



# **student guide**

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# Chapter 1: Academic Writing in English

## Why Academic Writing

Academic writing is, essentially, the writing you have to do for your university courses. Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles.

### **Goal of Academic Writing: Why do students have to write papers?**

The truth is that academic papers are a specially-designed torture instrument. They are preferred because instructors are not directly involved in the torture. Usually students torture themselves by waiting until the last minute to write their papers and by not knowing what they are doing.

That's why this guide was written. A paper is not supposed to be torture. Seriously. The thing about torture was a joke. An academic writing assignment is supposed to be your opportunity to explore something that interests you from your course. You have freedom to choose a topic, empty pages on which to express your own ideas, and an audience that is interested in reading what you think.

In an academic writing assignment, you will start by asking a good question, then find and analyze answers to it, and choose your own best answer(s) to discuss in your paper. Your paper will share your thoughts and findings and justify your answer with logic and evidence. So the goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic (and this is what earns you a good grade).

Plus, you will develop skills in researching, evaluating information, organizing, arguing, responding to others' arguments, analyzing, and expressing yourself clearly in writing (in English too). These skills, by the way, are all valued by employers.

### **10 Principles of Academic Writing**

- **Clear Purpose.** The goal of your paper is to answer the question you posed as your topic. Your question gives you a purpose. The most common purposes in academic writing are to persuade, analyze/synthesize, and inform. Some assignments will have a pre-determined purpose; for other assignments, you will have to choose a purpose when you choose a topic. And some assignments may even have two purposes. In all cases, the purpose will be clear at the beginning of your paper, and your paper must achieve its purpose in order to be successful.
- **Audience Engagement.** As with all writing, academic writing is directed to a specific audience in mind. Unless your instructor says otherwise, consider your audience to be fellow students with the same level of knowledge as yourself. As students in the field, they are interested in your topic, but perhaps not so interested in reading a paper. So you will have to engage them with your ideas and catch their interest with your writing style. Imagine that they are also skeptical, so that you must use the appropriate reasoning and evidence to convince them of your ideas.
- **Clear Point of View.** Academic writing, even that with an informative purpose, is not just a list of facts or summaries of sources. Although you will present other people's ideas and research, the goal of your paper is to show what you think about these things. Your paper will have and support your own original idea about the topic. This is called the thesis statement, and it is your answer to the question.

- **Single Focus.** Every paragraph (even every sentence) in your paper will support your thesis statement. There will be no unnecessary, irrelevant, unimportant, or contradictory information (Your paper will likely include contradictory or alternative points of view, but you will respond to and critique them to further strengthen your own point of view).
- **Logical Organization.** Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one.
  - The **introduction** catches the readers' attention, provides background information, and lets the reader know what to expect. It also has the thesis statement.
  - The **body paragraphs** support the thesis statement. Each body paragraph has one main point to support the thesis, which is named in a topic sentence. Each point is then supported in the paragraph with logical reasoning and evidence. Each sentence connects to the one before and after it. The readers do not have to work to find the connection between ideas.
  - The **conclusion** summarizes the paper's thesis and main points and shows the reader the significance of the paper's findings.
- **Strong Support.** Each body paragraph will have sufficient and relevant support for the topic sentence and thesis statement. This support will consist of facts, examples, description, personal experience, and expert opinions and quotations.
- **Clear and Complete Explanations.** This is very important! As the writer, you need to do all the work for the reader. The reader should not have to think hard to understand your ideas, logic, or organization. English readers expect everything to be done for them; your thoughts and thought processes should be clearly and completely explained.
- **Effective Use of Research.** Your paper should refer to a variety of current, high-quality, professional and academic sources. You will use your research to support your own ideas; therefore, it must be integrated into your writing and not presented separately. That means that source material will be introduced, analyzed, explained, and then cited. *Research and APA Style Guide 2010* covers this topic in depth.
- **Correct APA Style.** All academic papers should follow the guidelines of the American Psychological Association as found in *Research and APA Style Guide 2010*.
- **Writing Style.** Because this is your work, you should use your own words whenever possible. Do not try to write like a boring, overly formal scholarly article. Use the natural conversational style that you would use in the classroom. Your writing should be clear, concise, and easy to read. It is also very important that there are no grammar, spelling, punctuation, or vocabulary mistakes in academic writing. Errors convey to the reader that you do not care.

And finally, this rule will override all the principles:

- **ALWAYS FOLLOW THE DIRECTIONS OF YOUR INSTRUCTOR.** Every instructor has a reason for giving you an assignment, and each instructor's requirements may differ. Follow your instructor's directions to get the most from an assignment.

## More about Purpose

To write a good paper or successfully answer an essay question on an exam, you have to fulfill the purpose of the task. Students could write brilliant essays or papers but still fail if they have NOT done what the question asked. So in Level 6 Writing, you will be given a variety of writing assignments to help you practice writing for different purposes.

When faced with a topic or question, look at the type of question or the key words to determine what the assignment's purpose is.

### **Persuasive Purpose**

In persuasive academic writing, the purpose is to get your readers to adopt your answer to the question. So you will choose one answer to your question, support your answer using reason and evidence, and try to change the readers' point of view about the topic. Persuasive writing assignments include persuasive and argumentative essays, argumentative and position papers, and proposals.

- **Topic.** Persuasive topics are usually written as "yes/no" questions, in which you must choose one side to support. Other persuasive type questions include:
  - *Agree or disagree with a statement:* explain what a statement means and argue for or against it, supporting your arguments with specific details. Do this for all ideas in the statement.
  - *Justify:* explain why something is correct or true, using reasons supported by specific details.

A good persuasive topic must be an issue which has at least two sides and about which it is possible to change someone's opinion. There must be real logic and evidence to support each side, not just personal preference and belief.

- **Audience.** It is helpful to imagine that your audience is hostile to your opinion. Ideally, you want to change your readers' opinions, but your writing will also be successful if you have just made them re-consider their opinions.

Knowing your audience is the key to persuading. So if you are dealing with an academic audience, you need to support your opinion with support that will sway educated people. That means logic and evidence (facts, examples, expert opinion). You may be able to slip in a little emotional argument, but that won't be enough to change your audience's opinion.

- **Strategies.** Here are a few tips for strong persuasive writing:
  - When brainstorming, write down all the reasons you can think of on both (all) sides of the issue. Keep adding to the list throughout the writing process. Use the reasons for the opposing side to help you think of reasons for your side.
  - It's important to remember that in persuasive writing, *you cannot be in the middle*. You must choose a side to support.
  - To make your arguments stronger, you should also present the arguments of the other side and your refutation of them. You can refute (argue against) the other side's arguments by showing that they are wrong, weak, or irrelevant. In your refutation, you must fairly and objectively present the other side's view (to show the audience that you are reasonable) and its support. However, the focus of the refutation should be your response to that argument – the logic and evidence that you have to show that the argument is wrong, weak, or irrelevant. Note that it's very difficult to prove an argument wrong; more likely you will find arguments that you consider weak or irrelevant, or at least weaker and more irrelevant than your own arguments.

## **Analytical purpose**

In analysis/synthesis academic writing, the purpose is to explain and evaluate possible answers to the question, showing how these answers relate to each other and choosing the best answer(s) based on your own criteria. The "synthesis" part of the purpose comes in when you put together all the parts and come up with your own answer to the question. Usually there is not one completely right answer; you must decide which of the answers you think are most significant. Analytical writing assignments include cause essays, effect essays, analysis papers, source analyses, and critical analyses, among others.

- **Topic.** Analytical assignments are often written as "How?" or "Why?" questions which investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. Other key words are
  - *Analyze:* divide something into its parts, put them in a logical order, and examine/explain each one. Conclude by showing how each part you described makes up the whole.
  - *Evaluate:* describe the arguments for and against an idea, determining which are stronger.
- **Audience.** Your goal is to give your audience a clearer view of the topic, convincing them that your analysis of it is valid. Therefore, in analytical writing, it is important to explain everything clearly and completely. You also have to remember that your audience is not just looking for information, but rather your interpretation and analysis of the information. So demonstrating critical thinking skills is very important in analytical writing.
- **Strategies.** Here are a few tips for strong persuasive writing:
  - When brainstorming, explore ALL the possible answers to your question. Keep pushing yourself further by asking "why?" and "how?" again and again. For example,
    - Topic: **Why** don't people vote in elections?
      - Your first, quick reason: "Because they don't like the candidates."
    - Then keep asking why: **Why** don't they like the candidates?
      - Answer: "Because the candidates are rich old men with no connection to the people."
    - Then keep asking why: **Why** are the candidates rich old men with no connection to the people?
      - Answer: "Because they are the only ones able to get on the party list"
    - Then keep asking why: **Why** are they the only ones able to get on the party list?
      - Answer: "Because the party system is organized to reward those with money and influence."
    - Then...

By thinking this way, you find many possible causes, including the causes of causes. You can get to the root causes of the issue. Be careful, however, that your answers remain reasonable and can be supported with real facts, examples, and expert opinions. This type of thinking can also lead you to logical fallacies.

- Focus your essay on the most significant answers, not on all the answers to the question. And only write about what the question asked (i.e., don't write about causes if the essay question only asked about effects).
- Support your analysis with logical reasoning and evidence (specific details like facts, examples, and descriptions).

## **Informative purpose**

In informative academic writing, the purpose is to explain possible answers to the question, giving the readers new information about your topic. You want to enlarge your readers' view of the topic, but you are not concerned with changing their minds. Informative writing assignments include compare/contrast essays, process essays, informative essays, and more.

- **Topic** – Informative essay questions may use the following words:
  - *Explain*: make a topic as clear and understandable as possible by offering explanations supported by examples, facts, and other details.
  - *Compare*: explain the similarities between 2 (or more) things.
  - *Contrast*: explain the differences between 2 (or more) things.
  - *Define*: identify and state the important characteristics of something, clearly showing how it is different than other things.
  - *Describe*: tell about an event, person, or process in detail.
- **Audience**. Your goal is to give your audience a new view of the topic, to give them new knowledge or a new way of thinking. Therefore, it is important to explain everything clearly and completely. To help the audience understand the topic better, it is necessary to use a lot of specific details, particularly real-life examples.
- **Strategies**. Here are a few tips for strong informative writing:
  - Informative writing is not just about giving information. You will still have a point of view about the topic which you will convey to the reader. There has to be some reason for your writing: *Why* should the reader read your essay? *What's the point of sharing this information?* So your essay will still have some original thought in it – you decide which information is important for the reader and why.

## **Exercise 1: Exploring Purpose and Topic**

1. Describe the purpose of the following essay assignments. Then try to create a thesis.
  - a) Should the European Union include Turkey?
  - b) Describe the three styles of conflict resolution and explain which one you prefer.
  - c) Is the world today heading toward political and economic integration or fragmentation?
  - d) How can communication be affected by culture?
  - e) What are the responsibilities of a leader in a meeting? Describe the characteristics and strategies of effective meeting leaders.
  - f) How can Trenčín be made attractive for tourists?
  - g) What are the advantages of marrying someone significantly older than yourself?
  - h) What can a government do to influence the economic development of the state?
  - i) Burma has a lot of natural resources. Why is it so poor?
  - j) What are the differences between today's international system and the Cold War system?
  - k) "Nuclear weapons are a force for peace; their existence has lowered the threat of major nuclear war." Discuss this statement.
  - l) What is the greatest threat to international security today and how can it be dealt with most effectively?
2. For each of these topics, come up with at least three different academic paper questions covering different purposes:
  - a) Elephants
  - b) The Euro
  - c) Slovaft
  - d) Ears
  - e) Coffee
  - f) Ipod
3. Now look at the "Characteristics of a Good Paper Topic" on pages 9-10 to determine whether your questions are good research paper topics.

## Academic Essays – Review from Level 5

When learning to write academic essays, students start with the standard 5-paragraph essay form. This is a review of that form from Level 5 (If you are new to academic writing, you can also ask your teacher for more information related to academic essay writing from Level 5). As you become a more advanced writer, you will still use many of the concepts in the 5-paragraph form, but you will write more and better paragraphs.

### I. Introduction

**Hook sentence** – Interest readers. Use a story, surprising fact/idea, quotation, contradiction.

**Background information** – Help the reader understand the topic. Assume that the reader does not know your essay question. Use these sentences to connect the hook to the thesis statement.

**Main points of essay** – These should appear before your thesis or in it.

**Thesis statement** – One idea of essay, purpose, your opinion, and answer to question.

### II. Body paragraph #1

**Topic sentence** – Connect to previous paragraph, introduce Main Point #1 (the main idea of this paragraph), and show how it relates to the thesis.

**Discussion** – explain, describe Main Point #1. Don't repeat the topic sentence; be more specific and try to answer questions the reader may have about the topic sentence.

**Supporting points** – Support the main point with logical reasoning. Order these supporting points logically.

**Specific details** – Use specific details (facts, examples, descriptions, definitions, experts' opinions) to SHOW each supporting point. Be very specific and relevant.

**Analysis/Explanation** – Explain WHY/HOW these details show Main Point #1 is correct. The writer must do all the work, not the reader. Don't make the reader think hard to understand how your details prove your topic sentence and thesis.

**Last sentence of paragraph** – signal change to the next paragraph. Don't just end with a supporting detail. A concluding sentence, summarizing Main Point #1, is possible, if necessary and not repetitive.

### III. Body paragraph #2

**Topic sentence** – Connect to previous BP, introduce Main Point #2, and relate to thesis.

**Discussion** – explain, describe Main Point #2

**Supporting points** – support Main Point #2 with logical reasoning.

**Specific details** – SHOW Main Point #2 and the supporting points with specific details.

**Analysis/Explanation** – explain WHY/HOW these details show Main Point #2 is correct.

**Last sentence of paragraph** – conclude and signal change to next paragraph.

### IV. Body paragraph #3

**Topic sentence** – Connect to previous BP, introduce Main Point #3, and relate to thesis.

**Discussion** – explain, describe Main Point #3

**Supporting points** – support Main Point #3 with logical reasoning.

**Specific details** – SHOW Main Point #3 and the supporting points with specific details.

**Analysis/Explanation** – explain WHY/HOW these details show Main Point #3 is correct.

**Last sentence of paragraph** – conclude and signal change to next paragraph.

### V. Conclusion

**Connection** – Connect to the previous paragraph.

**Restatement of thesis** – Repeat your thesis opinion. Use different words!

**Summary** – Summarize essay's main points (also in different words) in 1-2 sentences.

**Closer** – Go beyond the thesis with a judgment, warning, prediction, solution, recommendation, or connection to the introduction. Make the reader think and say "wow!"

# Academic Essay Checklist

## **Clear Objective and Thesis; Topic appropriate to assignment**

- |  |   |
|--|---|
| <input type="checkbox"/> essay follows assignment directions | <input type="checkbox"/> easy to find thesis                  |
| <input type="checkbox"/> topic is appropriate                | <input type="checkbox"/> clear and understandable thesis      |
| <input type="checkbox"/> essay fulfills assignment purpose   | <input type="checkbox"/> thesis states main idea of the essay |
| <input type="checkbox"/> essay stays on topic throughout     | <input type="checkbox"/> point of view is clear in thesis     |
| <input type="checkbox"/> thesis answers essay question       | <input type="checkbox"/> purpose is clear in thesis           |

## **Development of Topic**

### **Introduction**

- inviting hook
- introduces topic well
- not too general
- all ideas relate

### **Conclusion**

- restates thesis idea
- no new information
- significance of topic is clear
- strong, appropriate ending

### **Body**

- |   |  |
|---|--|
| <input type="checkbox"/> strong, logical points to support thesis | <input type="checkbox"/> specific details, not general         |
| <input type="checkbox"/> each paragraph supports the thesis       | <input type="checkbox"/> clear, vivid descriptions             |
| <input type="checkbox"/> purpose of each paragraph is clear       | <input type="checkbox"/> details are developed and explained   |
| <input type="checkbox"/> each paragraph has one main idea         | <input type="checkbox"/> each paragraph explains why/how       |
| <input type="checkbox"/> each paragraph has enough support        | <input type="checkbox"/> explanations are complete, convincing |
| <input type="checkbox"/> each paragraph shows depth of thought    | <input type="checkbox"/> thoughts/arguments are logical        |
| <input type="checkbox"/> no irrelevant ideas/information          | <input type="checkbox"/> ideas connect to each other           |
| <input type="checkbox"/> no repetition                            | <input type="checkbox"/> each para. has logical organization   |
| <input type="checkbox"/> each has good examples to clarify points | <input type="checkbox"/> each paragraph ends appropriately     |

## **Organization**

- |   |  |
|---|--|
| <input type="checkbox"/> clear intro, body, conclusion      | <input type="checkbox"/> introduction introduces main points |
| <input type="checkbox"/> essay follows clear, logical order | <input type="checkbox"/> appropriate topic sentences         |
| <input type="checkbox"/> each paragraph connects to others  | <input type="checkbox"/> conclusion summarizes main points   |
| <input type="checkbox"/> paragraphs divided appropriately   |  |

## **Writing style**

- |   |  |
|---|--|
| <input type="checkbox"/> written simply and clearly               | <input type="checkbox"/> variety in words, sentences                         |
| <input type="checkbox"/> appropriate tone for audience, purpose   | <input type="checkbox"/> appropriate word choice                             |
| <input type="checkbox"/> sense of personal style                  | <input type="checkbox"/> no wordiness (every word counts)                    |
| <input type="checkbox"/> appropriate sentence structure for level | <input type="checkbox"/> only third person (unless 1 <sup>st</sup> required) |

## **Format**

- |  |   |
|--|---|
| <input type="checkbox"/> text follows proper format        | <input type="checkbox"/> title page follows proper format |
| <input type="checkbox"/> page numbers follow proper format | <input type="checkbox"/> appropriate title                |

## Chapter 2: Research Paper

You have just received your first academic writing assignment that requires research – a “research paper.” This is different than your previous academic writing assignments in one way only – you will use research to support your thesis. Otherwise, a research paper follows the same academic writing principles as the academic essays you have already written (although it will probably be longer).

