

COMPOSITION UNIT: FORMAL WRITING



ENGLISH 11

(Twelve 77-minute lessons)

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Dec. 4th, 2003

Global Rationale:

I designed this unit so that students can ease into essay writing, which is something many of them dread. The unit starts off with a few lessons on the meaning and purposes of formal writing, thus putting the five-paragraph essay into a practical context. One lesson also puts formal writing into a global context, as it compares Western formal writing to Eastern formal writing. Since I want to give students many opportunities to write, almost every lesson has students producing a piece of writing. None of these smaller pieces is evaluated. Rather, they are collected and marked for completion only. This way, students feel free to write, without worrying about how good their writing is. However, the final copy of their essay is evaluated holistically out of six, following the evaluation practices used for the provincial exams.

List of Activities Used

- Brainstorming
- Reading and Discussing Newspaper Article
- Analysing Informal Writing Sample
- Rewriting Informal Writing Sample to make it Formal
- Identifying Clichés
- Identifying Jargon
- Role Play using Different Tones
- Writing Paragraphs using Different Formal Writing Structures
- Comparing Western writing to Eastern writing

- Rearrange a Paragraph and put Sentences in Proper Order
 - Arranging a collaborative Paragraph
 - Sentence Combining
 - Five-word note
 - Proofreading Stations
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List of Resources

- http://english.unitecology.ac.nz/resources/units/formal_writing/home.html
- http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1069778876233_65188076/?hub=Canada
- <http://www.amazon.ca/exec/obidos/ASIN/B0000BV21I/qid%3D1070481802/702-5016692-6622425>
- <http://www.msu.edu/~jdowell/Cliche.pdf>
- http://www2.plymouth.ac.uk/gateway_to_study/EngLang/jargon-x.htm
- <http://www.lerc.educ.ubc.ca/lerc/courses/489/worldlang/japanese2/japanese/index.html>
- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>
- <http://owl.english.purdue.edu/>
- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>
- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>
- <http://www.uvsc.edu/owl/handouts/proofread.html>
- <http://web.odu.edu/AL/wts/transex.htm>
- <http://leo.stcloudstate.edu/acadwrite/intro.html>
- <http://leo.stcloudstate.edu/acadwrite/conclude.html>
- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>
- <http://english.unitecology.ac.nz/resources/units/seriously/editing.html>
- http://english.unitecology.ac.nz/resources/units/writing_folio/proofreading.html

Lesson One: Formal Writing

PLOs:

- use appropriate formats and documentation to present information from a variety of sources

Objectives: (SWBAT)...

- analyse a specific format of formal writing and draw a picture of it
- brainstorm ways their opinions can be heard through formal writing

Preparation:

- dictionary, “Formats of Formal Writing” overhead, article on Nicholas Dodds

Resources:

- http://english.unitecology.ac.nz/resources/units/formal_writing/home.html
- http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1069778876233_65188076/?hub=Canada

Procedure:

1. Silent Reading (15 minutes)
 - make sure everyone has something to read
2. Teacher Talk: Introduction to Formal Writing (5 minutes)
 - ask students to define the word “formal”
 - write their answers on the board

- (*OED*: “in accordance with recognized forms or rules of art”)
- ask students what “form” is
- write their answers on the board
- (*OED*: “shape, arrangement of parts, visible aspect”)
- ask students what formal writing is
- (“Writing within the established conventions of a particular form”)

3. Discussion using Overhead: Formats of Formal Writing (10 minutes)

- put “Formats of Formal Writing” overhead on OHP
- go over each question with the class

4. Group Discussion: Examples of Different Formats (20 minutes)

- for the “Examples” section, divide the class into small groups, and assign one example for every group to go over for five minutes
- ask students to draw a picture of their format
- regroup students and ask groups to share their findings

5. Teacher Talk: Why Using the Correct Form is Important (5 minutes)

- different forms exist to fulfill specific tasks (ask for examples)
- the proper form must be used for the specific application
- when you are faced with the opportunity to communicate in writing, you need to know which form to use and how to use it (ex. when you want to be heard by the public)

6. Individual Brainstorm: Ways to get my Opinion Heard (10 minutes)

- tell students to take out a blank piece of paper
- ask students to brainstorm ways they can get their opinion heard through formal writing (ex. local newspaper opinion column)
- collect their papers after ten minutes

7. Read and Discuss Newspaper Article: Nicholas Dodds (10 minutes)

- ask a student to read highlights from the article on Nicholas Dodds, an Ontario high school student who fought to get his voice heard on the matter of corporate sponsorship by Coke and Pepsi
- prove to students that their opinions can be very powerful

Assessment

- Observe the extent to which students participate in class and group discussions
- Check whether or not each group has completed their format drawing
- Collect brainstorms and give marks for completion

Lesson Two: Style, Structure, and Conventions of Formal Writing

PLOs:

- adjust their form, style, tone and language to suit specific audiences and purposes
- manipulate the conventions of language for stylistic effect

Objectives: (SWBAT)...

- List features of informal style

- Rewrite informal phrases into formal ones
- Point out clichés and have an understanding of what they are

Preparation:

- Informal writing sample, “Formal and Informal Style” overhead, “Cliché Exercise” overhead

Resources:

- http://english.unitecology.ac.nz/resources/units/formal_writing/home.html
- <http://www.amazon.ca/exec/obidos/ASIN/B0000BV21I/qid%3D1070481802/702-5016692-6622425>
- <http://www.msu.edu/~jdowell/Cliche.pdf>

Procedure:

1. Silent Reading (15 minutes)

- make sure everyone has something to read

2. Teacher Talk: Introduction to Style, Structure, and Convention (5 minutes)

-explain that three elements to consider in formal writing are:

- STYLE – The way we write, this must be appropriate to: audience, purpose and text type.
- STRUCTURE – The order and flow of the writing (Do not confuse structure with layout).
- CONVENTIONS – The rules of the particular form, layout is part of this

3. Style Exercise: Analyse an Informal Writing Sample (20 minutes)

- give each student the Informal Writing Sample and tell them that their task is to study the text and come up with a list of features specific informal writing
- once students have come up with a list, ask them to compare it with a partner
- once students have compared their lists, regroup the students, and discuss their findings

4. Discussion using Overhead: Formal and Informal Style (15 minutes)

- use the “Formal and Informal Style” overhead to compare the two styles, relating the discussion to what students found in the writing sample
- students should take notes

5. T-chart: Rewording the Informal Writing Sample (10 minutes)

- ask students to draw a T-chart on a new piece of paper
- on one side write phrases from the informal writing sample; on the other side, rewrite the phrases formally
- once students have come up with phrases of their own, go over together
- ask students situations in which the informal style would be appropriate

6. Teacher Talk: Precision in Formal Writing (5 minutes)

- words like “stuff” and “things” are vague; they are not used in formal writing
- formal writing must be precise, and will avoid: not only slang (as we saw in our sample), but also clichés and unnecessary jargon

7. Overhead Exercise: Cliches (7 minutes)

- define clichés: “worn out expressions that may once have been clever but now sound trite”
- put “Clichés Exercise” on OHP and tell students to point out all the clichés
- go over them together

Assessment:

- assess the extent to which students participate in class and group discussions
 - collect student’s T-charts and give a mark for completion
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Lesson Three: Style, Structure, and Convention (continued)

PLOs:

- manipulate the conventions of language for stylistic effect
- create a variety of communications using different tones and voices to evoke emotions, influence, persuade, and entertain
- adjust their form, style, tone and language to suit specific audiences and purposes

Objectives: (SWBAT)...

