

English B

Handbook

Constructing Paragraphs

From Sentence to Paragraph

Sixth Edition

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* It is recommended you read and understand the chapter titled “The Paragraph” before moving on to the various paragraph types.



Section I

Being a Successful Student

Being a Successful Student: Understanding Expectations

Overview:

- Understand the Set-up
- Preview the Syllabus

Understand the Set-up

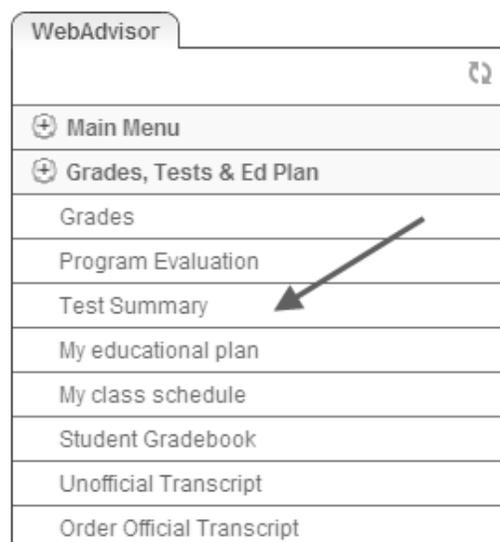
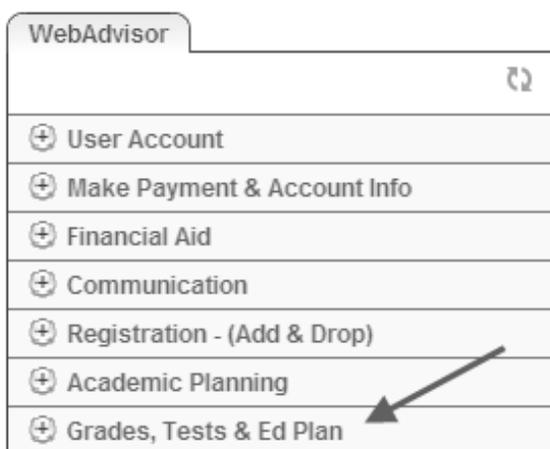
The first step to taking charge of your own learning is to understand how you ended up where you are and what you'll be expected to do as a college student.

Understand the Placement Test Results

Course Placement

If you're like most incoming students at El Camino College, you took a placement test—or series of tests—when you enrolled. These tests are called “Placement Tests” because they're used to identify your skill level in areas like reading and writing and math and to *place* you in a class designed for your skill level.

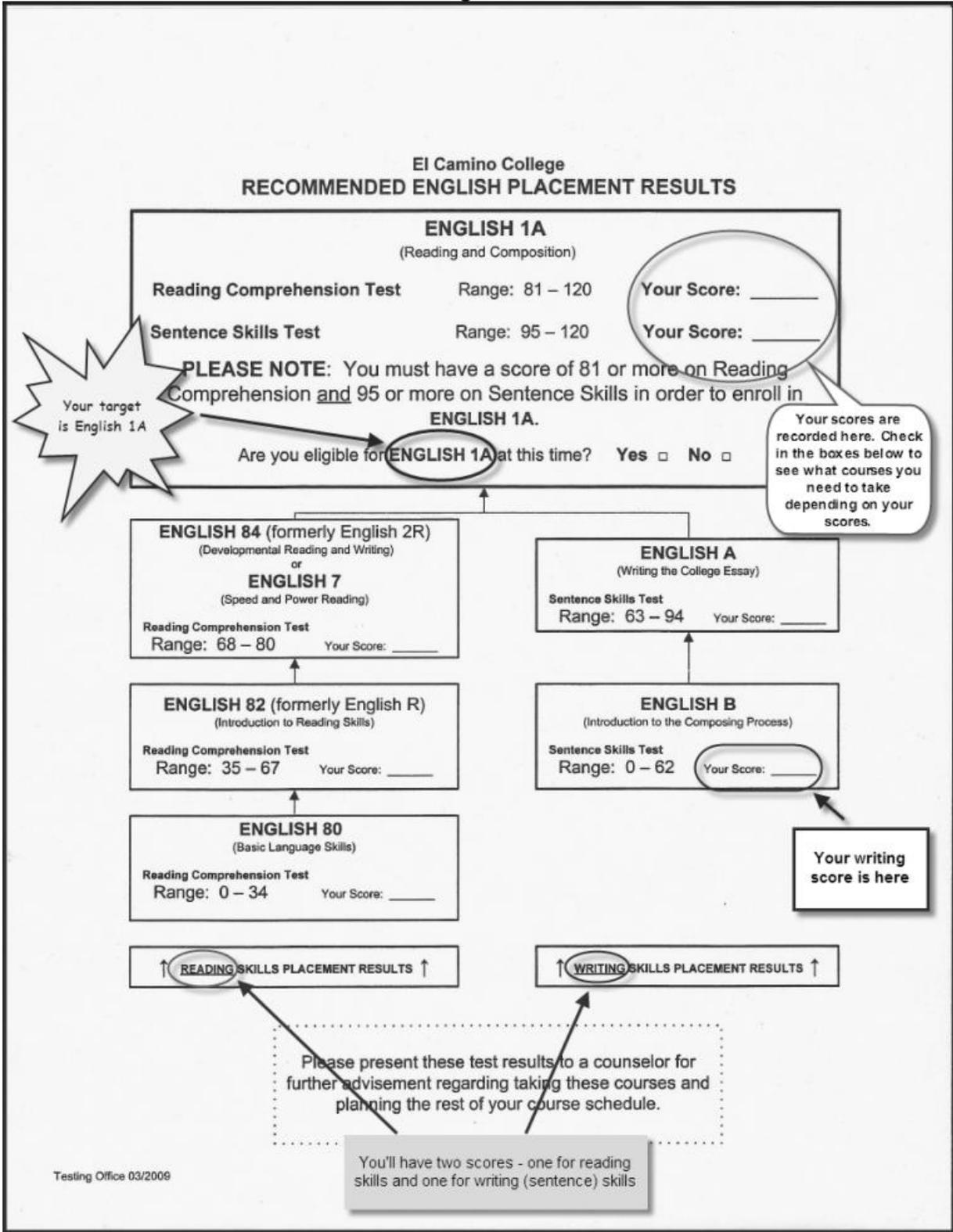
To determine your English course placement, you probably took two computerized tests: Reading Comprehension and Sentence Skills. When you finished, you received your scores on a yellow form like the one in **Diagram 1**. You can also find your scores online on your Student Homepage in the *MyECC* link of the El Camino College website in **Grades, Tests & Ed Plan** under “Test Summary.”



Notice the labels in **Diagram 1**. Use them to help you understand your personal scores.



Diagram 1



See the Path

Course Sequence

The English and math courses at El Camino College are set up in paths known as sequences, with one course following after another and building on the skills learned. Depending on what scores you get on your placement tests, you're placed in classes in the sequence that best match your incoming skills. Students who don't take the placement test automatically start at the bottom classes in the sequence.

Course Skill Levels

The course skill levels are described by various terms:

- **Basic Skills** = courses two or more levels before the “college” or “transfer” level
- **Pre-Collegiate** = courses one level before the transfer level. These courses can apply to your AA or AS degree, but they will not transfer to a university.
- **Transfer Level** = courses that transfer to a university.

As you can see from **Diagram 2**, English B is a Basic Skills course. So are English 80 and English 82. English A and English 84 are Pre-Collegiate courses. English 1A is considered a Transfer-Level course (also referred to as a College-Level course).

Reading and Writing Requirements

The English Course Sequence, as you can see in **Diagram 2**, has two strands: Reading and Writing. When you pass one class in a strand, you take the next class in that strand until you end up at English 1A, which is the “college-level” class that transfers to a university and also fulfills the English requirement for an Associate Degree from El Camino College.

The title of English 1A is “Reading and Composition.” Because the course requires both reading and writing (composition) skills, students need to increase their skills to college-level in **both** subjects before they're eligible for English 1A. That means that both paths must be completed before a student can take English 1A. So, unless you scored 81 or above on the Reading Comprehension Test, you'll need to take both reading and writing courses before you can enroll in English 1A. The best plan is to enroll in both reading and writing courses each semester so that you end up completing all requirements for English 1A at the same time.

Identify the Goal

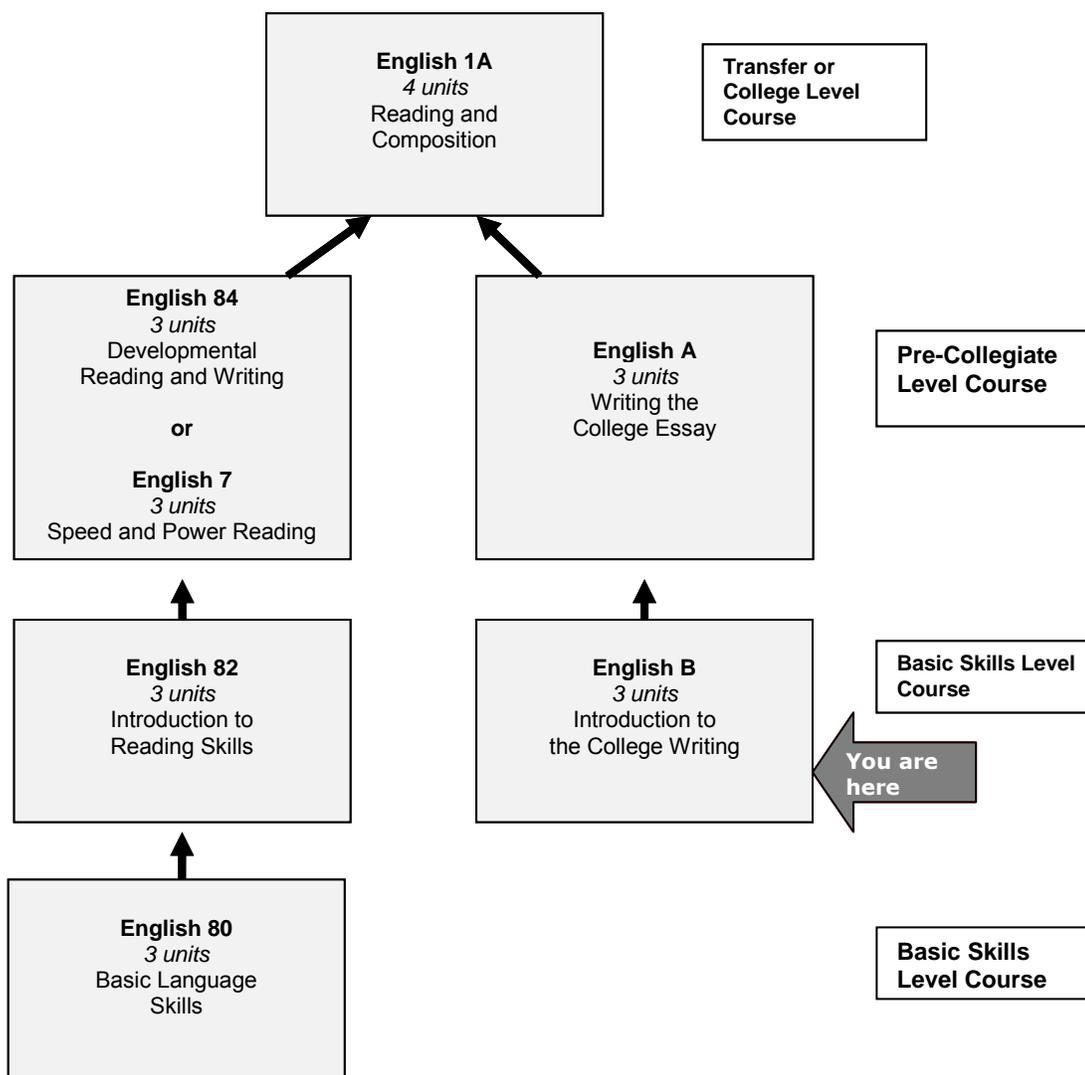
As a college student, your goal is to enroll and succeed in college-level courses that fulfill the requirements for an Associate Degree or a Certificate and/or for transfer to a university to pursue a Bachelor's degree. **Studies show that the sooner you get to the transfer level, the more likely you are to graduate from a college or university!**



It's a good idea to work on the math sequence along with the English sequence so that all your basic skills and pre-collegiate coursework will be completed around the same time.



