my son got home from school, he started doing his homework.

*During* the wedding, the baby was wailing.

*While* I was at the stop sign, my cell phone rang. *Then* I answered it.

So, to figure out the relationship between sentences or ideas think about the following questions:

1) **Does the Order Matter?**

If the sentences or points can be put into a different arrangement or order without changing the meaning, it is probably not a time relationship. However, if the order of ideas changes and the meaning is affected, then it could be arranged by time.

2) **What transition words are being used?**

Paying attention to the types of transitions an author uses, will help you to figure out the connection between sentences and ideas.
Now let’s take a look at something longer like our exciting multitasking article: “The Multitasking Myth” by Kim Thompson.

From the article: Multitasking not only affects your career, it can be life threatening as well. Here’s what I mean: The other day I was in my car when a pedestrian crossed the street two cars in front of me while checking something on her phone. She came within a foot of being hit. Luckily the car horns got her attention, so she stopped at the last second and refocused on her near-miss accident.

1) Does the Order Matter?
YES!!!

In the passage above, the order does matter because it doesn’t make as much sense arranged in the following way:

Luckily the car horns got her attention, so she stopped at the last second and refocused on her near-miss accident. She came within a foot of being hit. The other day I was in my car when a pedestrian crossed the street two cars in front of me while checking something on her phone.

While the few two sentences still make sense, the third sentence no longer fits in this new order. Thus, the events could be connected by time.

2) What transition words are being used?
When, while, and last – These are transitions that show time, so the passage is held together and connected by time.

Multitasking not only affects your career, it can be life threatening as well. Here’s what I mean: The other day I was in my car when a pedestrian crossed the street two cars in front of me while checking something on her phone. She came within a foot of being hit. Luckily the car horns got her attention, so she stopped at the last second and refocused on her near-miss accident.

Thus, the events are placed in a specific order to show how one event led to another.
Event 1: Pedestrian was on the phone crossing the street.
Event 2: A car almost hit her and stopped suddenly.
Event 3: The car honked at her.
Event 4: She finally looked up.

Take a look at the reading assigned for this lab and try to determine if there are sections that are connected by time.

Questions
1) Does the Order Matter? How so?

2) What transition words are being used? Are there sections that use time transitions?
Analysis of a Text: The Relationship between Ideas – Cause & Effect

It’s Not My Fault or Is it? The Relationship of Ideas in a Text through Cause and Effect

Having a cause and effect relationship means that one event causes another one to happen. It isn’t about time, though time could be part of it. It is more that one action has a specific effect or result.

Here’s an example: Because I went to the movies instead of doing my English homework and tripped on the stairs in the dark theater, I broke my arm.

Now, this is sad story about a terrible fall, but it is also about certain actions caused a particular effect. No homework + Movies + Tripping in the dark theater = Broken arm

Order of Ideas

With this cause and effect relationship, the order of the information is somewhat important, but not as important as time order. It would make sense to say that: I broke my arm because I went to the movies instead of doing my English homework and tripped on the stairs in the dark theater. However, you couldn’t say: Doing my English homework, I broke my arm because I went to the movies. That does not make sense because it isn’t clear about what caused what. Thus, the order of the sentences does matter to some degree.

Hints & Transitions

There are also hints within a passage that help a reader to figure out the connections between ideas. These hints are called transition words. Transitions help to signal the type of relationship between ideas. These words below are used to tell the reader that the ideas are connected by cause and effect.

CAUSE & EFFECT

Thus Therefore As a consequence Consequently So Effect
Due to Because As a result Accordingly Since Result
If...then Leads to Reason Explanation Affect Cause

Using the example above:

Because I went to the movies instead of doing my English homework and tripped on the stairs in the dark theater, I broke my arm.

The transition word because shows that the ideas in the sentence are related by cause and effect.

More Examples:

Because I answered my cell phone while driving, I got a ticket.
She failed her driving test. Thus, she did not get her license.
Consequently, she must take the bus.

To figure out the relationship between sentences or ideas think about the following questions:

1) Does the Order Matter?
If the sentences or points can be put into a different arrangement or order without changing the meaning, it is probably not a time relationship. However, if the order of ideas changes and the meaning is affected, then it could be arranged by time.

2) What transition words are being used?
Paying attention to the types of transitions an author uses, will help you to figure out the connection between sentences and ideas.
Now let’s take a look at something longer like our exciting multitasking article: “The Multitasking Myth” by Kim Thompson.

From the article: Multitasking also can create a cycle of never-ending tasks that can make you feel overwhelmed. For example, if you’re a manager, part of your role is to delegate tasks when needed. If you are caught in a cycle of multitasking instead of assigning responsibilities to team members, you can be teaching them to be dependent.

1) Does the Order Matter?
YES.

In the passage above, the order does matter because it doesn’t make as much sense arranged in the following way:

If you are caught in a cycle of multitasking instead of assigning responsibilities to team members, you can be teaching them to be dependent. For example, if you’re a manager, part of your role is to delegate tasks when needed.

So, it can be either connected by time or cause and effect, but which is it? Check out the transition words to help.

2) What transition words are being used?

Multitasking also can create a cycle of never-ending tasks that can make you feel overwhelmed. For example, if you’re a manager, part of your role is to delegate tasks when needed. If you are caught in a cycle of multitasking instead of assigning responsibilities to team members, you can be teaching them to be dependent.

The transition word if shows a cause and effect relationship.

If manager + In cycle of multitasking + Not assigning duties to others = Dependent workers

Take a look at the reading assigned for this lab and try to determine if there are sections that are connected by time.

Questions
1) Does the Order Matter? How so?

__________________________________________________________________________________________
__________________________________________________________________________________________

2) What transition words are being used?

__________________________________________________________________________________________
__________________________________________________________________________________________
The Relationship of Ideas in a Text through Comparison and Contrast
A comparison is showing how two or more things are alike or what they have in common.

Here’s an example: Both Jenny and Susan love going to school.
In this example, both girls like the same thing: School (Who doesn’t, though?)

However, when talking about the contrast between two or more things, you are showing what is different among them.

Here’s an example: However, while Susan loves English, Jenny loves math.
In this sentence, the two students love different subjects: English vs. Math.

Order of Ideas
Unlike other types of relationships between ideas, with comparison and contrast, the order of the ideas does NOT matter. That means that transition words will be very important for seeing a comparison or contrast connection between ideas.

Hints & Transitions
Transitions help to signal the type of relationship between sentences and ideas. These words below are used to tell the reader that the ideas are connected by comparison.

COMPARISON
<table>
<thead>
<tr>
<th>Just as</th>
<th>Likewise</th>
<th>In a similar way</th>
<th>In a like manner</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just like</td>
<td>Resemble</td>
<td>In the same way</td>
<td>Similarly</td>
<td>Similar</td>
</tr>
</tbody>
</table>

Using the example above:
Both Jenny and Susan love going to school.

The transition word both shows that the ideas in the sentence are related by comparison or what the two students have in common.

More Examples:
Just as her sister, she too plays the piano.
Similarly, John plays a musical instrument.

These words below are used to tell the reader that the ideas are connected by contrast.

CONTRAST
<table>
<thead>
<tr>
<th>But</th>
<th>In contrast</th>
<th>As opposed to</th>
<th>Even though</th>
<th>In spite of</th>
<th>Unlike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yet</td>
<td>However</td>
<td>On the other hand</td>
<td>Rather than</td>
<td>Differs from</td>
<td>While</td>
</tr>
<tr>
<td>Despite</td>
<td>Although</td>
<td>Conversely</td>
<td>Nevertheless</td>
<td>On the contrary</td>
<td>Instead</td>
</tr>
</tbody>
</table>

Using the example above:
However, while Susan loves English, Jenny loves math.

The transition word however shows that the ideas in the sentence are related by contrast or how the two students are different from one another.

More Examples:
Although she likes hiking, she did not enjoy the nature walk.
Despite her hard work, she did not get the promotion. On the trip it was cold and rainy. **However**, they still enjoyed themselves.

To figure out the relationship between sentences or ideas think about the following questions:

1) **Does the Order Matter?**
   If the sentences or points can be put into a different arrangement or order without changing the meaning, it could be a comparison or contrast relationship.

2) **What transition words are being used?**
   Paying attention to the types of transitions an author uses, will help you to figure out the connection between sentences and ideas.

Now let’s take a look at something longer like our exciting multitasking article: “The Multitasking Myth” by Kim Thompson.

From the article: *The habit of multitasking usually doesn’t form overnight. Instead, it’s a product of time pressures. But here’s the problem: You think you are being productive when in reality you are performing less than you are capable of delivering.*

1) **Does the Order Matter?**
   No.