### The Writing Process

So, what do you do first? Take it step by step. The following writing process has worked for millions of university students.

- **Choose a topic.**
- **Think (brainstorm).**
- **Research.**
- **Discover your thesis.**
- **Plan (outline).**
- **Write.**
- **Revise.**
- **Edit.**
- **Proofread.**

This guide will go through each of these steps with you. Beginning writers should follow this process. However, as you become more experienced, you may find that a different order works best for you. That is OK. You will also find that you have to do some steps more than once; for example, you may do research before you choose a topic, as you outline, and as you revise. You will certainly need to revise your paper several times before doing the final proofreading. And of course, you should never stop thinking.

### Choosing and Narrowing a Topic

Sometimes your instructor will give you a list of possible questions or themes, and other times you will have the freedom to choose your own topic. Sometimes the assignment will have a specific purpose (argumentative essay, analysis paper), and other times you will have the freedom to determine the purpose (research paper, term paper). This freedom can be both great and terrifying. If you have trouble choosing what to write about, start with a few ideas and choose the best one after several steps. You can also consult with your instructor about the best topic choice.

#### **How to Choose a Topic**

In your subject-area courses, think about things related to the course that you are interested in. If there is nothing which interests you, look through the textbook, instructor-recommended resources, course slides, handouts, and current periodicals for possible ideas. In Level 6, you are not limited by a subject, so you can choose almost anything which interests you (but continue reading to ensure that your topic is good).

Once you have some ideas, you need to narrow your ideas from subjects to topics. A subject is a broad concept: conflict management, abortion, the Cold War, capital budgeting, organizational culture, global warming, Toyota’s management style, and EU agricultural subsidies are a few examples. These are not paper topics; these could all be the subjects of books.

Narrow a subject by looking at its smaller parts, or by choosing a specific problem, time period, or place to cover. You may need to do a little general research here if you do not know much about the subject. Also asking yourself “Who? What? Where? When? Why? and How?” questions about the subject can help you limit the subject and determine your interests.

Doing this with abortion, for example, leads to topics like the reasons American women choose abortion rather than adoption, the psychological effects of previous abortions on women who become pregnant again, the consequences of Poland’s ban on abortions on Polish women’s lives, solutions to ending the practice of using abortion as a tool for gender selection in India, and whether or not the morning after pill should be sold to girls under 16. From here, choose a topic which fits the purpose of your paper.

Specific topics like these are much more likely to fit the goal of academic writing and to fit the number of pages allowed in your paper.

### **Writing your Topic as a Question**

Once you have a specific topic for your paper, write your topic as the question which your paper will answer. Doing this is a great way to focus your paper and ensure that you meet the paper’s purpose. In fact, your purpose will determine the type of question that you ask.

For example, an argumentative paper (as in Level 6) would probably have a yes/no question, such as “Should the U.S. have used the atomic bomb in World War II?” or “Should the morning after pill be sold to girls under 16?” or “Should animal organs be used for human transplants?” or “Which is a better strategy for the EU to follow to encourage change in Burma – engagement or isolation?” And then, of course, your paper would argue for your answer to the question.

An analytical paper most likely has a why/how question, such as “Why has childhood obesity been increasing in the United States?” or “How has Poland’s ban on abortions affected women’s lives?” or “How effective is the article in supporting the author’s thesis?” or “How could the EU best reform its agricultural subsidies?” And then, of course, your paper will analyze the various answers, justifying your point of view to the audience.

An informative paper often has a what/why/how question, such as “What are the negative aspects of wind energy?” or “What are the causes of anorexia in teenage boys?” or “How can managers evaluate whether to invest money in a software upgrade project?” And then, of course, your paper will explain the various answers, giving the readers a new way of looking at the topic.

### **Characteristics of a Good Paper Topic**

- **Your question has several possible answers.** A good question has several alternative answers, or no accepted answer, or maybe an easy but unsatisfactory answer. In other words, there is no one “right” answer to your question. Remember that your topic has many sides and complexities, and so your answer may not be as simple as “yes” or “no,” but may include exceptions or possibilities. Your paper will give and justify your own best answer(s) to the question.
- **To answer the question requires research.** There is no simple, immediate answer to your question. You will need to do research and think critically to answer it well.
- **Your question is worth answering.** The readers will care about the answer to your question. Your answer will have some significance.
- **Your paper will achieve its purpose.** Your topic requires a point of view, and you

think that you can be successful in changing your readers' view.

- **You are interested in the topic.** You will spend a lot of time with this topic, so choose something that will not bore or torture you.
- **The topic is original, new, and/or different.** Your readers see a lot of papers, so in order to stand out, try to choose a topic that is not so common among students.
- **The topic is the right size for the length of the paper.** Make sure you will not have too little or too much to say for the number of pages allowed.
- **There is enough (but not too much) information available in reliable sources.** If you find too much information, you will need to narrow your topic further; if you find too little information, you should widen your topic.
- **You have enough time to do what you need to do.** How much time do you have before the due date? You may have to limit the complexity of your topic if you have waited too long to start....

## Thinking (Brainstorming)

When you have a topic, start brainstorming. Write down all the possible answers to your question, and write down all the information, opinions, and questions you have about your topic. Brainstorming will help you see what you already know, what you think, what you think you know, and what else you need to find out about your topic. Writing things down also ensures that you will not forget your great ideas later. (Although this is a really short section, it is a very important step!)

## Doing Research

Doing research is covered on pp. 3-12 of the *Research and APA Style Guide*. Read them!

For Level 6 students, the key pages are 3-4 and 9-12. BSBA and MBA students have access to City University of Seattle's online library; unfortunately, IEP students do not. So this gives you an opportunity to develop good research skills using the Internet. Pages 9-10 discuss how to search for academic sources and Pages 10-12 cover how to evaluate web pages.

What you must remember is that "doing good research takes time." Do not expect to do research once and find everything that you need for your paper. Research is an on-going part of the writing process. You will start now, doing general research to learn more about your topic, but you will continue doing research throughout the writing process, as you discover a thesis, make a basic outline and then a detailed outline, write your paper, and revise your paper. Also, do not be afraid to change your topic a little (or a lot) if your research leads you in a different direction.

To make research more effective and less time-consuming, you can do three things:

- **Plan your research before your start**, using the research guide's tips (pp. 3-4).
- **Set up and follow a research schedule.** Give yourself a set amount of time to do your preliminary research. Start working on your paper, and go back to researching later when you know exactly what you need to find.
- **Immediately record source information.** Write down the address or bookmark the web page of every good source, even if you are not sure if you will use it..you may want to later.

## Thesis Statement

The thesis statement is the most important sentence in your paper. If someone asked

you, "What does your paper say?" your answer would be your thesis statement. Remember that readers may not look at your title, or may not know your topic or question, so they rely on a thesis statement to find out what your paper is about.

### **A good thesis statement usually includes**

- **Main idea of the paper.** ONE idea. The entire paper is based on this statement.
- **Your opinion or point of view.** The thesis statement is not a fact nor a question, but your view of the topic and what you want to say about it.
- **Purpose of the paper.** From the thesis, it should be clear what the paper will do. So, if you are writing an argumentative paper, your thesis should present your argument.
- **Answer to the research question.** Ask yourself the question and then answer it with your thesis. Is it truly an answer? (if not, change the question or the answer!)
- **An element of surprise.** This means that the thesis is interesting, engaging, and perhaps not so expected.
- **Clarity.** It should be understandable after one reading and have no mistakes.

When should you write your thesis statement? It depends on when you know the answer to your research question. You may have an idea before you begin researching, you may discover it as you research, or you may not know it until you have almost finished writing your paper. It's useful to have a thesis idea at the beginning to help you focus, but it's also OK to change your thesis statement as you go through the writing process and learn and think more about your topic.

## **Planning – Basic Outline**

After you have a preliminary thesis statement (the answer to your research question), you can make a basic outline. You may be able to do this before doing any research, or you may need to read more about the topic first. You should, however, have a basic outline before you finish researching in order to ensure that your paper is focused on YOUR thoughts, not just your sources'.

A basic outline is your first attempt to organize the ideas of your paper. It will help you focus your research and consider the order of your ideas. To make one:

### **Choosing and ordering points**

1. Write your question and answer (preliminary thesis statement). Don't worry about writing a beautiful, memorable, strong thesis statement yet; just a simple answer to your question is enough to start the basic outline.
2. Write down all the reasons/arguments/effects/solutions (each type of paper is different) you have to answer your question and support your thesis. Do not look at your sources – use your own brain.
3. Look at your list and organize the ideas. Some may be combined as one larger idea; some may just repeat others in different words. You may decide to delete some too.
4. The remaining ideas will be the main points of your paper. These ideas are the sections of your paper.
5. Decide how to order these points. What order will you follow – chronological, cause to effect, problem to solution, most important to least important, weakest to strongest? Which order will make your paper the strongest and most interesting?
6. Your paper should also cover alternative or opposing viewpoints to show that you have done complete research and considered all ideas. In this "con section," you will present and refute (argue against) other views of your topic. You could put the con

section first or last. Another alternative is to go through all the other side's arguments and refute them in each paragraph of your paper.

**EXAMPLE BASIC OUTLINE before research (analysis paper)**

Research Question: Why has childhood obesity increased in the United States?

**Thesis: Childhood obesity has increased in the United States due to the unhealthy environment in which many American children are raised.**

**Sections:**

- I. Children eat more than in the past.**
- II. Children often do not eat healthy meals.**
- III. Children do not have as much physical activity as in the past.**
- IV. Parents model bad habits.**
- V. Others say that food companies, advertising are responsible.**

**EXAMPLE BASIC OUTLINE before research (argumentative paper)**

Research Question: Are birth control pills safe for women?

**Thesis: Birth control pills are safe.**

**Sections:**

- I. Pills contain nothing harmful to health.**
- II. Pills bring health benefits to women.**
- III. Myths about birth control pills are wrong.**

**Breaking sections into smaller parts**

7. Those are very basic outlines. It is possible to add more to them, especially after a little research. For each section, think of how much support you have. If you have a lot of supporting details (facts, examples, expert opinions) and explanations, then you will need more than one paragraph for that section. Some sections, especially your strongest, need more than one paragraph, while others may have only one.
8. Divide your sections into smaller points. Write the idea of each possible paragraph as a sentence so you can see how/whether it still answers the research question.

**EXAMPLE BASIC OUTLINE after more thinking and/or research (analysis paper)**

Research Question: Why has childhood obesity increased in the United States?

**Thesis: Childhood obesity has increased in the United States due to the unhealthy environment in which many American children are raised.**

**Sections:**

- I. Children eat more than in the past (portion sizes have increased).**
- II. Children often do not eat healthy meals.**
  1. Healthy food is hard to get (expensive + rare).
  2. Schools provide unhealthy food
- III. Children do not have as much physical activity as in the past.**
  1. Physical activity in schools has decreased.
  2. Some children live in areas unsafe for outdoor activity.
  3. Many children watch too much TV.
- IV. Parents model bad habits.**
  1. Parents do not have time, money, or information to prepare healthy meals.
- V. Food companies and advertising may bear some responsibility, but parents should be able to help children resist them.**

(5 sections, with a total of 8 paragraphs)

**EXAMPLE BASIC OUTLINE after more thinking and/or research (argumentative paper)**

Research Question: Are birth control pills safe for women?

**Thesis: Although there are some disadvantages, birth control pills are safe.**

**Sections:**

- I. Pills contain nothing harmful to health.**
- II. Pills bring some health benefits to women.**
- III. Myths about birth control pills are wrong.**
  - 1. They do not cause ovarian cancer, but prevent it.
  - 2. They do not cause breast cancer.
  - 3. It is safe to use them when breastfeeding if done right.
- IV. There are some minor disadvantages, but not for healthy women.**

(4 sections, with a total of 6 paragraphs)

**Basic Form of a Basic Outline**

Research Question:

Thesis statement: your clear, concise answer to the research question.

- I. Section 1 – Point #1 (written as a sentence)
  - ¶1 Paragraph #1 (written as a sentence)
  - ¶2 Paragraph #2 (written as a sentence)

**Each point is one section.**

**Each section has one or more paragraphs depending on how much support you have.**
- II. Section 2 – Point # 2
  - ¶1
  - ¶2

**Write the main ideas of each section and paragraph as sentences.**
- III. Section 3 – Point #3
  - ¶1
  - ¶2
  - ¶3

**How many sections and paragraphs should your paper have?**

**- As many as necessary.**
- IV. Section 4 – Point #4
  - ¶1

**Exercise 1: Basic Outline Questions**

Look at this basic outline and answer the questions on the following page:

**Research Question: Should soft drink vending machines be allowed in high schools?**

**Thesis:** Soft drink vending machines should be allowed in high schools.

- I. Opponents say soft drinks cause obesity – arguments against them**
  - 1. Soft drinks do not directly cause obesity.
- II. What students drink is their individual choice.**
  - 1. Vending machines offer a choice of drinks, not just soft drinks.
  - 2. Students have a right to drink what they choose – it's not the government's decision.
- III. Students and staff want soft drinks.**
  - 1. They like them and will drink them whether they are sold at school or not.
- IV. Schools get needed money.**
  - 1. Public schools do not have a lot of funds.
  - 2. Schools get financial benefits from having soft drink machines.
  - 3. Pepsi-Coke competition also benefits schools, which get better deals.

1. What kind of paper is this? What is its purpose?
2. How many sections are there? How many paragraphs are there?
3. Which section is the "con section"? Why is this section placed in this location?
4. Which do you think is the writer's strongest point?
5. Which do you think is the writer's weakest point? Why? How would you strengthen it?
6. How are the sections ordered? Why do you think the writer chose this order?
7. How can the writer support his point in Section I? Section II? Section III? Section IV? (What should he look for in his research?)
8. What if the writer discovers another reason to allow soft drink vending machines in high schools? Can he change his outline?
9. What if the writer finds another good argument against soft drink vending machines in high schools? Should he discuss that argument in his paper?

## Exercise 2: Choosing and Ordering Main Points and Supporting Points

The organization of main points (sections) and supporting points in a paper is important. You will need to recognize the difference when you are making a basic outline.

You are writing a paper with the thesis "Smoking should be banned in restaurants and bars."

Decide which of the items in this list would be better as a main point and which items would be better as supporting points.

1. Smoking in restaurants and bars violates the right of employees to a safe workplace.
2. Cigarette smoke is harmful to pregnant women.
3. Cigarette smoke has a bad smell.
4. Second-hand smoke has been proved to cause cancer.
5. The smoking ban in New York City's restaurants and bars has not hurt businesses' profits.
6. Cigarette smoke is unpleasant.
7. Cigarette smoke is harmful to babies.
8. Cigarette smoke is unhealthy for non-smokers.
9. The smell of cigarette smoke stays in hair and clothes.
10. Restaurants and bars will not lose money if smoking is banned.
11. Cigarette smoke clouds the air, making it difficult to see.

After you have decided on the main points (there should be 4), put the sections in the order you would want them in your paper. There should be a reason for this order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now outline the paper by adding the supporting points to each section. The supporting points should also have a logical order. After you have done that, decide how many paragraphs you think each section will need.

## Planning – Taking Notes

An important part of the research and planning process is taking notes of the information and ideas that you find. As you read a source, marking and writing down the important things that you read will help you to remember them and understand them better. It may seem time-consuming, but writing the paper will go faster if you already have all your ideas marked and written down.

Start taking notes from or on your sources during or after your research period. It's easier to do this after you have a basic outline. Then you can organize the notes around the main points of your paper. Still, you will probably have more notes than you need for your paper because your original ideas and organization will change.

### Where to take notes

- **On photocopies or printed Internet documents**
  - Highlight or underline important information.
  - Take notes in the margin. Write down your comments/questions about the information. Note which main point from your paper the information supports (this will help you when you are organizing and writing your paper later).
- **On a computer file**
  - Create a separate Word document for each section of your paper.
  - Take notes of important information from paper sources. Don't forget to include the author's name.
  - Put text copied from web pages in quotation marks. Be very careful – this often leads to unintentional plagiarism. Don't forget to include the author's name and web address.
- **In a notebook**
  - Write the author's name at the top of the page.
  - Take notes of important information. In the margin, note which main point from your paper the information supports.
- **On note cards**
  - Write one piece of information on each card.
  - Don't forget the author's name and other source information.
  - Put the main point from your paper at the top of the card so you can organize all the notes later.