**Diagram 2:
The English Course Sequence at El Camino College**



Learn the Terms

As a college student, you'll encounter a lot of terms that may be new to you. Knowing the meanings of these terms can help you navigate the college environment. Some of these terms will be familiar because they've already been used in this chapter or you've heard them before, whereas others are ones you're likely to read or hear as a student at El Camino College.

Final: This term is often used as a short form for “final exam.” It refers to the very last test at the end of the semester. In some classes, this exam will cover everything learned in the entire course. In other classes, it may cover only the second half of the course information. It's often worth more points toward your class grade than other exams. Some courses may not have a final exam but may have a last assignment that's worth more points than the previous ones. Many colleges and universities have a “finals week” that consists of a separate test-taking schedule different from the rest of the semester's



class schedule. El Camino College doesn't have a formal finals week, but you should expect many of your professors to give tests during the last week or two of the semester.

Mid-Term: This word describes an exam given halfway through the semester. It usually covers the entire first half of the course material. It's often an important factor in your end-of-semester grade, though maybe not as much as the final exam.

Major: This word describes the subject area you want to focus on in your studies. Degrees are issued for each major. For example, you can get an Associate Degree in a subject like English or history. Different majors require taking different classes, so once you fulfill the general requirements that are required of everyone getting a degree, you'll take classes designed for your major field of study.

Pass/No Pass: The terms "Pass" and "No Pass" refer to a type of grading in which students aren't assigned a letter grade of A,B,C,D, or F. Instead, they either pass or do not pass the course. Basic skills and pre-collegiate courses like English B and English A often have this type of grade because they're focused on skill mastery. The criterion for passing is usually the equivalent of a "C" grade or better. Another term for this grading system is "Credit/No Credit," so you might hear it called that as well.

Prerequisite: The prefix *pre* means "before" and *requisite* means "requirement." This term refers to a class or other requirement that must be completed successfully before enrollment in another course. Each course in a sequence is considered the prerequisite for the next course in the sequence. For example, either successful completion of English B or a grade of 63 on the writing placement test is a *prerequisite* for enrollment in English A.

Quiz: This term refers to a type of test that's usually worth fewer points than an "exam" and may be given frequently to check for understanding or to encourage students to attend regularly and complete homework. For example, if your instructor asks the class to read an article, there might be a quiz on the content of the article during the next class.

Transfer: This term refers most generally to the process of going from one school to another, usually to a more advanced institution, but not always. It's also used to designate a course that can transfer from one school to another. For example, if you complete English 1A at El Camino College and then transfer to UCLA, the units you earned for the class will transfer with you and count toward satisfying graduation requirements at UCLA. That's why courses that will be accepted by a university are described as "transfer-level" courses.

Units: This term refers to the college credits you can earn by taking various courses. The number of units for a class usually equals the number of hours that the class meets every week, but that's not always the case. For example, in **Diagram 2**, notice that English 1A is worth 4 units while English B is worth 3 units. The number of units for each class can be found in the class schedule and in the college catalog.

Preview the Syllabus

At the first class meeting, your instructor will hand out a document called a "syllabus." This document contains at least 5 kinds of important information:



1. Instructor contact and course material information
2. Course objectives for student learning
3. Instructor and college policies
4. Information about assignments and grading
5. A daily or weekly course schedule with important due dates

It may also contain a statement about the instructor's philosophy of teaching or motivational statements.

You'll want to refer to the syllabus frequently throughout the semester, so be sure to keep it in a handy place. **Even if your instructors do not go over the entire syllabus at the first or second class meeting, they will hold you responsible for the information it contains.**

Instructor Contact Information

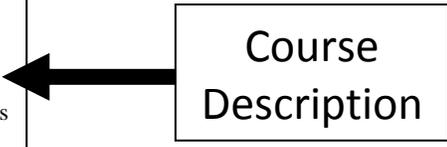
If you need to contact the instructor during the semester, you can find the instructor's telephone number and email address on the syllabus. Full-time instructors (teachers who teach a full load of 4-5 classes at El Camino College) will have office numbers and office hours on the syllabus. On the days and times listed, your instructor will be available to meet with you personally in his or her office. Part-time instructors, also called adjunct instructors, are not required to keep office hours because they may teach a class or two at several different colleges. You can sometimes make an appointment to meet a part-time instructor before or after class.

Course Description

The course description is usually taken from the course catalog, which is available on the ECC website. It gives you a general idea of what will be covered in the class. Here is the description from the college catalog for **English B**:

English B
Introduction to College Writing
3 units; 2 hours lecture, 2 hours lab
Recommended Preparation: qualification by testing (English Placement Test) and assessment
Credit, not degree applicable
 This course introduces students to the processes of creating, developing, and revising paragraphs and a short essay based on personal experiences, observations, and reactions to short reading selections. Students learn basic rules of grammar, mechanics, and usage. Students practice a variety of sentence types and paragraph structures. Students revise their writing with the assistance of weekly one-on-one tutorials.
Note: Pass/no pass only.

Course
Description



Textbooks and Materials

Required and recommended books, along with other materials, are listed on the syllabus. Print books will often specify a particular edition and may include a long ISBN number. Be sure the book you buy matches these numbers. Save your bookstore receipts until you're sure you have the right books. Required texts are those books that you *must* have. Recommended books, like dictionaries, are optional.



In other words, they're nice to have, but not essential for success in the class. Materials may include items like a class binder, scantron forms, or passcodes for web-based programs your instructor will expect you to use. Some of these materials may be optional; others may be required.



- ◆ If you can't afford to buy all of the texts and materials at once, ask the instructor which ones you'll need to begin the class. Some of them may not be used until later in the semester.
- ◆ Sometimes you can also find less expensive used copies of textbooks from online booksellers or in the campus bookstore.
- ◆ Also, ask your instructor if a copy of the textbook is available online or in the library for student use.

Course Objectives

Every course at ECC has a list of course objectives. An objective is a skill you will learn by taking a course. After successfully passing English B, for example, you should be able to do the things listed below.

English B Course Objectives:

- Write 5-7 paragraphs with topic sentences and supporting details, 2 of these paragraphs to be written in class.
- Apply appropriate strategies from the writing process to create, compose, revise, and edit drafts, incorporating feedback from one-on-one tutorials.
- Read and respond to short readings or one book-length work of appropriate lexile (900 to 1000).
- In assigned writing, use a variety of sentence types and edit them for correct grammar, appropriate word choice, and accurate spelling.
- Compose a short, thesis-driven multi-paragraph essay, with an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph.
- Follow basic MLA formatting for heading, title, pagination, margins, indentation, spacing, and font.



Student Learning Outcome(s)

Every course at ECC has at least one *Student Learning Outcome*, often referred to as an *SLO*. The SLO is a way to measure student learning that's occurring in all sections of a particular course. The SLO for English B describes an assignment that students should be able to complete successfully by the end of the semester.

Every 3 years, English B students' end-of-semester writings are collected randomly, student names are removed, and the essays are graded by a group of instructors based on specified criteria. The information gained from this process is used to improve teaching and course design. The college requires that every instructor include this information on the course syllabus.

Because SLOs change periodically to better reflect the goals of the course, the SLOs for English B are not listed in this text. **To find the latest version of the SLOs, look on your course syllabus.**

Policy Statements

One of the most important parts of a syllabus contains instructor and college rules about the following items:

- Attendance
- Plagiarism and Cheating
- Accommodations for Students with Special Needs
- Late Work
- Use of Electronic Devices
- Classroom Behavior

Here's where you can find out things like whether or not your instructor accepts late work or how many absences you can have before being dropped from the course or having your grade lowered.



Don't assume that all instructors will have the same policies! Read them carefully.

Course Requirements and Grading

Each instructor has specific requirements for the course. These include assignments, homework, quizzes, journals, mid-term exams and final exams. How these requirements will be graded and how those grades will translate into your final course grade of "Pass" or "No Pass" are spelled out in this section. Some instructors use points and others use letter grades throughout the semester. Here are some samples:



Instructor Assigns Letter Grades with Percentages:

Grading: You will receive grades in the following categories:

Multi-draft writings	60%
Homework	10%
In-class writings, outside writings, journals	10%
Quizzes	10%
Attendance and class participation	10%

Although this is a pass/no pass course, I will grade each student in the traditional method of *A, B, C, D*, and *F*. *D* and *F* indicate no credit for the course. 90-100 points = A, 80-89 points = B, 70-79 points = C, 60-69 points = D, <60 points = F.

Instructor Uses a Point System:

COURSE REQUIREMENTS & GRADING:

This is a **PASS/NO PASS** course. In order to pass, you must submit all of the essays and earn at least 750 points overall. Points are assigned as follows:

Multi-Draft Essay 1	50
Multi-Draft Essay 2	75
Multi-Draft Essay 3	100
Multi-Draft Essay 4	125
Multi-Draft Essay 5	150
Mid-Term In-Class Essay	50
End-of-Term In-Class Essay	75
In-Class Timed Writings	50
Vocabulary	30
Grammar Quizzes	75
Exercise Central	50
Homework	50
Binder Checks	20
In-Class Activities	50
Attendance	50
Total Points Possible	1000

Daily/Weekly Schedule

Most instructors include in the syllabus a schedule showing due dates for homework and other assignments, topics to be covered in class, school holidays, quiz dates, and exam dates. Some instructors' schedules give very detailed daily information, and others may include only a general topic to be covered during a period of a week. Some instructors will hand out the entire semester's schedule while others may hand out a 3-4 week section at a time. Keep in mind that due to unforeseen circumstances, a syllabus is always subject to revision. For example, if the instructor is ill, an assignment due date may need to be changed.

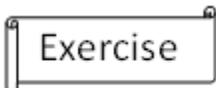




TIP: Make sure you keep up with any schedule changes, particularly if you've missed a day of class when a change might have been announced.

Other Items

Every instructor is unique, so every syllabus is slightly different. Many times instructors will include additional information, such as a motivational quotation, an explanation of the instructor's educational philosophy, hints for student success, or a list of campus resources.



Complete the following items using your syllabus for this course.

1. Write down your instructor contact information:

Office _____ Office Hours _____

Email Address _____

2. Write down the required texts and materials:

- a. Required textbooks (be sure to include any important information like author, edition, ISBN number, or URL for ebook):

- b. Other required materials:

3. Explain three of the policies included on the syllabus that seem especially important or surprising to you, such as policies on absence, tardiness, late work, cell phones, special needs, plagiarism, etc.

- a. _____
- _____
- _____



b. _____

c. _____

4. Write down what is required to pass the class.

To pass the class I need to _____

5. Write down a question you have—or you think others might have—about the syllabus. It could be something that differs from what other instructors have done or it could be something that is confusing in terms of information, due dates or expectations, or it could even be something that’s not stated in the syllabus. Be sure to get your question answered—either in class or during your instructor’s office hour.



Being a Successful Student: Practicing Successful Learner Strategies

Overview:

- Identify Successful Learner Behaviors
- Use Available Resources
- Set Goals
- Directory of El Camino College Services for Students

Identify Successful Learner Behaviors

Becoming a “Successful Learner” will give you tools you’ll need to succeed in college. Many of the behaviors and resources you need to become a successful learner are outlined in this chapter.

