

Hot Springs County High School



Writing Handbook

Name: _____

2007 edition

6-Traits Guide to Revision (Be honest!)

Ideas and Content (development)

- It is easy to understand what my paper is about.
- I use clear, relevant details and examples to help the reader understand my message.
- I stick to the main idea and leave out details that do not belong.
- I feel as if I know what I'm talking about.
- My writing holds the reader's attention.
- My ideas and descriptions are original and are not obvious or predictable.
- Every piece adds something to the whole.

Organization

- The way I have started my paper would make a reader want to keep reading.
- I tell things in an order that makes it easy to follow what I am saying.
- The main idea of each paragraph is stated clearly first, and the supporting details backup that main idea.
- My paper doesn't stop suddenly or drag on too long.
- The details of my paper seem to fit where they're placed; my ordering is logical and effective.
- My paper has a beginning, middle, and ending.

Voice

- I've said what I really think about this topic.
- I like what I've written.
- This paper sounds like me—not like someone else (or the encyclopedia!)
- I've tried to imagine what the reader will think and feel when reading this.
- I speak directly to my reader.
- I am writing to be read.
- Narrative writing seems honest, appealing, and written from the heart.

Word Choice

- My words paint a picture in the reader's mind, and lively verbs energize the writing.
- I avoid clichés and jargon where I can.
- I have tried to find a new way to say things.
- My writing sounds natural, as if I were saying it aloud.
- I have fun with language.

Sentence Fluency

- The meaning of each sentence is clear.
- The length of my sentences changes, some short, some long.
- My sentences start in different ways.
- I like the way my paper sounds when I read it aloud. It sounds smooth and easy on my ear.
- I avoid fragments.
- Dialogue, if used, sounds natural.

Conventions

- I have proofread my paper and corrected each mistake.
- My paragraphs begin in the right spots.
- I've used capital letters at the beginning of sentences and with all proper nouns (names of people, places, or specific things).
- Correct spelling, grammar, capitalization, punctuation, and paragraphing make my paper easy to read.
- My writing is long and complex enough to show my skill in using a wide range of conventions.

Ideas and Development

4 ~Ideas are presented clearly and supported by specific and precise details

~information chosen makes the writing understandable, enlightening, and interesting

~ details work to expand the main topic

~writer insight or experience is used when appropriate

~ amount of detail is just right; not too short, not too long

3 ~Ideas are supported with sufficient, relevant details

~writer provides specific information so that the reader feels satisfied

~writer may draw on personal experience

~writer stays on topic throughout the paper

2 ~Ideas are evident but supporting details may be minimal or irrelevant

~the writing has a solid beginning

~it is easy to see where the paper is headed, though more expansion is needed to complete the picture

~general information makes the reader long for specifics

~ generally stays on topic; may have some unrelated detail

1 ~Writing is sketchy and loosely focused forcing the reader to make inferences. Readers will likely notice more than one of these problems

~the main topic is unclear, out of focus, or not yet known

~missing, limited, unrelated details are used that require the reader to fill in many blanks

NOTES:

Organization

4 ~Writing shows sophisticated organization

- ~entire piece has a strong sense of direction and balance. Main Ideas or key points clearly stand out
- ~an inviting lead draws the reader in
- ~a satisfying conclusion ties up all the loose ends
- ~details seem to fit right, making the text easy to follow and understand
- ~pacing feels natural and effective
- ~organization flows so smoothly the reader doesn't need to think about it

3 ~Writing demonstrates logical organization

- ~information is presented in an orderly fashion
- ~introduction and conclusion are evident
- ~organization supports the purpose of the paper
- ~transitions are present and do not distract from the overall flow of the paper

2 ~Writing demonstrates some organization

- ~organization allows the reader to move easily through the text
- ~sequencing seems reasonable; the reader rarely, if ever, feels lost
- ~introduction and conclusion are difficult to identify
- ~transitions are usually present, but sometimes a little too obvious or too structured

1 ~Inconsistent development

- ~no clear sense of direction to carry the reader from point to point; often leaving the reader with a sense of being adrift
- ~no real lead that sets up what follows; no real conclusion
- ~missing or unclear transitions forcing the reader to make giant leaps
- ~writing does not move purposefully toward any main message

NOTE: Teachers will often refer to the "5-paragraph" essay format. This is simply a reference to an organizational style that includes an introduction, three (or possibly more) main ideas supported with details or examples, and a conclusion. It is the most basic organization style used in **all** non-narrative writing and speeches.