- distinguish jargon from ordinary vocabulary
- act out examples of different uses of tone
- rewrite phrases in a tone appropriate for formal writing

Preparation:

- “Jargon Quiz” overhead, “Tone in Formal Writing” overhead

Resources:

- http://www2.plymouth.ac.uk/gateway_to_study/EngLang/jargon-x.htm
- http://english.unitecology.ac.nz/resources/units/formal_writing/home.html

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Teacher Talk: Review of Last Class (Style) (5 minutes)

- ask students what they remember learning about formal writing style

- remind students that precision in formal writing means avoiding slang, clichés, and unnecessary jargon

3. Mini-Quiz: Jargon (15 minutes)

- define jargon: “specialized vocabulary that is only understood by a particular group that is not your target audience”
- put “Jargon Quiz” overhead on OHP
- ask students to take five minutes to write down the words they think are jargon, and to specify what kind it is
- go over each sentence, using the answer key
- remind students not to use unnecessary jargon in their formal writing

4. Teacher Talk: Tone (3 minutes)

- explain that formal writing also has an even and appropriate tone
- tone in writing is similar to tone in speaking

5. Role Play: Tone (25 minutes)

- explain that to understand tone in writing, we will compare it to tone in speaking by doing some role playing
- split the class into seven groups
- the scenario everyone will act out will be of a two little children who have just been pushed over by some bullies; their knees are scraped and the children come to their teacher crying
- each group has to act out the scene, but the teacher in each group will take on a different tone (one of the following: serious, teasing, sarcastic, loving, professional, distant, even and appropriate)
- allow students five minutes to decide how they will act out the scene
- each group acts out their scene
- after everyone is done, ask the class what they learned about tone through this exercise (it affects the way something is interpreted)

6. Worksheet: Tone (12 minutes)

- distribute “Tone in Formal Writing” worksheet
- students are to complete it and hand it in at the end of class

Assessment:

- Assess the extent to which students participate in the role play
- Collect the “Jargon Quiz” and “Tone in Formal Writing” sheets and give marks for completion

Lesson Four: Structure and Conventions of Formal Writing

PLOs:

- adjust their form, style, tone and language to suit specific audiences and purposes

Objectives: (SWBAT)...

- Collaboratively write a paragraph using a structure of formal writing
- Analyse the three-part structure
- Write a short piece using the three-part structure

Preparation:

“Structures of Formal Writing” overhead, “Three-Part Structures” exercise

Resources:

http://english.unitecology.ac.nz/resources/units/formal_writing/home.html

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Teacher Talk: Structure (5 minutes)

- explain that the structure of a piece of writing is the order the material is presented; it is not to be confused with layout (how it is presented).
- there are many ways formal writing can be structured, but it always fits the readers, the purpose of writing, and the form
- there are several ways formal writing can be structured
- put “Structure of Formal Writing” overhead on the OHP, and go through each type of structure

3. Writing Exercise: Different Structures (25 minutes)

- divide the class into six groups
- each group gets one of the following structures: chronological, spatial description, classification, argumentation, cause/effect, problem/solution
- each group’s task is to take ten minutes to write a short paragraph using the structure they were given
- after ten minutes, regroup students and ask each group to share their paragraph

4. Teacher Talk: Three-Part Structure (5 minutes)

- using the rest of the “Structures of Formal Language” overhead explain that all the different structures we just covered can be organized into a three-part structure
- the three-part structure is used as the basis for all different kinds of texts in the Western world
- however, a four-part structure is used in the East
- ask the Asian students if one of them can explain this four-part structure to the class

6. Exercise: Three-Part Structure (20 minutes)

- hand out the “Three-Part Structure Exercise” sheet
- allow students twenty minutes to complete

7. Teacher Talk: Conclusion (5 minutes)

- the three-part structure isn't just unique to the essay; it's the underlying structure of many types of writing

Assessment:

- Assess the extent to which students participate in class discussion
 - Assess the extent to which students participate in group work
 - Collect the paragraphs written in groups and the "Three-Part Structure Exercise" and give marks for completion
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Lesson Five: The Five-Paragraph Essay

PLOs:

- value and respect the diversity of language and culture in Canadian society

- organize details and information that they have read, heard, or viewed using a variety of written or graphic forms
- support their opinions or respond to questions and tasks about the works they have read or viewed

Objectives: (SWBAT)...

- Draw a T-chart comparing Eastern and Western writing
- Develop their own ideas using the "Developing Ideas" worksheet
- Write their own developed paragraph using "Building an Argument"

Preparation:

"Keyhole" overhead, "Ki, Shou, Ten, Ketsu" overhead, "Developing Ideas in Formal Writing" overhead, "Developing Ideas in Formal Writing" worksheet, "Building an Argument" worksheets

Resources:

http://english.unitecology.ac.nz/resources/units/formal_writing/home.html

<http://www.lerc.educ.ubc.ca/lerc/courses/489/worldlang/japanese2/japanese/index.html>

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Teacher Talk: Review of Last Class and Five-Paragraph Essay (10 minutes)

- remind students that last class we discussed the three-part structure, and how it is a central structure in Western writing

- explain that one very common format based on the three-part structure is the five-paragraph essay
- mastering the five-paragraph essay will help you write essays of any length, because the basic structure is the same, no matter how long your essay is
- show “Keyhole” overhead to help explain the structure (mention people’s personal preference regarding how the three paragraphs are ordered)
- explain “Bing-Bang-Bongo”, too

3. Class Discussion: Compare Western and Eastern Writing (10 minutes)

- ask students to draw a T-chart comparing the Western essay to the four-part structure in Japan (and East Asia), using the overheads, “Ki, Shou, Ten, Ketsu” and “Keyhole”
- point out that this is why some Asian students have trouble writing essays in English (cultural difference)
- ask some students in the class to share their opinion on this topic

4. Discussion using Overhead: Expressing Ideas in Formal Writing (10 minutes)

- using the overhead, “Expressing Ideas”, go over expressing ideas in formal writing
- do the exercise as a class

5. Discussion using Overhead: Developing Ideas in Formal Writing (10 minutes)

- using the overhead, go over the example on how to develop ideas

6. Worksheet: Developing Ideas in Formal Writing (10 minutes)

- ask students to take ten minutes to complete the worksheet

7. Worksheet: Building an Argument (10 minutes)

- distribute the “Building an Argument” worksheet
- tell students to read the example given on smoking in public places
- for homework, students are to use one of the three two remaining topics from the “Developing Ideas” worksheet to write a full paragraph like the one in the example
- the paragraph will be marked out of five
- explain that although the paragraph isn’t a full-blown essay, it has the elements of a three-part structure
- ask students to look for evidence of three-part structure

Assessment:

- Assess the extent to which students participate in class discussion
- Collect the T-charts and the “Developing Ideas” worksheet; give a mark for completion
- Evaluate (holistically out of five marks) the paragraphs they will write for homework

Lesson Six: The Writing Process

PLOs:

- apply various strategies to generate and shape ideas

- describe and apply appropriate strategies for locating and using information from a variety of print and non-print sources

Objectives: (SWBAT)...