Successful learners tend to do the following things:

- ***Know the Campus*** – Find out where to get something to eat and drink, find a good place to study (check out the library for study rooms and spaces), find the ATM (library), locate restrooms near your classes, locate alternate parking areas in case one is full.
- ***Obtain Materials*** – Get your books and other materials the first week of classes. Without these, your chances of succeeding are reduced significantly. Talk to the instructors if you’re having trouble affording your books at the beginning of the semester. They may be able to loan you a book or direct you to a copy on Reserve in the Library Reference Room.
- ***Identify a Study Space*** – Set up a desk, bookshelf, basket or book bag where you keep all of your school-related items, like textbooks, calculator, supplies, and anything else you need for classes. That way, you’ll be able to find everything when you need it. If you don’t have room for a designated study space at home, find one somewhere else. It could be the ECC Library or some other place on campus, or it could be a public library or even a coffee house. If you study better with a partner or group, there are study rooms in the Library that can be reserved.
- ***Get Organized*** – Look carefully at your course commitments and set up a study schedule as part of your regular routine. Colleges expect that you’ll spend at least 2 hours outside of class for every “lecture hour” spent in class. For English B, which is 2 lecture units and 2 lab units, that would mean you could expect to spend an additional 4 hours a week outside of class doing homework and studying for quizzes and exams.
- ***Visit Instructor Offices*** – Don’t wait until you have a problem to find your instructor’s office. In the first weeks of the semester, make it a point to visit the instructor’s office during his or her office hours. That way you won’t be searching around when you’re all stressed out. If your instructor doesn’t have a set office or office hours, make an appointment and set up a meeting place. You can always use this time to ask a question about the course or to get more clarification on a point covered in class.
- ***Attend Class Regularly*** – In a college class, you need to be there to understand the assignments and topics covered. Don’t expect you can succeed in the class based on what you already know. The college policy is that a student “may be dropped” if the number of absences exceeds the number of weekly course hours (4 hours for English B). However, instructor policies vary. Some instructors will drop you immediately upon a 5th absence. Others will expect you to drop yourself; if you just quit

attending a class, you might receive a “W” or “F” which will stay on your records. Also, many instructors assign points for attendance, and loss of points in this area can cause a student to fail or get a lower grade in a course. If you miss a class, look over the syllabus and then contact a student in the class and/or stop by your instructor’s office to find out what you missed.



With today’s technology, an absence isn’t an excuse for a late assignment. If you haven’t completed an assignment that’s due in class, do NOT skip the class on the date it’s due. That won’t change the fact that the assignment’s late; it just means you’ll have a late assignment AND you’ll be farther behind. It’s better to contact the instructor, explain your problem, and try to work out an arrangement, if possible, to turn the assignment in later that day or at the next class period.

- **Participate in Class** – Taking an active roll in class is important to keep you engaged and awake, and it also helps you learn and remember the material covered. In addition, it will help the instructor get to know you and take an interest in your learning. If you plan on applying for a scholarship or transferring to a university, you’ll need instructor letters of reference, and if you participate in class, the instructor will remember you and have something good to say about you.
- **Complete Assignments** – Completing assignments and turning them in on time are essential for your success. No matter what your experience was in high school, just showing up for class alone won’t give you a passing grade in a college course. If you’re having trouble completing an assignment or don’t understand the homework, see the instructor immediately. Don’t wait until the assignment is due! Some instructors won’t accept late work, and others will lower the grade of late work. Be sure you know your instructor’s policy; it should be on the syllabus. If you’re ill or have a family emergency that prevents your completing an assignment, let the instructor know that *BEFORE* the assignment is due. If you do this, most often the instructor will work to accommodate you.

Use Available Resources

Locate and Use Campus Resources

Successful learners take advantage of student services and other resources offered by the college. The following list gives just a few. You can find all the services available at El Camino College by visiting the **SSTARS** webpage on the El Camino website.

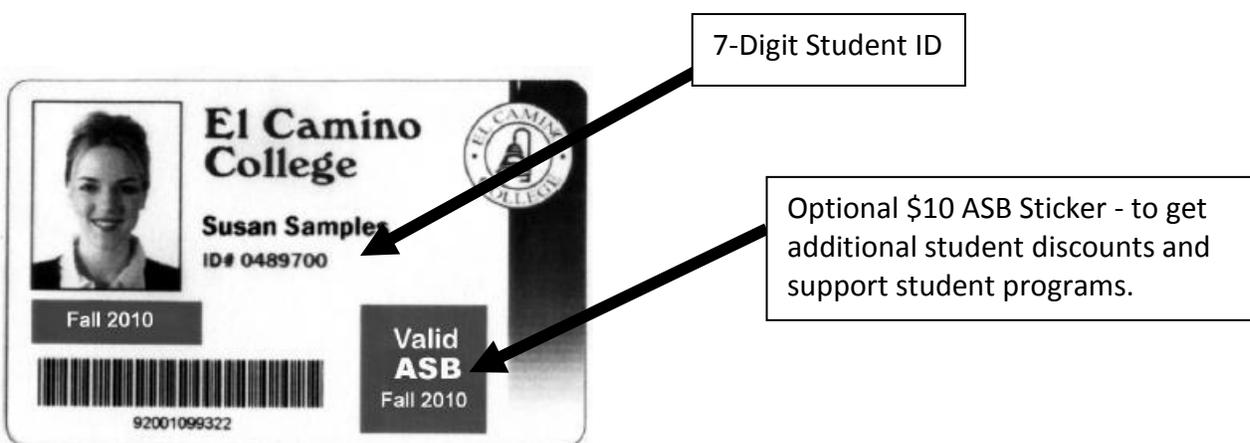
- **Tutoring** – Student Success Centers
 - Writing Center (Hum122) – get help with writing assignments for all classes, get help with grammar, use computers to write assignments and do research on the Internet.
 - Reading Success Center (Library East Basement) – get help with test strategies, with reading for courses, with software for reading courses.
 - Learning Resource Center (2nd Floor of the Library) – get help with all subjects from trained tutors
 - Math Study Center (MBA 119) – get help with math homework from trained tutors
- **Health** – Get free and low cost services at the Health Center (next to the pool), including
 - medical, chiropractic services, and psychological services
 - testing for STD, HIV, pregnancy
 - workshops on managing anxiety, anger, and depression
- **Financial Aid and Scholarships** – get help with the high cost of courses and books by applying for financial aid and scholarships online and in-person through the Financial Aid Office (SSVC 215).

- **Computer Labs** – take advantage of over 33 computer labs on campus for writing papers, studying language, working on art projects, and more. You'll need a Student ID to use most computers. To write papers, research on the Internet, and print essays for English B, here are two labs you might use:
 - Library Media Technology Center (LMTC) – East Library Basement
 - Writing Center (Hum 122) (no printing available)

TIP: Make it one of your goals to visit at least 3 student services that are new to you at least once during this semester.

Get a Student Photo ID Card

If you don't already have one, get an ECC Student ID card. To be eligible for a card, you must have been registered in an El Camino College class during the current semester for at least 48 hours. If you already have a card, you'll need to get it updated with a current validation sticker.



Some very good reasons to have a Student ID:

- Check out books from the library or access library databases from off-campus
- Use a campus computer lab
- Get tutoring at the Writing Center
- Have a convenient record of your student ID number
- Attend required campus performances for free
- Get student discounts

New cards are issued only at the Student Activities Center Photo Booth. If you already have an ECC Student Photo ID card, you can update it with a current validation sticker at either the Activities Center or the Library.

To obtain a Card:

1. Bring your 7-digit ECC ID number
2. Bring a printout of your class schedule that shows you're enrolled at El Camino
3. Bring your Driver's License or other photo ID

See a Counselor

Successful Learners see a counselor regularly. Seeing a counselor can be one of the most important factors in your college success. Keep in mind that at the beginning of the semester and at the end of the semester counselors are overwhelmed by students trying to get registered, so appointments are hard to get. You can go to Express Counseling for a brief question or to clear a prerequisite without an appointment.

Counseling – All Counseling Services are located in the Student Services Center.

- **Educational Planning** – Make an appointment with a counselor to map out your educational plan. Then you’ll know what classes to take each semester to fulfill your goals for a certificate, a degree, and/or transfer. Don’t waste time taking classes you don’t need, and make sure you’ve completed any basic skills and pre-collegiate courses you need to take before you enroll in college-level classes and find yourself having trouble.
- **Career Planning** – The Career Center can help you decide on a career that fits your personality and interests as well as your educational goals. The center offers a variety of services from on-line assessments to individual career counseling appointments.
- **Transfer Center** – The Transfer Center will help you make a smooth transition from El Camino College to a 4-year college or university. Counselors will help you decide on colleges and universities where you can find the programs that interest you and that match your personality, your finances, and your GPA. You can drop in and speak to a transfer specialist at any time.



A few weeks into the semester, make an appointment for educational planning. Appointments are scheduled a week in advance. Counseling appointments are scheduled for one week in advance. Go online through your MyECC account to schedule your counseling appointment for the following week. The office opens at 9:00 and is located in the Student Services Center. Be sure you have your student ID and your schedule when you meet with a counselor. Counselors are listed by major, but if you don’t have a major, that’s okay. Just indicate that you’re “Undecided” or that your major is “Undeclared” at this point.

Use Technology

ECC Website - The El Camino College website provides answers to most student questions. Just click on the **CURRENT STUDENTS** tab to access important information you’ll need.





EL CAMINO COLLEGE

Measure E
MyECC
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facebook
YouTube

ADMISSIONS
FUTURE STUDENTS
CURRENT STUDENTS
FINANCIAL AID & SCHOLARSHIPS
COMMUNITY & VISITORS

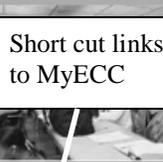
TO APPLY - START HERE

Menu of services and other helpful links

Short cut links to MyECC








Home Page » Welcome » Currentstudents »

ASK EL CAMINO:

Register for Classes, Apply for Financial Aid & Scholarships... Get Connected with MyECC!



- Search and register for open classes
- Add or drop classes
- Review your class schedule
- Get unofficial grades and transcripts
- Check the status of financial aid and academic documents
- Pay for your classes with a credit card
- Check your placement test scores

Additional resources

It's all at... MyECC

Below are some additional resources that will help you achieve your education goal

Admissions	Important Dates	Student Services
El Camino College Mission Statement Graduation Process & Deadlines Matriculation Residency Policy	Academic Calendar News & Events Calendar of Events Student Union Newspaper ECC in the News ECC Matters	Academic & Student Support Computer Labs High School Students Transfer Services Veteran's Services
Academics Faculty Directory Honors Transfer Program Tutoring Services CA License Exam Pass Rates		Student Life ASB Clubs & Organizations ASO: Student Government

Do you need a little help with homework?

Free tutoring for ECC students in more than twenty-five different subject areas is available each semester! Registered ECC students can meet with a tutor at the [Learning Resource Center](#) Tutorial Center in the West Wing, upper level of the [Schauerman Library](#). Check out the Learning Resources tutoring program and make better grades!

Got reference books?... Visit Schauerman Library

The [Schauerman Library](#) has more than 100,000 volumes and hundreds of newspapers and periodicals, making it the campus research center. Materials are grouped throughout the facilities for easy use in Reference and Periodical/Reserve as well as in the open stacks. The library also has study rooms, which can be reserved on the day of use at the Circulation desk.

Thinking of transferring to a four-year college or university?

We have agreements with many top Universities, and most academic classes are 100% transferable! Talk to an [El Camino College counselor](#) for more details.

Need help paying for college?

Millions of dollars in [financial assistance](#) are awarded to El Camino College students every year!