   In the passage above, the order does matter because it doesn’t make as much sense arranged in the following way:

   *Instead, it’s a product of time pressures. The habit of multitasking usually doesn’t form overnight. In reality you are performing less than you are capable of delivering. But here’s the problem: You think you are being productive*

   The sentence is a little awkward, but the meaning is still the same. So, it cannot be connected by time or cause and effect. It could be comparison or contrast, but which is it? Now we need to check out the transitions to help.

2) **What transition words are being used?**

   *The habit of multitasking usually doesn’t form overnight. Instead, it’s a product of time pressures. But here’s the problem: You think you are being productive when in reality you are performing less than you are capable of delivering*

   The transition word *instead* shows a contrast relationship. Also something to note is that the word *than* is often times used in comparison or contrast connections, so when you see *than* look for the other transitions to figure out which connection is being used.

   Take a look at the reading assigned for this lab and try to determine if there are sections that are connected by comparison or contrast.

**Questions**

1) **Does the Order Matter? How so?**
2) What transition words are being used?
The tone of a reading is about how the author is saying something instead of what the author is saying because how you say something is just as important as what you say.

**Example**
John told his father, “I would love to wash the dishes.” Then he went into the kitchen.

This is great, right? Sweet John wants to help his father. But what if he said this same statement in a negative way or tone.

John screamed at his father, “I would love to wash the dishes.” Then he stormed into the kitchen.

The actions in the sentences above are the same, but it is how John did them, which makes a big difference to John’s father. After the first sentence John’s father probably felt pretty good, but after the second sentence, he was probably a little upset with John. Thus, the way something is said can be very important because it can change the meaning of what is said.

In John’s first sentence, he is basically saying: Sure, I would be happy to help and wash the dishes.

But in the second sentence John is really saying: I would hate to do the dishes and I am mad that you would even ask.

Although the sentences almost say the same things the way they are said make their meanings opposite. So you have to pay attention to the words that authors use to describe their ideas.

Let’s take a look at the following reading:
2. CRITICAL THINKING/WRITING

Reading Response: Connecting to the Author’s Ideas

Reading = making meaning.

What is reading? In high school, often reading is parroting back what the text said, telling the author’s ideas and “what happened” in the story. High school is supposed to teach you facts and information, so they ask you to read for facts and information, for details and then repeat them back. College reading, in contrast, is entering into a dialog with the author to evaluate and respond to ideas -- in college, knowledge is always temporary because new ideas come out, new theories are invented and fit better. Knowledge changes in college (unlike the “always true” approach of most high schools), and college teaches you to read, understand, evaluate and change ideas for the better because that is how the world’s knowledge grows. College reading (like in the annotation section above) is more than you might be used to; college writing grows out of reading, is based on the ideas that we all read about. We will be practicing different types of responses in lab, all of which help you to connect to ideas in the reading and add something, your perspective, an application, an analysis, a connection to other texts. This is the why of responding to texts.

For this preliminary response, you will answer the question “Consider the author’s ideas about messy-desk people and neat-desk people; do you fit her stereotype?”

To do this, you should engage further in the writing process:

Brainstorming, Listing & Freewriting

The best way to continue the writing process (Wait, I started already? Yeah, when you were reading and annotating.), is to build on the dialog you began during your annotations. Talk to yourself about the article, and write down your ideas by listing, bullet points, writing incomplete sentences and connecting the topic to anything and everything.

The idea here is to write a lot so that you come up with a good idea -- this is actually how people come up with good ideas: they write down all ideas, think about them, write some more to think them through then sift through to find good ones. This is writing that no one but you and your writing teacher will ever read; it is supposed to be messy, full of grammar and spelling mistakes, incomplete sentences and bad ideas. But every once in a while, there are great ideas you can pull out and use later, or good details and examples you can put into a paragraph after you organize and spellcheck them.

Brainstorm & List

Here’s my model brainstorm:

“Consider the author’s ideas about messy-desk people and neat-desk people; do you fit her stereotype?”

messy desk people:
are greedy - don’t donate as much, eat chocolate instead of fruit
feel poor? surrounded by squalor, dirt, saving up for supplies?
want something to help them feel good, like money or sugar, caffeine?
lazy and won’t clean, so think others are lazy and won’t give $
less empathetic because they are too stuck in their own situation?

neat-desk people:
straight and narrow, following rules for putting things away, what to do with ping pong balls
give more money because they feel that they should? or they aren’t scared of their environment (subconsciously) choose apple because that is the healthy, right choice? correlates with obesity? move ppl to clean space, make them clean to lose weight? seems like a boring place, maybe that makes them less creative

Me: desk at home = messy, piles of papers, handouts, texts, library books full of clutter, clash drives not put away, dust around. no coffee stains, try to be good about picking up cups think of myself as good person, but never donated to charity at my desk think of myself as creative, but usually draw/sculpt not at my desk… so how closely does it tie in? helps me think of new ways to explain grammar, reading, writing? eat chocolate and apples a lot, apples more during the day, chocolate at night. don’t think it would change if I cleaned more.

stereotype: i donate to ppl not organizations -- depends on who’s asking and how much i have in my pocket, usually not much. doesn’t matter where i am, in car or on street or at home with caller: doesn’t fit her idea, really, or not the experiment anyway same with art/creativity: i don’t always do it at my desk -- and i don’t want to do it at my desk. messy and not enough space

Freewriting

Here’s my model: messy desk people are supposedly more creative because they could come up with more uses for ping pong balls, as judged by an independent panel. Seems like that would change according to major and disposition more than environment. Artists=creative, same with philosophy, sociology, maybe anthro? but math and business wouldn’t be? music definitely creative. does that mean artists generally prefer messy environments or exist in them even if they don’t like them? or if i want to write a really good book i shoudl go somewhere filty? that seems a stretch. this is how i am creative: sit down, doodle or brainstorm to get ideas, just keep going until i find one i really like. usually takes me ten or fifteen minutes, but i’ve changed after getting partway through something too, thinking this isn’t good. i don’t remember where i was during this tho, messy or neat.

Students will be asked to type a response
The Structure of a Paragraph

Have a Point!
The most important aspect of your paragraph is to have something to say or a main idea. For a paragraph, this idea should be stated in the first sentence of your paragraph or the topic sentence. Often times you should include your major supporting points in the topic sentence if you have three or less. This main idea is the whole point you are trying to make, and everything in the paragraph should work to support it.

Main Ideas/topic sentences look something like this:
My English class is amazing because of the smart students, the interesting readings, and the exciting writing assignments.

Going to college can improve students’ self-esteem, writing abilities, and critical thinking skills.

Support your Main Idea.
Major supporting points uphold and prove your main idea. As with a house, without supporting beams, the house will fall. Thus, you should have at least three major supporting points to properly uphold and support your main idea. With strong major supporting points, you can convince readers that your idea makes sense. Make sure to introduce each major supporting point, so the reader knows you have moved onto the next one.

Major Supporting Points look something like this:
Because of the intelligent students, my English class is amazing.
Another reason my English class is amazing is because of the engaging readings.
Finally, it is the creative writing assignments that also make English truly amazing.

Going to college can affect the self-esteem of students for the better.
In addition, by going to college students’ writing abilities are greatly improved.
Lastly, going to college helps students to develop their critical thinking skills.

Reading Response: Giving Your Own Opinion

Remember: Reading = making meaning.

One way to think about an article and responding to it is to consider whether or not you agree with the ideas in the reading based on your own experience. You can respond to the author’s main idea or some aspect of the article, such as the major supporting points. Perhaps, you agree with the author’s main idea but you disagree with his/her reasons (major supporting points), you can then write about the reasons using your own major points and examples. You can, thus, write a response, depending on the instructions of the assignment, on just about any aspect of an article. The most important thing is that you explain and support your points.

Assignment: Write an outline for a reading response in which you state what aspect of the article you agree or disagree with using major supporting points and minor supporting details to prove your idea.

Now from previous labs, you know that anytime you start a writing assignment, you need to do some pre-writing, such as brainstorming, listing, or freewriting. However, there is also one more way to do prewriting especially if you are a visual learner called mapping or clustering. For this assignment, try using the mapping/clustering technique. There are directions in the following section.
Clustering/Mapping

Arrange your ideas visually, placing your topic or main idea in the center. Then extend your major supporting points out from your main idea. Then the minor supporting details/examples can spread off of your major points. See the example below and then do your own on the following page:

**TOPIC**

*Multitasking*

- **When I was emailing and talking on the phone with my mother, I had to read emails several times.**
- **While emailing and watching my son, I write the wrong words and have to rewrite the emails again.**
- **Burned cookies for my friend’s birthday party while grading papers at the same time.**
- **Makes work take longer**
- **Causes mistakes**
- **Increases stress**
- **Barely had time to get ready after burning cookies while grading papers, making things stressful**
- **Almost burned my foot trying to iron and talk on the phone**

**Mapping and Clustering your ideas**

While grading papers and watching my son, it took twice as long. Son was distracting.
Mapping and Clustering your ideas
Outlining Your Own Writing

Only begin an outline after you have completed some kind of prewriting like brainstorming, listing, freewriting, or mapping/clustering.