- understand that writing is a recursive process
- choose an appropriate topic for their essay

Preparation:

“Writing as a Recursive Process” overhead, “Pre-writing” overhead

Resources:

- http://english.unitecology.ac.nz/resources/units/formal_writing/home.html
- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>
- <http://owl.english.purdue.edu/>

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Collect Homework (5 minutes)

3. Discussion using Overhead: Writing as a Recursive Process (10 minutes)

- explain that writing is generally divided into four or five stages (with students’ help, write them on the board)
- using the “Writing as a Recursive Process” overhead, ask students what they think it says about the writing process
- emphasize to students that the words we write are not carved in stone
- we cannot become so attached to our writing that we don’t want to change anything once its on paper
- good writers constantly revise; they’re not afraid to cut words out and add words in
- they’re also not afraid to go back and start one stage all over again
- ask students what percentage of time should be spent revising
- to produce good writing, they say you need to spend 50% of your time revising

4. Ideas for a Topic and Where to Submit Final Work (15 minutes)

- ask students to take a few minutes write down three possible essay topics and one possible place to submit their final work
- collect their suggestions and ask for a volunteer to write on the board
- read through the suggestions (filtering out any inappropriate ones)
- ask if students have anymore suggestions
- add some more suggestions

5. Choose a Topic and an Audience (10 minutes)

- ask students to choose a topic either from the ones listed, or another one they think of
- discourage students from choosing a topic just because it sounds fun or easy

- encourage students to make sure they will have enough to write about (at least three good points to argue) when choosing their topic

6. Discussion using Overhead: Pre-Writing (12 minutes)

- ask what the students think pre-writing involves
- pre-writing: generating ideas, gathering information, and then organizing those ideas and information
- using the “Pre-writing” overhead, go over what it is

7. Teacher Talk: Document your Sources (10 minutes)

- explain to students that they may need to do some research for your topic
- when you do any research, you must remember to document your sources
- for homework, go to Purdue Online Writing Lab, and write down three things you learned about how to document sources using the MLA format
- students must also have chosen a topic by next class

Assessment:

- Assess the extent to which students contribute to class discussion
 - Check to see that they visited the Online Writing Lab; give marks for completion
-

Lesson Seven: Pre-Writing

PLOs:

- apply various strategies to generate and shape ideas

Objectives: (SWBAT)...

- write a thesis

Preparation:

- “Pre-writing” overhead, “Formulating a Thesis” overhead

Resources:

- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Collect Homework (5 minutes)

- ask if anyone had any difficulty with the assignment

3. Review: Pre-Writing (15 minutes)

- ask students to recall what we covered last class
- use the “Pre-Writing” overhead to review the pre-writing process and explain the different techniques that can be used
- answer any questions

4. Teacher Talk: Formulating a Thesis (10 minutes)

- using the “Formulating a Thesis” overhead, explain to students what a thesis is and how to form one
- explain that as soon as they have gathered or generated enough information, they will want to come up with a thesis

5. Students work on Pre-Writing (30 minutes)

- students should have chosen a topic
- allow students the rest of the class to work on pre-writing
- students should hand in their thesis at the end of class
- circulate the classroom to assess student’s work and assist them when they need help

Assessment:

- Assess the extent to which students use class time effectively to work on their pre-writing
 - Collect a their thesis, write comments, and give a mark for completion
-

Lesson Seven Point Five: Pre-writing (continued)

Lesson Eight: Drafting

PLOs:

- use efficient note-making and note-taking strategies
- apply various strategies to generate and shape ideas

Objectives: (SWBAT)...

- Rearrange a paragraph in proper order
- Take notes on paragraph writing
- Write a proper paragraph, based on their notes

Preparation:

“Drafting” overhead, “Paragraph Writing” overhead

Resources:

- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>
- <http://www.uvsc.edu/owl/handouts/proofread.html>

Procedure:1. Silent Reading (15 minutes)

- make sure students have something to read

2. Teacher Talk: Drafting (10 minutes)

- ask students if they remember what the next step of the writing process is
- drafting: writing out thoughts based on what was generated in the pre-writing stage (explain that the more planning you did in the pre-writing stage, the easier it will be to write a draft); so you may have to go back and do some more pre-writing
- use the “Drafting” overhead to go over the key points about drafting
- reemphasize the fact that writing is a recursive process; students should think that their first draft is their one and only draft

3. Paragraph Exercise (15 minutes)

- split students up into groups of three
- give each group a set of sentences, which they must arrange into a paragraph
- after students arrange the paragraph, they must determine what type of paragraph it is, and how the paragraph is organized
- one paragraph is an expository paragraph
- ask students which one they think it is

4. Teacher Talk: Writing Paragraphs (15 minutes)

- ask students what they already know about writing paragraphs
- go over the “Paragraph Writing” overhead with students
- ask students to take notes (this will be their checklist)
- provide students with both a good example and a bad one and ask students to compare

5. Practice Paragraph Writing (20 minutes)

- get students to choose one of their main points and work it into a paragraph
- students are to use their notes on “Paragraph Writing” as a checklist
- they are to hand in their paragraph at the end of class
- their homework is to turn their two remaining points into paragraphs (and will be marked for completion)

Assessment:

- Assess the extent to which students participate in class and group discussions
- Collect the paragraph they wrote in class and mark it for completion

Lesson Nine: Drafting (continued)**PLOs**

- adjust their form, style, tone and language to suit specific audiences and purposes
- assess their own and others’ work for sentence clarity, precision of language use, and variety and artistry of expression

Objectives: (SWBAT)...