Financial Aid / Scholarships

First Year Experience

Graduation Initiative

Honors Transfer Program

International Students

Library/Learning Resources

Special Resource Center / Disability Services

Student Activities & Clubs

Student Health Center

Student Job Placement Center

Student Learning Outcomes(SLO)

Student Services

Study Abroad

Supplemental Instruction (SI)

Teacher Education Program

Testing Information

Transcripts

Tutoring Services

Student Union Newspaper

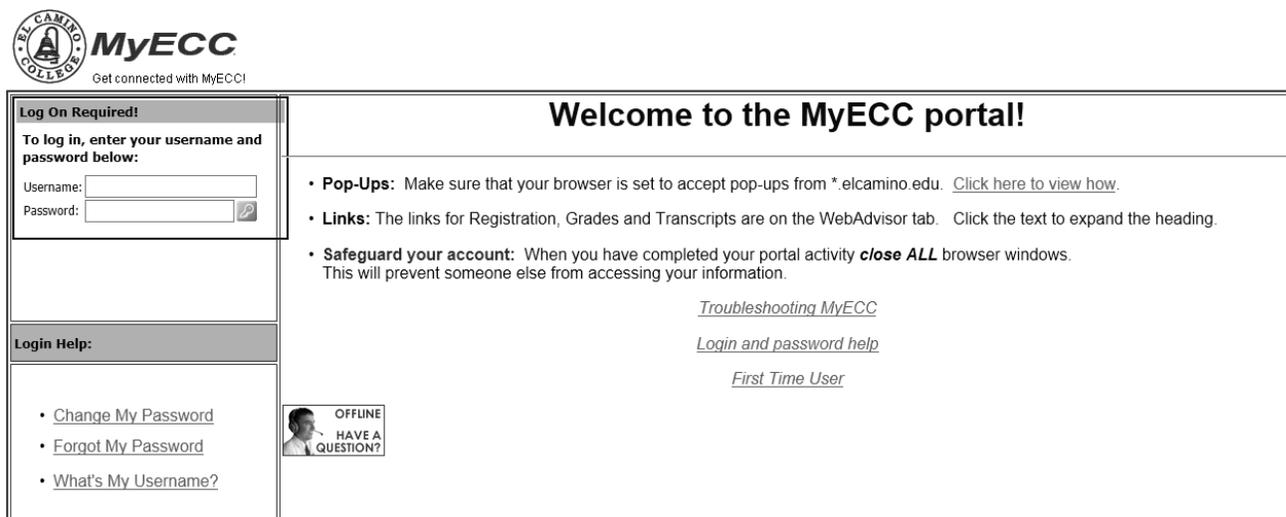
MyECC

MyECC is a “portal” with a home screen. To be a successful learner at El Camino College, you need to know how to use MyECC effectively. Every student at ECC has a Student Home Page. To access your home page, click on the MyECC button  at the top right of the ECC Website or go to <https://ecc-portal.elcamino.edu> and log in.

▪ MyECC Student Login page

Your User Name is your El Camino email address. Example: ssamples@elcamino.edu

If you’ve never used MyECC, click on the **First Time User** link. If you’ve used it but forgotten your password, use the **Reset My Password** link.



Log On Required!
To log in, enter your username and password below:
Username:
Password:

Login Help:

- [Change My Password](#)
- [Forgot My Password](#)
- [What's My Username?](#)

Welcome to the MyECC portal!

- **Pop-Ups:** Make sure that your browser is set to accept pop-ups from *.elcamino.edu. [Click here to view how.](#)
- **Links:** The links for Registration, Grades and Transcripts are on the WebAdvisor tab. Click the text to expand the heading.
- **Safeguard your account:** When you have completed your portal activity **close ALL** browser windows. This will prevent someone else from accessing your information.

[Troubleshooting MyECC](#)
[Login and password help](#)
[First Time User](#)

OFFLINE
HAVE A QUESTION?

▪ Helpful Features in MyECC:

- **Calendar** – see a list all of your courses and the start times, with a rollover showing complete course information (instructor, room, etc.)
- **Web Advisor** – register, check your grades, classes, placement test scores, financial aid, and more.
- **Web Services** – locate faculty schedules and offices, register to vote, find scholarship information, and more.
- **ECC Links** – Check ECC email, access library databases from home or on-campus, find out about financial aid, and more.
- **Team Sites** – Keep up with classes if your instructors use this feature to post class announcements, upload handouts, add class-related links, and more.
- **Messages and Announcements** – See scrolling items of interest and important information, like drop dates and how to get your schedule on a smart phone.

ECC Email

Every student at El Camino College has a student email account that can be accessed by a link in *MyECC* or directly at <http://mail.elcamino.edu>. Most instructors at the college will assume you're using this email account, and they'll use it to communicate with you.



Every time you're in a campus computer lab, make it a point to check your *MyECC* for announcements and check your ECC email.

Get Help

Most importantly, don't be shy about getting help. If there's something you don't understand, ask your instructor or counselor—or your fellow students. If you find yourself having trouble with coursework, see your instructor or visit a tutoring center on campus. If you have medical or psychological concerns, go to the Health Center. If you need help paying for school, use campus resources for getting financial aid, scholarships, and jobs.

Set Goals

Use Goals to Stay Focused

Someone once said, “A goal is a dream that's written down.” Setting goals improves motivation and focus. The more motivated you are to succeed, the more likely you *will* succeed. The more you stay focused on your goals, the more likely you are to realize them and not get sidetracked or give up. This is true in your academic life as well as in your personal life. Just having a goal, however, isn't enough. After all, everyone wants to succeed, but not everyone does. In addition to setting a goal, you need to have a plan for reaching it and the tools to make that plan work. You also need to identify and carry out the actions needed to reach your goal.

You might think of goal setting in terms of taking a trip. Suppose you want to drive to another city. Your goal would be your destination. If the city is a two-day drive from your home, you might have short-term goals, like reaching a certain city by noon the first day for a lunch stop or reaching a halfway point where you'll plan to spend the night by 6 p.m. Tools like MapQuest or a GPS device would help you identify a path for getting there. Once you've mapped out a path, you need to break your plan down into actions you can take. For example, you may need to exit a freeway or turn left at a certain street. If you follow this plan, even if you encounter an obstacle like a traffic jam or flat tire along the way, you'll reach your destination city.

You've made a life-changing decision to attend college. A lot of students come to college with the general idea that it will be good for their futures, but without a clear goal in mind. Now that you're here, you need to identify and keep focused on your academic goals. Ask yourself:

1. What are my long-term academic goals?
2. What are my mid-term goals at El Camino College?
3. What are my short-term goals this semester?

Revisit these goals in your mind during the semester, especially if you find yourself getting distracted from your schoolwork by other things. Staying on the path to achieving your goals is one of the hardest things you'll ever do, but it will have the most long-term rewards.

Translating Goals into Actions

The only way to achieve your goals is to

1. identify them,
2. make a plan for attaining them, and

- 3. start taking the actions needed to fulfill your plan.

Measurable Goals: A good goal is one that can be measured. That way, you know when you’ve achieved it. For example, if your goal is to be happy or to be well-educated, how will you know just when you’ve achieved your goal? But if your goal is to get a job as a bank manager or get a Bachelor’s Degree from a 4-year college, you’ll know you’ve accomplished that goal when you get hired or receive your degree.

Long-Term, Mid-Term and Short-Term Goals: It’s also a good idea to have long-term goals, mid-term goals and short-term goals. Identifying and achieving short-term goals on the way to fulfilling your longer-term goals can give you a sense of satisfaction and keep you motivated to pursue the mid-term and long-term goals. A mid-term goal, one that may take a year or year and a half to achieve, gives you a more immediate target than one that takes 4 or 5 years, but marks a very significant level of achievement.

Examples:

- **Long-Term Goal:** To receive a Bachelor’s Degree in Biology
- **Mid-Term Goal:** To complete all Basic Skills and Pre-Collegiate coursework
- **Short-Term Goal:** To pass English B this semester

Actions: The only way to achieve your goals is to take action! Even if your goal is to win the lottery, you have to buy a ticket.

Here’s an exercise to get you started identifying your academic goals and the actions you can take right now to start on the path to attaining them.

Exercise

IDENTIFYING YOUR GOALS

- A. **Long-Term Academic Goal:** Write down your long-term academic goal, being as specific as possible. For example, if you know you want a Master’s Degree in Communications at CSU Long Beach, write that down. If at this point you know only that you want to get an A.A. Degree at El Camino College but you don’t have a major, or if all you know at this minute is that you want to transfer to some university but you don’t know which, write that.

My academic goal is to _____

- B. **Mid-Term Academic Goal:** List all basic skills and pre-collegiate courses you need to take (based on your placement test results).

I will complete the following courses as soon as possible:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- C. **Short-Term Academic Goal:** Write down **3** academic goals you want to achieve *this semester*. Be sure that your goal is specific and that it can be measured.

Example of Non-Specific, Not Measurable Goal: I want to do a good job in my classes.

Examples of Specific, Measurable Goals:

I will complete all coursework without dropping a class (measure = no W grades)

I will get a grade of B or better in math (measure = A or B in the course)

1. _____
2. _____
3. _____

- D. **Action Plan:** Identify one goal from Item C. Write down three specific actions you could take toward achieving this goal. Use the information from this chapter to help you, but also use your own ideas, such as limiting socializing to one night on the weekend if you tend to get distracted. An action might be something you do by yourself or it might involve someone else as well, such as seeing a counselor or getting a study partner.

1. _____

2. _____

3. _____

PROGRAMS/SERVICES	SERVICES PROVIDED	LOCATION/TELEPHONE NO.
ADMISSIONS AND RECORDS	Assist students with applications, residency, veteran services, transcripts, graduation intents, petitions	Student Services Center, 101 (310) 660-3593 x3414
ASSESSMENT/TESTING	Placement testing for English, Math, and ESL offered on a drop-in (first-come, first-served) basis.	Student Services Center 217 (310) 660-3593 x3405
ASSESSMENT, INTERVENTION, and MANAGEMENT of SAFETY (AIMS) TEAM	A multidisciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors and intervening before behaviors reach a critical level.	Email: aimsteam@elcamino.edu
BASIC SKILLS STUDY CENTER	Provides individualized computer-assisted instruction in basic reading and math.	Learning Resources Center, 2nd Floor (310) 660-3593 x3511
BOOKSTORE	Purchase books, study aids, gift items, supplies.	North side of campus, Manhattan Beach. Blvd. (310) 660-3593 x3380
CAMPUS POLICE	Provides law enforcement services to the El Camino College Community.	Crenshaw/Redondo Beach Blvd.-Parking Lot K (310)660-3593 x3100
CAREER CENTER	Provides career counseling, workshops, assessment and resources.	Student Services Center, 1st Floor inside Counseling Office (310) 660-3593 x6137
CAREER & TECHNICAL EDUCATION PROGRAM (CTE)	Provides services for technical education and women in non-traditional careers linking employers with students seeking high skill and high wage jobs.	Industry Technology Education Center ITEC 102 (310) 660-3600
CASHIER'S OFFICE	Pay fees, obtain class printouts, pay for parking & pick up permit, pay for ASB sticker.	Southeast Corner of Bookstore (310) 660-3593 x3142
CHILDHOOD EDUCATION DEPARTMENT	Student support services for TNF/CalWORKs students who need to obtain their permits for career advancement and/or placement.	Art Behavioral Sciences (ARTB) 311 (310) 660-3593 x3755
COMMUNITY EDUCATION	Provides a variety of short-term, not for credit day, evening & weekend classes for the community.	(310) 660-6460 www.eccommunityed.com
COUNSELING SERVICES	Academic counseling for educational planning and career and transfer services.	Student Services Center, 1st Floor (310) 660-3593 x3458 www.elcamino.edu/counseling
DISTANCE EDUCATION	On-line courses offered in a variety of subject areas.	Schauerman Library, East Basement, Room 76 (310) 660-3593 x6453
EOPS / CARE / CalWORKs	Provides social, economic and educationally disadvantaged students with support services. CalWORKs: Child care assistance, educational and career counseling, employment retention skills, job development.	Student Services Center 203/205B (310) 660-3593 x3466 or x6057
FINANCIAL AID	Financial aid programs offered and funded by government, including grants, work-study, scholarships; workshops and advising are available.	Administration Building 138 (310) 660-3493
FINANCIAL AID LAB	Assistance completing financial aid application and checking financial aid status.	Student Services Center, 204G (310) 660-3493
FIRST YEAR EXPERIENCE (FYE) / Learning Communities	Assists first year students with support services, develop student and peer relationships and linked courses, counseling and early registration.	Student Services Center 204, 2nd Floor (310) 660-3593 x6936
FOSTER AND KINSHIP EDUCATION PROGRAM	Provides classes and resources for the foster community.	Student Services Center 204E (Inside FYE) (310) 660-3593 x3585
HEALTH CENTER	Provides students with first aid, health counseling, referrals, and educational materials.	South side of campus next to Pool (310) 660-3593 x3643
HONORS TRANSFER PROGRAM	Designed to better prepare the highly motivated student to transfer successfully.	Student Services Center 102F (310) 660-3593 x3815
INTERNATIONAL STUDENT PROGRAMS (ISP)	Assists F-1 VISA students adjust to life in the United States and complete their educational and career goals.	Student Services Center 101D (310) 660-3593 x3431 www.elcamino.edu/academics/is
KEAS Program	Provides support services for African-American, Latino and Pacific Islander students through book loans, Math & English tutoring, learning community courses, workshops, field trips and orientation.	Administration 202 (310) 660-3593 x3812
LEARNING RESOURCE CENTER	Houses an extensive media collection to supplement academic instruction.	Schauerman Library, 2nd Floor (310) 660-3593 x3511
LIBRARY	Books, reference materials, periodicals, library databases available to students with valid ID card.	Schauerman Library (310) 660-3593 x3519
LMTC COMPUTER COMMONS	Central computer facility serving students in academic programs.	Schauerman Library-East Lower Level (310) 660-3593 x6715