What & Why
When you are writing a paragraph or an essay, it is helpful to create an outline to you keep your ideas organized. Remember from the Reverse Outline section that an outline is grouping information together in a meaningful way. For a Reverse outline you do this AFTER the reading has been written, but for your own work, you will create an outline BEFORE you write the whole piece. This is to help you develop a structure that makes sense for what you want to say. You don’t want an apartment without any bathrooms!

When creating an outline for your own work, you will divide your thoughts into sections based on each major supporting point. This will work for either a paragraph or an essay.

Example
**Topic Sentence:** (write your topic sentence AFTER you’ve written the main supporting ideas first!!)

I agree that multitasking has many negative effects, so it is not effective because when I have tried to multitask, it has made my work take longer, it has caused me to make mistakes, and it has made me feel more stressed about my workload.

**Major Supporting Point 1:** Firstly, I agree with the article that multitasking can be an ineffective habit because I spend much longer on my work when I try to do too many things at once.

**Minor Supporting Detail/Example 1** (list a SPECIFIC example or story that shows your point)

For example, the other day while I was grading a whole stack of twenty English 92 writing assignments, I was also watching my three-year old son. After each paper, I had to stop and try to entertain my son because every time I started to work on a paper, he would get into things he should not like unwinding all of the toilet paper off the holder. Thus, it took me twice as long to grade the papers.

**Minor Supporting Detail/Example 2** (list a SPECIFIC example or story that shows your point)

In another example, I was once trying to read my emails while I was talking to my mother on the phone, but because it was too hard for me to pay attention to my mother and read, I ended up having to read the emails all over again when I got off the phone, making it take even longer than if I had just waited until I was done on the phone.
Major Supporting Point 2: Secondly, I also agree with the article about multitasking because when I try to do it, I always make a lot of mistakes.

Minor Supporting Detail/Example 1 (list a SPECIFIC example or story that shows your point)
Because I have a small child, I often try to do so called “easy tasks” like answering emails for a few minutes while he is playing. However, every time I do this I regret it because many times I start to type words that my son is saying to himself or to me, so I end up writing sentences that don’t make any sense. Then I have to go back and rewrite my emails.

Minor Supporting Detail/Example 2 (list a SPECIFIC example or story that shows your point)
In another instance, I was baking cookies for a friend’s birthday party and trying to grade those English 92 writing assignments again. While the cookies were in the oven, I started grading, but, unfortunately, I got too involved in the fabulous writing of my students and forgot to get the cookies out of the oven on time. The cookies burned, and I had to make new batter to begin again. If I had stayed focused on the cookies, I would not have burned them the first time.

Major Supporting Point 3: Thirdly, because of the stress involved with multitasking, I again agree with the article that the negative effects of it make multitasking more trouble than it is worth.

Minor Supporting Detail/Example 1 (list a SPECIFIC example or story that shows your point)
For example, on the day I was grading and trying to make cookies, I became very overwhelmed and stressed out when I had to make a whole new batch of cookies from the beginning. Because of my attempt to multitask, I made more work for myself and barely had enough time to finish the cookies and get myself ready for my friend’s birthday party.

Minor Supporting Detail/Example 2 (list a SPECIFIC example or story that shows your point)
On another occasion, I was running behind as I was getting ready for work, so I tried to iron my clothes while I was talking on the phone to schedule a dentist appointment for my son. It is not too hard to
imagine what a bad idea this was and the many different ways it could make things even more stressful. Luckily, I did not burn myself, which would have been very stressful as well as painful, but I almost did. As my hands were on the iron, I had the phone up to my ear, but then the phone began to slip. Trying to grab the phone before it fell, I dropped the iron on the floor where it nearly landed on my bare foot. This was upsetting and I quickly stopped ironing until I was finished with the call.

Now you try it!

Assignment: Write an outline for a reading response in which you state what aspect of the article you agree or disagree with using major supporting points and minor supporting details to prove your idea.

Outline: Write out a full sentence for your main ideas and topic sentence! (not just a few words!)

Topic Sentence: (It is usually best to write out your topic sentence AFTER you’ve written the major supporting points first)

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Major Supporting Point 1___________________________________________________________________
__________________________________________________________________________________________

Minor Supporting Detail/Example 1 (list a SPECIFIC example or story that shows your point)

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Minor Supporting Detail/Example 2 (list a SPECIFIC example or story that shows your point)

__________________________________________________________________________________________
Major Supporting Point 2

Minor Supporting Detail/Example 1 (list a SPECIFIC example or story that shows your point)

Minor Supporting Detail/Example 2 (list a SPECIFIC example or story that shows your point)

Major Supporting Point 3

Minor Supporting Detail/Example 1 (list a SPECIFIC example or story that shows your point)
Minor Supporting Detail/Example 2 (list a SPECIFIC example or story that shows your point)
To Write or Not to Write: Writing A Summary

Because My Teacher Made Me
There are several great reasons why you should write a summary, such as it will help you to remember and understand what you read, but the most important reason is that your instructor has assigned one.

Before you start writing, make sure to spend some time analyzing the article with the Summarizing Process mentioned earlier. Then you are ready to write.

What Comes First?
In the first sentence of a summary, you should include the complete title of the article, the author’s full name, and the article’s overall main idea. This way the reader knows exactly what you are summarizing and what it is essentially about.

TITLE: Quotation Marks or Italics? What to do?
When you state the title of a chapter in a textbook or an essay/article from a newspaper, online journal, or anthology (a book with many different stories and essays in it), you need to put quotation marks around the title.

However, for titles of long pieces like a novel, a textbook, an anthology, or the name of the newspaper, you need to use italics. If you are writing by hand, you should underline these titles instead of using italics.

Examples
“The Multitasking Myth” by Kim Thompson from The Houston Chronicle

Chapter 1 of the text Ten Steps to Improving College Dating Skills is “Flirting in Class”

One of the articles from the online journal Grammar Made Fun is “10 Ways to Love Grammar”

The essay “Curing Procrastination with Chocolate” is from the anthology 101 Amazingly Boring Essays

AUTHOR: No first names, we’re not even friends!
The very first time you list the author or authors of a text in a summary or something similar, you need to state his/her full name (first and last), but after that you should ONLY use the author’s last name. Since you are not friends with this person and do not know him/her personally, do not use the first name by itself, and if you do know the author, still don’t use his/her first name. It’s just weird.

Examples
“The Multitasking Myth” by Kim Thompson is about how even though people think they can multitask, it is ineffective with many negative effects. Thompson also discusses that there are several ways to stop it.

Chapter 1 of Ten Steps to Improving College Dating Skills: “Flirting in Class” by Jon Snow is about techniques one may use to discreetly court a classmate as teachers do not appreciate such ridiculous distractions in their classes. Snow also provides snappy responses to use if caught by an instructor. He goes on to say…
In her article from the online journal *Grammar Made Fun: “10 Ways to Love Grammar,”* Maggie Greene discusses the fun that can be had while learning grammar. Greene explains how to play many of the grammar games that have spiced up slow Saturday night parties.

**MAIN IDEA: In Just One Sentence? It’s Impossible!**
Nothing is impossible, well maybe some things are like flying pigs, but you never know. In any case, putting the main idea into the first sentence of a summary is not impossible. In fact, it is even plausible and, moreover, entirely doable. Before you put the main idea into one clear sentence, you need to figure out what the main idea is. This only makes sense. Right? So, you should complete the Summarizing Process discussed earlier; that way you know what the main idea is before you try to write it into a summary.

**Examples**
“The Multitasking Myth” by Kim Thompson is about how even though people think they can multitask, it is ineffective with many negative effects. Thompson also discusses that there are several ways to stop it.

Chapter 1 of *Ten Steps to Improving College Dating Skills:* “Flirting in Class” by Jon Snow is about techniques one may use to discreetly court a classmate as teachers do not appreciate such ridiculous distractions in their classes. Snow also provides snappy responses to use if caught by an instructor. He goes on to say…

In her article from the online journal *Grammar Made Fun: “10 Ways to Love Grammar,”* Maggie Greene discusses the fun that can be had while learning grammar. Greene explains how to play many of the grammar games that have spiced up slow Saturday night parties.

**What Comes Next?**
After you have provided the most essential information like the title, author, and main idea in the first sentence, you can begin to discuss the major supporting points and a few select minor supporting details that the author uses to prove his/her main idea.