Tell the audience what you're going to say, say it, then tell them what you've said.

Voice

4 ~writer shows a clearly intended purpose and audience, and successfully integrates voice

~writer's energy and passion for the subject drives the writing, making the text lively, expressive, and engaging

~ tone and flavor of the piece fit the topic, purpose, and audience well

3 ~Writer shows evidence of voice and format;

~expository, descriptive, or persuasive text holds the readers attention

~tone and flavor of the piece fit the topic, purpose, and audience

~voice is pleasant, intriguing, or unique

~writer speaks to the audience

2 ~Limited evidence of intended purpose and audience

~tone and flavor of the piece could be altered slightly to better fit the topic, purpose, or audience

~voice is pleasant or intriguing, if not unique

~clearly aware of an audience; occasionally speaks right to the audience

~voice pops out on occasion

1 ~Shows lack of awareness of voice

~tone and flavor of the piece are inappropriate for the topic, purpose, and/or audience

~writer does not seem to reach out to the audience

~though it may communicate on a functional level, the writing takes no risks, does not engage, energize, or move the reader

NOTE: Teachers will often make reference to *Point of View*. When writing a formal essay of any kind, stick to 3rd person point of view. This means using pronouns such as "he, she, it, and they" when making references. Avoid using "I".

In narrative writing (story telling) it is often necessary to make yourself narrator. This is 1st person point of view and **requires** the writer to use "I".

Avoid 2nd person "you" almost always. It gets too confusing to the audience as to who/whom the writer is referencing. In English, "you" works as BOTH singular and plural.

Singular

Plural

1st person	I	we
2nd person	you	you
3rd person	he, she, it	they

Word Choice

4 ~Language is rich and engaging

- ~lively words are used rather than common ones
- ~message is remarkably clear and easy to interpret
- ~phrasing is original, even, memorable, yet the language is never overdone
- ~striking words or phrases linger in the reader's memory

3 ~Language is effective throughout

- ~lively verbs lend the writing power
- ~memorable phrases strike a spark, leaving the reader hungry for more
- ~uses unusual words in an unusual way
- ~attempt at colorful language are full of promise
- ~usage makes a clear picture

2 ~Word choice is generally correct

- ~language communicates in a routine manner
- ~text has no colorful language
- ~occasional interesting phrase appears, mostly vague words and phrases
- ~general meaning is clear

1 ~The writer struggles with a limited vocabulary

- ~clichés or redundant phrases encourage the reader to skim, not linger
- ~words are used incorrectly
- ~inflated or exaggerated language impedes readability
- ~reader has trouble grasping the writer's intended message

NOTE: Teachers will often make references to "Tense Shifting". The most common tense used in all writing is Past Tense, where the action (verbs) has already taken place. It is difficult to sustain present and future tenses in writing for long. Once you've started writing in past tense, stick to it, don't shift.

Example: The biology class dissected a fetal pig. (past)

The biology class is dissecting a fetal pig. (present)

Sentence Fluency

4 ~Sentence structure is varied and complex

- ~sentences are well crafted with strong and varied structure
- ~purposeful sentence beginnings show how each sentence relates to and builds on the one before
- ~sentences vary both in structure and length, making reading natural, never monotonous
- ~fragments, if used, add style

3 ~Sentence structure is varied and correct

- ~sentences are grammatical and fairly easy to read aloud
- ~graceful, natural phrasing intermingles with more mechanical structure
- ~variation of length and structure enhance fluency
- ~fragments may be present; some are stylistically effective

2 ~Sentences have some variety with few errors in structure

- ~variation in length and structure begin to appear
- ~sentence beginnings are boring or are all the same
- ~sentence structure is mechanical