- Revise their writing by adding transitions
- Write a proper introduction

Resources:

- <http://web.odu.edu/AL/wts/transex.htm>
- <http://leo.stcloudstate.edu/acadwrite/intro.html>

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Collect Homework (5 minutes)

- ask students if they had any trouble writing their paragraphs
- (hand back the paragraphs they wrote in the last class)

3. Quick Review: Paragraph Writing (5 minutes)

- ask students what some elements of a good paragraph are
- write a quick list on the board

4. Teacher Talk: Transitions (15 minutes)

- students have now written three separate paragraphs, one for each main point
- ask students to quickly read through all three of them
- do they flow together as a whole? Or do they lack coherence?
- (what is coherence?)
- how can we solve this problem?
- We can use transitions or transitional phrases
- Use "Transitions" overhead to go over the different types of transitions
- (give students a handout of the overhead)

5. Revise Paragraphs to Include Transitions (15 minutes)

- now ask students to revise their three paragraphs, using transitions to make them flow better together
- ask a couple volunteers to read out what they have

6. Teacher Talk: Writing the Introduction (15 minutes)

- (explain that although we have written our body first, the order you write your essay in is up to you, it's personal preference)
- now, what do you think the function of an introduction is?
 1. captures your audience's attention.
 2. gives background on your topic.
 3. develops interest in your topic.
 4. guides your reader to your thesis.

- use the “Expository Leads” overhead to suggest ways students can write their introductions
- have students take notes

7. Work on Introductions (7 minutes)

- have students use the remaining class time to work on writing introductions
- they must have their introduction done for next class

Assessment:

- Assess the extent to which student participate in class discussions
 - Collect their revised three paragraphs, give marks for completion
 - Collect their introductions next class, give marks for completion
-

Lesson Ten: Drafting (continued)

PLOs:

- use efficient note-making and note-taking strategies
- demonstrate confidence in their abilities to communicate effectively in a variety of formal and informal contexts
- clarify and focus their topics to suit their purposes and audiences

Objectives: (SWBAT)...

- write an effective conclusion

Preparation:

- “Expository Conclusions” overhead, “Strategies for Writing Conclusions” sheet

Resources:

- <http://leo.stcloudstate.edu/acadwrite/conclude.html>

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Collect Homework (5 minutes)

- ask students if they had any trouble writing their introductions

3. Teacher Talk: Writing the Conclusion (25 minutes)

- explain that students often focus a great deal on their introductions, but neglect to write thoughtful conclusions
- conclusions are just as important as the introductions

- use the “Expository Conclusions” overhead to present different ways of writing a conclusion
- have students take notes
- as long as they somehow restate their thesis, they can use any of these five suggestions
- use the “Strategies for Writing Conclusions” sheet to give examples

4. Work on Conclusions (30 minutes)

- now let students work on their conclusions
- once they’re done, they can work on their essay as a whole, remembering to make all five paragraphs flow well together
- collect their conclusions at the end of class

Assessment:

- Assess the extent to which students use class time effectively
 - Collect their conclusions, and give a mark for completion
-

Lesson Ten Point Five: Drafting (continued)

Lesson Eleven: Revising

PLOs

- adjust their form, style, tone and language to suit specific audiences and purposes
- clarify and focus their topics to suit their purposes and audiences

Objectives: (SWBAT)...

- write and put together a functional, group paragraph
- combine sentences to be clear and concise

Preparation:

- “Revising” overhead, “Sentence Combining” worksheet

Resources:

- <http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>

Procedure:

1. Silent Reading (15 minutes)

- make sure students have something to read

2. Warm-up: Group Paragraph Writing (25 minutes)

- ask students to take out a clean sheet of paper
- they have ten minutes to write a short paragraph about the corporate sponsorship of high schools
- after ten minutes, put students in groups of four
- give each group a pair of scissors, and give them ten minutes to make a new, functional paragraph using sentences from everyone's paragraph
- once their done, ask groups to read out their paragraphs
- tell students that through this we should learn not to be afraid of literally cutting up our work in order to revise it
- we can also learn the importance of having each sentence flow well into the next

3. Teacher Talk: Revising (10 minutes)

- use the "Revising" overhead to explain the next stage of the writing process
- explain that since it's good to take a break from your writing, today we won't work directly with your writing

4. Sentence Combining Exercise (20 minutes)

- explain that we want our final work to be clear and concise
- sentence combining will help us make our writing clear and concise
- explain the exercise
- have students complete the exercise
- have students compare with a partner, then go over it as a class

5. Short Exercise: Being Concise (5 minutes)

- to practice being concise, write a five-word note to someone you're really angry with

Assessment:

- Assess the extent to which students participate in group and individual work
- Collect the sentence combining exercise and give a mark for completion

Lesson Eleven Point Five: Revising (continued) and Peer Editing

Lesson Twelve:

PLOs:

- assess their own and others' work for sentence clarity, precision of language use, and variety and artistry of expression
- use appropriate criteria and critique and appraise their own and others' ideas, use of language, and presentation forms, taking into consideration the purposes of the communication

Objectives: (SWBAT)...

- proofread their own work

Preparation:

- proofreading worksheets (based on student weaknesses) from the websites below

Resources:

<http://english.unitecology.ac.nz/resources/units/seriously/editing.html>

http://english.unitecology.ac.nz/resources/units/writing_folio/proofreading.html

Procedure:**1. Silent Reading (15 minutes)**

make sure students have something to read

2. Proofreading Stations (60 minutes)

- based on the most common errors found through the revising and peer editing process, set up six stations (groups of desks) with worksheets for students to use to revise their own work
- allow students to work at one station for ten minutes, then rotate so that the whole class gets a chance to work at each station
- after having proofread their own work, student are to make changes at home and turn in the final draft of their work next class

Assessment:

- Assess the extent to which student use class time effectively
- Collect and evaluate their final drafts next class based on the holistic marking used for the provincial exams (see appendix)

What does 'format' mean?

The word, format, refers to the visual arrangement of the parts of a document on the page. You could say, ' the format is the way the document is laid out'.

What is a format for?

A format will include a number of conventions that will fulfill the reader's expectations. For example when we read a business letter – we have certain expectations as to how the paper will be laid out.

The correct format allows readers to:

- Recognise the type of document. e.g. "This is obviously a business letter."
- Navigate around the document. e.g. "This is a business letter, I'll look to the end to see who it is from."

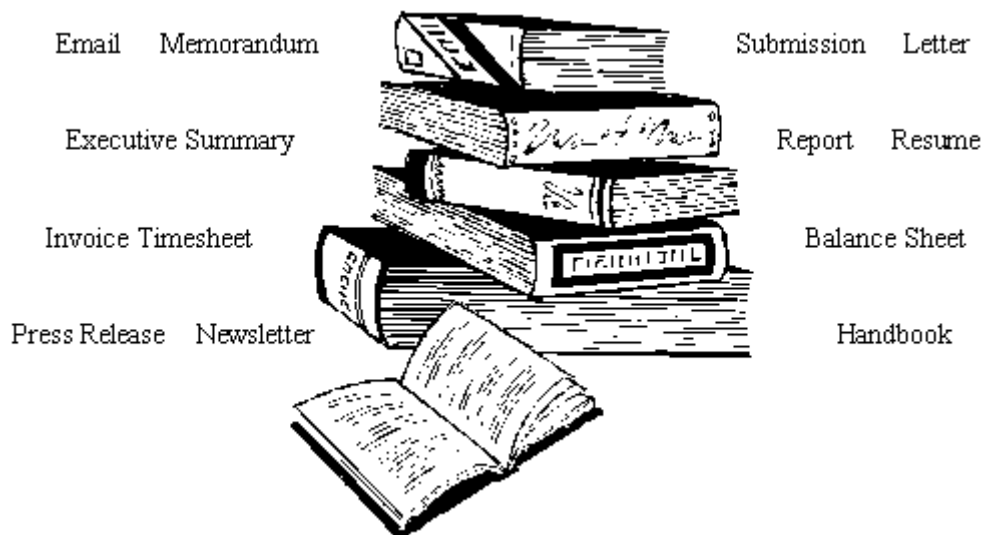
What are the specifics of formats?