### What to take notes about

- Background information about your topic which is necessary for your paper.
- Arguments and explanations which support or oppose your ideas.
- Facts, examples, expert opinions, and other supporting details.

### How to take notes

- **Summarize** – Write the main points of the source in your own words. Good for sources with ideas, but not many details, related to your topic.
- **Paraphrase** – retell important information in your own words; use quotation marks for directly copied words. Good for details which will support/oppose you.
- **Quote** – copy the exact words from the source. Good for strong, exciting passages.
- **Comment** – write any questions or ideas you think of when you are reading sources.

## Planning – Detailed Outline

After going through your sources and taking notes, you can create a detailed outline by adding details to your basic outline as well as adding any new points that you found. A detailed outline plans each body paragraph of your paper for you, from main point to supporting points to supporting details.

Many students would prefer to skip this part of the writing process and just start writing their papers, since it takes a lot of time, thinking, and re-thinking to develop a good outline. Well, if you are an advanced academic writer, go ahead. Writers with a lot of experience know what works best for them. However, if you are still learning how to write academic papers, you should make a detailed outline for several reasons:

- You will learn whether you have enough support for your thesis statement.
- You will have a map to follow when writing your paper.
- You will avoid major organizational problems in your paper if you organize your ideas before you write.
- You will have a chance to think more about your topic, refining your ideas.
- Some instructors will require draft outlines before your paper is due, or even final outlines with your paper, so you need to know how to write outlines.

After you have mastered the academic writing process, then you can decide whether or when to write a detailed outline. For now, here are the steps to follow when making your outline:

After you have mastered the academic writing process, then you can decide whether or when to write a detailed outline. Here are the steps to follow when making your outline:

1. First, make changes to your basic outline's thesis and main points until you are satisfied with your ideas and the order of your sections.
2. Then go through your notes and find supporting points for each section of your outline.
3. Organize the supporting points in each section.
4. Go through your notes and add supporting details (facts, examples, expert opinion, descriptions, quotes, etc.) to each point. Be thorough so that the reader of your outline can understand how the detail supports the point.
  - Always include the source of any research that you put in your outline (Author, year). If you use the source's exact words in your outline, use quotation marks.
5. Now, based on the amount of supporting points and details in each section, you can determine how many paragraphs you will need.
6. Divide your outline into paragraphs, each with a main point written in sentence form (preliminary topic sentence) and list of supporting points and details.

## **EXAMPLE DETAILED OUTLINE (informative paper)**

**Thesis:** Golden Retrievers are valuable as support animals.

### **Section I: Retrievers are intelligent and thus trainable.**

#### **Body Paragraph 1: Golden Retrievers are one of the most intelligent and trainable dog breeds.**

1. Hunting dogs in 19th century (Benji, 1992)
2. Very intelligent dogs
  - “In several current studies, Golden Retrievers have consistently placed in the top five breeds when tested for intelligence” (Maximillian, 2003, p. 1238).
  - First in a survey of 14 intelligence + training categories. Retrievers, German Shepherds, and Labrador Retrievers all usually at top (Huff, 2008).
3. Better behavior than other intelligent dogs
  - More trainable than G. shepherds and Labs (Huff, 2008)
  - Only breed with 100% passing rate at obedience schools (“The semi-annual study,” 2008).
4. Intelligence and trainability make them successful helping dogs in a variety of tasks.

### **Section II: Retrievers are successful in many different programs.**

#### **BP # 2: Retrievers are successful seeing-eye dogs.**

1. Retrievers can remember and follow commands.
  - “their ability to effectively assimilate large numbers of training cues and to effectively recall that information makes them ideal candidates for seeing-eye purposes” (Spot, 2006a, p. 14).
  - Dogs must remember all commands and locations, such as busy intersections, crowded stores, bus stops, etc.
  - only takes average of 3 trips for Retrievers to learn everything (Spot, 2006a)
2. Retrievers’ good behavior makes them less likely to react aggressively in stress (Tin, 2008), which is necessary for seeing-eye dogs who may encounter stressful situations.

#### **BP #3: Retrievers’ sense of smell makes them invaluable as drug-sniffing dogs.**

1. Retrievers have a great sense of smell.
  - Can distinguish more than 150 smells (Benji, 1992)
2. Disposition and trainability make them good sniffing dogs.
  - Used at Toronto’s Pearson International Airport to find drugs since 1978. Now used at more than 30 airports and secondary schools in Canada (Save the Pets, n.d.).
  - US, Japan, Peru , and others are starting to do this too (numerous articles).

#### **BP #4: Retrievers have success in criminal rehabilitation.**

1. Programs to raise seeing-eye puppies
  - Usually raised by a family for a year before training (Fido & Rover, 2008)
2. Dr. Dan Canine’s prison program (prisoners raise puppies) – a success
  - started in 1992, prisoners care for puppies from 8 weeks to 1 year.
  - released prisoners have a drop in re-offending rates compared to released prisoners convicted of similar crimes at same time
  - Prisoners gain maturity. Canine says, “the emotional commitment necessary to raise a puppy, love it, then give it away seems to help inmates cope more ably with post-prison life” (Shaggy, 2005, Effect on Prisoner section, para. 12).
3. So prisoners and Retrievers gain skills and maturity.

#### **BP #5: Retrievers are successful in therapy programs for the elderly and disabled.**

1. Companionship programs for elderly, physiotherapy for disabled with Golden Retrievers were started due to Canine’s program (Bauwau, 2009).
2. Pets benefit old or disabled – they gain hope.
  - Dr. Sandy: “The patients report feelings of greater optimism about their disability, and their hospital stays are shorter than estimated” (Zelda, 2007, para. 2).
3. Retrievers = best breed for this
  - Other dogs, smaller or mixed, have more discipline problems (Bauwau, 2009).
4. Retrievers’ intelligence and trainability fit these programs perfectly, and they give caregivers a sense of responsibility and hope.

### Exercise 3: Detailed Outline

Read the example paper in this guide and compare each body paragraph with the detailed outline below. Then complete the detailed outline for body paragraphs 4-6.

#### EXAMPLE DETAILED OUTLINE - 3 paragraphs (argumentative paper)

**Thesis: Although there are some disadvantages, birth control pills are safe.**

##### **Section/Paragraph #1 Pills contain nothing harmful to women's health.**

1. Pills contain hormones produced by women's bodies.
  - Combination (estrogen+progestin) and progestin only (Planned Parenthood, 2003)
  - Estrogen – activates uterus, thickens walls. Progesterone – helps uterus accept egg (National Cancer Institute, 2003)
2. Pills give women the right amount of hormones so they can't get pregnant
  - Estrogen pill stops egg production, progestin pill will "thicken cervical mucus" so no fertilization (Planned Parenthood, 2003, Basics section, para. 2)
  - Hormones "fool the body into acting as if it's pregnant" (Alice, 1998)

##### **Section/Paragraph #2 Taking birth control pills has benefits for women's health.**

1. Avoid unwanted pregnancy
2. Improve skin
  - less acne, less "excess" hair (Greenfield, 2004a)
3. Other benefits are fewer ovarian cysts, and less likelihood of anemia (Greenfield, 2004a)
4. Less painful menstruation
  - not so many cramps, lighter flow (Planned Parenthood, 2003)
5. Women can enjoy life

##### **Section III: Myths about birth control pills are wrong.**

##### **Paragraph #3 Birth control pills do not cause ovarian cancer.**

1. On the contrary, birth control pills help fight against cancer.
  - Progestin pill caused "increased cell turnover in the ovarian epithelium, indicating that progestin might lower ovarian cancer risk by activating cancer-preventative molecular pathways in the ovary – Duke Comprehensive Cancer Center ("Oral contraceptives," 2002). More cell turnover means pre-cancerous cells are destroyed earlier and faster.
  - Women who took pills with more progestin had lower risk of ovarian cancer than women on pills with more estrogen, but all women taking the pill had lower risk of ovarian cancer than other women ("Oral contraceptives," 2002)
2. Some doctors even advise women to take the pill for five years because of its benefits in preventing ovarian cancer (Greenfield, 2004b)
3. The longer women use pill, more protection they have against ovarian cancer.
  - Women who used pill for 1 year had 10-12% less chance of ovarian cancer.
  - Women who use it for 5 years decrease risk of ovarian cancer by 50%. – Centers for Disease Control and Prevention, Harvard Medical School (National Cancer Institute, 2003)
4. Pill can especially help women with ovarian cancer in family history.

...

### Writing the First Draft

There are many ways to write the first draft of your paper. The key is to be prepared before you start – have a purpose, a thesis, enough research, and a plan (some sort of outline). And then, just write.

You could start at the beginning and write until the end. Or you could write paragraphs separately, in any order you like. Many writers do the body paragraphs first and save the

introduction and conclusion for the end.

### **Advice for the first draft**

- Read about the introduction, body, and conclusion in this guide before you start.
- Know how to use source material (see *Research and APA Style Guide*, pp. 13-26) before you start.
- Then just write! Do not worry about perfection yet. Do not worry about grammar.
- Keep going! If you are missing information, mark the spot and then do more research later to fill in the gap.
- Be aware of plagiarism. Write down the source whenever you use anything from a source.
- Do not wait until the last minute! You will need time to revise, edit, and proofread.

## **The Introduction**

The introduction of an academic paper is usually 1-2 paragraphs long – longer for longer papers with more background information. In general, your introduction should do the following things:

### **Gain the immediate attention of the audience**

- Here are some (but not all) of the ways to start an interesting and relevant introduction:
  - Short anecdote that leads to your topic
  - Surprising statement/fact that relates to your topic
  - Quotation from a famous person or expert that introduces your topic
  - Brief and INTERESTING historical review of your topic
  - Statement which stresses the importance of your topic
  - Contradiction – someone else’s opinion (opposite of yours) about your topic
- Do NOT be boring! Use the first sentence (often called the “hook sentence”) to hook the readers’ interest.
- Do NOT be too general! Immediately dive into your specific topic; don’t waste space with a general introduction of the entire subject area. Remember that your audience is familiar with the subject area. And never start with the origins of humankind: “~~Since the beginning of history~~”!
- Do NOT begin with your thesis idea! Use the introduction to build up to your thesis statement, so it comes with a little tension.

### **Provide any necessary background information or definition of any terms.**

- Give only the history, facts, or definitions that readers will need to understand your topic and thesis. Keep in mind what the audience already knows.
  - Use facts/statistics to show the problem if necessary.
  - Avoid dictionary and encyclopedia definitions if possible and explain in your own words what the important concepts in your paper mean.
  - Use source information to provide background information, but not to answer the research question or give your opinion.
- Make sure that the readers now know enough to follow your paper, but not too much that they have lost the focus of your paper.

### **Briefly introduce the main points (sections) of the paper**

- In academic writing, the writer lets the reader know what to expect. Provide a brief overview of your paper's main points.
- Do NOT support or try to prove these points. Do not go into depth.
- Do NOT just write a one-sentence list of your points. You can't summarize a great idea in one word.

### **Have a thesis statement (often the last sentence)**

- This guide has covered the thesis statement already, but because it's the most important sentence of your paper, we'll go over it again. In the thesis,
  - Answer the research question in a clear, straightforward statement.
  - Make sure the purpose and point of view of your paper are clear.
  - Do NOT write a long, wordy, confusing thesis statement (especially do not try to include all of your main points).
  - Do NOT announce your intentions. Avoid "This paper will prove..." or "I'm going to write about..." Don't tell the audience what you are going to do; just do it.

## **Body Paragraphs**

Body paragraphs can be written in many ways, depending on your purpose. However, each paragraph should have ONE point which supports the thesis statement. Most body paragraphs will have:

### **Topic Sentence**

- Usually, but not always, the first sentence of the paragraph. If it's not the first sentence, it should be very clear which sentence is the topic sentence.
- It introduces the paragraph's main idea, makes your point about this idea, and relates to the thesis statement.
- The topic sentence connects to the previous paragraph.
- The topic sentence is NOT a fact. It has a point of view.
- The topic sentence is NOT something from a source. It is your idea.
- Every sentence in the paragraph will support this topic sentence.

### **Explanation of topic sentence**

- The sentence(s) after the topic sentence often further describe the main idea of the paragraph.

### **Support**

The topic sentence is supported by supporting points, details, and explanations, often presented in sandwiches (review pp. 23-25 in *Research and APA Style Guide* about sandwiching). A body paragraph could have one to several sandwiches, depending on how long and in-depth the detail is.

- Supporting points are the ideas that support the main point of the paragraph. These can be written in your own words and then supported by details.
- Specific details are very important to show the readers that your ideas are valid.
  - When using facts, examples, studies, experts' opinions, etc. be as specific as possible. Use the expert's names and professions. Use names, places, dates and other specific information about examples. Include numbers and dates. For scientific studies, explain a little about how the study was done. Use vivid

- descriptions to make the details clear to the readers.
- Make sure the details are relevant to your point. A common mistake is including misunderstood source information that does not actually support the student's point.
  - Remember that one example does not prove something. Use more than one example or source in a paragraph.
  - Check with your instructor if you can also include your own personal experience as a detail.
  - Clear and complete explanations are very important because the readers are expecting you to explain everything to them. The readers do not expect to have to think too hard. So explain why/how the details support the topic sentence, and thus the thesis.
    - Your explanation should not just repeat the source material, but rather interpret and analyze it.
    - Your explanation should not simply repeat your thesis or topic sentence, but rather explain how the source material supports those ideas.
  - Do NOT rely on sources too much. It's YOUR paragraph, so it should contain your ideas about the topic as well. Look at the example papers in this guide and the *Research and APA Style Guide* to see how the writers balance source material and their own ideas about it in each body paragraph.
  - Make sure all your support has a logical order and good connections.

### **Concluding sentence**

- The last sentence should review the body paragraph, emphasize the point and/or thesis again, or prepare the reader for the next body paragraph.
- Do NOT end the paragraph with a source citation. End with your own idea.

A final, important guideline about body paragraphs:

### **No long body paragraphs!**

It is difficult for readers to stay focused on long blocks of text.  $\frac{3}{4}$  of a page is generally as long as a paragraph should be. If your paragraph is much longer, find a logical way to divide it into two body paragraphs.

## **Using Source Material**

The Level 6 Writing student guide does not cover this important concept because the information you need is in City University of Seattle's *Research and APA Style Guide*. Chapter 2 (pp. 13-26) of is all about using source material in your writing. You began quoting, paraphrasing, and summarizing in Level 5 and will continue working on these skills in Level 6 because when you use research in your writing, you will either quote, paraphrase, or summarize. In addition to Chapter 2, you will need to look at pp. 58-60 about how to write in-text citations when you use source material.

Finally, pages 30-57 of *Research and APA Style Guide* cover making a reference list of all the sources used in your paper.

The following pages contain some exercises to help you further practice using source material in your writing.

#### Exercise 4: In-Text Citations and Reference List

Write the in-text citation for each of these entries on a reference list.

Ausubel, J. (2007). Renewable and nuclear heresies. *International Journal of Nuclear Governance, Economy and Ecology*, 1. Retrieved from <http://www.inderscience.com/storage/f610157289111243.pdf>

Center for Vector Biology. (2008). *Where do mosquitoes go in the winter?* Retrieved May, 26, 2009, from Rutgers University Web site: <http://www.rci.rutgers.edu/~insects/mosfaq.htm>

Coffee reduces Alzheimer's risk: Study. (2009, January). *The Age*. Retrieved from <http://news.theage.com.au/breaking-news-world/coffee-reduces-alzheimers-risk-study-20090116-7in8.html>

Coffee Science Information Center. (n.d.). *Antioxidants in coffee*. Retrieved May 24, 2009, from <http://www.cosic.org/coffee-and-health/antioxidants>

Committee on Environmental Impacts of Wind Energy Projects. (2007). *Environmental impact of wind-energy projects*. Retrieved May 23, 2009, from [http://www.nap.edu/openbook.php?record\\_id=11935&page=1](http://www.nap.edu/openbook.php?record_id=11935&page=1)

Černý, M. (2009, May). Zapřazený, ale nezkrocený [Used but untamed]. *VTM Science*, 63, 58-60.

Gloin, D. (2008). Meeting gives wind turbines a guilty verdict. *Barry's Bay, This Week*. Retrieved from <http://www.barrysbaythisweek.com/ArticleDisplay.aspx?e=1116698>

World Health Organization. (2007). *Malaria and travelers*. Retrieved May, 26, 2009, from <http://apps.who.int/malaria/malariaandtravellers.html>

World Health Organization. (2008, April 7). *Climate change is bad for your health* [press release]. Retrieved May, 26, 2009 from [http://www.wpro.who.int/media\\_centre/press\\_releases/pr20080704.htm](http://www.wpro.who.int/media_centre/press_releases/pr20080704.htm)

## Exercise 5: Placement of In-Text Citations

Based on the reference entry, add the in-text citation in the appropriate place(s) for the following quotes and paraphrases. Capitalize, italicize, and punctuate correctly.

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According to Marer, knitting used to be considered a past-time for old ladies, but now it is being called “the new yoga” because many young women are doing it to relax.