1 ~Writer demonstrates more than on of these problems:

- ~irregular or unusual word patterns make it hard to tell where sentences begin and end
- ~run-ons; the “endless sentence”
- ~short choppy sentences bump the reader through the text
- ~repetitive sentence patterns put the reader to sleep
- ~transitions are either missing or so overdone they become distracting
- ~fragments do not work

NOTES:

Conventions

4 ~Writer demonstrates sophisticated control of convention

- ~errors are so few and minor that a reader can easily overlook them unless searching for them specifically
- ~text appears clean, edited, and polished
- ~text shows sufficient length and complexity to demonstrate control of conventions appropriate to age and experience

3 ~Writer demonstrates a reasonable control of conventions

- ~errors may be present, but do not seriously distract the reader
- ~text is relatively clean and edited
- ~text is reasonably easy to process; there is little to no distractions or confusions to the reader

2 ~Writer demonstrates some control of conventions

- ~there are enough errors to distract an attentive reader
- ~significant editing would be required to prepare the text for publication

1 ~Writer demonstrates limited control even over widely used writing conventions

- ~errors are sufficient and serious enough to be distracting
- ~reader may need to read once to decode, then again to interpret and respond to the text
- ~extensive editing would be required to prepare text for publication

General Writing Conventions and Hints

- Citation page should be in alphabetical order by author's last name
- "peel back" web addresses to find more information
- Quotes of more than three (3) lines should be DOUBLE indented and SINGLE spaced.
- Remember, making reference to even an IDEA that's someone else's needs to be cited. That means paraphrasing too.
- Quotations vs italics/underlining ALL book titles should be in italics or underlined.
- Using index cards, put the above citation/source information on one side and write the quote or information from that source on the other. That keeps you from separating them on accident.
- End-of-text citations pages are called many things depending upon the format you use. Examples: Bibliography, Works Cited, References, etc

Suggestions for Writing A Paper

1. Organize first. Use note cards with key ideas/examples, then you can shuffle them around to see how to best organize your paper. Keep source/citation information on the back so you know where you got your information. For non-research types of writing, use a list, outline, or graphic organizer to keep your thoughts organized.
2. Papers are FORMAL written examples that should demonstrate your ability to clearly express yourself. Use WELL REASONED, WELL SUPPORTED examples. Don't start with "Now I'm going to tell you...." Or "My paper is about...." These may be more appropriate for middle school, but not high school. Stick with 3rd person, avoiding the "I" of 1st person and the "you" of 2nd person.
3. ANY claim must be supported. Use a solid, clear example plus cite the source from which you found it. Either just an example or just a source is insufficient. You must have **both**.
4. Spell check, proof read (not the same thing), and have another person proof it. The more people that read/proof your paper the better it should be. Find someone good that you can count on to consistently help you, and be nice to them.
5. Do not voice your opinion, unless the assignment specifically calls for it. You're are not an expert, with rigorous training and years or experience; you are becoming (we hope) more knowledgeable about the subject, in order **to become** a professional in your selected field of interest.
6. Research your topic. No one will write a paper cold, without having read multiple, quality sources on the topic.
7. "I don't understand what I'm reading." This happens to most everybody at some time. Some suggestions are: 1. Take notes, 2. Write their examples, 3. Write your examples, 4. Write your explanation as best you can, 5. Review it with someone smarter or even approach your teacher. They are busy, but many will be delighted when you ask because it demonstrates that you want to know (which is supposedly one of the reasons you're here in the first place).
8. "I don't agree with topic." One of the purposes of school is to EXPAND your knowledge and understanding. There will be many things that you may encounter that you will disagree with. Writing about or being forced to take a position you don't agree with is a thinking exercise so you can see what the other viewpoints are in greater depth. If you've not plumed the depths of the other position, then you don't know that position and are less likely to understand the argument presented by that side.

Student Name
Course Title
Teacher's Name
Date

Standard Paper Format

Title of Paper
This title should be centered.

Type your paper using one inch margins from the top, bottom, and sides. **Double-space the body of your paper.** This makes it easier for your teacher to read and make constructive comments.