Formats have often rules (conventions) regarding things like:

- Spacing and margins
- Headings
- Layout
- Closings

Each different situation will have its own format. We must be aware of the particular format of any situation, and work within it.

Examples of different formats:



School soft-drink pacts uncapped

Legal challenge: Cola giants reward Toronto-area schools based on sales

National Post

Tuesday, November 25, 2003

TORONTO - An exclusive contract between a Toronto-area school board and Pepsi rewards schools based on how much product is sold, while the life of a Coca-Cola contract with a nearby school board is extended if minimum sales quotas are not met, a 15-year-old student has discovered.

Nicholas Dodds, a high school student in Aurora, has led the legal fight to make the contracts public, winning a Freedom of Information request earlier this month.

Mr. Dodds said his suspicions have been confirmed. "Students are blatantly being turned into zombies so they can be marketed to," he said.

"[It] makes me mad. What they've done on paper is quantify us," he said.

"There are the people and here are their weaknesses and how we can attack them. We won't have any trouble sucking money out of them."

The York Region School Board released a computer-slide presentation that was the basis of the contract awarded to Pepsi more than two years ago.

The board and the soft-drink maker were operating on a verbal agreement based on the slide presentation until March of this year, when a formal contract was signed.

Board officials say that agreement will be made public today.

The York board received a little less than \$1-million in the deal, and received cash for other clauses such as including cafeteria exclusivity and complimentary products.

And more than \$3.5-million is tied directly to how much of Pepsi's product is sold in elementary and secondary schools.

The Peel District Board of Education agreement with Coca-Cola, which is estimated to be worth \$14-million, stipulates that if a minimum projected amount of their product is not sold, the agreement is extended for two years or until the target is reached.

Coca-Cola would make no payments to the board or schools until the target is hit.

Brad Woodland, a spokesman for the Peel board, said the clause was put into the contract so that schools would not feel pressure to push the product on their students.

"Some schools didn't want the incentives," he said.

"It's just like choosing a fixed rate mortgage over a variable rate mortgage."

Mr. Dodds, however, said the agreement will ensure that the board and its students have to pay more in the end.

"It's set up so that schools will fail and have to pay more money to get students to drink more cola."

Ross Virgo, a spokesman for the York board, said it is not worried about hitting incentive numbers because the extra cash is viewed only as an added perk of the contract, not a requirement.

Pepsi agreed to set up a scholarship fund worth more than \$300,000 for the York's board's students.

Representatives of Pepsi and Coca-Cola did not return calls for comment.

Mr. Virgo said York Region sells only juice and water in their elementary-school vending machines because of health concerns

Mr. Virgo noted the schools are not selling anything that families cannot already buy in stores.

"These products are all widely available in the community," Mr. Virgo said.

"We are aware of the nutritional and health concerns, particularly when it comes to excessive consumption, but they are used commonly in homes of students."

Mr. Dodds said after looking at the York Region deal and all the cash it promises, he does not blame the school boards for signing the deal.

He also said he's not opposed to having vending machines in schools.

Mr. Dodds said the government should give the boards more money so they can avoid making these deals.

"I do have a lot of sympathy for the schools," he said. "They can't just decide to stop buying textbooks. It's kids, it's people's educations. They should not have to enter into these contracts."

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<http://www.amazon.ca/exec/obidos/ASIN/B0000BV211/qid%3D1070481802/702-5016692-6622425>

Informal Writing Sample

how many timez have u heard a secular artist or group claimin' they keep it real in their music, or that they started this whole rap thang? well, mars ILL (lyricist manchild & dj soulheir outta atlanta) consistently makez that kinda hip hop. whether or not they lay claim 2 bein' pioneerz 4 Christian hip hop remainz under debate, but they sound like they could have been, and that countz 4 somethin' in timez like theze. they finally have somethin' that most Christian hip hop artistz don't have: major distribution (tha same label that bringz u grits, out of eden, dj maj, the katinas and (tha rapper fka) knowdaverbs), so it shouldn't b hard 2 find this on a shelf somewhere near u. but if not, do yourself a favour and treat your earz AND inner man by coppin' this collection of cutz. MOST NOTABLE: "afterlife", a sequel 2 their earlier classic "my life"; "planes and trains", a collabo with l.a. symphony rezident iconoclast pigeon john & relative newcomer blueprint; and "alpha male", a song that speakz 2 tha men about what a REAL man iz and doez. peace.

May use numerals for numbers 1, 5, 20, 100, 150	Write out numbers of one or two words
--	---------------------------------------

	<p>one, two hundred, one million</p> <p>Use numerals for numbers of three or more words</p> <p>201, 47.5, 1,005</p> <p>Use numerals for dates</p> <p>July 19, 2001 20 May 2001</p> <p>Write out any number beginning a sentence</p> <p>Twenty-five thousand dollars was more than he could afford.</p>
<p>My use contractions</p> <p>can't, won't, shouldn't</p>	<p>Write out all contractions</p> <p>cannot, will not, should not</p>
<p>May use first, second, or third person pronouns:</p> <p>1st I, me, we, us</p> <p>2nd you</p> <p>3rd he, she, it, they, them</p>	<p>Keep writing entirely in third person, or use first person sparingly.</p> <p>Eliminate second person (you) entirely; substitute <i>he, she, they, a person, people, one</i>, or another noun.</p> <p>Resist the temptation to overuse the impersonal <i>one</i>:</p> <p>Impersonal: <i>One finds</i> the hottest temperatures in equatorial zones.</p> <p>Revised: The hottest temperatures <i>can be found</i> in equatorial zones.</p>
<p>May abbreviate to save time and space.</p> <p>U.S., Feb., TV, N.Y.</p>	<p>Spell out most abbreviations</p> <p>United States, February, television, New York</p>

	<p>Never use etc. or &</p> <p>May use abbreviations in standard use (never written out)</p> <p>Mr., Mrs., PhD, a.m., p.m.</p>
<p>May use slang or colloquial expressions</p> <p>a lot, kids, guy, jerk, mess around, swipe, awesome, blab, etc.</p>	<p>Eliminate slang and colloquial expressions.</p> <p>Substitute <i>many, much, a great deal</i>, or a specific amount for <i>a lot</i>.</p>

<http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/style.htm>

JARGON QUIZ

Format the floppy disk in the A:\ drive.
 You will get the best results using the 150 gsm card and litho offset.
 Adjust the tapets, then check the cylinder head gasket.
 One concept of ideology is closely allied to false-consciousness.
 Marinate the poussins, meanwhile preparing the ragout.
 G is the dominant fifth of the C major scale.