**Marer, E. (2002, March). Knitting: The new yoga. *Health*, 23, 76-80. [page 76]**

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Pisarova wrote that universities say that a recent University Law amendment, which outlaws fees for part time courses, will force them to close facilities and turn thousands of students away.

**Pisarova, M. (2002, March 18-24). Fee ban forces schools to close part time studies. *The Slovak Spectator*, p.1.**

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"Politicians from the US travel the globe boasting that their regulations are the tightest in the world," said Charles Margulis, Greenpeace USA GE specialist. "But scientists know the truth - the US is more concerned with protecting biotech business than with protecting the environment."

***US Department of Agriculture's review process for genetically engineered crops questioned. (n.d.). Retrieved April 1, 2002, from <http://www.agriculture.gov/review.html> [Paragraph 3.]***

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“Even if Western influences of preferences for more slender builds have begun to take hold in the Southeast Asian areas under discussion, one would expect the preferred female body image held by men to be significantly heavier than the U.S. norm,” reported Sharps and Sharps.

**Sharps, M. J., & Price-Sharps, J. L. (2001, September). Body image preference in the United States and rural Thailand: An exploratory study. *The Journal of Psychology*. Retrieved from [www.jop.com/2001/09/article/sharps.html](http://www.jop.com/2001/09/article/sharps.html)**

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According to Dot Spot, a veterinarian, “The fight will go on.”

**Spot, D. T. (2004c, March 5). Retriever for president. *World News*, p. 12. Retrieved from National Newspapers database.**

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A Health and Body Institute study showed that men in their 80s who have trouble walking travel less than men in their 80s who have trouble hearing.

**Johnson, P. (2004, May). *Study of the 80s*. Retrieved from Health and Body Institute Web site: [www.hbi.org/johnson/study.html](http://www.hbi.org/johnson/study.html) [Travel section, paragraph 5]**

## Exercise 6: Sandwich Practice

- 1. Source:** U.S. Geological Survey. (1993, July). *Lake Baikal – a touchstone for global change and rift studies* [fact sheet]. Retrieved April 14, 2004, from <http://marine.usgs.gov/factsheets/baikal/>

**Quotation by Dr. Steve Colman in the source:**

*Lake Baikal is a unique, nearly pristine environment for the study of global change. Nowhere else in the world can we go to study so long a record of such an important, but little known, part of the global climate system.*

**Complete the following passage about why scientists value Lake Baikal using the necessary information from the source as a quotation, paraphrase, and/or summary. Be sure to cite the source and sandwich it with an explanation.**

*Lake Baikal is important to scientists.* \_\_\_\_\_

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- 2. Source:** Smolka, D. (2003, January 20). Slovakia beats out Poland to win Peugeot plant. *The Slovak Spectator*, p. 1.

**Quotation from source (used with permission from *The Slovak Spectator*):**

*Peugeot officials said that Slovakia had won out over rival locations in Poland due to Trnava's central location and infrastructure, as well as the possibility to develop an industrial park for suppliers next to the plant. In the January 15 announcement, Peugeot also credited the Trnava site with an established 'manufacturing tradition and the availability of well-educated labor.'*

**Complete the following passage (on another paper) about why Peugeot chose Trnava using the necessary information from the source as a quotation, paraphrase, and/or summary. Be sure to cite the source and sandwich it with an explanation.**

*Peugeot has chosen Trnava as the site of its newest factory for several reasons.* \_\_\_\_\_

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**3. Source:** Department of Energy, & Environmental Protection Agency. (2004, March 18). *Fuel cell villages: Challenges*. Retrieved April 20, 2004, from [http://www.fueleconomy.gov/feg/fcv\\_challenges.shtml](http://www.fueleconomy.gov/feg/fcv_challenges.shtml)

**Quotation from source:**

*It is currently difficult to store enough hydrogen onboard a FCV (fuel cell vehicle) to allow it to travel as far as a conventional vehicle on a full tank of fuel. Fuel cells are more energy-efficient than internal combustion engines in terms of the amount of energy used per weight of fuel and the amount of fuel used vs. the amount wasted. However, hydrogen gas is very diffuse, and only a small amount (in terms of weight) can be stored in onboard fuel tanks of a reasonable size....Researchers are developing high-pressure tanks and hydride systems that will store hydrogen more effectively and safely.*

**Complete the following passage about the current problem of developing hydrogen fuel cell cars using the necessary information from the source as a quotation, paraphrase, and/or summary. Be sure to cite the source and sandwich it with an explanation. Use another paper to write on.**

*Fuel cell cars are still not ready for regular use by consumers....*

**4. Source:** Danish Wind Energy Association. (2003, May 10). *Birds and wind turbines*. Retrieved April 20, 2004, from <http://www.windpower.org/en/tour/env/birds.htm>

**Quotation from source (used with permission):**

*Birds are seldom bothered by wind turbines, however. Radar studies from Tjaereborg in the western part of Denmark, where a 2 megawatt wind turbine with 60 metre rotor diameter is installed, show that birds - by day or night - tend to change their flight route some 100-200 metres before the turbine and pass above the turbine at a safe distance.*

**Write a passage (on another piece of paper) to show that windmills do not hurt birds using the necessary information from the source as a quotation, paraphrase, and/or summary. Be sure to cite the source and sandwich it.**

**5. Source:** Centers for Disease Control and Prevention. (2000). *School Health Policies and Programs Study fact sheet: Food and beverages sold outside of the school meal programs*. Retrieved from [http://www.cdc.gov/HealthyYouth/shpps/factsheets/pdf/outside\\_food.pdf](http://www.cdc.gov/HealthyYouth/shpps/factsheets/pdf/outside_food.pdf)

**Quotation from source:**

*47.1% of schools have a contract that gives a company rights to sell soft drinks at the school. Among these schools, 91.7% receive a specified percentage of the soft-drink sales receipts, 37.0% receive incentives tied to sales, 37.6% allow the soft-drink companies to place advertisements in school buildings, and 27.7% allow them to place advertisements on school grounds.*

**Write a passage explaining why soft drink vending machines are important to American high schools using the necessary information from the source as a quotation, paraphrase, and/or summary. Be sure to cite the source and sandwich it.**

6. **Source:** Energy Information Administration. (2000, September). *Antarctica: Factsheet*. Retrieved July 20, 2004, from U.S. Department of Energy Web site: [http:// www.eia.doe.gov/emeu/cabs /antarctica.html](http://www.eia.doe.gov/emeu/cabs/antarctica.html)

**Quotation from source:**

*Increasing temperatures, less ice, and more snowfall have altered the patterns and habitats of several Antarctic species, such as the southern fur and elephant seals and Adelie and Chinstrap penguins. Although the past 20 years have seen an increase in the numbers of Chinstrap penguins on the continent, the opposite is true for the Adelie penguin. As temperatures have increased, removing significant portions of sea ice, krill (a tiny shrimp-like crustacean) populations in certain areas have decreased significantly due to a reduction in the amount of their food source - algae - which grows on the bottom of sea ice. As krill is one of the mainstays of the Adelie penguin diet, the Adelie penguin population has decreased by almost 50% in some areas. Rising Antarctic temperatures also have resulted in more snowfall on the continent; making breeding difficult for the ice-loving Adelie penguins. Seal populations, on the other hand, have benefited from the reduction in sea ice as they prefer breeding and feeding in open waters. Several seal populations in Antarctica have increased their numbers by over 300% in the last 20 years.*

**Write a passage explaining how climate change negatively affects Antarctica's wildlife using the necessary information from the source as a quotation, paraphrase, and/or summary. Be sure to cite the source and sandwich it.**

*Some Antarctic wildlife have been badly affected by climate change....*

**7. Now use the same source to write a passage explaining how climate change positively affects some of Antarctica's wildlife using the necessary information from the source as a quotation, paraphrase, and/or summary. Be sure to cite the source and sandwich it.**

*However, other wildlife has flourished due to climate change....*

### **Exercise 7: Analyzing a body paragraph**

Read the example body paragraph on the following page and answer these questions:

1. What is the topic sentence of the paragraph? Does the paragraph support the topic sentence? Why or why not?
2. Some things in the paragraph have been **bolded**. What are the words in bold?
3. Some things in the paragraph have been *italicized*. What are the words in italics?
4. Find each sandwich and label its parts:
  1. The point which the source will support
  2. Introduction to the source material
  3. Source material
  4. In-text citation
  5. Explanation of the source material
5. For each use of source material, why did the writer choose to quote, paraphrase, or summarize?
6. Why doesn't this fact need an in-text citation? "Articles discriminate between indefinite and define nouns, general and specific nouns, and singular and plural nouns."
7. Why doesn't this example need an in-text citation? "It's just as necessary for a cheating student to know whether his desk mate has "an answer" to the question or "the answer" to the question because only the second would get him 100%."

### EXAMPLE PARAGRAPH WITH SANDWICHES

The articles “the/a/an” are the most important words in the English language. Although *these three words* are small, English could not be understood without them. First of all, they are used a lot. ***In fact, there are 75 articles on a typical written page, which makes articles the most frequent word type (Grammar facts, 2002).*** So no piece of writing can be complete and correct without many articles. *Besides the fact that* articles are used more than other words, articles have an important role in clarifying nouns. Almost all *nouns* require articles, and often the articles determine the nouns’ meaning. *Articles* discriminate between indefinite and definite *nouns*, general and specific nouns, and singular and plural nouns. Without articles, *these nouns* would be misunderstood. *For example, as Bazaar (1999) points out in her grammar text, it’s very important to know whether “John’s mother is in prison” or “John’s mother is in the prison” because if it were the first situation, his mother would be a criminal (p. 23).* It’s *just as* necessary for a cheating student to know whether his desk mate has “an answer” to the question or “the answer” to the question because only the second would get him 100%. *In this way*, articles facilitate communication by specifying nouns’ meanings. *Other experts besides Bazaar* agree on the necessity of articles for *this* function. ***95% of English instructors at 25 universities call articles “the most useful words in the English language” because of the way they clarify and stress nouns (Richards, 1995, p. 12).*** Without articles, *these nouns* would be meaningless and lost, flying off the page due to a lack of glue. No *other* kind of *word* has *such a* necessary role in creating a coherent sentence. *Articles*, though small and seemingly unimportant, significantly contribute to understanding English, making them the most important words in the language.

#### SOURCES USED:

**Bazaar, A. (1999). *English grammar explained to all* (7<sup>th</sup> ed.). Hershey, PA: Great Books.**

*School, college, class, church, jail, prison, court, and bed are examples of nouns that require no article when you speak about using them for their usual function. If they are visited for another purpose, an article is required. Notice the difference between the following sentences:*

- *Students go to school (they study). Her parents had to go to **the** school (a meeting).*
- *My grandma attends church (Sunday mass). The tourists visited **the** church (sightseeing).*
- *John’s mother is in prison (she broke the law). John’s mother is in **the** prison (visiting or working).*

***Grammar facts. (2002). Retrieved October 21, 2002, from <http://www.hatford.edu/grammarfacts.html>***

*On a standard page of academic writing, there is an average of 75 articles, more than any other kind of word.*

**Richards, H. (1995, June). Go grammar! *Teachers’ Monthly*, 11, 5-15. (quote from p. 12)**

*In a survey at 25 large universities, 95% of English professors ranked articles as the most useful words in the English language. They cited articles’ role in defining and emphasizing nouns as well as the change in mood and tone just one article can make as reasons for their opinion. And in that same survey, 78% of ESL teachers agreed with the statement that “a student must understand articles to master the English language.”*

## Exercise 8: Writing a body paragraph with sandwiches

Write a paragraph with the following topic sentence: *Students should smoke a cigarette before taking a test.*

- First, think about your own arguments (pretend!) for this topic sentence. Make an outline of your points.
- Then read the sources below to get more support. You must use both sources in your paragraph. Add them to your outline.
- Start writing. Remember to sandwich quotations, paraphrases, and summaries from the sources in your paragraph.

### Sources

**Obacco, T. (2003). The effects of nicotine. In Dude, P. (Ed.). *A rose among thorns: The benefits of bad habits*. New York: Matches.**

Nicotine stimulates the cholinergic neurons in the brain. The overall effect of this wakes up the smoker's brain and body, making him or her feel newly energized. Furthermore, the smoker's ability to pay attention, as well as reaction time, is increased (p. 42).

**Otine, N. (2003). New study shows smoking relieves stress. *Journal of Medicine the Way We'd Like It To Be*, 152, 2130-2178. Retrieved from Academic Article database.**

According to a new study released by Statvard University researchers, students who smoke report less stress than non-smokers. The study, which measured the physical and psychological responses of 500 undergraduates at the university, noted that smokers, who represented 38% of those surveyed, responded more quickly, confidently, and calmly to a difficult series of timed mental exercises.

## Exercise 9: Analyzing the use of research in a research paper

Look at the example research paper in this guide and answer these questions.

1. Which paragraph does not use a source? Why not?
2. How does this paper use research in the introduction? What is its purpose?
3. What kind of research does the writer use the most – facts, examples, expert opinions? Why?
4. Underline all the information from sources. For each instance
  - Why did she have to cite the source of this information/idea?
  - Who was the author of the source?
  - Find and label the parts of the sandwich.
5. Find all of the quotations – are they all good choices for quotations? Why or why not?
6. How many sources did she use in each paragraph? Is it enough? Too much? Just right?
7. Compare the in-text citation to the reference list. Note how each in-text citation always says what is first on the reference list entry.

## The Conclusion

The conclusion may be the shortest paragraph, but it's also the most important because this is what the reader will remember. A conclusion usually does these things:

### Connect to the last sentence of the previous paragraph

- Use an advanced style. *In conclusion, to summarize, at the end* are rather boring and typical although they will work. Try to be more sophisticated by repeating or connecting ideas in another way.

### Summarize the findings of your paper

- Remind the readers of the paper's main ideas and wrap up your argument.
  - Restate the thesis in different words/phrases.
  - Briefly summarize the main points of your paper. Again, say these in a different way, so readers are not bored by repetition of the same sentences and phrases.
  - Use your own thoughts, not your sources'. The place for source support was in the body paragraphs, not the conclusion.
  - Do NOT write any new information, points, or support in the conclusion.

### Show the significance of your findings

- Explain why your paper is important – What does it mean? What does it solve? What does it say about your topic? What does it show about the future of your topic? What should the readers take away from your paper?

### End with a strong, memorable concluding statement(s)

- Also known as the "Wow statement," the last sentence(s) of your paper should make your readers say, "Wow! I'm glad I read this paper." There are several ways to do this:
  - End with the significance of your paper, as described above.
  - Relate your conclusion to the hook sentence(s) from your introduction. This can be a very effective way of wrapping up your paper.
  - End with an idea for the reader to think about – a prediction or recommendation perhaps.
- Do NOT ask a question that leaves the reader uncertain. The purpose of academic writing is not to confuse the reader, but to enlighten the reader.
- Do NOT be too general. Stay focused on your specific topic.
- DO NOT be too shocking, unbelievable, sweet, or obvious.

## Connection between Ideas

Because academic papers should have a clear organizational structure, throughout your paper, you need to show the readers how your ideas are connected between paragraphs and between sentences. Often this happens naturally as you write; however, sometimes you will need to make the connection clearer to the reader. Here are 3 ways to do this:

### Pronouns (he/she/they/this/that/these/those)

- Use a pronoun to refer to a noun from the previous sentence.  
*Teachers should **not put grades on essays**. **This** would eliminate students' tears. **Angela Rizzi** argues that grades do not motivate students. **She** thinks teachers should only write comments, but not grades.*

## Repeated words/ideas

- Use the same word or a synonym in the next sentence.  
*The policy on **changing classes** is too strict. According to **the policy**, a student must get the signatures of 7 different people before **moving to another class**.*

## Transition words

- These words clearly state the relationship between two sentences. Here are some transitions; if you are not sure what a word means, look it up in a dictionary.
  - to start – **first, first of all, to begin with**
  - to add another idea – **in addition, furthermore, also, moreover, what's more**
  - to add a more important idea – **more importantly, what's worse, what's more**
  - to add your last idea – **finally, most of all, most importantly**
  - to contrast with the previous idea – **however, nevertheless, on the other hand**
  - to show the result of the previous idea – **therefore, thus, consequently, as a result**
  - to emphasize an idea – **in fact, in particular**
  - to give an example of the previous idea – **for instance, for example, to illustrate**
  - to show a time relationship between ideas – **first, second, then, next, finally**
- While they are very helpful, there are two big problems with using these words:
  - Students over-use them. Too many transition words at the beginning of sentences can be annoying. Do NOT use a lot of transition words. One or two in a paragraph is enough.
  - Students often use them incorrectly. Please see the box below about proper use of these words.

### USING TRANSITIONS

**Sentence. Transition, sentence. OR Sentence; transition, sentence.**

**Transitions usually connect two sentences. Therefore, they will usually appear at the beginning of a complete sentence – after a period or semi-colon.**

*The law does not stop teenagers from drinking therefore it is ineffective.*      WRONG

*The law does not stop teenagers from drinking, therefore it is ineffective.*      WRONG

*The law does not stop teenagers from drinking; therefore, it is ineffective.*      RIGHT!

*The law does not stop teenagers from drinking. Therefore, it is ineffective.*      RIGHT!