A paper does not need a title page. Instead, beginning at the top of the first page and flush with the left margin, type your name, the course title, the teacher's name and the date on separate lines. **Single space between these lines.** Notice the example at the top of this page. After you have typed those four lines, double space then center your title. If the title has more than one line, single space between the lines of the title. Do **not** underline your title, put it in quotation marks, or type it in all capital letters.

After you finish typing the title, double space, then start typing the text of your paper. Be sure to indent each new paragraph.

Number all pages consecutively throughout your paper. Starting with page 2 you should also type your last name in front of the page number. Do not put a period or any punctuation after the page number.

If you have used references for your paper, make sure you draft a bibliography page for your paper. See pages 10 and 11 for citation format rules.

Research Papers and Citation Formats

While doing your research, remember to write down the following information as you go. It can be very difficult to find again if you don't! Keep this information with the research that goes with it.

1. name of author, editor, or website administrator (often called *Webmaster* or *Sitemaster*)
2. name of publication
3. title of article, section, or chapter
4. page number(s) used
5. total pages (if possible)
6. copyright date
7. place of publication
8. name of publisher
9. URL (website address) example: <http://www.sources.com/index.html>

In-Text Citation Examples:

MLA: “There are two basic types of sociodramatic play training; outside intervention and inside intervention” (Christie 29).

* By putting the author's last name, Christie, and the page number, 29, in parentheses after your quotation about play training, you are telling the reader where you found this.

* By putting sentences in your own words about the idea(s) of an author, they are treated in much the same way. If you are describing an author's idea, not quoting word for word, you don't have to use quotations, but you **still** need to cite the source.

* As page numbering is generally an unknown with on-line texts, give another indication of length, i.e. number or paragraphs, number of lines, etc, or print the article.

APA: Even some psychologists have expressed the fear that “psychology is in danger of losing its status as an independent body of knowledge” (Peele, 1981). Put page number too if it is a direct quotation.

End-of-Text Citation Examples

Professional Web-site

Walker, J. (1996). APA-style citations of electronic sources. <http://www.cas.usf.edu/english/walker/apa.html>
[1997, April 29].

Simons, M. (1998, July 1). Thomas Hardy Resource Library. <http://pages.ripco.com:8080/~mws/hardy.html>
[1998, Sept. 7].

(NOTE: Last date shown in brackets [] is the date the website was accessed by you.)

Personal Website

Duncan, D. (1998, Aug. 1) <http://www.geocities.com/SoHo/Coffeehouse/> [1998, Sept. 7]. Personal Homepage

(NOTE: Last date shown in brackets [] is the date the website was accessed by you.)

Book

Dorn, L. R., & Ryerson, D. (1984). *Elements of a healthy childhood* (2nd ed.). New York: Macmillan.

Magazine article

Palmer, H., & Lewis, C. D. (1987, October). Using a common sense approach to evaluating behavior. *Psychology Today*, 40, 40-47.

Encyclopedia Entry

Foster, John S., Jr. editor "Nuclear Weapons." *Encyclopedia Americana*. 1981 ed.

Material from a CD-ROM

Saban, Joseph Matthew. "Practical uses of Standardized Test Data." *DAI* 54 (1994): 2998. Northern Illinois U, 1993. *Dissertation Abstracts Ondisc*. CD-ROM. UMI-Proquest. Aug. 1995.

Make sure your essay has a strong THESIS. This is a specific statement (not a question), that sums up the over all topic or idea of the paper. You may need to draft several before you write one with the proper focus. If it's too broad, you'll have too much to cover. If it's too narrow, you won't have enough information. It should be located early in the paper, usually within the first paragraph.

Plagiarism

Plagiarism is the act of stealing ideas and/or words from another and passing them off as your own. To avoid plagiarism, the writer should use careful documentation.

Documentation is citing where and from whom you used information of any kind in your paper. **Direct and indirect quotes must both be cited. Even if you paraphrase, cite it!**

If the proper document is not found, plagiarism is assumed! It is up to the individual teacher as to the consequences.