MATH PLACEMENT TEST	In person tutoring during peak times and free access to MyMathTest.com to prepare for the math placement test.	Student Services Center 217 (310) 660-3405 www.elcamino.edu/academics/mathsciences/MathPlacementtest_practice.asp
MATH STUDY CENTER	Math students are provided assistance through computerized tutorial programs and one-on-one tutoring.	Math Business Allied Health (MBA), 119 (310) 660-3593 x6591
MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT (MESA) PROGRAM	Academic program supports students pursuing math, engineering or science degrees. Offers assistance with the transfer process and obtaining internships and scholarships.	Natural Science basement (310) 660-3887
MUSIC LIBRARY	Printed music, sound recordings, practice rooms, DVD's, laserdiscs available for student use.	Music Building (MU) 126 (310) 660-3593 x3722
OUTREACH & SCHOOL RELATIONS	Outreach office is a clearinghouse for all recruitment activities in the local high schools and community.	Student Services Center 206 (310) 660-3593 x5487 www.elcamino.edu/student-services/outreach/
OFFICE OF STAFF & STUDENT DIVERSITY	Receives, investigates, compiles reports and makes recommendations for the resolution of both employee and student discrimination and sexual harassment complaints.	Administration Building, 210 (310) 660-3593 x3813
PROJECT SUCCESS	Support services for at-risk students, including academic counseling, pre-registration workshops, mentoring, cultural and university field trips, book loans, scholarships, and academic courses.	Student Services Center 104G (310) 660-3593 x6037
PUEENTE PROJECT	Support services including English instruction, mentors and counseling help prepare the Puente student to transfer to 4- year universities and colleges.	Student Services Center 108F (310) 660-3593 x3403
READING SUCCESS CENTER	Provides students with reading support and assistance with assignments in any course.	Schauerman Library-East Basement E36 (310) 660-3593 x6729
RISE Center / STUDENT SUCCESS PROGRAM (SSP)	Orientation helps students define and achieve their academic goals; SSP helps at-risk students to return to good academic standing.	Student Services Center 213 (310) 660-3593 x6011 or x6033
SCHOLARSHIP OFFICE	Provides information, scholarship applications, and scholarship resources.	Administration Bldg. (ADM) 119 (310) 660-3593 x6149
SPECIAL RESOURCE CENTER	Provides services to assist students with disabilities in their pursuit of a post-secondary education and perform on an equal basis with non-disabled students in an integrated campus setting.	Southeast wing of the Student Services Center (310) 660-3593 x3295
STUDENT ATHLETE INDEPENDENT LEARNING (SAIL)	Providing the skills needed to balance academics and athletics through workshops, registration assistance, and tutoring for student athletes.	Student Services Center 104C (310) 660-3593 x3531
STUDENT DEVELOPMENT	Services include advisement of various student organizations and clubs, housing referral, overseeing the use of the Activities Center and Game Room and issuing ECC student ID cards.	Student Activities Center (310) 660-3593 x3500
STUDENT GRIEVANCES	Assists students with matters related to student rights & grievances involving informal and formal complaints and grievances; in consultation with student(s), makes recommendations and referrals to campus and community resources when appropriate.	Student Services Center, 200 (310) 660-3593 x6755
STUDENT JOB LISTINGS	Access from any computer using a current ECC ID number via your MyECC login. Job listings are entry level to full time career positions and are submitted to El Camino College by employers who want to hire ECC students.	Counseling & Student Success Student Services Center, 101 (310) 660-3593 x3442
SUPPLEMENTAL INSTRUCTION (SI)	Provides students with additional academic assistance through student lead study groups. Improves course understanding and student performance.	Math Business Allied Health (MBA) 329 (310) 660-3593 x3612
TEACHER RESOURCE ROOM	Teacher resource and materials for working and prospective preschool and elementary teachers.	Art Behavioral (ARTB) 313
TRANSFER CENTER	Activities and services offered to students to assist in transferring successfully to the four-year college or university of their choice.	Student Services Center, 1st Floor (310) 660-3593 x3408
TUTORIAL PROGRAM	Provides free drop-in tutoring for students in various academic subjects.	Learning Resource Center, 2nd Floor (310) 660-3593 x3511
VETERAN'S OFFICE	Provides veterans with assistance in obtaining education benefits paid by the Veterans Administration.	Admissions Office, Student Services Center 105 (310) 660-3593 x3486
VETERAN'S RESOURCE CENTER	Provides veterans with a quiet place to study, network with other veteran students and other select services.	Admissions Office, Student Services Center 105A (310) 660-3593 x3486
WOMEN IN INDUSTRY & TECHNOLOGY (WIT)	Empowers women for economic success by pursuing high skill-high wage majors and career fields in Industry & Technology.	Industry Technology Education Center ITEC 109 (310) 660-3593 x6780
WRITING CENTER & COMPUTER LAB	Provides drop-in tutoring for students enrolled in English composition or other classes in need of assistance in writing assignments.	Humanities Bldg. (H) 122 (310) 660-3873

Being a Successful Student

Studying Effectively

Overview:

- Get Organized
- Take Smart Notes
- Understand Assignments
- Be an Active Reader
- Employ Proven Study Techniques

Get Organized

Getting organized at the beginning of the semester can help you stay on track all semester long. Here are some things you can do to keep yourself organized.

Set Up a Binder

Depending on what your instructors require and on how many classes you have on a single day, you should set up either a separate 1½” binder for each class or one larger binder for two or three classes. Whichever you decide, you’ll need the following materials:

- binder or binders
- standard-sized, college-ruled notebook paper to take notes and do in-class writing activities
- dividers with tab labels to organize your work
- pocket insert to hold returned papers without holes
- pouch to hold materials like pens, pencils, highlighters, USB drive, ruler, small stapler and hole punch



To save money, check places like the Dollar Tree or 99-Cent Store for bargains on school supplies.

Setting up a binder for each class:

1. Identify your binder:

- Put your name and phone number on the outside of the binder in case you accidentally leave it somewhere.
- Put your instructor name, the semester, the class name, the class days/times, and the classroom(s) where it can be easily seen.
- Put the page of your syllabus that lists current due dates and assignments at the front of the binder materials, so it’s easy to see.
- Some instructors will tell you what sections you’ll need, depending on the way the class is set up. If your instructor doesn’t tell you what to title the divider labels, here are some ideas for an English B class:

- **Information**
Put all course information in this section, such as your syllabus, tutoring information, etc. This is information you'll need to refer to throughout the semester for things like policies, hours of availability, and requirements.
- **Handouts and Notes**
Put blank notebook paper for taking notes and add any handouts or worksheets you get in class. If handouts aren't three-whole punched, punch holes and insert the pages in your binder as soon as possible so they don't end up in one disorganized bunch.
- **Quizzes/Exams**
Put all returned quizzes in one section. This way you can keep track of your grades. In some classes, you'll also need to use quizzes to review for an exam.
- **Writing Assignments**
Include all parts of writing assignments: assignment sheet, prewriting, first draft, feedback from peer review or lab conference, revised draft, graded essay. Keep all parts of one essay together. **Important: You may be required to submit more than just the final draft of an essay on the due date, so be sure you have everything where you can find it.**
- **Homework**
Keep written homework in one place, arranged by due date. That way you can find it easily when you need to review it in class or turn it in. If your instructor grades homework, you'll have a record of your grades by keeping returned work in one place.
- **Other**
This section is where you can put anything that doesn't fit in the other sections.



PUT A DATE ON ALL WORK! Keep organized by putting the date at the top of all handouts, worksheets and notes, and arranging them according to the dates. That way, you can easily find all of the work you did in class on a particular day.

Keep Track of Assignments

You can't succeed in a class if you don't turn in assignments on time, so you need to keep track of what's due and when it's due.

Know the Due Dates:

- **Syllabus:**
 - Highlight due dates on your syllabus
 - Look at your syllabus on the day before your class to make sure you've completed all assigned readings, writing assignments, or other work that's due in class
 - Use information from your syllabus to fill in important dates on your planner
- **Student Planner:**
If possible, buy a student daily planner (one page for each day) or weekly planner (week-on-two pages); if not, create your own in a small spiral notebook that will fit easily in your backpack or purse or computer bag. Or create your own planner pages using [downloadable forms](#). If you have a calendar on your phone, you could use that too if it's okay with your instructor, but the planner

must be something you can bring to class with you every day.

- **Pick the right planner** – consider size and ease of use, not just how it looks.
- **Build a relationship with your planner** – be sure to make it part of your daily routine.
 - Carry it with you everywhere.
 - Check it every morning and every night.
 - You can even give it a name!
- **Fill in assignment due dates as soon as you get them** while you're in the classroom. Don't wait, or you'll forget. Also include notes in your planner to yourself about school activities or supplies, such as "Buy notecards for speech" or "Meet study group in Library at 3 p.m."
- **Fill in important college dates.** You can find these on the inside cover of the class schedule (available in a paper form and also online at the ECC website). Dates would include college holidays (Memorial Day, Spring Break) and cut-off dates, like the last day to add a class or drop a class.
- **Use a reminder system** for larger projects or non-routine assignments, like an essay or a major exam.
 - **Flagging:** Use colored post-its as tabs in your planner to alert yourself that an important due date is approaching. For example, inserting a yellow flag a few days before an assignment is due could caution you to get to work on it. Use a red flag to mark the due date of a major project or even to mark the end of the semester, so you can see it coming.
 - **Backward Planning:** To give yourself plenty of time to finish an assignment, give yourself a reminder note anywhere from a day to a week ahead of the due date (depending on how much work is involved). You might also include notes to remind you to schedule things like an appointment with a counselor before registration opens for the next semester.
 - **Alert:** If using your phone as a planner, program a "heads up" alert in the calendar on your phone to remind you ahead of time to get to work on a project.
 - **Combination:** Use a combination of the systems listed above.
- **Don't get rid of old pages.** You may need information at a later date, such as a phone number of a student in your class or a URL you used in completing an assignment.
- **Keep track of non-school items** like work hours, social engagements and family obligations that might impact your time availability.