**MAJOR SUPPORTING POINTS**
These are the arguments that the author uses to support his/her main idea stated in the first sentence of your summary. These arguments are often the focus of a paragraph or a few paragraphs. One way to uncover the main supporting points is to figure out the main focus of each body paragraph as discussed in summarizing. HINT: Main supporting points can often be found in the topic sentences of paragraphs within the article.

**Example**
“The Multitasking Myth” by Kim Thompson

**Section 1 (Paragraphs 1 - 3)**
Major Supporting Point 1: Thompson states that multitasking is doing many things at once, which people think that they can easily do.

**Section 2 (Paragraph 4)**
Major Supporting Point 2: She also says that it is not real and people really cannot do it well.

**Section 3 (Paragraphs 5 - 8):** Thompson goes on to say that multitasking can have many negative effects.
MINOR SUPPORTING DETAILS
Minor supporting details are the specific examples that an author includes to show and explain his/her point. They help to convince a reader. Although these details are important while reading an article, not all of them can be stuffed into a summary, so just give the highlights! You might want to add one or two examples that seem particularly convincing or helpful to understand the author’s point.

Example
“The Multitasking Myth” by Kim Thompson

Minor Supporting Details
Thompson gives the example about how one day as she was driving, she saw a woman looking at her phone as she was crossing the street. A car had to stop suddenly and almost hit her. The car then honked and the woman finally looked up just then realizing she had almost been hit.

She also says studies have shown that multitasking is not effective or productive

Now in the first example there is a lot of information and details, probably too many for a summary that is only supposed to be a paragraph, but the information seems important and convincing, so what to do? Just give the highlights!

For the summary you would want to say something like:
Thompson gives the example about a pedestrian who almost got hit by a car while multitasking.

In addition, she says studies have shown that multitasking is not effective or productive

All the details of the near accident are not as significant as what happened and why.

Rules! Rules! Rules! The Do’s and Don’t’s to Writing a Summary

DO’s:
Do write in the present tense.
Even though you read the article in the past, you need to talk about its point in the present verb tense. We like to think of literature as forever alive much like a vampire without the fangs.

Examples:
The article is about….
The author states….

Do use reporting verbs
When writing a summary, you need to make it clear that these ideas are not yours especially if they seem a little out there, and even if they aren’t, we always want to make sure to give credit to others for their ideas. Thus, make sure to use verbs that show these are the ideas of the authors.

Examples:
The author claims…
The author states…
The author argues…
The author mentions…
The author points out…
The author insists…
The author argues…
Do use your own words
A summary is meant to be in your own words and not in those of the author’s. By putting the ideas of the author into your own words, it is clear you understand what the author is saying. This process of writing down the author’s ideas also helps to figure out what he/she is saying.

Do end the summary with the same ideas that the author does in the article (But in your own words of course)
In a summary, you should present the main points in the same order that the author does and that means ending with the same point that the author does. You will not include every point or example, but even so you should state the points you do include in the same sequence as in the article to mirror it.

DON’T’s:

Don’t give your opinion of the article
A summary is just meant to be an objective account of a reading. You may be asked later to give your thoughts about a reading in a response, but in a summary, you just state the author’s ideas and opinions.

Don’t use quotes
Since a summary is your account of what the article is about in your own words, you do not include quotes from the article.

Don't use the author’s words or phrases
You also want to be careful that you don’t use some of the same phrases or particular words that the author uses because you want to make sure you are describing the reading in your own words.

Sample Summary
“The Multitasking Myth” by Kim Thompson is about how people think they can multitask, but really it is ineffective with many negative effects. However, she also explains that there are several ways to stop it. Thompson states that while most people think that they can easily do many things at once, multitasking can have many negative effects. For one, she says it sends mixed messages to coworkers who might think multitaskers are not paying attention or are not cooperative team players. Thompson also says that studies show people are less productive when they multitask. In addition, she warns that multitasking can be dangerous and life threatening. She even gives the example about a pedestrian who almost got hit by a car while multitasking. Finally she states that multitasking can become a habit and can make people feel overwhelmed. However, she also suggests ways to stop multitasking like focusing on one project at a time by using discipline and prioritizing tasks, taking little steps when planning the day and projects, and keeping track of distractions and prioritizing them. Most importantly, she states that slowing down and deciding to focus can change multitasking

Now it’s Your Turn
Using the reading assigned to you by your instructor, use the outline below to begin your summary.

Summary Outline

Article Title: __________________________________________________________

Author: ______________________________________________________________

Main Idea/Thesis ______________________________________________________
Topic Sentence of Summary (Author, Title, and Main Idea)

Main supporting point 1)

Main supporting point 2)

Main supporting point 3)

Main supporting point 4)

Concluding Point:
Essays & The Thesis Statement

What happened to Paragraphs?
An essay is much like a paragraph, but it is expanded to include more ideas and examples. So an essay includes several paragraphs.

Parts of an Essay

Introduction: Instead of a topic sentence that states the main idea of a paragraph, an essay has a whole paragraph that introduces the topic and main idea of the essay. The topic is stated in the first sentence of the introduction and the main idea is placed in the last sentence of the introduction.

Thesis Statement: The thesis statement is just like a topic sentence of a paragraph, but in an essay it states the main idea of the whole essay rather than a paragraph. Because it is the main idea of the essay, the thesis is placed in the last sentence of the introduction.

Body Paragraphs: The body paragraphs are made up of your major supporting points and minor supporting details. Each paragraph focuses on one major supporting point and then minor supporting details that prove or support the major point.

Conclusion: The conclusion paragraph is used to sum up your ideas from the whole essay. In the first sentence of the conclusion, you restate your main idea or the thesis statement. Then in the rest of your conclusion, explain the significance of your points and why this topic is important or answer the question: So what? OR the importance of what you have learned.

Paragraph

There is More than One Way to Learn

(Topic sentence/Main Idea) Throughout my life I have learned from relationships, life experience, and reading. (Major Supporting Point 1) The first way I have learned something new is from relationships and my interactions with other people. (Minor Supporting Details/Example 1) For example, through my relationship with my friend Mary, I learned how to become a good student. When we were in middle school, I watched her take notes in every class as well as study and turn in all of her assignments. By watching her try so hard, I began to study too. Soon my grades went from C’s to A’s. It is from her and our friendship that I learned how to succeed in school. (Major Supporting Point 2) Another way I have learned is through life experience. (Minor Supporting Details/Example 2) More specifically, when I was six years old, I learned to ride a bike by just doing it. It was Christmas and I got my first bike under the tree. I was so excited that I became determined to learn how to ride it that day so I could show it off to my friends. I must have fallen at least 20 times, but by the end of the day, I had learned to ride by the experience of trying. (Major Supporting Point 3) Finally, I have learned by reading. For instance, when I was 12, I wanted to learn how to bake a pie, so I began to read
cookbooks and recipes. (Minor Supporting Details/Example 3) After reading many different instructions and tips, I finally tried to bake a blueberry pie. Although, it did not look very pretty, it tasted delicious and my mother was impressed. (Concluding Sentence) Thus, I have been able to learn from many different ways, specifically through relationships with people, life experience, and reading.

Putting the Paragraph into the Essay Form

There is More than One Way to Learn

(Thesis) Throughout my life I have learned from relationships, life experience, and reading.

(Topic sentence/Major Supporting Point 1) The first way I have learned something new is from relationships and my interactions with other people. (Minor Supporting Details/Example 1) For example, through my relationship with my friend Mary, I learned how to become a good student. When we were in middle school, I watched her take notes in every class as well as study and turn in all of her assignments. By watching her try so hard, I began to study too. Soon my grades went from C’s to A’s. It is from her and our friendship that I learned how to succeed in school.

(Topic sentence/Major Supporting Point 2) Another way I have learned is through life experience. (Minor Supporting Details/Example 1) More specifically, when I was six years old, I learned to ride a bike by just doing it. It was Christmas and I got my first bike under the tree. I was so excited that I became determined to learn how to ride it that day so I could show it off to my friends. I must have fallen at least 20 times, but by the end of the day, I had learned to ride by the experience of trying.

(Topic sentence/Major Supporting Point 3) Finally, I have learned by reading. (Minor Supporting Details/Example 1) For instance, when I was 12, I wanted to learn how to bake a pie, so I began to read cookbooks and recipes. After reading many different instructions and tips, I finally tried to bake a blueberry pie. Although, it did not look very pretty, it tasted delicious and my mother was impressed.

(Conclusion) Thus, I have been able to learn from many different ways, specifically through relationships with people, life experience, and reading.
So there’s no difference, really!
Actually there is because we are not finished yet. This essay needs to be filled out some more because the idea behind an essay is that it gives you more space to explain your ideas. Thus, for this to be an essay, it needs more examples in each paragraph and the introduction and conclusion need to be expanded.