Format the floppy disk in the A:\ drive.
 (Computer technology)

You will get the best results using the 150 gsm card and litho offset.
 (Printing technology)

Adjust the tapets, then check the cylinder head gasket.
 (Motor Mechanics)

One concept of ideology is closely allied to false-consciousness.
 (Political Philosophy)

Marinate the poussins, meanwhile preparing the ragout.
 (Cookery, fine cuisine)

G is the dominant fifth of the C major scale.
 (Musical theory)

http://www2.plymouth.ac.uk/gateway_to_study/EngLang/jargon-x.htm

Tone in writing:

Just as with speaking, the tone in writing is affected by the writer's attitudes toward the reader and subject.

At times it may not be appropriate (within a certain form) to express our true attitude towards the subject. We may need to 'tone down' our language to fit the form.

1. Tone down the following words and phrases to make them more suited to formal writing. The first two are done for you.

Inappropriate tone for formal writing	More appropriate tone for formal writing
A huge muck up	A large mistake
(Your proposal) is completely useless	Is not practical
Is a damn awful colour	
It really bugs me	
(The water) tasted like sewerage	
Acting like a bunch of idiots	
(The school uniform) makes us look like dorks	
(This person) does not know what he is talking about!	

2. Rewrite the following text in a more even and less emotional tone. HINT - the pieces in **bold** may need some work!

Submission to School Board of Trustees

My **mates** and I **reckon** that it is **no good you guys** closing the tuck shop. Our reasoning is as follows:

- Some of us **don't** get the time to make our lunches in the morning, so if there **ain't** a tuck shop, we **nearly starve to death!**
- The tuck shop makes **heaps** of money that can be spent on school **stuff**.
- The **kids** that **run the show** learn about running a small business.

We understand that it is believed that the tuck shop does not provide healthy food and this is your reason for closing it. This could be improved by:

- Selling some of that **health food junk**.
- **Kicking the pies into touch.**

If the tuck shop is closed, we **reckon some bad stuff might go down**, like:

- **Kids** smuggling banned foods into school and a black market in banned goods may appear
- There may even be a **whopping great** riot

Thanks heaps for considering our submission.

Love from:

Gazza, Pin Head and Scully

© Ministry of Education, Wellington, New Zealand (First published 1998).

The Structure of Formal Writing

The structure of a piece of writing is the order the material is presented. Do not confuse structure (how it is ordered) with layout (how it is presented).

Formal writing can be structured in a variety of ways. The structure used will always fit the readers, the purpose of the writing, and the form. Here are some common structure types:

1. Chronological (ordered by time, first things first)
2. Spatial description (by location, all the things that relate to one place, then another)
3. Classification (by category, all of this type, then another type. etc.)
4. Argumentation (assertion and support, *this* is the case because of *that*)
5. Cause/Effect (*this* will or did cause *that*)
6. Problem/Solution (*this* is the problem, *this* is the solution)

The '3 part structure'

Any of the above structures can be used within the basic three-part structure of:

- Introduction
- Main body
- Conclusion or end.

This structure often satirised by the old saying:

'First say what you're going to say, then say it, then say what you've already said.'

NOTE – This is not the only way to use three-part structure.

The three-part structure is familiar to most readers. People find it a satisfying structure as it provides what is known as 'structural closure' which tells us 'the matter is now closed' and that the text is complete and finished. Structural closure gives the impression that the ground has been covered, of all the questions having been answered, and nothing important has been left out.

Which of the following texts use the 3part structure?

HINT – If it feels right, satisfying and complete, then it probably uses the three-part structure.

1. **The Birth of Quantum Physics** (based upon the articles: *In the beginning* and *What is Quantum Physics?*)

The world used to be a safe, predictable place for all of us. When you pushed a ball you could predict how fast it would move and in what direction. And when the ball came to rest, you knew exactly where it was. For the laws of classical physics to work, they had to be based on solid and unshakable foundations such as these.

Then on 19 October 1900, physicist Max Planck made an uneasy presentation to the German Physical Society. He had been puzzling an old question, 'Why does the colour of radiation from any glowing body change from red to orange and ultimately to blue as its temperature increases?' He found he could answer this question by assuming that energy, like matter, comes in discrete quantities. He called his little packets of energy quanta from the Latin for amount. Planck did not like this explanation because classical physics did not allow energy to be divided into individual pieces.

It soon became clear to many physicists that the 'quantisation' of energy (dividing it up into individual pieces) was actually a new and fundamental rule of nature. The classically trained Planck didn't like this conclusion in the least. He denied this new law (that he discovered) for the rest of his life. In the end he came to the conclusion that, 'New scientific theories replace previous ones not because people change their minds, but simply because old people die!'

Does this text have a three-part structure? If so, what type of structure is it?

2. **Brass Monkey 2002** (Adapted from an article by Martin Boyle)

The bikes cruised off the ferry on and we tucked in behind. The next hold-up happened after only 200 metres. Blackie needed to stop for fuel. Ash and I rode on at a slow pace knowing the others would catch up. Once over the Dashwood we could see 3 headlights coming up behind us, Blackie obviously had over filled the fuel tank and was desperately trying to use it up, he passed us like we were a couple of old ladies out for a Sunday drive not a pair of rough, tough biker types on the way to the arctic.

He pulled in at Seddon, to buy cigarettes. We rode straight past. Later on, we saw several more lights catching up to us. Just as we reached the Crayfish Coast they all caught up with Casey leading his mob, setting the pace and noise level. About 8 bikes passed us managing to frighten a few other road users, we just held our pace and rolled into Kaikoura where Bob and Grumpy were waiting for us, a few minutes later Blackie arrived and we moved off to re-group and refuel at Oaro.

It was fun to hear each bike approaching and try to identify it. Has any one ever had a noise level meter near Casey's bike? We rolled into Christchurch and headed straight for Manchester St. to

check out the bike shops. Bob and Grumpy were drooling over the new Harleys and Blackie was trying to get some one to tell him his oil leak wasn't serious. We decided not buy any new bikes this day and carried on. It was an easy trip.

The week before the Brass Monkey rally I was keeping a real close eye on the weather, The Television news was full of horrific pictures of cattle stuck in snow drifts and cars and trucks sliding all about the road. It looked like it would be a difficult trip.

Does this text have a three-part structure? If so, what type of structure is it?

3. **How to be cool**

Some people just seem to have it. They don't appear to try – in fact, no matter what they do, they can't seem to shake it. These few 'chosen ones' possess the innate ability to be cool. More than this, they are cool.

For the rest, many spend their lives pursuing it, trying to be it. Just as many give up, figuring they will never achieve it. They resign themselves to the fact that they are 'uncool' and will always be so. My ears are too big, my voice sounds funny, I can't dance, sing, play the (fill in the gap). Pathetic excuses the lot of them.