**Transitions must also be followed by a comma and a complete sentence.**

*Many organizations use English, for example, the UN, the EU, and NATO.*      WRONG

*Many organizations use English. For example, the UN, the EU, and NATO.*      WRONG

*Many organizations use English. For example, it is one of the official languages of the UN, the EU, and NATO.*      RIGHT

## **Revising**

Your first draft is complete, but your paper is far from finished. The next step is to revise your paper – strengthen the content. Start this at least a week before your paper is due. In fact, you don't need to wait until you have a complete first draft to start revising. You can revise individual paragraphs as you finish them as well.

## **Know what to fix**

Before you can revise, you need to know what to fix. How can you find that out?

- **Get feedback.** In some courses, you and your classmates will be asked to exchange papers to read and comment on them in class or online. If not, ask a friend to read it. You can also ask your instructor to look at parts of your paper (most instructors are happy to help if you have started your paper early. They may not be willing if you ask for advice at the last-minute). Listen to the advice of your reviewers, but remember that in the end, your paper is your responsibility.
- **Refer to the paper requirements or grading criteria or look at the checklist in this guide.** Read your paper and look at the requirements or checklist at the same time. Check off what you have, and mark what you need to fix. In Level 6, there are checklists designed specifically for each assignment; if you follow these, you will have all the components of a good paper.
- **Outline.** Make an outline of your first draft by listing the main point of each topic sentence. This will show you whether your ideas are clearly organized and whether they focus on answering the research question (the thesis).
- **Read your paper for focus.** Read every sentence of your paper. After each, ask yourself, "Does this support the thesis statement?" If it doesn't, cross it out or change it. [Or consider changing your thesis.]
- **Read each body paragraph for support.** Read a body paragraph, and then read its topic sentence again. Did the paragraph support that sentence enough? Were there enough specific details – facts, examples, descriptions, expert opinions?
- **Re-read your paper as the audience.** Imagine that you are seeing your paper for the first time (this is often hard to do, which is why it's good to have another person read your paper). As you read, write down any comments or questions your audience might have. Make sure that the tone fits the audience – will the audience be offended or attracted by your writing?

## **Fix it**

Once you know what to fix, you must do it. **Be daring.** You will not have a good paper if you are afraid to change things. It may be easier to completely re-type your paper while just looking at your first draft. How should you change your paper?

- **Erase** words, sentences or paragraphs; eliminate all unnecessary or irrelevant ideas.
- **Add** words, sentences or paragraphs; add new points, details, or explanations.
- **Reorganize** words, sentences or paragraphs; put everything in a logical order.
- **Re-write** words, sentences or paragraphs; keep your ideas but present them better.

## **Revise it again**

If there is time (make time!), revise your second draft. And keep revising. Good writers actually tend to revise more rather than less as they gain more writing experience.

## **Editing**

When you are happy with your paper's content, it's time to edit. Try to do this in the week before your paper is due.

Editing will make your writing more precise and easier to understand (not necessarily shorter, but clearer). When editing, you examine every sentence and ask yourself if has a purpose and if it's complete, clear, and concise in English. A grammar resource and an English-English dictionary are both helpful editing tools.

Experiment with the following strategies until you find what works best for you.

**Read your paper out loud slowly (or ask someone to read it to you).**

You will hear mistakes, wordiness, repetition, and lack of clarity, which you can correct. If you don't know how to correct something, start looking through those grammar books.

**Use the spell check and grammar check functions in Microsoft Word.**

They will find some things, but not everything. This should not be your only strategy.

**Editing strategies for specific problems**

• **Connection between ideas**

- Read the beginning and end of every paragraph to make sure they flow together.
- Go through the paper sentence by sentence and find connections between them.
- If the ideas don't connect, add a transition, pronoun, repeated word, synonym, or another sentence.

• **Wordiness**

- Find all the very long sentences (25 words or more). Can they be rewritten more clearly and concisely?
- Read each sentence. After each one, ask, "Is it necessary to the paragraph? Does it add something new? Could it be eliminated completely or partly? Could it be combined?"
- Read each sentence word by word. Is every word necessary? Could some be eliminated or re-written in a shorter, clearer way? Could passive verbs be rewritten as active ones?

• **Repetition, Lack of variety**

- Read each sentence and ask, "What is the purpose of this sentence?" Does it introduce a new idea? Does it support or explain the previous idea? OR does it just repeat it?
- Read the first 5 words of each sentence to find sentences starting in the same way (such as with a transition word). Change some so there is variety.
- Look at the length of every sentence. There should be a variety of short and long sentences. Make sentences shorter by dividing them or longer by combining.
- Find words which are repeated a lot. Use a thesaurus to find other words to use.

• **Sentence structure**

- Go through the essay sentence by sentence. Label the subject(s) and the verb(s) in every sentence. Make sure each sentence has a subject and verb. Make sure there are not too many subject-verb combinations in each sentence and that word order is Subject+Verb+Object. Fix fragments, run-ons, and word order.

• **Word choice**

- Find all the long words. Could some be replaced with shorter, clearer words?

• **Clarity, Non-English structure**

- Read your paper without using a lot of effort – you're just reading because you are interested in the topic. If you have to read something twice, it's not clear.
- Read your paper and translate it into your native language in your head. If it's really easy to translate, then maybe the writing is not following English structure.
- Say your ideas out loud in English. Write exactly what you said. You probably speak more clearly than you write.

## Proofreading

When you think your paper is ready to turn it, it's time to proofread (check for mistakes). If you don't proofread, your paper may be full of careless errors, which shows the audience that you were too lazy, rushed, or uncaring to fix your paper. To proofread:

- Do not look at your paper for 24 hours (this requires time management skills!)
- Print your paper – you'll see mistakes that you might not see on a computer screen.
- Start with the last sentence of your paper and read your paper sentence by sentence, going backwards. (This will help you focus on grammar, not content).
- Cover all the other lines with another piece of paper.
- Point your pen at each word.
- Think about the grammar, spelling, punctuation, and capitalization of every word.
- If you are unsure about anything, use a dictionary or grammar book. If you are still unsure, mark the line and ask someone for help.
- Fix any mistakes that you found.
- Print your paper and proofread it again!

It is a long, slow, unpleasant experience at first. However, the more you proofread, the easier it gets, the better your English gets, and the higher your grades get too.

## Research Paper Checklist

### Clear Objective, Thesis, and Focus

- |   |  |
|---|--|
| <input type="checkbox"/> Thesis is clear                  | <input type="checkbox"/> Thesis has no errors              |
| <input type="checkbox"/> Thesis has point of view         | <input type="checkbox"/> Purpose of paper is clear         |
| <input type="checkbox"/> Thesis answers research question | <input type="checkbox"/> Every paragraph relates to thesis |
| <input type="checkbox"/> Thesis is surprising             | <input type="checkbox"/> Every paragraph supports thesis   |

### Organization/Cohesion

- |   |  |
|---|--|
| <input type="checkbox"/> Clear introduction, body, conclusion | <input type="checkbox"/> Clear, logical order of paragraphs  |
| <input type="checkbox"/> Connections between paragraphs       | <input type="checkbox"/> All sentences connect to each other |

### Introduction

- Hook sentence catches attention
- No too general statements
- Enough background info about topic
- Section ideas explained in introduction
- Thesis statement is easy to find

### Conclusion

- Connects to last body paragraph
- Summarizes thesis and main points
- No new or superfluous information
- Shows importance of topic
- Effective closing statement (“wow”)

### Body

- |  |   |
|--|---|
| <input type="checkbox"/> Each paragraph has only one point         | <input type="checkbox"/> Support is explained/analyzed                  |
| <input type="checkbox"/> Logical, convincing points support thesis | <input type="checkbox"/> Balanced source info and own ideas             |
| <input type="checkbox"/> Topic sentences in every paragraph        | <input type="checkbox"/> Each paragraph explains “why/how”              |
| <input type="checkbox"/> Topic sentences relate to thesis          | <input type="checkbox"/> Specific explanations                          |
| <input type="checkbox"/> Topic sentences have point of view        | <input type="checkbox"/> No repetition of ideas                         |
| <input type="checkbox"/> Sufficient supp. points in each para.     | <input type="checkbox"/> No irrelevant ideas or information             |
| <input type="checkbox"/> Supporting points are in logical order    | <input type="checkbox"/> Appropriate concluding sentences               |
| <input type="checkbox"/> Source information is introduced          | <input type="checkbox"/> Each para. proves its topic sentence           |
| <input type="checkbox"/> Use of specific details as support        | <input type="checkbox"/> Alternative/opposing views included, minimized |
| <input type="checkbox"/> Source information is integrated          |   |

## **Use of research**

- \_\_\_\_\_ Own ideas, not just sources'
- \_\_\_\_\_ Well-chosen source material used to support ideas
- \_\_\_\_\_ Source material is integrated into student's work
- \_\_\_\_\_ Author/speaker is named and introduced
- \_\_\_\_\_ Source material is explained
- \_\_\_\_\_ It's clear what is from a source and what is from the student
- \_\_\_\_\_ Appropriate choice of quotation, paraphrase, summary
- \_\_\_\_\_ Few quotations (effective, special, necessary)
- \_\_\_\_\_ No very long quotations
- \_\_\_\_\_ Unique words from a source are in quotation marks
- \_\_\_\_\_ Quotations copied correctly
- \_\_\_\_\_ Correct punctuation and capitalization with quotations
- \_\_\_\_\_ Completely changed paraphrases/summaries, without changing author's ideas

## **Format**

- \_\_\_\_\_ Header created using "Header" tool (not typed separately at the top of every page)
- \_\_\_\_\_ First few words of title, capitalized like the title, then 5 spaces, then the page number
- \_\_\_\_\_ Header in the top right corner, with correct page number on all pages
- \_\_\_\_\_ 1-inch (2.54 cm) margins on all sides of all pages
- \_\_\_\_\_ All text is Times New Roman 12 (or another instructor-approved font)
- \_\_\_\_\_ All text is double-spaced, with no extra spaces between paragraphs
- \_\_\_\_\_ Title of paper is centered (double-spaced if two lines) on title page
- \_\_\_\_\_ Title identifies topic, shows purpose, and catches audience's interest
- \_\_\_\_\_ Title is no longer than 12 words, with no abbreviations or unnecessary words
- \_\_\_\_\_ Title consists of phrases, not a sentence or question
- \_\_\_\_\_ First word of title, first word of subtitle, and all important words are capitalized
- \_\_\_\_\_ Student name, email address, course number and name, instructor name, assignment, and date, aligned right at bottom of title page
- \_\_\_\_\_ Text of paper is aligned left; right margin not justified
- \_\_\_\_\_ First line of every paragraph indented ½ inch (1.27cm)

## **In -Text Citations**

- \_\_\_\_\_ All sources from in-text citations are on the reference list
- \_\_\_\_\_ Citation is (Author, year) or (*Title* or "Title," year) depending on the reference list entry
- \_\_\_\_\_ If author's name used in the text, it is followed by the year
- \_\_\_\_\_ Citation appears directly before or after information from source
- \_\_\_\_\_ Citations of quotations include page or paragraph number
- \_\_\_\_\_ Paragraphs do NOT end with in-text citations (source material is sandwiched)

## **Reference List**

- \_\_\_\_\_ Aligned left; right margin not justified
- \_\_\_\_\_ Hanging indent - entry starts on left margin; following lines indented ½ inch (1.27cm)
- \_\_\_\_\_ All sources on the reference list are cited in paper
- \_\_\_\_\_ Entries are in alphabetical order (not counting "the" and "a/an")
- \_\_\_\_\_ Each entry begins with the author's name (individual or organization)
- \_\_\_\_\_ Entry begins with the title if there is really no author
- \_\_\_\_\_ Each entry has a date, or (n.d.), in the second position
- \_\_\_\_\_ Periodical is named if article came from periodical
- \_\_\_\_\_ Capitalized proper nouns, first words of title and subtitle, and periodical names only
- \_\_\_\_\_ All sources found using the Internet have a retrieval statement
- \_\_\_\_\_ Online sources that may change (web pages, etc.) include a retrieval date
- \_\_\_\_\_ No underlining or colors
- \_\_\_\_\_ Addresses fill lines as far as possible and then are divided before a punctuation mark
- \_\_\_\_\_ All web addresses work (check them!)
- \_\_\_\_\_ Source information is complete and correct (no missing ingredients, misspellings, etc.)

**Example Research Paper**

Birth Control Pills:  
A Safe Choice for Women

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IEP 060 – Academic Writing Skills

Anne Whitaker

Research Paper

August 30, 2004

Janka (24) bought a pregnancy test and now is waiting for the results, which makes her nervous. One second may change her whole life, and she could become the mother of an unwanted child. To avoid this stressful situation, it was only necessary to have used a 43-year-old method of birth control – the birth control pill – once a day. It has been taken by approximately 80% of American women today (Okie, 2002), and its effectiveness is over 99% if used correctly (Planned Parenthood, 2003). However, some women still fear that taking the birth control pill could harm their health. In fact, the pill's composition provides advantages to women, including prevention of ovarian cancer. There is also no connection between the pill and breast cancer, and its usage is possible while breastfeeding too. Although there are a few disadvantages to its use, the birth control pill is safe for women.

Birth control pills contain nothing harmful to women's health. This oral contraception is divided into two groups. First are combination pills including estrogen and progestin (synthetic progesterone), and second are progestin-only-pills. Women's ovaries produce both estrogen and progesterone (Planned Parenthood, 2003). The pill thus contains the same hormones that women's bodies already have. According to the National Cancer Institute (2003), estrogen is a hormone which makes the uterus more active when a women's body becomes sexually mature. It also makes the endometrium (the uterus walls) thicker at the beginning of the menstrual cycle. Then, the endometrium is ready to accept a fertilized egg with the help of progesterone, which is made in the second part of the menstrual cycle. The pill, however, gives women the right amount of these hormones so that they cannot get pregnant. Planned Parenthood (2003) explained that estrogen in combination pills stops the ovaries from producing eggs, while progestin-only pills "thicken cervical mucus" to stop the fertilization of eggs (Basics section, para. 2). These supplemental hormones "fool the body into acting as if it's pregnant" (Alice! Health Promotion Program, 1998). They do not damage the body; they just make it act in a different way. So, the contents of this oral contraceptive may be seen as safe.

Another point is that taking the birth control pill has benefits for females' health. Not just young 18-year-old girls, but also 30-year-old women use the pill to avoid unwanted pregnancies. In addition, the pill can improve the condition of their skin. As Dr. Marjorie Greenfield (2004a), an Associate Professor of Obstetrics and Gynecology, reported, compared with non-pill users, users of the birth control pill have fewer problems with acne and "excess" hair on the face and body. She even pointed out that pill users are less likely to have ovarian cysts and anemia. So the hormones in the pill provide a variety of benefits beyond contraception. Moreover, women often have painful menstruation at the beginning of their cycles, and the birth control pill can be a solution. Planned Parenthood (2003) noted that women have lighter menstruations and do not suffer from such terrible stomach cramps when they use the pill. That means that the pill helps girls and women enjoy their lives, go out with friends, or exercise instead of staying in bed because of pain. In summary, these examples show that the birth control pill can have a beneficial influence on women's health and lives.

Despite these advantages of using the contraceptive pill, there is a myth that its use causes ovarian cancer. However, research shows that the deaths of females from this cancer are not connected with the birth control pill at all; on the contrary, the pill is successful in fighting against it. The effect of the birth control pill on the ovary is interesting. Scientists from the Duke Comprehensive Cancer Center found that progestin from the pill led to "increased cell turnover in the ovarian epithelium, indicating that progestin might lower ovarian cancer risk by activating cancer-preventative molecular pathways in the ovary" (as cited in "Oral contraceptives," 2002). With higher cell turnover in the ovary, cells that may become cancerous are destroyed earlier and faster, due to the effects of progestin from the birth control pill. In fact, another study at Duke showed that women who took a pill with more progestin had a lower risk of ovarian cancer than women who took a pill with more estrogen; however, all women who took any birth control pill had a lower risk of ovarian cancer than other women (as cited in "Oral contraceptives," 2002). So the pill, especially the

progesterone-only one, has been effective in fighting against ovarian cancer. According to Dr. Greenfield (2004a), the effectiveness of the pill is so great that some doctors now advise women to take the pill for five years just because of its benefits in preventing ovarian cancer. From this, it seems that the birth control pill neither increases the danger of cancer of the ovaries nor damages their functioning, so the myth should be forgotten. In actuality, the longer women use this form of birth control, the bigger the protection against ovarian cancer they have. The Centers for Disease Control and Prevention and Harvard Medical School studies found that women who used the pill for one year had a 10-12% less chance of getting ovarian cancer, while women decrease the risk of getting the cancer by 50% if they use the pill for no less than five years. This protection lasts even after women stop using the pill (as cited in National Cancer Institute, 2003). Thus, continued use of the pill is not a bad decision because it can help to prevent cancer for a long time in the future. So, especially women whose mothers or grandmothers had ovarian cancer are protecting themselves in the right way by taking the birth control pill.