Persuasive Writing

Persuasive writing attempts to convince the reader that a point of view is valid or to persuade the reader to take a specific action. Persuasive essays should be developed around a limited topic that is debatable and meaningful or important. The issue should be one to which students can bring specific evidence and warranted generalization, not just personal opinion or broad generalization.

Be sure to include:

- ❖ Topic or thesis statement
- ❖ 3 reasons that explain your topic/thesis
- ❖ Specific details to support each of your reasons, cite sources, statistics, etc.
- ❖ Conclusion
- ❖ Use vivid verbs and adjectives to make your paper interesting

Active and Passive Voice

When the subject performs the action expressed by the verb, the verb is considered to be the active voice. When the subject receives the action of the verb, the verb is in the passive voice.

The passive voice is formed by using some form of *to be* with the past participle of the verb.

ACTIVE: Jeanne threw the ball out-of bounds.

PASSIVE: The ball was thrown out-of bounds.

ACTIVE: Fritz is carving the turkey.

PASSIVE: The turkey is being carved by Fritz.

Gertrude Stein wrote the introduction. (active)

The introduction was written by Gertrude Stein. (passive)

Jim Childs read the minutes. (active)

The minutes were read by Jim Childs. (passive)

The active voice is usually livelier, more colorful, and more precise than the passive voice. For this reason, good writers try to avoid writing long passages in the passive voice. They also avoid mixing the passive and active voices in the same sentence or passage.

NOTE: Passive words to avoid include: *am, is, are, was, were, will be, has been, have been*. Also try to avoid: *a lot, stuff, things, you*, and other general words. Be specific!

NARRATIVE WRITING

Narratives tell a story. The story can be:

- Completely made-up
- Completely true
- A combination of the two

They should have a beginning, a middle, and an end.

Introduction

- Set the scene
- Arouse the readers' curiosity
- Hook them into wanting to read more

Development

- Stick to your story
- Tell your own story; don't retell somebody else's
- Make it interesting by telling how you feel
- Good narratives use description, but still move the story along
- Use strong vivid words and sensory detail
- Tell your story in chronological order

Conclusion

- Bring story to a definite end
- Resolve all of your conflicts

Guidelines for Timed Writings

Please check before you begin to see if you need to complete a data sheet indicating grade level, teacher, student I.D., etc.

Review the following points as they apply to you.

- Write legibly.
- Check the time frame, and budget your time accordingly. Don't write for the full time.
- Pre-write. A list, an outline, or some type of graphic organizer will help keep things straight.
- You may use a dictionary, thesaurus, word walls, writing notes, spell checkers, or other aides.
- Write only on the front of the paper.
- Proofread your paper.
- If your prompt requires a title, write one appropriate to your topic.
- The length of the paper depends on what you want to say. There is no right length, but fill the time as much as possible.
- Do the best that you are capable of doing within the time limit given. Watch the clock!

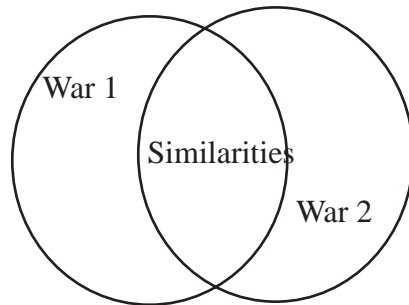
Compare and Contrast Writing

A compare and contrast paper shows how one subject is similar **AND** different from one another.

EXAMPLE: How were two wars alike (same country, generals, causes) and how were they different?

Characteristics of a Compare and Contrast Paper

- A topic capable of being both similar (able to compare) and different (able to contrast)
- A topic or thesis sentence that shows general comparison and contrast
- Organization
 - Use a Venn diagram (see example)
- Details that show similarities and differences



PROCESS

Prewriting

- Select a suitable subject
- Choose details
- Organizing the whole
- Organizing the parts
- Develop the topic or thesis sentence

Literary Analysis

1. Ask interpretive questions: What does the title of the work reveal? How is the work constructed? How are its parts related to one another? What patterns of images or events can I identify? Who tells this story or is reading the poem? What is the tone of this poem or story?