The fact is, cool is attainable – for ANYONE. History is with generous with its examples of people with what seem to be impediments to cool, but nonetheless turn out to be very cool indeed. Consider Louis Armstrong – a short, hardly handsome man, with an unusual speaking voice. Louie however, is undeniably cool. He had it. And you can have it too.

As Ella Fitzgerald (an overweight, but very cool friend of Louie) said – 'It ain't what you do, it's the way that you do it!' Ella knew it, Louie knew it too – coolness starts on the inside. Be confident, believe you are cool. Before you know it, this internal cool will show itself on the outside, others will notice and you too will be cool. Louie and Ella a lesson in cool

Does this text have a three-part structure? If so, what kind of structure is it?

4. Write a short piece (approximately 75 words) describing your journey to school today. Use the 3 part structure of:
 - Introduction. This will explain what the text is about.
 - Main body. This will contain most of the information, 'what happened'.
 - End or conclusion. This will provide a satisfying end to the text.

Within your 3 part structure, order the events chronologically (ordered by time, first things first, second things second, etc.)



First, begin an argument.



Next develop the argument.



At the point where the development is finished turn the idea to a sub-theme where there is a connection but not directly connected association to the overall theme.



Last, bring all of this together to reach a conclusion.

IMPORTANT DIFFERENCES

TEN is the most problematic section because it has no corresponding counterpart in an English passage. Students writing under this section in English have been penalized by their evaluators as writing irrelevant and un-related particularly in terms of developing an argument. English language compositions do not have space for the development of a theme as done in the TEN section. It is viewed as an unexpected intrusion in an otherwise "normal" progression of ideas. Students in English-speaking countries are taught that conclusions should not be "bizarre" or unnecessarily surprising.

<http://www.lerc.educ.ubc.ca/lerc/courses/489/worldlang/japanese2/japanese/index.html>

Expressing Ideas

What is an idea?

Ideas include:

- opinion (your belief or judgement)
- observation (your view based upon consideration of the situation/facts)
- argument (an affirmation that something is true)

Solid ideas will be based upon:

- facts
- information

How do we express ideas?

In many cases, an idea can be expressed in isolation (by itself) e.g. “People should not be allowed to smoke in public places.”

However, in most formal writing an idea needs to be supported with facts or information e.g. “People should not be allowed to smoke in public places because studies have shown that others can become ill from second hand smoke”

In this example, the idea (the ‘what’) is supported by some other information (the ‘why’).

Circle the ‘what’ (the idea) in the following.

Underline the ‘why’ (its supporting data).

The first one has been done for you.

1. A cycle bridge should be built across the river. This would lessen the number of accidents involving bicycles.

2. The school children get very muddy going to and from school all winter.
The council should build a new footpath for them.

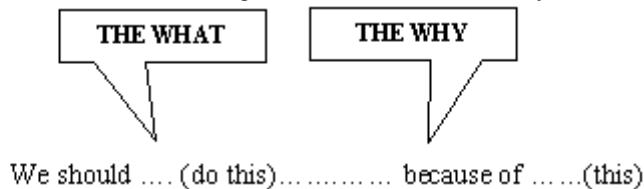
3. The many young people hanging around the main street on Friday intimidate shoppers and present an unfavourable image of the town.

The Police should have the power to remove them.

4. Computing should be a compulsory subject in our school because most jobs nowadays require people to be able to use a computer.

Developing ideas

When we express ideas in formal writing we use the ‘what’ and ‘why’ method.



Our argument is greatly improved if we can take this process one step further and develop our ideas. Idea development builds on a single idea by:

- adding more detail (information)
- providing links with other ideas and details (this is true because that is true)
- building towards a complete, logical conclusion.

Example:

Idea (the what): 'The school should supply milk to students'

Detail/support (the why) 'Because milk builds strong bodies.'

Development: 'Milk is high in calcium. Adequate intake of calcium in young people has been proven to lessen the risk of bone breakages in old age.' (more detail)
 'Our school claims to be concerned with all aspects of child development – including health. Providing milk to students would be a positive step in this direction.' (a link to another idea)

Provide a 'why' to the following ideas, and develop them further if you can. The first one has been done for you.

	Idea (what)	The why (fact/evidence/detail)	Further development
	The driving age should be increased to 25 years.	Because people aged 15-25 have the most road accidents.	Young people are not mature enough to operate motor vehicles. Certainly not being able to drive will cause inconvenience to a few – but many lives will be saved.
	Schools should offer courses in parenting.		

Canada should be a genetic engineering free country.		
Smoking should be banned from all public places.		

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Stage 1: Pre-writing

Before you sit down to write something, you need to figure out what you are going to write about. Most of us start with a topic, and then decide what we have to say about this topic. For an essay, you might generate a “working thesis” or a main idea that you would like to explore, and then start collecting information and ideas that relate to that idea.

Ways to generate ideas:

- freewrite or use a journal
- collect and review class or reading notes
- review assignments and discussion questions
- use graphic organizers, like Venn diagrams
- participate in class or small group discussions
- talk out ideas with a partner

- determine who, what, where, when, why, and how
- determine what you already know and what you still need to learn about your topic
- do some research to learn more information

Hint:

Using colored sticky notes, note cards, or highlighters can help keep you organized!

Use a different color for each topic and note important information as you read.

Ways to plan your writing:

- create a cluster, diagram, or web
- make an outline
- identify pros and cons
- list supporting arguments
- sort and organize note cards by topic

Stage 2: Drafting

Once you have planned out your ideas, the next step is to start drafting, or writing. As you write, keep referring back to your notes and the plan that you determined in stage 1, but don't be afraid to change the plan when needed. During the drafting stage, you should concentrate on organizing your information logically, and developing your topic with enough detail for your audience and purpose.

As you work, keep the following things in mind:

Drafts are for the writer:

Our brain processes information as we write things down. You will find yourself making connections and discovering new ideas as you are writing your first drafts. When this happens, you should go back to the planning stage (stage 1) to work in these new ideas. You may even need to change your thesis or the angle you are taking on the topic.

Drafts are not perfect:

Because you are really drafting for yourself, to understand your ideas and put them into words, you might be unhappy with your early results. Don't agonize over every word and sentence because you'll give yourself writer's block! You will never send off a draft to your audience without at least SOME sort of revision or at least editing. Just get some words down on paper even if they sound silly or awkward. You can always go back and fix it later – that's what revision is for.

Drafting takes time:

The more complicated your writing task is, the more time you should allow yourself for drafting. As you discover new ideas and connections, you need the time to incorporate them into your plan! Don't procrastinate, and don't feel that you have to finish your whole paper in one sitting

<http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>

Writing Paragraphs

The topic sentence (main point of paragraph)

- has a purpose (to persuade, tell a story, describe, define, compare, etc.)
- makes a point
- is narrow (focused on a specific idea)
- addresses the audience
- is interesting
- is clear
- is concise (not too wordy/to the point)

The supporting details

- include 4 - 10 good examples/details/support
- relate to and support the topic sentence
- are logical and rational (avoid offensive, emotional or judgmental statements)

- are in a logical order (chronological, etc.)