Manage Your Time

Figure out how much time you actually have available for school-related activities and homework. If you don't have a realistic view of how much time you have available, you can't plan your time effectively.

Plan ahead. If you think you'll need to see a tutor to get help on a particular assignment, schedule that in at least at least a couple of days before the assignment is due (if possible).

Chunk large assignments into steps, each with a due date: If you have to give a presentation on a topic, for example, you might chunk the assignment into steps like 1) choose topic, 2) get three sources of information on the topic, 3) take notes, 4) decide on information to include, 5) decide on format for presentation, 6) practice presentation.

Revise plans as needed: If something comes up, like a family emergency, and you can't complete a task on the original date, be sure to move the task to a later date so you don't forget about it.

Exercise

Completing a Time Assessment Calendar

Step #1: Use the blank weekly calendar on the next page to find out how much of your time is already committed to doing things and how much time you have left for study time and for other activities.

- Write in your classes for the week
- Write in hours you're normally asleep
- Write in your work hours for the week
- Write in any other regularly scheduled activities (gym, church, volunteer hours, clubs, Friday night poker, pick up child at school, etc.)
- Write in the time you regularly spend going to and from activities (taking the bus to school, driving to work, etc.)

Example:

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
7:00 AM	shower, eat	drive	drive	drive	drive	sleep	get dressed
:30	get dressed	park	park	park	park	sleep	drive
8:00 AM	church	Eng B	Arithmetic	Eng B	Arithmetic	shower, eat	work
:30	church	Eng B	Arithmetic	Eng B	Arithmetic	get dressed	work

Step #2: The difficulty of each class and the amount of homework assigned will vary, but the basic formula is 2 hours of study time for every unit you're taking. Look over your calendar. How many hours are left for study time? Are these good times for studying? Do you need to adjust your activities to make time for studies?

Blank Time Assessment Calendar

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
12:00 AM							
:30							
1:00 AM							
:30							
2:00 AM							
:30							
3:00 AM							
:30							
4:00 AM							
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11:00 PM							
:30							

Prioritize

- **Know which assignments have to be done immediately** and which can wait. For example, studying for a test the next day is more pressing than reviewing for a test the following week.
- **Know which assignments have to be done in steps**, and figure out which step you need to complete by a certain time rather than trying to do several steps at once. For example, if only the prewriting for an essay is due at the next class, don't try to complete the prewriting and a first draft of the essay before the next class. Just spend 20 minutes on the prewriting. *Important:* Sometimes instructors create assignments in steps because they want to check each step to make sure you're on the right track with the essay assignment.
- **Figure out which tasks are more important than others and do those first.** For example, studying for a 50-point midterm exam is more important than completing a 5-point homework assignment. If your time is limited, focus on the midterm; then work on the homework only if you have time left.
- **Decide which personal activities may have to take priority over school, and schedule accordingly.** If you're best man at your cousin's wedding in Guadalajara the weekend before an essay is due, make arrangements with the instructor to submit the essay when you get back or plan to turn the essay in early before you go.

Understanding Assignments

Understanding what's expected of you is a key to success. Make sure you understand all of your assignments.

Instructors vary. When it comes to assignments, every instructor is different. Some instructors write assignments on the board or project assignments on a screen during class. Other instructors hand out copies of their assignments or attach them to the syllabus. Some instructors expect you to know that you're supposed to do homework just by reading the syllabus. For example, the syllabus may say next to a date: "Read pages 45-56." You'll be expected to do that reading before the class on that date even if the instructor never mentions it in class.

Get clarification. Be sure you know what the assignment is, what is exactly is expected, and when it's due. If you don't know, ask! Chances are that if you're confused, a lot of your classmates are as well, and they'll appreciate your asking for clarification.

Homework: If the instructor tells the class that homework will be due at a future class, make sure you know if you're just supposed to look over the material, or if you're supposed to do exercises in a textbook or write them on a piece of paper before you come to the class. Find out if you'll be expected to grade the work in class and/or expected turn it in.

Assignments: Whether your instructor gives you an assignment to copy down, an assignment from a book, or an assignment handout, be sure you understand everything you're supposed to do.

Here's a method for making sure you get all of the information from an assignment handout:

- **When you receive the assignment:**
 - Look for the due date. Highlight it.
 - If the assignment is to be completed in steps, highlight the due date for each step. (You may have to look on the syllabus or ask the instructor.)

- Put a checkmark next to everything you're expected to include in your submission. For example, in English B, you might need to have a quote from an outside source in your essay, or you might need to include an outline with your essay.
- Find out if the instructor has a model that you should follow, such as a sample essay or review.
- Look to see if there's a grading scale that indicates what the instructor will look for, sometimes called a "rubric."
- Look for formatting and length requirements, such as MLA format or a certain number of paragraphs. Underline these requirements or highlight them in a different color from the due dates.
- **Before you turn in the completed assignment**, compare your assignment to the assignment sheet and make sure you've included all required elements.

Take Smart Notes

Notetaking is one of the most important skills for success, but most students don't have much practice. In high school, you may have copied the information on the board, and that was enough. In college, you can't rely on instructors to write down all important information, and you can't rely on your memory to remember everything.

Important Term: Lecture

- When your instructor talks in class, that's called a "lecture," so sometimes you'll hear the term "lecture notes" to refer to the notes you take while the instructor is talking.
- The term "lecture" is also used to describe any class that isn't a lab (computer lab, science lab) or performance class (tennis, aerobics), even if your instructor does other things in class besides just talk to you.

Taking good in-class notes

- Makes you a good listener
- Gives you a record of what went on in class
- Helps you organize information
- Helps you review for quizzes and exams

You can't write down everything, so you need to be a smart note taker. There are several systems for taking notes, and you may have one of your own. One system that's been proven to work uses a T-Diagram or double-entry note format. This system is often called Cornell Notes (after Cornell University where it was developed).

Cornell Notes

1. Format: Use a ruler to divide a standard-sized piece of notebook paper into three parts, or print out your own customized formatted Cornell notepaper from an [online template](#).

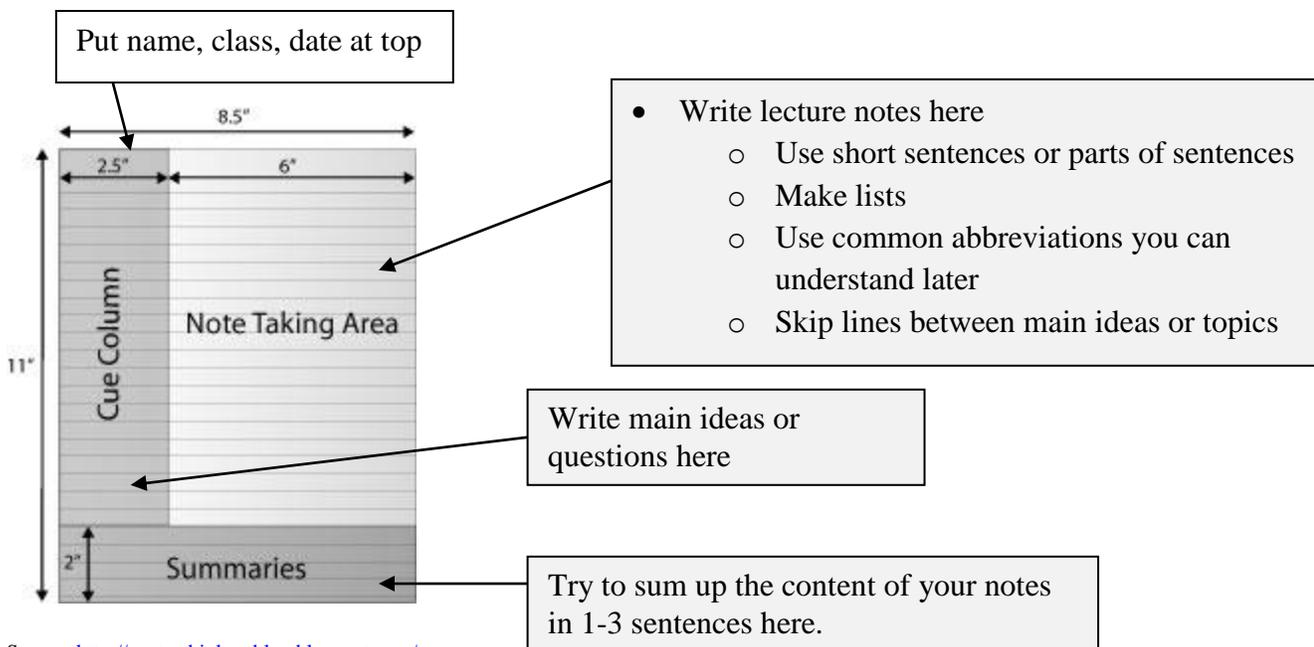
Put your name, the class, and the date at the top of the first page.

- a. Make the left margin 2.5 inches so you can write in it.
- b. Leave a 2-inch space at the bottom.
- c. If you have more than one page, put the class, date and page number on each page.

2. 3 Parts:

- a. Part 1: Use the large space to take notes in class.
- b. Part 2: Use the left side to go back and put headings or questions after class to act as cues to the note content.
- c. Part 3: Use the bottom section to briefly sum up the content of the page after you complete Part 2.

Cornell Note Format:



Source: <http://cantorsbiologyblog.blogspot.com/>

Sample Cornell Notes:

Mary Smith Eng B 2/22/11	
8 Parts of Speech	
What is a noun?	1. Nouns Noun = person, place, object, idea common nouns - name general things begin with lowercase letter ex: woman, city Proper nouns - names capitalized ex: Alice Walker, Chicago Singular nouns - one thing, person ex: friend, truth, box Plural nouns - more than one thing, person most add "s" or "es" ex: friends, truths, boxes
What is a pronoun?	2. Pronouns Pronoun - word that takes the place of a noun ex: The phone rang, and Bill answered <u>it</u> . ↑ it = phone ↑ pronoun noun
Summary: A noun is a word that names a person, place, object, or idea. Nouns can be singular (one) or plural (more than one). A pronoun is a word that takes the place of a noun.	
Page 1 of 4	

Use your notes to help you learn.

Writing them:

- Writing the cues right after class helps you identify the main ideas in your notes and label them for future reference (when you have to study for a quiz, for example). If you write the cues as questions, the answers will be the main ideas.
- Writing the summary soon after taking the notes will help you pull all of the information together and make sense of it.

Reading over them:

- Use the cues at a later time as a study guide to help you locate main ideas. Test your understanding by trying to answer to question on the left without looking at the information on the right.
- Reread the summary to boost your memory of the overall content of the lecture.



- To save time and space when taking notes, use shortened forms of common words like you do when texting.
- If you miss a piece of information, leave some extra blank lines. Then ask the instructor or another student what that information was and fill it in.

Be an Active Reader

As a college student, you'll find yourself having to read a lot of pages in lengthy textbooks. Active readers are doing things instead of just looking at the page.

Being an active reader will

- help you stay awake
- help you focus on the textbook
- help you understand what you're reading
- make it easier for you to review for a test

Strategies for Active Reading

Preview the text:

- What do you notice as you look at the page(s)?
 - Title
 - Overview of the content
 - Headings (like titles, may be in bold)
 - Graphs/Charts/Diagrams/Tables
 - Photographs/Cartoons
 - Areas in textboxes
 - Lists
 - Different colors of type
 - Vocabulary
- Look over these items quickly to get a sense of what to expect as you read. Notice any tools that might be helpful when you read, such as definitions of key terms.

Mark the text as you read:

- Circle unfamiliar words. If you can't understand them by the way they're used in the text, look them up in a regular dictionary or an online dictionary like thefreedictionary.com (you can click on the audio icon to hear the word said aloud). Next to the term in your book, write a brief definition or a word that means the same thing (you might find it labeled "synonym" in the dictionary).
- Chunk up the reading into sections, maybe one chunk for each heading. After you finish reading that section try to pick out the main point(s).
- Go back and highlight or underline main points in the section.
- Talk to the text – write questions or comments in the margins. If questions aren't answered by the end of the reading, ask them in class.