Another claim is that the birth control pill may cause breast cancer, which is a blunder. The truth is that not only 20- to 30-year-old women, but also women in their 40s, 50s and 60s do not have a higher chance of getting breast cancer just because they used oral contraceptives. This was shown by a study in *The New England Journal of Medicine* called the Women's Contraceptive and Reproductive Experience study. Of 9,200 women between 35 and 64, half of whom had had a breast cancer diagnosis, women who had used the pill did not have increased breast cancer risk (as cited in National Cancer Institute, 2003). So, especially older women, who are at greater risk of getting breast cancer because of their age, do not have to be afraid that taking the pill could lead to breast cancer. There is also another significant fact about women with a history of breast cancer in their families. The same Women's Contraceptive and Reproductive Experience study showed that women with breast cancer in their families did not have a higher risk of cancer if they took the pill (as cited in

Okie, 2002). So, women who had breast cancer in the past are free to use the pill as well as healthy women. They could also use the pill for two, five, or ten years without worrying because, as Okie (2002) pointed out, the study indicated no higher risk of breast cancer due to time of usage, or even race or weight. Almost all women can safely use the pill for weeks, months or years. In conclusion, there is no clear connection between breast cancer and using the birth control pill.

It is also remarkable that it is possible to use the pill during lactation. Women breastfeeding their infants also need to use birth control to avoid pregnancies, and hormonal oral contraceptives, especially the progestin-only-pill, are one of the safe options. According to the web site of well-known pediatrician Dr. William Sears (n.d.), in comparison with the combination pill, the progestin-only pill is better to use because it does not contain estrogen, which could reduce the amount of mother's milk. But his most important point is that the pill does not affect the child's health at all. This means that women do not have to stop either taking the pill or breastfeeding their babies. Furthermore, the combination oral contraceptive is also approved for use by breastfeeding women. Dr. Greenfield (2004b) confirmed that the combination pill may be used when the milk is well produced, which is six months after birth. When the mother's body is accustomed to breastfeeding, therefore, it is possible and safe to use both kinds of oral contraceptive without worrying about the baby or mother's health. In short, the birth control pill could be used during lactation with no danger to the child.

Although the use of oral contraception has all these benefits, there are also a few disadvantages. For instance, Planned Parenthood (2003) reported that women taking the pill for the first time may have terrible headaches and feel sick. They may experience bleeding during the month as well. These are typical side effects of oral contraceptives, but they usually disappear in three months. It seems that the additional progestin and estrogen cause those changes, but as women's bodies adjust, the bad effects soon vanish. Plus, if the effects do not disappear, a doctor can help women to choose another kind of birth control pill.

However, Okie (2002) named one group in danger while taking birth control pills: smokers over 35. This combination is risky because these women have a higher risk of heart attacks. Here it is important to note that smoking is the bad habit which endangers women, not the pill. In general, oral contraceptives benefit women's health and well-being much more than they hurt.

Using the birth control pill is a safe solution to avoiding unwanted pregnancies. It contains hormones which do not confuse the systems of women's bodies and bring health benefits into their lives. The pill has been successful in the prevention of ovarian cancer; moreover, there is little danger connected with breast cancer. Taking the birth control pill is also safe for women breastfeeding their babies. On the other hand, there could be a few minor negative side effects and there are risk groups who should be careful. Oral contraceptives overall, though, should not be seen as a symbol of jeopardy, but a symbol of women's choice.

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## Chapter 3: Case Studies

Throughout your studies at City University of Seattle, you will be asked to write papers analyzing and solving a business problem. Your assignment may be called a "case study," "case analysis," or even "situational problem analysis." The purpose is to develop your skills of finding and solving a problem. Case studies involve defining the problem, finding and evaluating several solutions, and recommending a specific course of action.

### Level 6 Case Study

In your Level 6 case study, you will analyze and solve a business problem. You might not be business experts yet, but your business expertise is not what this assignment is about. This assignment is designed to help you 1) develop your analytical skills, 2) organize your ideas logically, 3) express your ideas clearly in writing, 4) work in a team effectively, and 5) follow directions.

Yes, as Point 4 shows, the case study is a group project. Businesses rely on group work a lot, so it's time to start practicing it. Everyone is expected to participate in his/her group and to do an equal amount of work. Your group must work together to analyze and solve the case, agreeing on both the problem and recommendation. You will have to work out your differences through discussion. Respect your group members and listen to them. Don't let anyone dominate the group, and don't let anyone be lazy either. It's up to the members of the group to find a way to work together comfortably and equally.

Point 5 is also important in case studies because every instructor will want something a little bit different. **Always do what the instructor requires!**

While in future courses, you will most likely be required to use research to support your problem definition, selection of alternatives, analysis of alternatives, and choice of solutions, in Level 6, research is not required. The focus in Level 6 is on your writing.

### How to Write a Case Study

Unlike other academic writing assignments, a case study does not have a thesis statement. However, it still has logical organization, connection between ideas, clear writing, and well-developed paragraphs with topic sentences, supporting points and details, and explanation. It is still part of academic writing, and you will need to go through the writing process to be successful.

- **Topic (the Case)** – You generally will not choose a topic yourself. Instead, your instructor will give you a "case" to read. In some classes, the case could be 40 pages long. Luckily, yours is only 1-2 pages. The case gives you information about a company's situation.
- **Purpose and audience** – Imagine that you are consultant hired by the company or manager to find a solution to its problem. You have to look very deeply at the given information to identify the company's problem. To earn the money the company is paying you, you will think of many solutions to the problems, and to show how thorough and analytical you are, you will present an objective discussion of several solutions' strengths and weaknesses. Finally, you will offer a solution to the problem. However, you will not write directly to the company – your case study should be written in the third person, as it will be read not just by the company, but by your boss, your instructor, business students, and other interested parties.
- **Pre-Writing** – ***You should spend more time thinking and planning than writing.*** You will have thousands of ideas about the case, but your final case study

will only present the best results of all your thinking. Use the worksheets in this guide, and when you are finished, then you can begin writing your case study.

It is very important to follow the steps in the worksheets. One of the biggest mistakes that case study writers make is trying to find a solution before defining the problem.

- **Writing** – When you have defined and solved the problem to your satisfaction, you can begin writing. In this class, you will write a case study with four sections. Each of the sections is explained here.

### **1. Problem Definition and Justification (*usually the most difficult*)**

In this section, you will look deeply at the problems and issues in the company to find its “real” problem. Then you will explain how you know that it's the real problem. The number, length, and organization of paragraphs is up to you, but make sure to:

- **Give background information** about the case including the names and positions of the main people involved, the name of the company and branch (if applicable), and the important basic facts.
- **Briefly and clearly describe the visible, immediate problem(s)** which worries the company/manager. Use your own words. Do not copy (plagiarize) from the case; provide a short summary of the case, not a repeat telling of the case.
- **Determine the causes** that created the symptoms (why is the company/manager having these troubles?)
- **Define the real problem** – by analyzing the symptoms and their causes, you should have discovered a basic, urgent, important problem that the company must solve in order to prosper. *Name this problem clearly.* You are not expected to name and solve ALL of the company's problems in one case study; focus on what you think is the deepest, most urgent, and most significant one.
- **Justify why you defined the problem as you did.** Explain how you know that this is the real problem which is causing the difficulties. Use evidence (facts and examples) from the case to show that your problem definition is correct. And explain why this problem must be solved.

### **2. Alternative Courses of Action**

What could the company/manager do to solve the problem you have defined? Although you have brainstormed many different options, in this case study, you will only present three possible solutions – choose the three most significant ones.

- **Introduce this section** with a first sentence that also connects to the last sentence from the first section.
- **Make a numbered or bulleted list** of the three alternative courses of action, ordering them from worst to best.
- **Use parallel structure.** All solutions should be written in the same grammatical structure.
- **Describe each solution** clearly and briefly, but specifically. Don't just say “Give staff more training.” Also explain what type of training, how much, and from whom.
- **Use words like “could, may, might” (not “should” or “will”)** because these are just possibilities.
- **Do not evaluate the solutions.** Do not write your opinion of the alternatives.

### 3. Evaluation of Alternatives

This section must evaluate the three possible alternatives – that means objectively and completely analyzing all the strengths, weaknesses, opportunities, and threats of each alternative. You can think of strengths as clear, immediate advantages while opportunities are possible future advantages (and the same for weaknesses and threats). This type of analysis is called a SWOT analysis. In some courses, your instructor will ask you to put a SWOT analysis chart in your case study. Because this course is focused on writing, in this case study, you will need to write your analysis in paragraphs. The number, length, and organization of paragraphs are up to you. Do the following things:

- **Follow the same order** as the previous section: discuss the alternatives from worst to best.
- **Write well-organized paragraphs each with one main idea.** Devote one or more paragraphs to each alternative (a full analysis will probably require more than one paragraph).
- **Begin each paragraph with a topic sentence** that names the alternative and connects to the previous paragraph.
- **Don't give new information about the alternative.** Focus on analyzing the solution, not describing it. You can elaborate on what you said in the previous section, but do not add new steps to the solution.
- **Discuss the strengths** and opportunities of the alternative. Use specifics to show the advantages and explain WHY these are advantages.
- **Discuss the weaknesses** and threats of the alternative. Use specifics to show the disadvantages and explain WHY these are disadvantages.
- **Be objective.** Discuss the advantages and disadvantage without rejecting or endorsing an alternative. (However, after the reader finishes the paragraph, he/she will probably have no doubts about whether the solution is bad or good.)
- **Use "could, may, might" and "would"** to show possibility. Do not make any predictions ("will") or recommendations ("should") here.

### 4. Conclusion and Recommendations

Of the three alternatives, one should be the best choice. (Sometimes, you may combine two alternatives). In this section, you will recommend that solution, justify it, and advise the company/manager of what steps to take now. The number, length, and organization of paragraphs are up to you.

- **Write well-organized, logically-divided paragraphs** each with a topic sentence, one main idea, enough support, and connections to the paragraphs before and after.
- **State the alternative** you recommend and describe how it will take care of the company/manager's real problem defined in the first section.
- **Justify your chosen course of action**, showing that it is the best alternative. Explain why it is better than the other alternatives. (There is no one right answer. You are not expected to have perfect business knowledge in Level 6, but you are expected to be able to write persuasively about your recommendation.)
- **Summarize the strengths and weaknesses** of the solution, but do not repeat what you have already written.
- **Recommend specific steps** which the company/manager must now follow. Explain who should do what and when and why and how.... Be clear and

detailed. Now you can add more details about this solution. Be creative.

- **Describe the results** of the solution. How will it affect the major characters? How will the company/manager know if this solution is successful?
  - **End strongly.** Make the reader say “wow.”
  - **Use “should, must” to make recommendations and “will” to make predictions.** Show confidence in your selected alternative.
- **Re-writing** – You should, of course, revise, edit, and proofread your paper as much as you can. Use the directions above, the checklist in this guide, handouts you’re your instructor, instructor feedback, and peer feedback to revise your case study. Then edit and proofread your case study as a group, making sure everyone has reviewed all parts.

## Format

You can also have a little fun with format in the case study because you need to have headings for sections and even sub-sections. However you do it, make sure that the format is consistent (all headings should look the same). Otherwise, the requirements are as usual:

- Title page in the proper format
- Double-spaced
- Times New Roman 12-point font
- Not justified margins
- 1-inch margins on all sides
- Page numbers in the proper format

## Step 1: Defining and Justifying the Problem

1. Read the case quickly to get a general idea of the situation.
2. Now read the case carefully; pay attention to details. If you don't understand it, read it again. And again. You don't want to make a fatal error in your analysis just because you didn't understand the case. Underline important points; take notes.
3. Write down any vocabulary from the case that you do NOT know. Find definitions for them and ask your instructor about them! These words could be very important for understanding your case.
  
4. What is the company's name? Where is it located? Which department is involved? What does the department do? What other background information do you have?
  
5. Who are the key people involved? What are their jobs?
  
6. What are the immediate, visible problems in this case? (What is the situation that made the manager/company come to you for help?) Summarize it briefly.
  
7. Now you need to find the root cause of these visible problems. Defining this requires a lot of thinking. The obvious problems, such as absenteeism or missed meetings, often have a deeper, more basic cause, such as a lack of motivation. Your case may tell you what the real problem is, or you may have to determine it. Sometimes the important issues may not be written because the characters may not be clever enough to see them. As in real life, you may not have all the information or things may be hidden.
  - A. What is the real problem here? What is the cause of the manager/company's troubles? This is the most urgent, important, and relevant thing that must be dealt with to get out of trouble. Describe the real problem.
  
  - B. Why do you think this is the real problem? What evidence (facts and examples) from the case supports your problem definition? Justify your choice.
  
  - C. Why is this a problem for the company? (Why must the company fix this?) Explain.

## Step 2: Finding Alternative Courses of Action

What should the manager do now? Write down ALL different actions the manager and/or company can take to deal with the problem you defined. Don't worry if a solution is good or bad; just write it down. Do not judge your solutions yet. Be creative; everything is acceptable here. Also be specific. Explain each solution in detail – describe who, what, where, when, how, how much, how often, how long, the steps the company must take, what happens to the key people, etc.

A.

B.

C.

D.

E.

F.

### Step 3: Evaluating Alternatives

1. Look back at all the alternative courses of action. As a group, decide which three alternatives you think are the most significant (not necessarily the best, but three clear, practical, possible, and different solutions that should be presented).

2. Do a SWOT Analysis of these three solutions. Consider cost, time, effort, use of resources, atmosphere, effectiveness, employee reactions, results, short and long-term effects, etc. Be thoughtful and thorough.

**Alternative #1:**

Strengths	Weaknesses
Opportunities	Threats

**Alternative #2:**

Strengths	Weaknesses
Opportunities	Threats

**Alternative #3**

Strengths	Weaknesses
Opportunities	Threats

## **Step 4: Making Conclusions and Recommendations**

Choose the best alternative of the three you analyzed in Step 3. This solution should solve the “real problem” which you identified in Step 1 (and it may deal with other problems as well). It will also lead to the best possible outcome for the company.

1. How should the manager/company solve the problem you defined? Which course of action do you recommend? Clearly write your solution.

2. How does your solution solve the real problem? Explain.

3. Why is this the best course of action? Explain why it is better than the other two.

4. How should the manager/company implement your solution? Describe, in detail, the specific steps that must be followed.

5. What will the results of this solution be? How will the manager/company know that the solution is successful? Describe the outcome of implementing this solution.

## The Jump Cola Case

Jump Cola is a huge global corporation; its soft drinks have a market share of over 30% in all the 151 countries in which it operates. In most developed countries, where Jump has been a well-known and popular brand for over 50 years, its market share is stable above 45%, the same as its rival Leap Cola.

Despite its huge multinational operations, Jump Cola tries to adjust its business and products to the local workplace and market. It lets its national offices in each country operate as necessary to succeed in their markets. Plus, it tries to hire locally; most of its employees are from the countries in which they work. However, they all undergo intensive training to understand the Jump Cola corporate culture and to learn about the company's international structure.

Even though there are small differences in the way each country's Jump Cola branch does business, the company has established a common business philosophy that all its operations and employees must share. So while it allows differences in operation, there are certain standards which must be maintained. Its salary philosophy is one example of this. Jump Cola stipulates that its compensation package in each country must be competitive with the best companies in the local market. Other common company policies include a strong stance against corruption and regular involvement in charity events.

Jump Cola Slovakia also follows the Jump Cola philosophy, and it has prospered.

### The Bribery Incident

Recently, the top management of Jump Cola Slovakia has discovered clear evidence that Peter Nečestný, a high-ranking manager, has taken a bribe of 250,000 Slovak crowns (about \$7800) from a small bottle-producing firm. This is more than the average Slovak worker makes in one year.

The management is meeting with Nečestný to discuss the issue. The director reminds Nečestný that Jump Cola has a strict anti-corruption policy. Anyone who gives or accepts bribes is immediately fired. Nečestný admits that he knows that, but claims that what he did was not "corruption," but "Slovak culture."

"That's the way things are done in Slovakia, you all know that," he tells the management. To further defend himself, Nečestný says, "Besides, if you think there's no corruption in this company, you are wrong. Wake up! There are other managers who take and give bribes. It's the only way to do business in this country. I'm just the only one who got caught."

The executives glance uneasily each other; they have sometimes wondered about the success of certain employees – could Nečestný be right?

"And as you know," Nečestný continues, "my department's productivity has been increasing rapidly and the growth of Jump Cola Slovakia has been largely due to my work. Without these 'unauthorized business transactions,' I couldn't have done half of what I've accomplished. Any money I take is put back into the company by the money I must give to get new contracts."

Nečestný is right that he has played a major role in the success of Jump Cola Slovakia, and he is a valuable employee of the corporation, who has received recognition from Jump Cola's headquarters in Memphis, Tennessee. However, he has also broken one of Jump Cola's major policies, and broken Slovak law as well.

Representatives from Jump Cola's Memphis headquarters will soon be visiting Jump Cola Slovakia, so the management needs to deal with this issue before they arrive. Luckily, its valued consulting firm (that's you) is ready to analyze the company's problems and give it some advice.