There is More than One Way to Learn

(Introduce the topic of learning) Learning is a complicated process that is different for each person.

There are many ways to learn. (Thesis) Throughout my life I have learned from relationships, life experience, and reading.

(Topic sentence/Major Supporting Point 1) The first way I have learned something new is from relationships and my interactions with other people. (Minor Supporting Details/Example 1) For example, through my relationship with my friend Mary, I learned how to become a good student. When we were in middle school, I watched her take notes in every class as well as study and turn in all of her assignments. By watching her try so hard, I began to study too. Soon my grades went from C’s to A’s. It is from her and our friendship that I learned how to succeed in school. (Minor Supporting Details/Example 2) In another example, I learned to garden through my relationship with my grandmother. By watching her garden when I visited, I began to understand the importance of weeding, giving plants water, and making sure plants got some sun, but not too much. Through my relationships with other people, I have discovered how to do new things.

(Topic sentence/Major Supporting Point 2) Another way I have learned is through life experience.

(Minor Supporting Details/Example 1) More specifically, when I was six years old, I learned to ride a bike by just doing it. It was Christmas and I got my first bike under the tree. I was so excited that I became determined to learn how to ride it that day so I could show it off to my friends. I must have fallen at least 20 times, but by the end of the day, I had learned to ride by the experience of trying. (Minor Supporting Details/Example 2) In addition, through experience I have learned the importance of communicating with others. For example, when I went on a camping trip with my friends, we were not very good about telling each other what we were going to bring, so we ended up with too many drinks and not enough food for everyone. After that experience, I realized it is necessary to communicate with people about shared plans. Thus, experience has been another significant way that I had learned.
Finally, I have learned by reading. (Minor Supporting Details/Example 1) For instance, when I was 12, I wanted to learn how to bake a pie, so I began to read cookbooks and recipes. After reading many different instructions and tips, I finally tried to bake a blueberry pie. Although, it did not look very pretty, it tasted delicious and my mother was impressed. (Minor Supporting Details/Example 2) Moreover, I also learned not to multitask by reading articles about how it is not productive. In the article, “The Multitasking Myth” by Kim Thompson, she talks about how multitasking have negative effects and is even dangerous. After reading that article, I tried to stop multitasking and just focus on one thing at a time. So, reading too can be a good tool for learning new things.

(Conclusion) Thus, I have been able to learn from many different ways, specifically through relationships with people, life experience, and reading. With so much to figure out about the world, luckily, there are multiple ways to understand new things and learn.

Notice the difference now!
With the addition of more examples, the essay allows for more discussion about a topic and better support.

Exercise
Take a paragraph of your own and turn it into an essay using the outline below. Write out in full sentences.

Introduction
Introduce the topic

Main Idea/Thesis: Include all of your Major Supporting Points

Body Paragraph 1
Topic sentence/Major Supporting Point 1
Body Paragraph 2
Topic sentence/Major Supporting Point 2

Minor Supporting Details/Example 1

Minor Supporting Details/Example 2
Body Paragraph 3
Topic sentence/Major Supporting Point 3

Minor Supporting Details/Example 1

Minor Supporting Details/Example 2

Conclusion
Main Idea/Thesis: Include all of your Major Supporting Points

State the Importance of the topic or what you learned that is important
Analysis of Your Writing: Reverse Outlining

What is Reverse Outlining: It sounds like going backwards?
It sort of is like going backwards, but in a good way. A reverse outline is looking at a reading’s structure AFTER it has been written. While reverse outlining, try to separate out the major supporting points and the minor supporting details that go with them. This process is helpful to clarify the major points and to see how the author has constructed the reading. It is a little like tracing the seams of a shirt to see how it was made. This is important because one way to better understand a reading is to look at the way it is organized or put together.

With your own writing, a reverse outline can help you to see the structure of your own work, so you can make sure you have all the parts you need.

Example
Below is a paragraph on learning, watch how it can be put into an outline:

There is More than One Way to Learn

Learning is a complicated process that is different for each person. There are many ways to learn.

Throughout my life I have learned from relationships, life experience, and reading.

The first way I have learned something new is from relationships and my interactions with other people. For example, through my relationship with my friend Mary, I learned how to become a good student. When we were in middle school, I watched her take notes in every class as well as study and turn in all of her assignments. By watching her try so hard, I began to study too. Soon my grades went from C’s to A’s. It is from her and our friendship that I learned how to succeed in school. In another example, I learned to garden through my relationship with my grandmother. By watching her garden when I visited, I began to understand the importance of weeding, giving plants water, and making sure plants got some sun, but not too much. Through my relationships with other people, I have discovered how to do new things.

Another way I have learned is through life experience. More specifically, when I was six years old, I learned to ride a bike by just doing it. It was Christmas and I got my first bike under the tree. I was so excited that I became determined to learn how to ride it that day so I could show it off to my friends. I must have fallen at least 20 times, but by the end of the day, I had learned to ride by the experience of trying. In addition, through experience I have learned the importance of communicating with others. For example, when I went on a camping trip with my friends, we were not very good about telling each other what we were going to bring, so we ended up with too many drinks and not enough food for everyone. After that experience, I realized it is
necessary to communicate with people about shared plans. Thus, experience has been another significant way that I had learned.

Finally, I have learned by reading. For instance, when I was 12, I wanted to learn how to bake a pie, so I began to read cookbooks and recipes. After reading many different instructions and tips, I finally tried to bake a blueberry pie. Although, it did not look very pretty, it tasted delicious and my mother was impressed. Moreover, I also learned not to multitask by reading articles about how it is not productive. In the article, “The Multitasking Myth” by Kim Thompson, she talks about how multitasking have negative effects and is even dangerous. After reading that article, I tried to stop multitasking and just focus on one thing at a time. So, reading too can be a good tool for learning new things.

Thus, I have been able to learn from many different ways, specifically through relationships with people, life experience, and reading. With so much to figure out about the world, luckily, there are multiple ways to understand new things and learn.

Exercise
Take a paragraph of your own and turn it into an essay using the outline below. Write out in full sentences.

Introduction
Introduce the topic

Learning is a complicated process that is different for each person. There are many ways to learn.

Main Idea/Thesis: Include all of your Major Supporting Points

Throughout my life I have learned from relationships, life experience, and reading.

Body Paragraph 1
Topic sentence/Major Supporting Point 1

The first way I have learned something new is from relationships and my interactions with other people.

Minor Supporting Details/Example 1

For example, through my relationship with my friend Mary, I learned how to become a good student. When we were in middle school, I watched her take notes in every class as well as study and turn in all of her assignments. By watching her try so hard, I began to study too. Soon my grades went from C’s to A’s. It is from her and our friendship that I learned how to succeed in school.
In another example, I learned to garden through my relationship with my grandmother. By watching her garden when I visited, I began to understand the importance of weeding, giving plants water, and making sure plants got some sun, but not too much. Through my relationships with other people, I have discovered how to do new things.

Another way I have learned is through life experience. More specifically, when I was six years old, I learned to ride a bike by just doing it. It was Christmas and I got my first bike under the tree. I was so excited that I became determined to learn how to ride it that day so I could show it off to my friends. I must have fallen at least 20 times, but by the end of the day, I had learned to ride by the experience of trying.

In addition, through experience I have learned the importance of communicating with others. For example, when I went on a camping trip with my friends, we were not very good about telling each other what we were going to bring, so we ended up with too many drinks and not enough food for everyone. After that experience, I realized it is necessary to communicate with people about shared plans. Thus, experience has been another significant way that I had learned.

Another way I have learned is through life experience.

Minor Supporting Details/Example 1

More specifically, when I was six years old, I learned to ride a bike by just doing it. It was Christmas and I got my first bike under the tree. I was so excited that I became determined to learn how to ride it that day so I could show it off to my friends. I must have fallen at least 20 times, but by the end of the day, I had learned to ride by the experience of trying.

Minor Supporting Details/Example 2

In addition, through experience I have learned the importance of communicating with others. For example, when I went on a camping trip with my friends, we were not very good about telling each other what we were going to bring, so we ended up with too many drinks and not enough food for everyone. After that experience, I realized it is necessary to communicate with people about shared plans. Thus, experience has been another significant way that I had learned.

Minor Supporting Details/Example 1

Minor Supporting Details/Example 2

In another example, I learned to garden through my relationship with my grandmother. By watching her garden when I visited, I began to understand the importance of weeding, giving plants water, and making sure plants got some sun, but not too much. Through my relationships with other people, I have discovered how to do new things.