Look for cues as you read:

- If you see the beginning of a list (items starting with numbers or letters in sequence), look for the rest of the items in the list.
- Use tools given in the text, like definitions, to help you as you read.
- Look for words like "For example" to help you tell the difference between a main point and an example that illustrates it.

Review what you've written:

- Use your markings (called annotations) to review for class discussion. Refer to them to help you ask and answers questions in class.
- Use your markings to help you study for a quiz or exam.

Important Term: Annotate

"Annotation" or "annotating" is the name given to underlining, highlighting, and writing in your book.

Employ Proven Study Techniques

Review Your Notes

1. Try reading your notes aloud. This can prompt your memory to recall what you heard originally.
2. If you use Cornell Notes, read the summary at the bottom of the page to refresh your memory. Then, use the headings or questions in the left column to test yourself to see if you can recall the major ideas.
3. Use your notes to create flashcards or a sample quiz to test your understanding.
4. Compare your notes with those of a study partner or study group from your class.

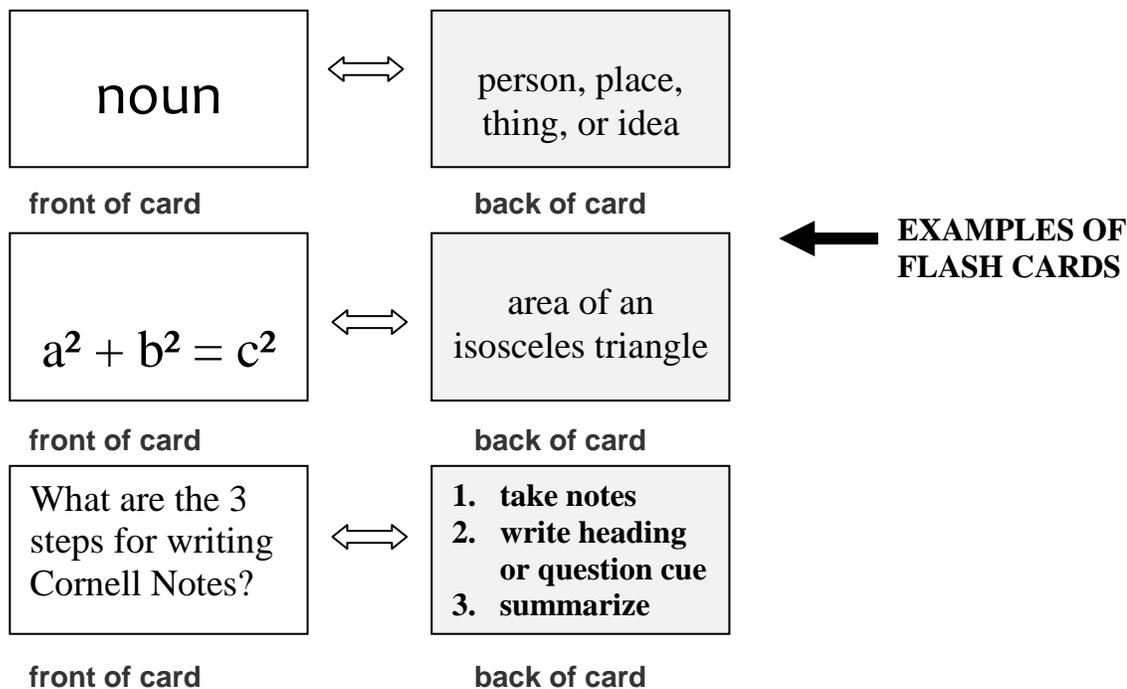


Use the Cornell Note format to take notes on assigned readings in your textbooks as well as on lectures.

Create Flashcards

Flashcards are a great tool to help you memorize information and/or study for tests and quizzes.

- Traditional Method: Use 3"x5" index cards.
- Write *one* thing you want to remember on the front of the card.
 - a piece of information you need to remember, like a name or term or a math formula, or
 - a question you need to be able to answer
- Write the definition, formula, or answer on the back.



Use the cards to help you keep track of and review important information.

- By looking at the information on one side of the card, you want to be able to remember what's on the other side. Keep practicing until you have memorized both sides of the card.
- Look at the cards regularly, and not just when you have a test coming up.
- Carry your cards with you so that you can study whenever you have a chance—between classes, on the bus, at lunch.



- Use flashcards in different colors to remember different things or to separate different subjects.
- Draw pictures on your cards to help you remember.
- Don't put too much information on one card.



Technology Tip: Look for websites that will generate flashcards for you to print out or download to your smart phone.



Form Study Groups

Study with another student or students from your class.

- Review your notes together regularly. By comparing notes, you'll make sure you haven't missed any information.
- Ask each other questions from your flashcards or notes.
- Try to think of questions that might be on a test and share ideas for answering them.

Setting up an effective study group:

- Limit the number of people. More than 4 people can end up having more than one conversation going.
- Pick classmates who seem to be paying attention in class and participating in class discussion. Try to find at least one person who seems to know more than you do about the subject.
- Find a place to study without too many distractions and with plenty of room for your books and notes.
- Place a time limit of no more than a couple of hours at a time to help you stay on task.

Section II

Paragraph

Development

The Writing Process

Good writing is typically the result of a labor intensive process called the writing process. The writing process involves thinking about your subject (prewriting), outlining, drafting, editing and revising, and proofreading.

Good writers treat writing as an ongoing process, and you should as well.

Too often, students quickly type up a paragraph and turn in their unedited work for a grade. Turning in such work ensures your writing will not improve much throughout the semester. If, instead, you take the time to improve what you've written, you'll likely improve your writing skills and improve your grades on written assignments.

In many ways writing can be likened to other skills such as playing an instrument. Even if you know how to play an instrument, chances are you would have to practice quite a bit to improve and to be able to take on more difficult compositions. So too with writing—practice and a conscious effort to improve upon what you already know will serve you well.

Prewriting Techniques

Definition: Prewriting techniques are tools you use to help you come up with a topic to write about or to collect your thoughts on a topic you've already chosen.

When to Use: Use prewriting techniques when you're not yet sure exactly what you want to write about, when you feel you are experiencing writer's block, or when you have no idea what to add to a piece of writing you've already started.

 **Tip:** Although five prewriting techniques are identified in this chapter, you may find some more useful than others. Find one that you like and use it whenever you need it.

Freewriting

What it is: Freewriting is writing non-stop for a set period of time. When you freewrite, don't worry about grammar or spelling or organization. The key is to write down whatever comes into your mind. It's amazing how much you can write in five minutes.

Why it works: When you write down whatever comes to mind, you free yourself from obstacles you normally encounter when you write.

Putting it to use: On a separate piece of paper, freewrite for five minutes on the topic of television violence.

Brainstorming (aka listing)

What it is: Brainstorming is simply making a list of ideas that come to mind. When you brainstorm, write short one or two word answers rather than complete sentences. As with freewriting, don't worry about spelling or organization.

Why it works: Letting your mind quickly jump from one thought to another allows you to overcome obstacles you normally encounter when you write.

Putting it to Use: Complete the following list with whatever comes to mind on the topic of education.

Brainstorming

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Questioning

What it is: When you have a general topic in mind, get ideas about the topic by answering the questions *who*, *what*, *where*, and *why*.

Why it works: This technique allows you to approach your topic from different perspectives.

Example: Suppose your instructor wants you to write a paragraph arguing for or against requiring school uniforms in high school. There's no need to panic. Begin asking questions about the topic. Why do school officials want uniforms? What are the advantages and disadvantages of uniforms? How much will the uniforms cost? What about students' freedom to wear what they want?

Answering these questions will likely lead you to a better understanding of the topic and will likely lead you to a more focused topic.

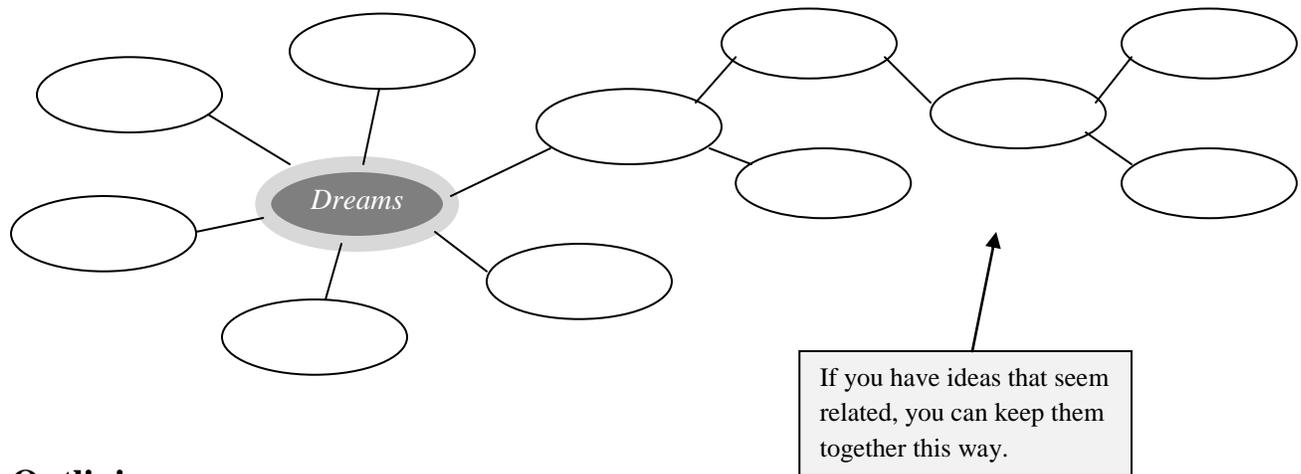
Putting it to use: Ask at least five *who*, *what*, *where*, and *why* questions on the topic of how technology affects our lives (positively or negatively). Then, try to answer your questions.

Clustering (aka branching, webbing)

What it is: Place a topic in the center of a blank page. As ideas come to mind, attach them to your original idea. As more thoughts come to you, add them to your growing cluster.

Why it works: This method helps you **visualize** how ideas might be grouped together.

Putting it to use: Fill in the empty ovals with what comes to mind when you think of “dreams.”

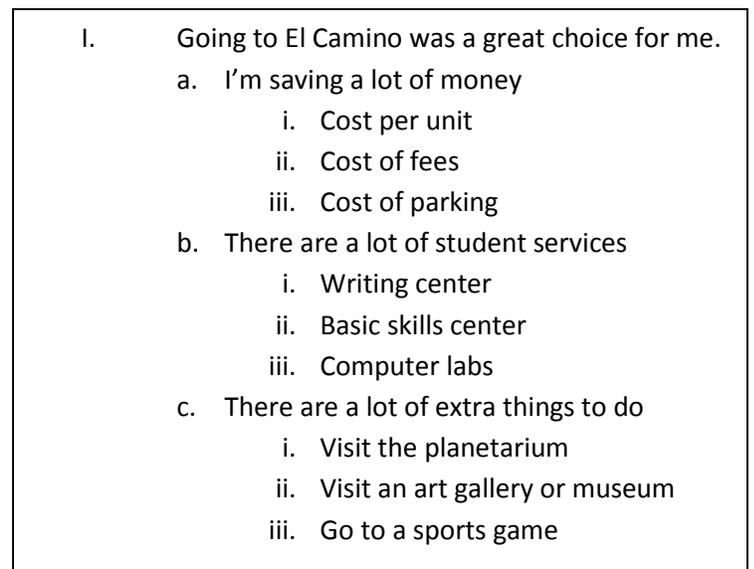
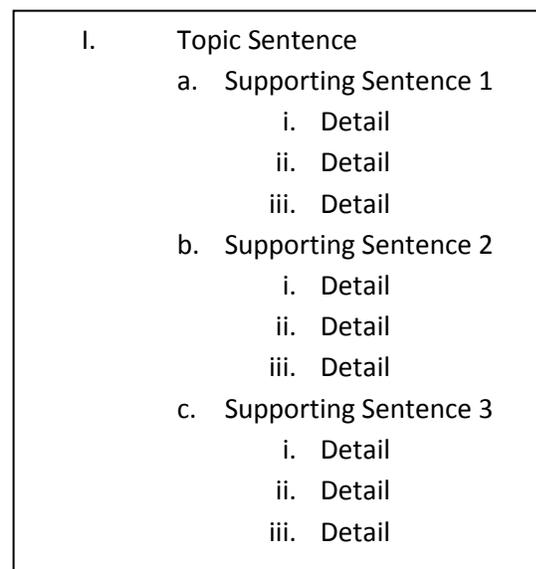


Outlining

What it is: Outlining is a way of organizing your ideas in a more formal way than the other prewriting techniques. Generally, when you outline, you have a good idea about what you want to write.