***That's a case. The first questions you must answer are the hardest:***

- 1. What are the problems facing Jump Cola Slovakia?**
- 2. What is at the core of Jump Cola's problems? What is the real problem facing Jump Cola Slovakia, the problem which you will attempt to solve?**

## Example Case Study

Bribery at Jump Cola: A Problem of Employee Attitudes

Jana Writer, John Essayton, Julia Grammatical, Juraj Indentation

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IEP 060 – Academic Writing Skills

Lucy Instructor

Case Study

December 22, 2008

## **PROBLEM DEFINITION AND JUSTIFICATION**

One of the employees of Jump Cola Slovakia has broken the company's international corporate policy by accepting a bribe. Peter Necessny, a successful Slovak manager, has admitted receiving 10,000 Euros in bribe money. This is not only a major violation of Jump Cola's standards, but it is also illegal in Slovakia.

However, Peter Necessny's dishonesty also reveals a bigger problem within the company. In a meeting with the head management, Necessny argues that his actions were not corrupt. "That's the way things are done in Slovakia," he says. Necessny does not believe taking a bribe was wrong because he was only doing what many others do. In his opinion, his success required giving and accepting bribes. Even worse, Necessny reveals that he is not the only Jump Cola Slovakia employee who acts this way. The managers do not seem very surprised by this. Now, faced with real evidence of bribery, they will have to do something about Necessny's case, especially because they are expecting a visit from Jump Cola executives from headquarters, where Jump Cola's anti-bribery policy originated.

Jump Cola Slovakia has more to deal with than just this one case of bribe taking. There is a culture of corruption in the company. The real problem is that Jump Cola Slovakia's employees don't view bribery as a serious offense. Even though it is forbidden by the company, it is practiced. Employees like Necessny see it as part of their job in Slovakia. While Necessny claimed to put the money back into the company, other employees could be taking bribes for personal gain. They probably do not even fear getting caught because the managers themselves have not taken corruption very seriously either. They "wondered" about it a few times, but never took action to find it or stop it. Jump Cola Slovakia cannot let this lax attitude to corruption continue because it could eventually cause the company problems with the legal system, public opinion, and profit losses.

## **ALTERNATIVE COURSES OF ACTION**

To deal with the disregard of Jump Cola's anti-corruption policies, Jump Cola

Slovakia has the following alternatives:

- Leave Slovakia and export Jump Cola to Slovakia from Austria.
- Hire three secret investigators to investigate Jump Cola employees. Then fire the employees found guilty, including Necessny.
- Initiate a six-month anti-corruption campaign within the company, including posters, brochures, interactive seminars, and guest speakers.

## **EVALUATION OF ALTERNATIVES**

### **Alternative #1: Leave Slovakia**

Eliminating corruption in Jump Cola Slovakia would be easily solved if the company abandoned Slovakia. The company could admit that corruption is embedded in Slovak culture and it is impossible to do business in the country. If it exported its soft drinks to Slovakia from Austria, it would no longer have to deal with operations in Slovakia.

However, this solution has many disadvantages. Jump Cola would have to abandon the investment, training, and networks it has put into Slovakia. The company would lose a lot of money, its market share, and customer respect. Jump Cola would be laughed at for being unable to handle such a small market. Plus, employees in Austria could be corrupt too, especially if there was no strict enforcement of Jump Cola's anti-corruption policy.

### **Alternative #2: Hire three secret investigators and fire guilty employees**

Instead of leaving Slovakia, Jump Cola could fight against corruption by hiring three secret investigators to search for corruption among its employees. By examining accounts, interviewing business partners, and attempting to bribe employees, they would find all the guilty employees. Then Jump Cola could enforce its policy and fire them, Necessny included. This would discourage other employees from giving and accepting bribes, and it would show the public that Jump Cola is serious about corruption. It may even lead to more sales because the Slovak population is tired of corruption and may reward Jump Cola for its actions.

Although this action would eliminate corruption in the company, it has many

disadvantages. First of all, it is costly to hire three full-time, skilled investigators. Second, their methods may not be entirely legal. Third, the investigators' work might lead to the firing of a majority of Jump Cola Slovakia employees because it seems that many employees, like Necessny, are confused about what "corruption" is. In their view, the bribes they give and take are not wrong, so firing them would be punishing them for doing their jobs. If many of them were fired, the company would have to hire new staff, which would also be costly. There is also no guarantee that new employees would be less corrupt than the old ones. Fourth, once the investigators' presence was known, some employees would find other ways to accept bribes, while other employees would be angry at the management for its lack of trust. This would create an "employee vs. management" mentality in the company, so that once the investigators left, employees might start taking bribes again just to spite the management.

### **Alternative #3: Initiate an anti-corruption campaign within the company**

Finally, the management could choose a strict but engaging way to fight the culture of corruption in Jump Cola Slovakia by starting an intensive six-month anti-corruption campaign. The employees need guidance and support to deal with corruption, and this campaign could give them that. Obviously, to say "bribery is unacceptable" has not worked. Employees need to understand exactly what they can and cannot do and what the consequences of corruption are. More importantly, if they understood why this policy existed, they would respect it more. They could learn this from short, funny, and interesting posters and brochures. In addition, engaging seminars could make the employees feel valued by encouraging them to act, speak, and make suggestions. Guest speakers, carefully chosen for their effect on employees, could also emphasize the positives of clean business. With this campaign, Jump Cola Slovakia could maintain its strict stance against bribery without making employees think that the company doesn't trust them.

This campaign does have some drawbacks. It would be expensive; there would be

high costs for printing posters and brochures, providing refreshments for seminars, hiring guest speakers, and working extra to replace the time lost in seminars. Plus, the company would have to pay its own employees or outsiders to design and run the campaign. The campaign also might not stop all employees from accepting bribes; cartoons and talk do not convince everyone. Finally, Jump Cola's fast growth may slow as employees stop using bribery in their business deals in a country where bribes often help deals get done.

## **CONCLUSIONS AND RECOMMENDATIONS**

To make the employees view corruption as a major offense, Jump Cola Slovakia must engage in a six-month anti-corruption campaign. This campaign will help employees understand what corruption is, how bribery negatively affects Jump Cola Slovakia and their jobs, and why the anti-corruption policy is important. When employees understand this, they will be more likely to follow the policy. Then the high costs will be worth it because the company will avoid future losses due to corruption. Of course, a few employees may not heed the campaign and will still give and take bribes, and they should be fired immediately. Jump Cola Slovakia may struggle initially as uncorrupted employees lose deals, but Jump Cola is a popular product which will survive. Plus, it will eventually gain from its honest reputation as the public will support it and other honest companies will do business with it. For all this to happen, the anti-corruption campaign must be implemented.

Only this will gradually change the root cause of Jump Cola Slovakia's bribery problem – the employees' view of corruption. It is possible to change this; abandoning Slovakia is not the answer. Many countries have problems with corruption, and other businesses have been successful at eliminating it among their employees. With its campaign, Jump Cola Slovakia should be successful too. This alternative, like hiring three investigators, strictly enforces Jump Cola's policy, but unlike that solution, this one will not alienate employees. It will change the corporate culture not by force, but by treating employees with respect. Instead of punishing employees for doing what they think is their jobs, Jump Cola

will show employees how to do their jobs in a different, more effective, cleaner way.

The first step that Jump Cola Slovakia must take to reach this goal is to create a committee to plan the campaign. It should include top managers, lower employees, and representatives from the marketing and advertising departments. If possible, the company could ask an anti-corruption organization like Transparency International for help designing its campaign. The company should also offer Peter Necestny a choice: he can be fired immediately or he can work with the committee. Since he has experience with bribery, he will have good ideas about how to stop it. The committee needs to design creative, interesting anti-bribery posters and write short, informative brochures about corruption and its effects. These should be strategically placed in all Jump Cola buildings; however, there should be a moderate amount of them. They should not overwhelm employees, but just perk their interest.

Lastly, the committee needs to plan the seminars. These should be led by people with experience in speaking publicly and engaging audiences. Topics should include a definition of bribery, how to handle bribe offers, how to report corruption, the effects of corruption on the company, the punishment for bribery, and the larger consequences of corruption. These should be presented in six mandatory hour-long sessions and in an interesting way, with many opportunities for employees to act and comment. Employees could act out how to deal with a bribery situation, and they should also have a chance to discuss their opinions about the issue with top management. Finally, guest speakers like Peter Necestny, high-ranking international Jump Cola executives, local celebrities, prisoners in jail due to bribery, and the police should describe their experiences.

In this way, the employees of Jump Cola Slovakia will understand that accepting a bribe is a serious offense that has negative effects. Peter Necestny will be the first reformed, and others will follow after the campaign. The company will have fewer instances of bribe taking, and Jump Cola Slovakia will gain a reputation as an honest corporation. This reputation will cement the success of Jump Cola in Slovakia.

## Case Study Checklist

### **Problem Definition and Justification**

- |  |   |
|--|---|
| <input type="checkbox"/> introduces case clearly + briefly       | <input type="checkbox"/> well-organized                   |
| <input type="checkbox"/> names company                           | <input type="checkbox"/> paragraphs divided appropriately |
| <input type="checkbox"/> names main characters                   | <input type="checkbox"/> paragraphs connect               |
| <input type="checkbox"/> explains immediate problem/symptoms     | <input type="checkbox"/> ideas/sentences connect          |
| <input type="checkbox"/> states root cause/real problem          | <input type="checkbox"/> writing is clear                 |
| <input type="checkbox"/> describes root cause                    | <input type="checkbox"/> variety in words, structure      |
| <input type="checkbox"/> explains why root cause is right choice | <input type="checkbox"/> appropriate word choice          |
| <input type="checkbox"/> justification is convincing             | <input type="checkbox"/> appropriate tone                 |
| <input type="checkbox"/> no repetition                           | <input type="checkbox"/> no wordiness                     |

### **Alternative Courses of Action**

- |  |  |
|--|--|
| <input type="checkbox"/> first sentence introduces solutions | <input type="checkbox"/> section connects to Section 1 |
| <input type="checkbox"/> three solutions                     | <input type="checkbox"/> writing is clear              |
| <input type="checkbox"/> variety of solutions                | <input type="checkbox"/> variety in words              |
| <input type="checkbox"/> solutions are specific              | <input type="checkbox"/> appropriate word choice       |
| <input type="checkbox"/> solutions listed worst to best      | <input type="checkbox"/> no wordiness                  |
| <input type="checkbox"/> no evaluation of solutions          | <input type="checkbox"/> parallel structure            |

### **Evaluation of Alternatives**

- |  |   |
|--|---|
| <input type="checkbox"/> topic sentence introduces each solution       | <input type="checkbox"/> section connects to Section 2    |
| <input type="checkbox"/> each solution is described                    | <input type="checkbox"/> paragraphs divided appropriately |
| <input type="checkbox"/> describes strengths/opps. of each solution    | <input type="checkbox"/> all paragraphs connect           |
| <input type="checkbox"/> explains why these are advantages             | <input type="checkbox"/> ideas/sentences connect          |
| <input type="checkbox"/> describes weaknesses/threats of each solution | <input type="checkbox"/> writing is clear                 |
| <input type="checkbox"/> explains why these are disadvantages          | <input type="checkbox"/> variety in words, sentences      |
| <input type="checkbox"/> complete evaluations                          | <input type="checkbox"/> appropriate word choice          |
| <input type="checkbox"/> evaluations are logical                       | <input type="checkbox"/> appropriate tone                 |
| <input type="checkbox"/> ideas are organized within paragraphs         | <input type="checkbox"/> no wordiness                     |
| <input type="checkbox"/> solutions listed worst to best                | <input type="checkbox"/> no repetition                    |

### **Conclusions and Recommendations**

- |   |   |
|---|---|
| <input type="checkbox"/> explains the solution clearly            | <input type="checkbox"/> section connects to Section 3    |
| <input type="checkbox"/> explains why solution is best of options | <input type="checkbox"/> paragraphs divided appropriately |
| <input type="checkbox"/> explains how solution solves the problem | <input type="checkbox"/> paragraphs connect               |
| <input type="checkbox"/> recommends steps to take                 | <input type="checkbox"/> ideas/sentences connect          |
| <input type="checkbox"/> recommendations are specific             | <input type="checkbox"/> writing is clear                 |
| <input type="checkbox"/> recommendations are doable               | <input type="checkbox"/> variety in words, sentences      |
| <input type="checkbox"/> shows results of solution                | <input type="checkbox"/> appropriate word choice          |
| <input type="checkbox"/> has a strong ending                      | <input type="checkbox"/> appropriate tone                 |
| <input type="checkbox"/> no repetition                            | <input type="checkbox"/> no wordiness                     |

### **Format**

- |  |   |
|--|---|
| <input type="checkbox"/> Interesting title   | <input type="checkbox"/> Right margin is natural, not justified |
| <input type="checkbox"/> Correct capitalization in title   | <input type="checkbox"/> Each paragraph is indented             |
| <input type="checkbox"/> Correct information on title page   | <input type="checkbox"/> First words of title, page # in header |
| <input type="checkbox"/> Text is Times New Roman 12-point everywhere   | <input type="checkbox"/> Headings use consistent format         |
| <input type="checkbox"/> Text is double-spaced everywhere  | <input type="checkbox"/> Text has 1 inch margins on all sides   |
| <input type="checkbox"/> Each section begins with a heading (Problem Definition and Justification, Alternative Courses of Action, Evaluation of Alternatives, Conclusions and Recommendations) |   |

### **Grammar**

- Verb tense is correct (so is everything else, but pay close attention to verb tense)

## Chapter 4: Editing and Proofreading Practice

### Wordiness

Writing clearly and concisely is important in academic writing and even more important in business writing. Readers appreciate and can better understand a strong, concise writing style. Wordiness means using more words than necessary to make your point. Wordiness causes confusion and frustration. Here are some tips for eliminating wordiness:

1. Eliminate unnecessary words (type of, sort of, really, basically, definitely, actually, generally...)  
*Any particular type of dessert = any dessert*
2. Eliminate words that say something obvious or give unnecessary detail  
*Imagine a mental picture of someone engaged in the intellectual activity of trying to learn what the rules are for how to play the game of chess = Imagine someone trying to learn the rules of chess.*
3. Change phrases into single words  
*The employee with ambition = the ambitious employee*
4. Change unnecessary that/which/who clauses into phrases  
*The report, which was released recently = the recently released report*  
*All applicants who are interested in the job = all job applicants*
5. Use direct expressions  
*The reason for, due to the fact that, considering the fact that = because, since, why*  
*It is crucial that, it is necessary that, it is important that = must, should*  
*Is able to, has the opportunity to, has the ability to = can*  
*It is possible that, there is a chance that, it could happen that = may, might, could*
6. Eliminate repetitive words.  
*The final result = the result*  
*The month of September = September*
7. Use specific verbs. Avoid “exist, be, there be, do, have, make” and choose descriptive verbs.

**The following sentences use too many words to make their point. They can be rewritten in clearer, stronger, shorter ways. Rewrite them to eliminate repetition, unnecessary words and phrases, and long ways of saying simple things.**

1. There are many farmers in the area who are planning to attend the meeting which is scheduled for next Friday. [*Many area farmers plan to attend next Friday's meeting.*]
2. He dropped out of school on account of the fact that it was necessary for him to help support his family.
3. It is expected that the new schedule will be announced by the bus company within the next few days.
4. There are many ways in which a student who is interested in meeting foreign students may come to know one.
5. It is very unusual to find someone who has never told a deliberate lie on purpose.
6. Trouble is caused when people disobey rules that have been established for the safety of all.
7. The subjects that are considered most important by students are those that have been shown to be useful to them after graduation.
8. Some people believe in capital punishment, while other people are against it; there are many opinions on this subject.

9. These benefits caused that many more Sherpas began to take care of their health and see doctors regularly, which remove the probability to die.
10. People who want to save Lake Baikal they do not have chance to do it.
11. Finally, this law discriminate people of age 18 that are already adult at this age.
12. According to 7-year-old research of Donald McCabe, a management professor at Rutgers University, in 1990 to 1991 there was 47% of the students cheated on quizzes at universities with no honor code whereas the percentage of cheating on the exams at honor code universities was almost one half below.
13. I think that it's not good when young people drive, I mean people under 18.
14. What is good, is that in U.S. people respect the law and they won't sell you no alcohol nowhere, but seriously nowhere if you are not 21.
15. For example, Slovakia needs to build lots of new roads, Slovakia needs to donate hospitals, to change old things for new but it does not have enough money to do so and in these cases the EU tries to help each member as much as it is possible.
16. The IEP is beneficial for the students to succeed in the BSBA program as it is helpful for their ability to understand, to use correctly the format writing and to get the required level of English.
17. Textbooks in the BSBA are full of advanced vocabulary, that's why is important to know the vocabulary or to be able to guess the meaning from the context because frequent looking into vocabulary is waste of time.
18. He thought that the Intensive English Program was waste of time and money and very useless as well.
19. The prime minister made a statement in which he said that he had come to an agreement with his wife that he would resign from his position.
20. It is clearly evident that the rain forests are disappearing because of the fact that satellite pictures show smaller and smaller areas of trees each year.
21. In order to keep the state free and independent, the government must change its economic policies so that the entire economy is not based on imports from other countries.
22. On the other hand, many students are too lazy to force themselves to learn so it's necessary for teacher to find some ways to get their attention to the learning process and persuade them to learn by their own persuasion.
23. After the level six will the students of IEP master all kinds of essays, especially research papers and case studies. In the BSBA program these two types of essays are very important and it will be just big advantage to know how to write it, what sources to use and how it should looks like.
24. The new students have probably good English skills and vocabulary but if they will see and read a book of Reading class, they will be maybe very surprised how many words they did not know before they opened the book.
25. Lot of students is working hard to have sufficient money for paying not low fees.
26. I have filled out this evaluation form as well and I can say that many students didn't spend much time there and it means to me that they couldn't be able to read all questions and maybe just filled them out by guessing.
27. A few times happened to her, that she needed a help from some sale representative, they were unhelpful and very rude to her.
28. There are not mentioned exact dates of updates in this site.
29. Students are complaining about this policy which has caused several problems to them.
30. City University should keep some of her policies, like no opportunity to take replacement to write missed exams or homeworks.