2. Ask evaluative questions: How successful is this piece? What is my criteria for making such judgements? What is strange, difficult, or threatening about this writing? How does it challenge my attitudes or my beliefs?

3. Ask contextual questions: What more do I want to know about this work or this writer? What do I want to know about the historical period or the society in which the writer worked? What do I want to know about his or her philosophical, religious, or artistic beliefs? What do I want to know more about these things?

4. Inhibiting assumptions: Are those preconceptions and attitudes students often bring to the academic study of literature that block clear thinking and writing. Such assumptions make students distrust their abilities, or make them defensive and dogmatic, or both.

Cause and Effect Writing

A cause and effect paper explains why something happened.

EXAMPLE: Why a war was won or lost.

That is the first part. The second part to a cause and effect paper is to say what happened as a result of something.

EXAMPLE: What happened to the economy in the South as a result of the civil war.

Characteristics of a Cause and Effect Paper

- Analysis of the cause/causes of a specific effect
- Analysis of the effect/effects of a specific cause
- Evidence of clear logical relationships

Basic rules of a Cause and Effect Paper

- Begin with a good introduction
- Include a clear topic with a thesis statement
- Show organization
- Uses effective transitional devices

Writing Process

PREWRITING

- Finding a topic
- Deciding on cause or effect or both
- Selecting the main ideas
- Narrowing the topic
- Adding supporting details
- Organizing the details
- Checking the logic

Descriptive Writing

Descriptive writing gives a single, clear picture of a person, place, thing or idea. Good descriptive writing appeals to the senses - hearing, sight, smell, taste, and touch.

Be sure to include:

- Descriptive language: adjectives, adverbs, sensory words
- Active verbs
- Detailed examples create a picture
- Shows instead of tells
- May include imagery, metaphors, similes

Book Review

Although a book review, like a book report, spends some time discussing the content of the book, its main purpose is not informational, but analytic and persuasive. The writer, in analyzing the content, format, argument and context within which the book was written, argues that the book is worth reading or not.

STRUCTURE OF THE BOOK REVIEW:

1. Introduction:

- A general description of the book: title, author, subject and format. Here you can include details about who the author is and where he/she stands in this field of literature. You can also link the title to the subject to show how the title explains the subject matter.
- A brief summary of the book and its general argument or theme. Include a statement about who the book is intended for.
- Your thesis about the book. Is it a good piece of literature or not?

2. Summary of Content:

- This can be done in the same way that it is done for the simple book report. (Do not spend too much time or paper on this section, as the analysis of content is more important than a simple summary.) Maybe a paragraph or two.

3. Analysis of Text:

- What is the writer's style: simple/ detailed; persuasive/ logical?
- What is a predominant theme in the story?
- How well does the organizational method develop the theme of the book? (Give examples to support your analysis.)
- How convincing is this book? Is it meant to be realistic? Characterization?
- How complete is the plot-line?
- Are there facts & evidence that the author has neglected to consider? (Here you may use a comparable book on the same topic to illustrate what has been omitted. Your *Mythology* book is an example.)
- Context: to the review to be accessible to as many readers as possible a review needs to contain something about the context in which the book was written.
- Audience: what is the intended audience? Does the book address that audience; does it make plain any pre-requisites there are for reading it?

4. Evaluation of the Text:

- Give a brief summary of all the weaknesses and strengths you have found in the book. Does it do what it set out to do?
- Evaluate the book's overall usefulness to the audience it is intended for. (Is it suitable for other audiences as well?)
- Note why you liked/ disliked the book. Explain and give examples.

5. Conclusion:

- What is your overall assessment of the book? What are its best and worst features? Would you buy it, recommend it, use it, and treasure it? Is it worth purchasing or recommending to a library? Would your peers enjoy it? Why?

Expository

Expository writing asks students to give information, explain something, or define the meaning of something. Expository essays may be developed with facts and statistics, examples, cause and effect, and/or definitions. Usually, the expository essay is unemotional and written in the third person.

