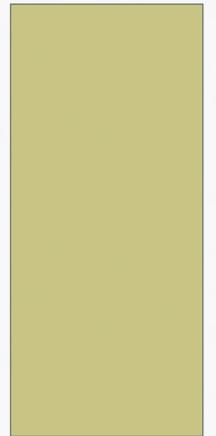


COLLEGE WRITING

FOR OUR WORKING FAMILIES AND
EDUCATION INEQUALITIES CLASS AND BEYOND



WHAT DO YOU THINK?

- NOT an invitation to simply or only bring your own personal associations, reactions, or experiences to the reading of a text.
- Aim is to come up with a fresh observation.
- ***Analytical*** with ***personal examples***.
 - Your writing must show that your associations, reactions, and experiences of a text have been framed in a **critical**, rather than in a only personal, way.

SUMMARIZE, EVALUATE, & ANALYZE

- **Summarize:** The construction of your summary will depend on your agenda.
 - Definitely always do a summary of its themes
- **Evaluate:** Evaluate the text, don't just react to it.
 - You should be able to clearly articulate and support your own personal response.
 - What in the text is leading you to respond a certain way?
 - What's *not* in the text that might be contributing to your response?
 - Why is the text making you feel this way?
- **Analyze:** First, consider the parts of your topic. Second, examine how these parts relate to each other or to the whole.
 - What are the components of this work and how do they contribute to the work as a whole?
 - When you analyze, you break the whole into parts so that you might see the whole differently. In the process of analysis, you find things that you might say.
- **Synthesize.**
 - When you analyze, you break down a text into its parts. When you synthesize, you look for *connections* between ideas.

INTRODUCTION

- **Introduction:**

- 1) should declare your argument,
- 2) should place your argument within the larger, ongoing conversation about your topic.
- Place your argument into some larger context. Some strategies follow:
 - Announce your topic broadly, then declare your particular take.
 - Provide background material important to your argument.
 - Define key terms, as you intend to make use of them in your argument.
 - Use an anecdote or quotation.
 - Acknowledge your opponents.
 - **WRITE IT AFTER YOU WRITE YOUR PAPER**

THESIS SENTENCE

- **Thesis Sentence:**

- Your thesis should also be an arguable point - that is, it should declare something that is interesting and controversial.
 - **1) A good thesis sentence will make a claim:**
 - Develop an interesting perspective that you can support and defend.
 - **2) A good thesis sentences will control the entire argument**
 - .Every paragraph in your paper exists in order to support your thesis.
 - If one of your paragraphs seems irrelevant to your thesis you have two choices: get rid of the paragraph, or rewrite your thesis.
 - You don't have a third option: you can't simply stick the idea in without preparing the reader for it in your thesis.
 - **2) A good thesis will provide a structure for your argument.**
 - Signals to the reader *what* your argument is, but *how* your argument will be presented.
 - Your thesis sentence should either directly or indirectly suggest the structure of your argument to your reader.

SUPPORTING PARAGRAPHS AND THE *OTHER SIDE*

- **Supporting Paragraphs:** These paragraphs must each declare a point, usually formed as that paragraph's topic sentence.
 - A topic sentence is like a thesis sentence - except that instead of announcing the argument of the entire paper, it announces the argument of that particular paragraph.
 - The topic sentence appear at or near the beginning of the paragraph and controls the paper's evidence.
- **The Other Side(s):** acknowledge the other side(s) of an argument.
 - Consider what your opponents might say against your argument dismiss or list and rebut them one by one

MAKING YOUR ARGUMENT CLEAR

- **Unity:** state the thesis, with all supporting paragraphs backing up the thesis.
- **Support:** provide at least three separate supporting points for the thesis with specific evidence for each of the supporting points from your readings.
- **Coherence:** Make sure your paper has a clear method of organization with smooth transitions from one idea to the next idea.
- **Sentence structure:** Make sure your sentences are *clear and complete*.
 - Use adverbs, adjectives, capitals, and periods correctly.
 - Eliminate needless words and don't use big words unless you know what they mean
 - Check your spelling and vary your sentences

COHERENCE EX.

- **Read the following and identify which of the two examples shows coherence:**
- A. Domestic violence is known to be a leading cause of homelessness in our country. As a matter of fact, many teenagers learn violence in the home and enter abusive relationships when there is violence in the family.
- B. Domestic violence is known to be a leading cause of homelessness in our country. More women, children, and teenagers are left without a place to stay when threats or actual experience of violence force them to flee their homes, often unable to return.

CONCLUSION

- **Conclusions:** Leave the reader with something to think about.
- Summary + why what you wrote is important

CITATIONS

- Cite your sources to avoid being accused of plagiarism
- All information gathered from sources must have an in-text citation, even if you paraphrase it.

COMMON ERRORS

- *Book*, states that...
- **Example of a quote:** “The janitor’s strike set the tone for the contract negotiations of approximately 300,000 Los Angeles workers who faced expiring union contracts that same year.” (Wong, 21)
(Author, Page number)
- Arguments without any support.
- Arguments or examples not directly related to the readings or class.
- Multiple spelling and grammatical errors.

PROOFREADING AND REVISING

- Read your paper out loud. Have another person read it out loud and edit it for you.
- Problems
 - a. Sentence fragment
 - b. Dangling modifier: A word or phrase that modifies a word not clearly stated in the sentence. (A modifier describes, clarifies, or gives more detail about a concept.)
 - Having finished the assignment, the TV was turned on. → **Who? What?**
 - c. Run-on e. Missing comma
 - d. Inconsistent verb tense