Another way I have learned is through life experience. More specifically, when I was six years old, I learned to ride a bike by just doing it. It was Christmas and I got my first bike under the tree. I was so excited that I became determined to learn how to ride it that day so I could show it off to my friends. I must have fallen at least 20 times, but by the end of the day, I had learned to ride by the experience of trying.

In addition, through experience I have learned the importance of communicating with others. For example, when I went on a camping trip with my friends, we were not very good about telling each other what we were going to bring, so we ended up with too many drinks and not enough food for everyone. After that experience, I realized it is necessary to communicate with people about shared plans. Thus, experience has been another significant way that I had learned.

Body Paragraph 3: (Fill in from essay above)

Topic sentence/Major Supporting Point 3
Conclusion
Main Idea/Thesis: Include all of your Major Supporting Points

Thus, I have been able to learn from many different ways, specifically through relationships with people, life experience, and reading.

State the Importance of the topic or what you learned that is important

With so much to figure out about the world, luckily, there are multiple ways to understand new things and learn.

With a piece of your own writing, create a reverse outline

Introduction
Introduce the topic

Main Idea/Thesis: Include all of your Major Supporting Points
Body Paragraph 1
Topic sentence/Major Supporting Point 1

Minor Supporting Details/Example 1

Minor Supporting Details/Example 2

Body Paragraph 2
Topic sentence/Major Supporting Point 2

Minor Supporting Details/Example 1
Body Paragraph 3
Topic sentence/Major Supporting Point 3

Minor Supporting Details/Example 1

Minor Supporting Details/Example 2

Conclusion
Main Idea/Thesis: Include all of your Major Supporting Points
State the Importance of the topic or what you learned that is important
3. Grammar/Revision

Study Skills: It’s not what you know; it’s what you do to know more!

Succeeding in school is mostly about courage, dedication, and time management.

**Courage**

It’s not always easy to branch out and try new things, but that is much of what school is about. It is a place to learn how to do things you don’t already know how to do, so by design, you will constantly be put into situations in which you don’t know what you’re doing, and that’s okay. Trust me, Einstein had no idea how to write a paragraph before he went to school. Well, maybe he did, but he’s Einstein.

In any case, school can be uncomfortable because students often think they should know everything. Teachers don’t even know everything, so it’s just silly to expect students to. Therefore, relax. Learning can be fun if you’re not afraid to make a lot of mistakes along the way.

**Dedication**

Now the hard part. You have to do the work! There is no short cut to learning. Short cuts can get you lost and then you’ll have to start all over again. No fun! So just do the work. It is meant to help you practice and review the new concepts you are learning. No, I promise school work is not meant to inspire you to do exciting things like clean your floors, wash the car, or organize your closet (just some of the ways students justify procrastinating).

**Time Management**

An important factor to doing the work, is making time for it. You must create gaps in your schedule to complete school assignments and study (yes, studying is part of the work too).

**But Wait! There’s Help!**

All of this may seem a little overwhelming, but there are also some helpful skills and techniques that can aid you in your learning if you are willing to not only do the work, but make time for it.

Take a look at the Student Success Checklist below and mark an X by those techniques you already use as a student. Then, circle the techniques you don’t use, but might like to try using.

**Student Success Checklist**

**Survival level skills: What you need to Just Get By**

__ I meet the class deadlines.
__ I frequently look at the class syllabus and schedule to know what I need to do.
__ I turn off my cell phone when I go to class.
__ I am attentive in class.
__ I listen to answers given in class by both teachers and students.
__ I underline or highlight the key points in my text.
__ I look up words I do not understand.
__ I do the homework.
__ I actively participate in class discussion.
__ I ask my teacher questions.
__ I know how to type and use a computer, including e-mailing with attachments.
__ I know how to get access to a computer if I don’t have one.
__ I can say what I think.
__ I don’t judge people simply because they are different from me.
__ I understand my learning style.
__ I know my overall grade in the class.

Success Level Skills: Going the Extra Mile to Get that A
__ I listen and take notes.
__ Every time I read something or listen to lecture, I try to pick out the main ideas.
__ To study I put my notes and textbook information in a form that will help me review and learn (flash cards, flowcharts, rewritten notes, mind maps, charts, tables).
__ I form study groups with other students that meet outside of class.
__ I try to explain information, in my own words, I learn in class to my friends and family.
__ I recognize that college level writing exceeds the kind of writing I use for text messaging and e-mail and my class work.
__ I can say what I think and why I think that way.
__ I know that in college many people see things differently from me because of their culture.
__ I know my learning style and effective ways of studying specific to that style.

What are some of the techniques you would like to start using?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Try to start using at least three new techniques as you start out the semester, and then check in later with yourself to see how well they are helping.
Logging in to MyCom

At College of Marin, you have a “MyCoM Portal” that enables you to register for classes online, use subscription only research materials and databases that the library pays for, and access your college email. Further, the portal is the only way to access Moodle, the college’s system for class webpages. You need to be able to use this.

The MyCoM portal can be accessed a few ways: go to the college’s website (marin.edu) and look on the left hand side for “Continuing Students Logon to MyCOM”; or you can hover over the student tab then move your cursor down to “MyCoM/Student Portal”; or you can just type “mycom.marin.edu” into your browser’s address bar.

Once you enter your username and password (you can get them at Admissions and Records on the top floor of the Student Services building, above the cafeteria), you will see tabs across the page: Student, Distance Education/Moodle, Library/Learning Resources. Each of these tabs takes you to resources that will help you during your time at College of Marin.

Student Tab

Use this tab to register for classes, check your class schedule and grades, and to access the Degree Works progress tracker. You can also access Moodle through this tab -- look for the big yellow picture that is labeled “Moodle.”

Distance Education/Moodle

Use this tab to access Moodle (and your class webpages). There are also links for tutoring and counseling.

Library/Learning Resources

This tab has a list of databases and electronic resources for students -- free access to journals, magazines and newspapers that the library pays for. These resources, through the web, often charge $25 or $30 per article -- through the library, they are free and they include citations.

To continue, find a link to Moodle (through whichever tab you like) and click on it. Once in Moodle, click on “My Courses” in the left hand navigation pane. The first time you access Moodle, you will need to accept the terms of use -- please at least skim them so you know what will get you in trouble.

Once you click on “My Courses” you will see a list of courses you are enrolled in under the heading “Course Overview.” Click on your “Engl--092” course to see your lab assignments and resources; click on your other courses to see the class resources (like syllabus, handouts and important announcements) your instructors have posted.
Academic essays and assignments (like lab reports or paragraphs, business memos, whatever) have a generic manuscript format that shifts slightly based on your teacher and the discipline they teach. Here I will explain the layout of a generic paragraph -- almost all of the parts will be relevant, but you should look through your class’s syllabus for differences in how your teacher wants everything to look.

The top of the paper should have a heading:

Lucas Drisdell
English 92, TR 9:40
10/25/13
Prof. Hersch

In the example heading above, I have my name, the class number and meeting time, the date and the name of the professor. Other teachers will ask you to put in the assignment name or other information that will help them know what you are turning in. My heading is single spaced, but many teachers ask that you double space your whole paper, heading included. **You should read over your syllabus and assignment to find out what is expected in a heading, and ask your teacher if you aren’t clear.** This longer heading should not be in the “header” section of the document, as it should only appear on the first page. Following pages should have the author’s last name (you!) and a page number.

In the header options, usually you need to find a check box to make the first page different from the second. Please see the video companion for how to put your heading on the right side of the page (if required), center your title, create a header and insert page numbers.

**After your header, on the next line (no extra spaces or returns), center a title.** Usually your title should be descriptive of the work you are doing, not the name of the assignment: if I am writing about research that predicts behavior based on environment, and I disagree, my title might be “Messy Guesswork.” This type of title (not “paragraph 1”) will tell my teacher what I think and preview the point of my paragraph or essay. Make your title fit the point/purpose of the assignment you are writing.

In college, teachers expect you to indent all of your paragraphs (use the tab key, not spaces). Your paragraphs should be left aligned, with words flush to the left margin, but not tight against the right margin (this document is an example of left alignment). Lastly, you should use one space after commas, periods, colons and semicolons. A space goes before starting quotation marks, so you get the mark to face the right way. Periods and sentence-ending punctuation marks get one or two spaces (you can choose either one, but please be consistent throughout your document).

*format exercise, cleaning up document and using spell/grammar check, printing?
Commonly Confused Words

English teachers like to point out words that are often misused -- not so that you can misuse them too, but so you can watch out for them (and present a polished, erudite image in your writing). With the way learning works, you might get them even more wrong for a while, but will eventually learn more about how to use these words well. I’ve included tricks (where I know them) about remembering which word means what and how to use it.