Be sure to include:

- ❖ Topic or thesis statement
- ❖ 3 reasons that explain your topic/thesis
- ❖ Specific details to support each of your reasons
- ❖ Conclusion
- ❖ Use vivid verbs and adjectives to make your paper interesting




















Technical Writing

Technical writing is often referred to as the more practical form of writing. It is usually very functional and avoids complication and fluff. Instructions, resumes, and brochures are a few examples of technical writing. {11th grade writing standards list letters, resumes, and application essays as technical writing. Other forms might include science lab write-ups, and newsletters.}

A few basic tips are listed below:

- Avoid fluff. Less is better; avoid unnecessary words. Also, avoid repeating yourself three times (like this bullet has done so far).
- Cut the jargon unless your audience is all from the same profession and can understand specialized words.
- Keep it simple; when a simple word or phrase will work, use it.
- Make use of formatting. **Bold**, *italicized*, the use of white space, pictures, graphs, charts, tables, and bullets are ways of making a document easier to scan and understand.
- Know your audience. Their age, profession, interests, attitude toward your topic, education level, what they know about the subject, and other characteristics will determine how you present your information. For example, think of the differences among elementary, high school, and college report cards. Or how about writing a letter to an adult versus a child, age seven.
- Know your purpose; what is the primary goal of your writing?

Proofing Reading Marks

<i>Mark</i>	<i>Meaning</i>	<i>Example</i>
	Delete; remove	The telephone call call e
	Close gap	Grand  mother
	Paragraph	"Go," said Sue.  "Okay," I replied
	Indent paragraph	 "Go," said Sue.  "Okay," I replied
	Add a letter (carrot)	B ^v ush your teeth
	Add a word (carrot)	I went ^{out} last night.
	Add a punctuation (carrot)	Did Mary / my friend / go to school today? 
	Transpose, flip	Edit 
	Capitalize or lower case	Today, <u>mom</u> went <u>Home</u> .
	Connect; no new paragraph	<u>His mother loved animals.</u> That's why she loved John.
	Spelling	High  skool
	Wrong	I falled.
W.C.	Word Choice	Their is the door.
	separate period	highschool I will

Four Basic Comma Rules

1. Use commas to separate items in a series of three or more.

Note: the comma separating the second-to-last from the last item in the list is optional, but is sometimes needed for clarification.

EXAMPLES: Subjects in the program of study include English, math, and psychology.

-or- Subjects in the program of study include English, math and psychology.

Go up two flights of stairs, turn right, walk to the end of the hall, and you will be there.

The receptionist will admit you, the radiologist will x-ray you, the nurse will prepare you for surgery, and the surgeon will operate.

2. Use a comma to separate independent clauses (complete thoughts) when they are joined by these transition words (**FANBOYS**): *for, and, nor, but, or, yet, and so*

EXAMPLES: Max started writing the draft two weeks ago, and he completed it today.

We wanted to go to the movie, yet the idea of a quiet afternoon at home was also appealing.

I have no intention of celebrating when I complete my degree, nor do I intend to go to the graduation.

3. Use commas to separate independent clauses (complete thoughts) from the word or words that introduce them.

EXAMPLES: If I could relive my teenage years, I would do many things differently.

However, Marx had a different theory.

As a student, Ron had dreamed of being an Olympian athlete; unfortunately, his health made his dream impossible.

By the time we got home, the late night news was over.

4. Use comma(s) to separate from the rest of the sentence any word or expression that is not essential to the sentence's meaning

EXAMPLES: Writing essays is not difficult, if you plan them well.