The concluding sentence

- restates the main idea
- brings together the supporting ideas
- does not introduce new ideas

<http://www.uvsc.edu/owl/handouts/proofread.html>

Transitional Expressions

Transitional expressions help achieve coherence and establish relationships among sentences which are choppy and/or hard to follow. Think of transitional expressions as "connectors"--words that link ideas in sentences and paragraphs together. Occasional use of them can help you vary your sentence structure, as well as lead you to draw conclusions you might not have thought of otherwise. This list, taken from *The Little Brown Handbook*, gives some possibilities.

To add or show sequence

again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too

To compare

also, in the same way, likewise, similarly

To contrast

although, and yet, but, but at the same time, despite, even so, even though, for all that, however, in contrast, in spite of, nevertheless, notwithstanding, on the contrary, on the other hand, regardless, still, though, yet

To give examples or intensify

after all, an illustration of, even, for example, for instance, indeed, in fact, it is true, of course, specifically, that is, to illustrate, truly

To indicate place

above, adjacent to, below, elsewhere, farther on, here, near, nearby, on the other side, opposite to, there, to the east, to the left

To indicate time

after a while, afterward, as long as, as soon as, at last, at length, at that time, before, earlier, formerly, immediately, in the meantime, in the past, lately, later, meanwhile, now, presently, shortly, simultaneously, since, so far, soon, subsequently, then, thereafter, until, until now, when

To repeat, summarize, or conclude

all in all, altogether, as has been said, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize

To show cause or effect

accordingly, as a result, because, consequently, for this purpose, hence, otherwise, since, then, therefore, thereupon, thus, to this end, with this object

Strategies for Writing a Conclusion

Conclusions are often the most difficult part of an essay to write, and many writers feel that they have nothing left to say after having written the paper. A writer needs to keep in mind that the conclusion is often what a reader remembers best. Your conclusion should be the best part of your paper.

A conclusion should

- stress the importance of the thesis statement,
 - give the essay a sense of completeness, and
 - leave a final impression on the reader.
-

Suggestions

- **Answer the question "So What?"**
 - Show your readers why this paper was important. Show them that your paper was meaningful and useful.
- **Synthesize, don't summarize.**
 - Don't simply repeat things that were in your paper. They have read it. Show them how the points you made and the support and examples you used were not random, but fit together.
- **Redirect your readers.**
 - Give your reader something to think about, perhaps a way to use your paper in the "real" world. If your introduction went from general to specific, make your conclusion go from specific to general. Think globally.
- **Create a new meaning.**
 - You don't have to give new information to create a new meaning. By demonstrating how your ideas work together, you can create a new picture. Often the sum of the paper is worth more than its parts.

Strategies

- Echoing the introduction:

Echoing your introduction can be a good strategy if it is meant to bring the reader full-circle. If you begin by describing a scenario, you can end with the same scenario as proof that your essay was helpful in creating a new understanding.

Example

Introduction

From the parking lot, I could see the towers of the castle of the Magic Kingdom standing stately against the blue sky. To the right, the tall peak of The Matterhorn rose even higher. From the left, I could hear the jungle sounds of Adventureland. As I entered the gate, Main Street stretched before me with its quaint shops evoking an old-fashioned small town so charming it could never have existed. I was entranced. Disneyland may have been built for children, but it brings out the child in adults.

Conclusion

I thought I would spend a few hours at Disneyland, but here I was at 1:00 A.M., closing time, leaving the front gates with the now dark towers of the Magic Kingdom behind me. I could see tired children, toddling along and struggling to keep their eyes open as best they could. Others slept in their parents' arms as we waited for the parking lot tram that would take us to our cars. My forty-year-old feet ached, and I felt a bit sad to think that in a couple of days I would be leaving California, my vacation over, to go back to my desk. But then I smiled to think that for at least a day I felt ten years old again.

-
- Challenging the reader

By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

Example

Though serving on a jury is not only a civic responsibility but also an interesting experience, many people still view jury duty as a chore that interrupts their jobs and the routine of their daily lives. However, juries are part of America's attempt to be a free and just society. Thus, jury duty challenges us to be interested and responsible citizens.

-
- Looking to the future

Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them apply the new information to their lives or see things more globally.

Example

Without well-qualified teachers, schools are little more than buildings and equipment. If higher-paying careers continue to attract the best and the brightest students, there will not only be a shortage of teachers, but the teachers available may not have the best qualifications. Our youth will suffer. And when youth suffers, the future suffers.

- Posing questions

Posing questions, either to your readers or in general, may help your readers gain a new perspective on the topic, which they may not have held before reading your conclusion. It may also bring your main ideas together to create a new meaning.

Example:

Campaign advertisements should help us understand the candidate's qualifications and positions on the issues. Instead, most tell us what a boob or knave the opposing candidate is, or they present general images of the candidate as a family person or God-fearing American. Do such advertisements contribute to creating an informed electorate or a people who choose political leaders the same way they choose soft drinks and soap?

[Return to the Write Place Catalogue](#)

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<http://leo.stcloudstate.edu/acadwrite/conclude.html>

Revising

What is revision?

If drafting is for the writer, revision is for the **reader**. During revision you consider your writing from your audience's point of view. In fact, to *revise* means literally to "re-see" or "re-look" at your writing. When you revise, you are looking at the parts of your document and making sure that each part works together to make a coherent whole. You may need to change the order of your information, expand on certain sections, or cut details in others. Often, you will need to go back to the drafting stage and re-work parts of your paper. Revising is NOT editing! Save the spelling, grammar, and sentence fixes for later.

Most writers find it helpful to have someone else read their writing at this stage. A reader who is unfamiliar with your document can help you identify which parts are working and which parts are still unclear.

Revising for Audience:

- Is the level of detail appropriate for your audience (not too general or too specific)?

- Are your ideas presented in a logical order that will be evident to the reader?
- Do you use clear transitions to help the reader follow your train of thought?
- Are your sentences clear and specific? Do you say what you mean, and mean what you say?
- Is your tone and style appropriate for your audience?

Revising for Purpose:

- Is your purpose clearly stated for the reader?
- Do you clearly maintain that purpose throughout the document?
- Does all of your supporting information clearly relate to your purpose?
- Do you organize your ideas to best fulfill your purpose?

Revising for Form:

- Do you follow the established form for the document you are writing?
- Do you separate ideas into paragraphs with clear topic sentences?
- Do you maintain a balance among your points, developing each to the same extent?

NOTE: Stages 1-3 are not independent steps but rather stages within a cyclical process. Good writers move back and forth between planning, drafting, and revising **many times** during the course of creating a single document.

<http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/writingwStyle/process.htm>