Before we get to the list, I want to give you a vocabulary word to think about: homonym. This word is made up of Homo, meaning same, and nym, meaning name. Homonyms and homophones are mean the same thing -- both describe different words that sound the same, like “to” and “two” and “too.” Many of the words on this list are homonyms or very close to it; some aren’t, though, and reading carefully should help you remember the difference.

Words often confused or misused, part I

For these words, please read how each one is usually used, and then use them in a sentence. A few I left empty; please fill in what they mean and how to use them. Feel free to use a dictionary or the internet, but translate the explanation into something that makes sense.

Example: then, than

then: just like next, and usually follows “and.”
than: compares two things, usually used with “more” or “less.”

First I went to the store, and then I went to work. (← works with next)

I was much more productive than my coworkers because of my early morning shopping. (← more ____ than ____)

there, their, they're
there: like here and where, there is about place. “over there”
their: like his, her, its, my, “their” is about possession.
they’re: a contraction of “they are”

it's, its
it’s: a contraction of “it is”
its: like his, her, their, my, your

defiantly, definately, definitely
defiantly: with defiance
definately:
definitely: truthfully or certainly; use when something is definite.

effect, affect
effect: what happens after you do something; often used with “cause and effect”
affect: a verb -- someone or something has to do it

a, an
a: use with most words
an: use before words that start with a vowel sound
hard, difficult
   hard: tables and floors are hard
   difficult: test and challenges are difficult

through, threw, thorough, thru
   through:
   threw: past tense of throw
   thorough:
   thru: only use while texting; in your essays, use ______.

access, excess
   access: permission to view or enter
   excess: too much

your, you're
   your:
   you’re:

used to, use to
   used to:
   use to: how “used to” sounds when you talk; do not use it -- always has a “d.”

accept, except
   accept: a verb meaning agree or take
   except: a preposition that points out an exception

alot
   alot:

to, two, too
   to:
   two: the number
   too:

brake, break
   brake:
   break:

advise, advice
   advise: tell someone what to do
   advice: what people give you when they want you to do something; gave me some advice

cite, site, sight
   cite: when you tell someone where you got your info from
   site: a place, like a work site or job site
   sight:

coarse, course
   coarse: rough feeling
course: a class or something you go through; obstacle course, college course.

compare, contrast
  compare:
  contrast:

decent, descent, dissent
  decent: good enough or morally satisfactory
  descent: what happens when you stand on an escalator going down
  dissent: disagreement

farther, further
  farther: this is all about distance, often used as “farther than”
  further: to a greater degree or extent; often used as “furthermore”

passed, past
  passed:
  past:

quit, quite, quiet
  quit: what you do when you hate your boss
  quiet: in a library
  quite: very

wear, were, where
  wear: to have on or to get old through use
  were: past tense of “are”
  where: like here and there

whether, weather
  whether: presenting a set of alternatives; used as “whether (someone) _____ or not”
  weather: rain, snow, wind, sun

whose, who’s
  whose: this word starts a clause about something the word right before it owns (My dog, whose tail was docked, …)
  who’s: a contraction of “who is”

Words often misused or confused, part II:
Now that you have investigated the differences between the words above, use some of them in your writing. Add “whether,” “advise,” “affect,” “further,” and two other words of your choice from the list to the response or summary you wrote earlier this week. Make sure that a lab instructor reviews your writing for how you use these words -- treat this as a learning experience and try to use words you aren’t sure about. You’ll learn how to use them better with expert feedback from lab instructors.
Subjects and Verbs, Phrases and Clauses

Believe it or not, finding subjects and verbs is easy -- in simple sentences at least.

Swimming is fun.
I like swimming.
I will be swimming tomorrow.

The trick is to change the tense of a clause, from present or future or past to another time. The part that changes is the verb.

Swimming is fun. Tomorrow, swimming will be fun.
I like swimming. Tomorrow, I will like swimming.
We will be swimming tomorrow. Tomorrow, AHH! Yesterday, we were swimming.

So, in the first sentence, “is” is the verb -- whatever changes when you change tense is the verb (because in English, only verbs and adverbs like “tomorrow” show time). If I ask myself “who or what” is fun, I can find the verb; “swimming” is fun, so swimming is the subject.

In the second sentence, “like” changes to “will like” so that’s the verb. When I ask who or what will “like swimming,” it is easy to find the subject: “I.” The third sentence is tricky -- it is already in the future, so I have to change it to the present or past. “Will be swimming” changes to “were swimming,” and when I ask about who or what, I get “we.”

I picked these examples to show you the perils of just guessing, or just finding the subject first. Swimming sure looks like a verb, because it is an action, because it has -ing, but it is only a verb in one of the sentences. Remember: 1) change the tense to find the verb, and 2) figure out who does the verb to get the subject. And the subject is never in a prepositional phrase, so watch out for tricky sentences that start with “some” or “most” (Some of my classmates are absent. ← in this sentence, “some” is the subject, not “my classmates.”)

Assignment, part I: use this week’s text to practice finding subjects and verbs. Identify all subjects and verbs in the first and last paragraph of the text, and get your work checked by a lab instructor. Ask questions about the rules, and remember that real writing often has longer, complicated sentences.

Subject/Verb Agreement:
Finding subjects and verbs is useful when you are proofreading -- you can see why a sentence that sounds funny isn’t working and figure out how to fix it. You can also make sure your subjects and verbs agree in number: singular subjects need singular verbs; plural subjects take plural verbs.

In general, singular subjects don’t have an “s,” but singular verbs do. In “The Multitasking Myth” Thompson writes, “The habit of multitasking doesn’t form overnight.” Here, I can change the time of the sentence to the past: Last century, the habit of multitasking didn’t form overnight. doesn’t form → didn’t form, so that is the verb. The subject, the thing that “doesn’t form” is “habit.”

Habit is singular, and so doesn’t form is the correct verb form to use; if she had been talking about work habits (now plural), she would have written “don’t form” so that both the subject and verb would be plural.

Assignment, part II: use the writing you have for this week to apply this lesson on finding subjects and verbs and checking that yours agree. For the first 10 sentences of the text you wrote, 1) find the subjects and verbs,
and 2) check to make sure they agree. Check your work with a lab instructor to make sure your subjects and verbs are indeed matching and that you have correctly identified the subjects and verbs in your sentences.

**The More Complicated Part: Phrases and Clauses, and Long Sentences**
The sentences above are all well and good, but you can’t be a strong college writer if you stick only to those very simple sentences -- good college writing uses many grammatical (oh no, he said the g-word) structures to convey complex ideas. I’ll explain some below, and how they fit into sentences; your goal should be figuring out how to use them to present an idea to your audience and also to try out how they sound so that you can put your own voice and style into your writing.

**Phrases:**
- **appositive phrases**
  These rename a thing or person in the sentence: My teacher, a short, bald, old man, talks a lot about his cat.

- **verbal phrases**
  These tell more about what the subject of the sentence is doing: My teacher gave us back our tests, frowning all the while.

- **prepositional phrases**
  These tell relationships: My teacher, at the front of the room, talks the whole class period each day. My class on Monday in the morning is full of sleepy people.

**Clauses:**
- **coordination (For, And, Nor, But, Or, Yet, So)**
  These words join clauses equally, telling a reader how sentences relate to each other. “For” as a coordinator means the same thing as “because.”

- **subordination (after, while, before, although, if, since, because, even though, as, until -- there are more)**
  These words connect sentences and show how the two sentences are related: the clause just after the subordinator word is “dependent” or less emphasized than the other “main” clause: Because I was late, I missed the test. ( ← in this sentence, “because I was late” is extra information, dependent on the main clause about missing the test.)

- **“that” clauses (that, which, where, when, who, whom, whose)**
  These clauses add information about an action or thing in the sentence right before them:
**Prepositions for Positions in Space & Time**

These are words that are used to help describe, giving the reader a sense of place, time, or the relationship between ideas. Often times, you will see prepositional phrases like below, which always start with a preposition and end with a noun.

- Above the box
- Over the box
- To the box
- Toward the box
- Outside the box
  
  **Upon the box**  **On the box**  
  
  **Across the box**
- Within the box
- Inside the box
- By the box
- Along
- Outside the box
- Off the box
- Through the box

**Other Prepositions:** behind, among, about, before, between, into, up, past, out, of, for, with, without, until, after, during, since, from,

**Examples of Prepositional Phrases in Sentences**

- The boy played on the box.
- She was skipping when she fell to the ground.
- The kids played outside of the house but inside the fenced area.
- The birds flew around the tree.

The most important thing to remember about prepositional phrases is that they never contain the subject of the sentence and they cannot stand alone as a complete sentence because they do not have a subject.
Assignment
From the reading, select 8 sentences with prepositional phrases. Write the sentences below and underline the prepositional phrases in each sentence.