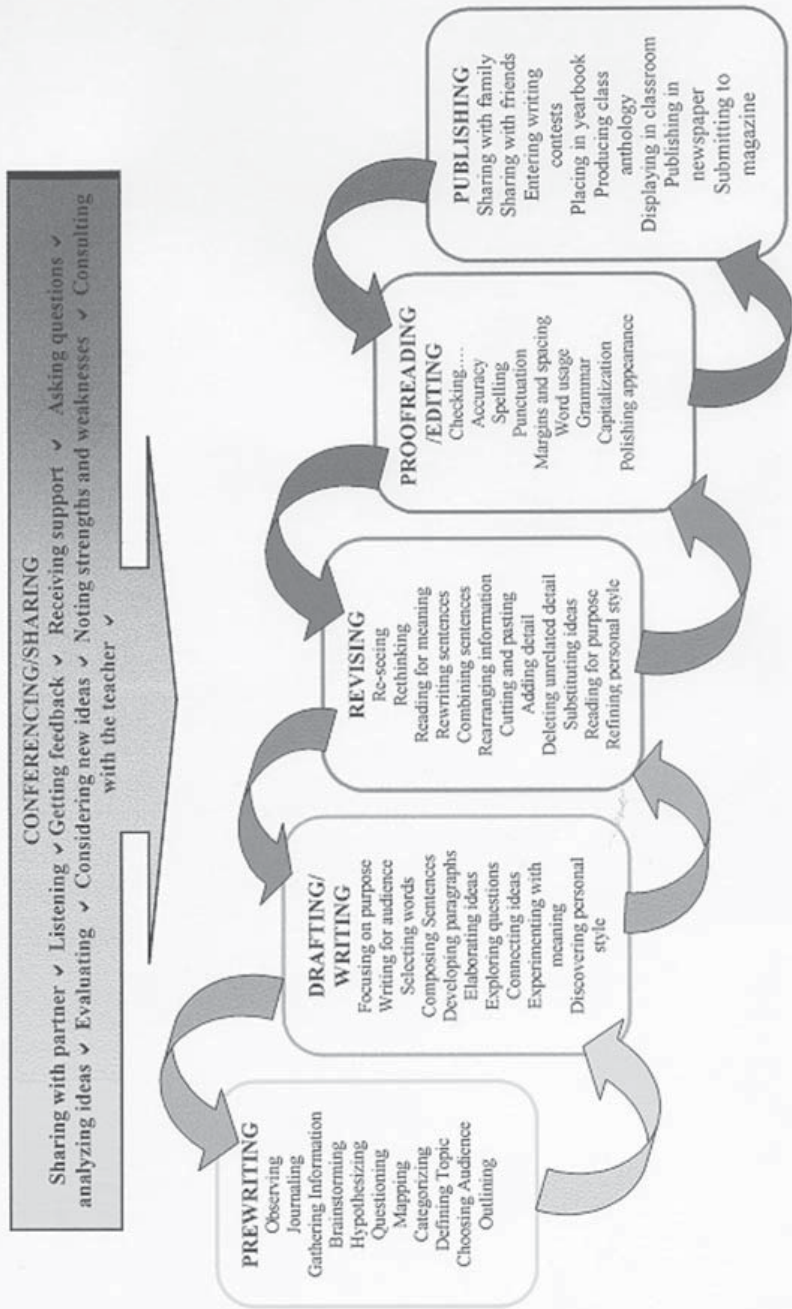
Carol Shields, a university chancellor, wrote *The Stone Diaries* and *Larry's Party*.

Valerie, predictably, was named class valedictorian.

The Writing Process

At any point in the writing process, you may return to any of the preceding stages. For example, if you're having trouble drafting a paragraph, you may go back to the prewriting stage and outline it first. If you get stuck as you revise, you may redraft some of your writing. You may even need to gather more information or reevaluate your purpose.

Remember, too, that because writing is a process of discovery, you may be surprised by what you find when you write. Through writing, you can explore your ideas, your feelings, your memories—anything that interests you. You may discover something new about yourself, your world, and the forces that have shaped your life.



Big 6

Scientific Research Method

1. Task Definition

Identification of the Problem

Problem Statement

What you want to find out (Goal/Thesis)

2. Information Seeking

Research the Problem

3. Location & Access

Research the Problem

4. Use of Information

Review the research in several paragraphs
Hypothesis: (making a prediction *based upon the research*)

Test: Run the experiment and test the prediction.

5. Synthesis

Data from the experiment

6. Evaluation

Conclusions (what did the data say? No interpretation)

Discussion: What does the data mean? And- Was the hypothesis supported or not?