## Word Order

**Find and label the Subject and Verb and Object in every sentence. Remember that word order in English is usually S+V+O+Place/direction+Time and nothing comes between the verb and the object. Check the rest of the sentence to make sure that all phrases are in the right place. Be careful of the word “also,” which should come before a verb.**

1. The people of the state do not have freedom of private ownership, which is affecting badly the economy.
2. The government cannot create such a large number of new jobs and build new homes in a short time, and therefore, should be the project stopped.
3. People can buy little food with their salaries; therefore, there has started to develop famine.
4. She explained me the directions, and finally I started to write.
5. Tom gives in his introduction a strange and confusing explanation of the issue.
6. In America die every year about 400,000 people, and a lot of them started smoking before age 18.
7. On the other hand, in Ramsey's essay there is also explained a plan, but it is not as well organized.
8. For the Americans was not necessary to drop the bombs because the end of the war was expected.
9. In addition, very important is to know everything about abortion.
10. Because of this dam will be flooded about 632 square kilometers of land.
11. The cost of gas power plants would be 2 times higher if there were established taxes on pollution.
12. At this school are a lot of students who have not attended IEP from the first level, so Level 6 is a good way to learn or improve things which they have not yet learned.
13. In one cigarette are about 200 types of poison that can cause cancer.
14. Access to nuclear technologies have also bigots and terrorists.
15. In the year 2025 will everything change.
16. It's hard to imagine what will the world be like in 2025.
17. I live in the middle of Europe, so to me it's interesting the population of Europe.
18. \$4,000 billion will cost health care.
19. Today are a lot of people afraid of the disease AIDS.
20. This web site has also a very organized and appropriate format.

## Punctuation

**Go word by word, examining the role of each word in the sentence. If there is a punctuation mark, ask yourself if it's necessary. If there isn't, ask yourself if there should be. You will probably need to use a reference (book or handout) about commas. Also, to use them correctly, you must understand the meaning of the sentence.**

1. When I lived in Pavlofyodorovka Russia, I received gifts from my students.
2. I am not asking you to give me presents, I just want to tell you a story.
3. Since I couldn't buy much in the village people often sent their children to give food to me; vegetables from their gardens, berries from their bushes and milk from their cows.
4. I will not forget one gift which was the only gift which I could not eat.
5. My student Sasha said that he was going to bring me his favorite food, consequently I was looking forward to his present.
6. He gave me a big jar of a green and juicy substance.
7. I stared at the green bubbles, and smelled them closely but I didnt know what it was.
8. Therefore I had to ask What is it?
9. I wish, that I had never asked that question, because his answer was that it was fried pigs blood.
10. Although I wanted to give Sashas present back Sasha said Get a spoon
11. There are many good students in Level 5; for example, Marta.
12. There are many exhibitions, musicals in Prague, and you can also go to the National Theater and Czech Philharmonic Orchestra.
13. Although, Martina did not understand English, she knew that the screaming man was angry at her.
14. When you follow this advice; you will do well in Level 5.
15. Even though they are father and son they are different in many ways.
16. Thats why if you want to give a perfect presentation you have to be well prepared.
17. In addition your presentation will be more interesting if you use different types of visual aids.
18. United Nations experts say, that by the year 2025, Europe will need 35 000 000 people to support its aging population.

## Gerunds and Infinitives

**You must know which words are followed by gerunds, infinitives, nouns/pronouns and gerunds/infinitives, or prepositions and gerunds/infinitives. If you are not 100% certain, use your grammar book! It takes time, but next time, you won't have to look it up. Also be careful using a gerund after the word “for” and using “of” after a gerund.**

1. CU not only provides people with education but also allows to practice English in real conditions.
2. For students who began study in the Intensive English Program in Level 1, five levels are not enough to gain excellent English skills.
3. In Level 6, students consider about continuing at CU, so this level prepares them for BSBA.
4. Although they are not accustomed to do so much research, it helps them gain better knowledge.
5. Students can improve their English if they complete all assignments, so they need attend Level 6.
6. For improving their English skills, they learn about how to do research in English.
7. It is necessary for students to work hard for fulfilling all the requirements of Level 6.
8. BSBA students don't want to spend their lessons with trying to understand the teacher's English.
9. Finishing of the sixth level will give a student reading skills comparable to a native speaker.
10. Level 6 teaches students write research papers, which is important for their future studies.
11. If the student makes a mistake while speaking, the teacher is there for informing him about it.
12. Students just practice writing of essays, which they have already succeeded in doing in Level 5.
13. She showed them that there is a different way how to get far without hard work.
14. Because they feel a lot of stress about whether they will pass, students have a lot of problems to take comprehensive final exams.
15. For increasing the number of native English speakers at CU, it is important to improve CU's website and make it to attract teachers.
16. Most of them have problems to wake up and participate in class.
17. When a week in the IEP is really hard, students have time for relax.
18. Moreover, IEP students do not have a problem to use appropriate grammar in writing.
19. Brazil's successful drug program caused that a lot of states decided to ask Brazil for help.
20. Children are not required studying a foreign language until they start attending high school.

## Conditionals

**Conditional sentences are tricky. Every time you see “if” or “would,” stop and think about what the sentence means. Is it real? Is it only a possibility? Get out your grammar books. Go slow and keep the sentence as simple as possible.**

1. Each exam should have two teachers monitoring exams in case that something happens.
2. If the number of students in one class will be lower, it is possible to solve this problem.
3. Cheating at City University would stop, if the students strictly respect the rules of writing assignments.
4. If Level 6 would be cancelled, there will be chaos and it will have bad consequences for CU.
5. If a student would get ill and do not have enough time to write his paper or a student write a really bad paper it seriously difficult to get seventy five percent as a final grade.
6. If students would have to write at least five papers in each level students still have a chance to make up an unsuccessful grade on a paper.
7. If she would break some other rule such as not coming to school for a week without an excuse, she will surely be punished; therefore, her accepting a bribe must be punished as well.
8. The professional relationship between students and teachers will disappear if corruption will be accepted.
9. Without Level 6, students are not well prepared even if they will know the English language well.
10. For example, when Jozko Mrkvicka, the worst student in 6B, gets a 92% on an essay, there will be suspicions from better students that he bribed his teacher.
11. It is also clear that if this case of bribery will not be punished, it will have a destructive effect on CU's reputation, and this is the last reason why the guilty teacher must leave the school.
12. If she hadn't been caught, she could continue teaching at City University, but she was caught doing something wrong and was fired.
13. Even she will try to teach as well as possible, students will not show respect to her anymore.
14. If she continue teaching 6<sup>th</sup> level writing students will try to bribe her again.
15. If he has these qualities, he will be perfect, but nobody is perfect.

## Sentence Structure in English

### Fragments

A fragment is an incomplete sentence. Remember, a sentence must have a subject, a verb, and a complete thought. Be careful of the following types of fragments:

➤ **Phrase – a group of words that does not have a subject and/or a verb**

*In the middle of the night* – prepositional phrase. NOT a sentence

*Eating ice cream* – -ing phrase. NOT a sentence

*Lost in the park* – past participle phrase. NOT a sentence

*Lost in the park, I saw you eating ice cream in the middle of the night.*

– Now it's a sentence because there is a subject, a verb, and a complete idea.

➤ **Clause – has a subject and a verb, but not a sentence because it's not a complete thought.**

- Subordinate clauses beginning with subordinating conjunctions like **although, even though, because, after, before, when, while, if, until, since** must be connected to another clause.

*Although it's cold* – NOT complete (*although it's cold, what??*)

*Although it's cold, he wore shorts. He's warm although it's cold.* – Now it's a sentence.

- Noun clauses (**who, what, where, when, why, how** clauses) are just nouns even though there is a subject and verb. They can act as the subject or object of a complete sentence.

*What you did* – NOT complete (*what you did what???*)

*What you did was terrible. I know what you did.* – Now it's a sentence.

- Adjective clauses (**that, which, who, whom, whose** clauses) are just adjectives describing a noun. Their subjects and verbs are not part of the true sentence.

*The boy that I saw* – NOT complete (*the boy that I saw what??*)

*The boy that I saw was small. I kissed the boy that I saw.* – Now it's a sentence.

### Exercise 1: Are these complete sentences or fragments?

1. A difficult situation, but not impossible to solve.
2. Because it is not true that my friends don't want to be with me.
3. The boy in the lake who couldn't swim.
4. Furthermore, the skills I develop this summer will be useful after I finish school.
5. I love my family very much. For example, my mother.
6. However, Michaela did not sleep well last night.
7. Although Michaela did not sleep well last night.
8. Watching other people was one of the best parts of our trip to Italy.
9. Let's skip class today.
10. I fell.
11. To have a new bicycle.
12. Tongue swelling, nose running, eyes watering, feeling very ill.

## **Subordinate clauses**

A subordinate clause is a subject-verb clause which starts with one of these words (there are more...):

<i>although</i>	<i>because</i>	<i>if</i>
<i>even though</i>	<i>since</i>	<i>unless</i>
<i>though</i>	<i>due to the fact that</i>	
<i>in spite of the fact that</i>		<i>since</i>
<i>despite the fact that</i>	<i>while</i>	<i>after</i>
	<i>when</i>	<i>before</i>
	<i>as</i>	<i>until</i>

➤ **A subordinate clause cannot stand alone.** It must be with a main clause.

<i>Because he loves me.</i>	What?? What happens because he loves you?
<i>Before I came to CU.</i>	What?? What happened before you came?
<i>If you don't know this.</i>	What?? What happens if I don't know this?

These are fragments. They don't mean anything alone. Imagine your friend walking into the room, saying, "Because he loves me," and leaving again. What does she mean? Don't you need to know more to understand what she's talking about?

*Because he loves me, he gave me a banana.* - Now it's a sentence.  
*Before I came to CU, I couldn't speak English.* - Now it's a sentence.  
*You need to study if you don't know this.* - Now it's a sentence.

➤ **Use commas when subordinate clauses are at the beginning of sentences.**

**Subordinate clause, main clause. OR Main clause subordinate clause.**

### **Exercise 2: Fix these sentences if necessary. Don't forget commas.**

1. Although it rained all morning. It was still hot.
2. Anna stayed out until 3 am. Despite the fact that she was tired and had to wake up early the next morning.
3. Even though Walter cannot run very fast because he has a bad knee. He caught the thief.
4. Because she liked exotic countries, she decided to travel to Egypt.
5. In spite of the fact that she studied all night.
6. To write a good, well-developed and persuasive essay requires time. Especially when you are not a native English speaker.
7. The phone was ringing while she was taking a shower.
8. Although is recommended by instructors, the book is not very interesting.
9. Many people like the dentist with the office on Park Street. Because he is very gentle.
10. I would not recommend this book to anyone because the poor descriptions and unrealistic plot.

## **Run-ons**

Run-ons are sentences which are too long. A run-on exists when too many subject-verb combinations are joined together improperly as one sentence. There are 3 types:

- **3 sentences written as one = RUN-ON**

S V                      S V                      S V  
*I have a cat, her name is Sam and she has lived for 18 years and 2 months.*

- **Sentencesentence (2 sentences with nothing between them) = RUN-ON**

S                      V                      S                      V  
*The sun always shines on Monday it never shines on Saturday.*

- **Sentence,sentence (comma splice) =RUN-ON.** 2 sentences can't be joined only by a comma.

S                      V                      S    V  
*My brothers are crazy, living in the same house with them was a nightmare.*  
S                      V    SV  
*I won't do this exercise, however it's useful.*

To avoid run-ons, you need to know what a sentence is and how to combine 2 sentences.

- **2 sentences can be joined by a subordinating conjunction.** One sentence becomes a subordinate clause, and the other sentence is the main clause.

### **SUBORDINATE CLAUSE, SENTENCE. OR SENTENCE SUBORDINATE CLAUSE.**

S                      V  
*Although this exercise is useful, I won't do it.*  
*I won't do this exercise although it's useful.*

- **2 sentences can be joined by a conjunction.** Both sentences are still complete sentences.

### **SENTENCE AND/OR/BUT/YET/FOR/SO, SENTENCE.**

S                      V                      S                      V  
*This exercise is useful, but I won't do it.*

- **2 sentences can be joined by a semi-colon.** A semi-colon acts like a period, so there must be complete sentences before and after it.

### **SENTENCE; SENTENCE.**

S                      V                      S                      V  
*This exercise is useful; I won't do it.*

- **2 sentences can be joined by a semi-colon + transition.** Some common transitions are *in addition, moreover, furthermore, however, on the other hand, nevertheless, consequently, as a result, therefore, for example, for instance...*

### **SENTENCE; TRANSITION, SENTENCE.**

S                      V                      S                      V  
*This exercise is useful; however, I won't do it.*

### **Exercise 3: Correct these run-on sentences written by students.**

1. Wind energy does not need fossil fuels, therefore, the created electricity is not affected by costs connected to fossil fuels.
2. The second defect of the Slovak tourism industry is advertising, Slovakia doesn't advertise its culture and tourist districts in other countries.
3. However, silicone causes an immune reaction, it does not cause diseases.
4. This web site was written only for commercial purposes, it does not seem like a good source.
5. In today's world, advertising is the most powerful medium that is used by producers to gain new customers, however, some of these advertisements are not legal or ethical.
6. Level 6 students are better prepared for BSBA courses, they learn how to write academic texts and how to speak in an academic way.
7. One of my friends studied in the U.S. for one year, and when she came back to Slovakia, she couldn't remember some common Slovak words.
8. Some students cannot remember everything from past levels, so they learn new things in Level 6; moreover, they need to practice their language skills, there should be a level 6.
9. In conclusion, Sophie's essay is better than Tom's because her introduction is very interesting, her essay is also well-organized and written in an understandable way.
10. The introduction was too long, his support of his points was boring.
11. She missed more than six classes in two subjects, that's why she had to pay to repeat the level.
12. Unfortunately, the "language support" link is located on the bottom of the menu, which is not good because when the page is loaded, the customer can't see the link, he must scroll down to find it.
13. The most dominant part of the Ferrari web page is sports news, it takes most of the page.
14. However, there are many interesting characters in the book, the partners of the firm are the most interesting to me.
15. We practiced all sports, she taught me skilling, swimming, playing tennis.

**Exercise 4: Label each Sentence (S), Fragment (F), or Run-on (RO), and correct if necessary.**

1. \_\_\_\_ Mitch had lost his morals, but nobody knew it.
2. \_\_\_\_ During the football world championships, millions of tourists came to England for only one reason. To see the football captain and star David Beckham. Whose good looks and good football skills attracted millions of tourists.
3. \_\_\_\_ On the television news are a lot of reports about car accidents.
4. \_\_\_\_ The judge says that there are people who do not believe that AIDS is real they think it is just a myth.
5. \_\_\_\_ Although Martin is not a lazy student and wants to study and learn new skills, he really doesn't know how to deal with the writing assignments because he doesn't have enough time.
6. \_\_\_\_ The English countryside; it's stunning and different from other countries.
7. \_\_\_\_ The war took almost a year and a half and brought only negative effects moreover none of the goals were fulfilled.
8. \_\_\_\_ There is little variety of goods in state-run stores; that is why black market activity is increasing.
9. \_\_\_\_ My brother and sister drove me crazy. For example, when they argued.
10. \_\_\_\_ Historians have discussed this topic a lot, but their opinions are very different, and a lot of controversies still exist.
11. \_\_\_\_ The big benefit of homeopathy is that the homeopath prescribes only one remedy for all symptoms therefore the body is not poisoned by too many drugs.
12. \_\_\_\_ The rebels wanted to bring reforms to the country; for example, free elections.
13. \_\_\_\_ Reflexology should be avoided by certain groups of people, such as pregnant women.
14. \_\_\_\_ The government has already manufactured and stored chemical weapons, and it has the bombs and artillery shells to deliver these weapons.
15. \_\_\_\_ For students is very important to sleep enough because they need to have fresh minds.
16. \_\_\_\_ Despite Swiss people's fears, EU membership will help Switzerland participate in global policy, and it will speed up economic development.
17. \_\_\_\_ Silicone a safe material for breast implants, which means it is harmless to the human body.
18. \_\_\_\_ While human-to-human transplantation will always be chosen first, a lack of donors has made scientists and doctors start to look for another source of organs.
19. \_\_\_\_ That a student will learn how to write a complete critical analysis.
20. \_\_\_\_ In the article "Reflexology," from the Embody For You commercial web site, is explained the main idea of reflexology. Its history, what it is, and who provides it.