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

4. ______________________________________________________________________________________

5. ______________________________________________________________________________________

6. ______________________________________________________________________________________

7. ______________________________________________________________________________________

8. ______________________________________________________________________________________
Transitions & the Relationships Between Ideas

Remember that transitions are words that help the reader to understand the connection between sentences and ideas. Below are many different transition words and the relationship they represent or show.

1) TIME

<table>
<thead>
<tr>
<th>Before</th>
<th>When</th>
<th>Until</th>
<th>Frequently</th>
<th>Often</th>
<th>Now</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>After</td>
<td>As</td>
<td>During</td>
<td>Eventually</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
</tr>
<tr>
<td>Finally</td>
<td>While</td>
<td>Last</td>
<td>Previously</td>
<td>Next</td>
<td>Then</td>
<td>Following</td>
</tr>
</tbody>
</table>

After my son got home from school, he started doing his homework.
During the wedding, the baby was wailing.
While I was at the stop sign, my cell phone rang. Then I answered it.

2) CAUSE & EFFECT

<table>
<thead>
<tr>
<th>Thus</th>
<th>Therefore</th>
<th>As a consequence</th>
<th>Consequently</th>
<th>So</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to</td>
<td>Because</td>
<td>As a result</td>
<td>Accordingly</td>
<td>Since</td>
<td>Result</td>
</tr>
<tr>
<td>If...then</td>
<td>Leads to</td>
<td>Reason</td>
<td>Explanation</td>
<td>Affect</td>
<td>Cause</td>
</tr>
</tbody>
</table>

Because I answered my cell phone while driving, I got a ticket.
She failed her driving test. Thus, she did not get her license.
Consequently, she must take the bus.

3) COMPARISON

<table>
<thead>
<tr>
<th>Just as</th>
<th>Likewise</th>
<th>In a similar way</th>
<th>In a like manner</th>
<th>Alike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just like</td>
<td>Resemble</td>
<td>In the same way</td>
<td>Similarly</td>
<td>Similar</td>
</tr>
</tbody>
</table>

Just as her sister, she too plays the piano.
Similarly, John plays a musical instrument.

4) CONTRAST

<table>
<thead>
<tr>
<th>But</th>
<th>In contrast</th>
<th>As opposed to</th>
<th>Even though</th>
<th>In spite of</th>
<th>Unlike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yet</td>
<td>However</td>
<td>On the other hand</td>
<td>Rather than</td>
<td>Differs from</td>
<td>While</td>
</tr>
<tr>
<td>Despite</td>
<td>Although</td>
<td>Conversely</td>
<td>Nevertheless</td>
<td>On the contrary</td>
<td>Instead</td>
</tr>
</tbody>
</table>

Although she likes hiking, she did not enjoy the nature walk.
Despite her hard work, she did not get the promotion.
On the trip it was cold and rainy. However, they still enjoyed themselves.

5) ILLUSTRATION

<table>
<thead>
<tr>
<th>For example</th>
<th>To be specific</th>
<th>To Illustrate</th>
<th>One</th>
<th>Such as</th>
<th>Once</th>
</tr>
</thead>
<tbody>
<tr>
<td>For instance</td>
<td>Specifically</td>
<td>As an Illustration</td>
<td>Including</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

She loves sports, including soccer, football, and tennis.
John always forgets important dates. For example, yesterday he forgot it was his own birthday.

Exercise with Transitions

In the paragraph below state the kind of connection between the sentences by using transition words to help you. We will use a paragraph from the assigned reading, but here is a substitute for now:
Because service work does not usually require an education, service workers are often disrespected and treated poorly. In her article, “Can I Get You Some Manners with That,” Christie Scotty discusses how service people are treated more like servants because people don’t respect their profession. During her experiences as a waitress, she encounters many people who are rude to her and her co-workers. She says, “I often saw my co-workers storm into the kitchen in tears or with a mouthful of expletives after a customer had interrupted, degraded, or ignored them” (318). Although service workers are professionals, people often regard them in disrespectful ways, such as to “interrupt, degrade, or ignore” them. In another example of how customers respond to those who serve them, Scotty describes how a man talking on a cell phone dismissed her while he was talking, and then when she returned to take his order, he complained about her slow service (318). Clearly, this man saw Scotty as a lowly service worker and thus felt it was okay to dismiss her as unimportant while talking on his phone and then blame her for the length of his stay as if it was her fault. However, in Scotty’s experience working as a reporter, she is treated with courtesy and respect. She claims that, “From my first day, I heard a respectful tone from most everyone who called me, whether they were readers or someone I was hoping to interview” (317). Now that she is at a desk job suddenly people are treating her differently and with a “respectful tone.” This change of attitude from people towards her is because a reporter is a more respected profession that requires an education. In my own experience working in a retail shop, I often had customers say or act in disrespectful ways. For example, one customer threatened to talk to my manager and have me fired because I would not wrap her $2.00 item in our most expensive and decorative box. Although I was following the store policy by using a bag instead of a box for her gift, she felt that it must be my fault and felt no shame in yelling at me because I was just a store clerk. In addition, I frequently had people talk on their cell phones at the counter when I was trying to help them, and often times they made me wait until they were done talking. Again, they didn’t see my time as important because of my job and felt it was okay to make me wait for them. However, if I had been their doctor, I doubt they would have made me wait. Just as Scotty was treated better as a reporter, people with jobs that require education are treated as professionals and with greater respect. Consequently, this attitude leads to the mistreatment of service workers.
Grammar Review: The Semi-colon

A semi-colon joins independent clauses – that's grammar speak for “it connects two complete ideas.” Remember that independent clauses are just sentences that can stand on their own (if necessary, please review the independent clause explanation).

Semi-colons join independent clauses just like FANBOYS (for, and, nor, but, or, yet, so) but they don't tell a reader how the sentences connect. Semi-colons have to be used where the relationship between sentences is obvious, and are often used to restate similar ideas in different words. Let's look at two sentences that use semi-colons from “Your Messy Desk Makes You Creative And Also Probably A Bad Person.”

The surface of her desk gleams like the skin of an apple (or the inside of an Apple store); a single dictionary, its binding kissing the leftmost edge of a tissue box, keeps watch over an immaculately polished laptop.

This sentence could be two separate sentences; the first one is complete and able to stand on its own, just like the second. See the difference?

The surface of her desk gleams like the skin of an apple (or the inside of an Apple store). A single dictionary, its binding kissing the leftmost edge of a tissue box, keeps watch over an immaculately polished laptop.

Without the semi-colon, the two sentences are separate and distinct. When I read them I pause more between the sentences, and the writing sounds more disconnected. With the semi-colon, the two ideas are really part of the same idea, so I pause less as I read, and I connect the two sentences as proof of the office-mate's cleanliness.

Now for the second sentence with a semi-colon:

Participants who had spent time in well-kept rooms were more likely to hew to “tradition and convention,” the researchers write, by selecting the “classic” supplement; those assigned to messy rooms more often chose the “new.”

Again, these two sentences are connected, each telling what half of the participants in the research study chose. I see that the first part is about the clean room and the second part is about the messy room; both sides of the sentence are obviously connected, and using a semi-colon keeps the ideas flowing together more than a period would.

EXERCISES

- Find two sentences from your text this week that use a semi-colon (just like I did above).
- Read them over and use them as models for how to use a semi-colon.
- Then, use the sentence stems below to write sentences with semi-colons.

The article claims that if your desk is messy, you are less likely to help other people;

My desk at work is clean and clear;

At home, my desk is full of clutter, books, papers and stuff I should have put away long ago;

Based on the ideas in the article, when I start writing a paper, thinking of new ideas and figuring out what I want to see, it is better (on average) to work in a messy environment;

If I want to lose weight, or commit to ideas that are “good for me,” I should be trying to keep my environment as clean and neat as possible;
This article from Slate, “Your Messy Desk Makes You Creative and Also Probably a Bad Person,” is useful to me when I think of writing strategically. When I engage in the beginning parts of the writing process, like brainstorming, listing, freewriting, I need to be creative. I should be in a not so neat environment, where I feel comfortable and there is clutter all around. This will help me see new ways of thinking about and writing about the ideas from the texts and answering the prompts that my teachers (and later bosses) give me. When I am ready to move on to outlining and drafting those ideas, I should move to a more sterile place that helps me cling to order and write in a way that is “good for me” according to my teacher. An then, when I look over my draft to revise and think about what I have said, I should move back to the chaotic, messy environment. I'll get new ideas and fresh perspectives more easily, and then can incorporate them into my paragraph to improve it. Then it is time to switch back to the very orderly environment when I check my paragraph structure and proofread for grammar and spelling. This strategic approach to choosing where I work will help me write better, according to the article. I'll have to try it out and see.