Why it works: This helps for students who like to know where their paragraph is going before they begin writing.

Putting it to use: Use the model outlines below as guides to create an outline for a topic your instructor gives you.



Drafting

After you've thought about your subject by using one of the prewriting techniques, it's time to start writing. This step is sometimes referred to as drafting.

There are different approaches you can take to drafting your paragraph. One approach you may find useful is to write your first draft as if you are writing casually to a friend. Some students prefer this approach to writing because it allows them to write freely without the constraints of grammar and organization. If you choose this approach, however, you must rewrite your work with attention to making your writing more formal **before** your instructor sees your writing.

Editing and Revising

After your initial draft, you should edit and revise your work. This step is an ongoing one: edit and revise until you are happy with your work.

If possible, take time away from your writing and come back to it with a fresh perspective. You may be surprised to find the changes you would like to make.

Proofreading

Lastly, you should proofread your work. Proofreading is making one final check for mechanical (punctuation) and grammatical errors before you print out what you will hand into your instructor. If you pass in your best work, your instructor will help you improve your writing.

Rewriting After a Conference

Usually you will bring your completed assignment to class where your instructor or a tutor will offer advice for improving your work. If this is the case, you should make all the changes indicated.

Instructors generally won't point out every little error in your writing. More likely she or he will point out one or more common errors and expect you to find and correct others like it. Always go above and beyond what your instructor asks you to fix.

Steps of the Writing Process

The following steps summarize this chapter and should be completed for every writing assignment:

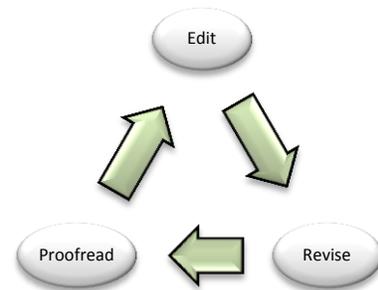
Step One: Prewrite on a separate paper and then complete an outline. Blank outlines are provided in each paragraph section of this text.

Step Two: Write (draft) paragraph.

Step Three: Edit and revise the paragraph for content using the following checklist as a guide:

- I have given my paragraph a creative title.
- My topic sentence has a clear subject and a clear overall impression.
- I have several supporting sentences that support my topic sentence.
- I have multiple examples for each supporting sentence.
- All of my sentences relate directly to the topic sentence.
- My paragraph is organized in a logical manner.
- I have used transition words at the beginning of each supporting sentence.
- I have a conclusion that sums up my paragraph.

Remember, editing, revising and proofreading is an ongoing process. You should perform each task several times **before** you pass it into your instructor.



Four: Proofread. Proofreading is checking your work for mechanical and grammatical errors.

- I have used the spell check and grammar check feature on my computer.
- I have also checked for spelling and grammar errors on my own.
- I have spelled out words rather than abbreviated them.
- I have made sure my subjects and verbs agree in number.
- I have corrected any commonly confused words such as their/there/they're.
- I have checked for run-ons, comma-splices, and fragments.
- I have checked for proper capitalization.
- I have checked for other punctuation errors.
- I have followed MLA format.
- This paragraph represents my best writing.

The Paragraph

Symbol: ¶

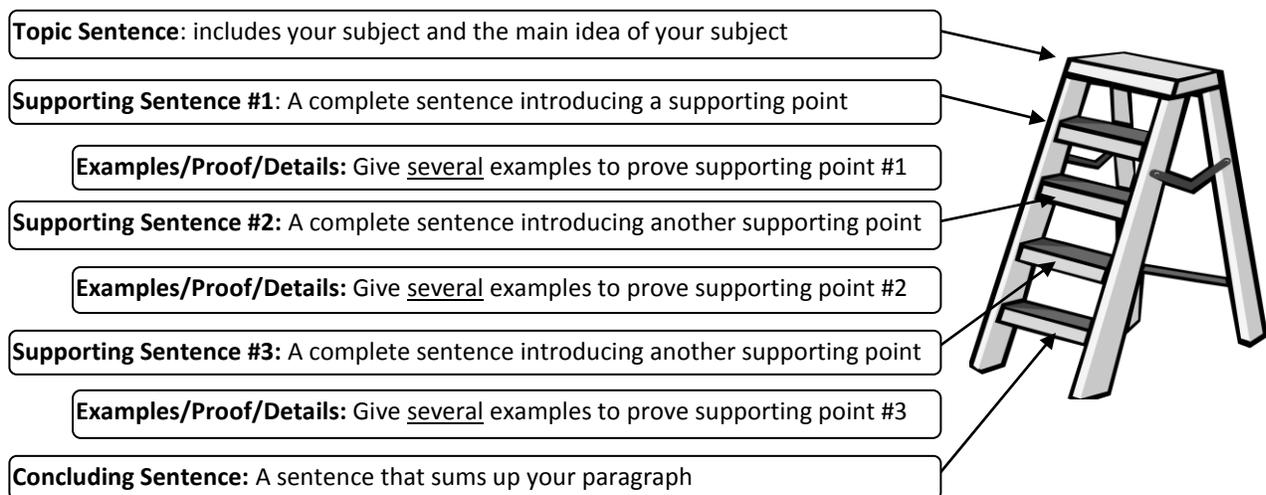
Paragraph Overview: Throughout college you will write three basic types of paragraphs. They are the introductory paragraph, the body paragraph, and the concluding paragraph.

* The goal of English B is to have you master a paragraph that most resembles a **body paragraph** but is different because it stands alone without the aid of other paragraphs. For the remainder of this book, this stand alone paragraph will simply be called a paragraph.

(Note: some instructors call the stand alone paragraph a “paragraph essay.”)

Paragraph Definition: Think of a paragraph as an organized group of sentences that work together to prove a main idea. Everything in the paragraph should relate directly to the main idea.

Visualizing the Paragraph



Think of each part of the paragraph as part of a ladder. The ladder becomes useless when there is no top piece because the top piece keeps the entire ladder together. In addition, the ladder becomes weaker with each missing step. This is also true for a paragraph; the paragraph doesn't make much sense without the topic sentence, and the paragraph becomes weaker with each missing paragraph part.

Break Down of Paragraph Parts:

Title

- It's a good idea to come up with a creative title for your paragraph
- Avoid paragraph titles like “Paragraph 1” or “Narration Paragraph”

Topic Sentence

- Identifies the subject of the paragraph (what the paragraph is about)
- Contains the controlling idea of the subject (your opinion about the subject)
- Is general enough to cover all the ideas in the paragraph
- Is specific enough for the subject to be thoroughly covered in one paragraph

Although the topic sentence may be placed in several different places in your paragraph, instructors tend to be picky about where they want it. It will save you tremendous headache if you find out your instructor's preferences before you write.

This book consistently places the topic sentence as the first sentence of the paragraph.

Supporting Sentences

- Each supporting sentence tells the readers something about the subject of the paragraph. Furthermore, the supporting sentences help convince the reader of your overall opinion about your subject.

Examples/Proof/Details

- For each supporting sentence, you will need to provide specific examples or details to support your opinion. Always have more than one example or detail for each supporting sentence.

Transition words

- Transition words are used to move smoothly from one supporting point to another. They are also used to move from one example to another. Variety is the key for transition words. Examples include “in addition,” “furthermore,” and “next.”

Concluding sentence

- The concluding sentence, like your topic sentence, leaves the reader with an overall impression of the paragraph's subject.

Other Paragraph Essentials:

Organization

- Sentences shouldn't be randomly thrown into a paragraph. Each sentence should be placed carefully within the paragraph. Because the way you organize your paragraph will be determined by the type of paragraph you are writing (narrative, descriptive, etc.), proper organization will be addressed in each paragraph chapter.

Format

- Type your work
- Indent the first line of your paragraph five spaces
- Set the line spacing to double
- Use one inch margins
- Use Times New Roman, twelve point font
- Create a four line heading including student name, instructor name, class, and date

Sample Paragraph

Christmas Chaos

Opening presents Christmas morning in my childhood home was always chaotic. The main reason it was crazy was because there were no rules. We didn't have to take turns or open our stockings first. Nor did we have to wait for others to catch up to us. The event was a free for all. We simply dove in and started tearing gifts open. The abundance of gifts made the experience crazy as well. Because my mother shopped throughout the year, there were always a ton of gifts. In no time, gifts littered the floor making it difficult to move around. The discarded wrapping paper added to the mess and disorder. In addition, our own excitement added to the confusing nature of the occasion. We would squeal with delight, shout out someone's name when we found it on a gift, give hugs and "thank you's," all while my mother would try to figure out who had opened what. Even our dog added to the excitement. He barked and played with the wrapping paper or a new squeaking dog toy. Despite the craziness of opening gifts, I wouldn't change it one bit because it was great fun.

Topic sentence

Supporting sentence #1

Details

Supporting sentence #2

Details

Supporting sentence #3

Details

Concluding Statement

Exercise 1: Draw lines to connect the sentence within the paragraph to the matching paragraph part on the right.

Exercise 2: Use the sample paragraph to answer the following prompts on a separate paper.

1. What is the subject of the paragraph?
2. What is the author's opinion about the subject?
3. Identify at least three transitions the author uses.
4. Identify where you would like to see more detail added.

Paragraph Development

Narration

Definition: A narrative paragraph tells a story using specific details in chronological (time) order.

Purpose: To show the reader the events that happened.

Practical Uses: In an insurance claim, you may have to tell what happened in a car accident. When applying for a scholarship, you might tell a story of how you faced a challenge in your life.

Model Narration Paragraph

The Cherry on Top

My favorite job was working at a cherry processing plant in Northern Michigan last summer. When I started in June, my job was to sweep the floor, stack fifteen pound gold cans filled with processed cherries, and move packaging boxes to the warehouse. Working sixteen hours per day for six days each week was exhausting. But, the plant manager was impressed by my work. In July, I was given the responsibility of managing the receiving area for both day and night shifts. The forklift drivers drove into the warehouse and waited for my instructions. At first, I was overwhelmed. I had to decide where to put the incoming loads so they got processed in the right order and were kept cool and out of the sun, but I could not block the outgoing loads. I soon realized that the real challenge of the job was earning the respect of the forklift drivers. The drivers were older and more experienced than I was. Therefore, I decided the best way to handle the situation was to ask their opinions and to listen to their suggestions and advice. In late July, the breakthrough came when the senior forklift driver, “Big Al,” asked my opinion about how to handle a sudden rush of incoming cherry tanks. After the rush, he complimented me on how I handled the situation, and I complimented him on his driving while we each ate a handful of the freshly shaken cherries. I knew then that I had earned his respect and the respect of the other forklift drivers. I continued to work hard through the end of August learning more from each of the workers. I think of my favorite job every time I see cherries at the grocery store.

Topic sentence identifies both the subject and a specific event.

Transitions are complete sentences that set up the next area to be described.

Written by Professor Annick—El Camino College

Key Elements to a Narration Paragraph



While the paragraph structure of a narration paragraph follows the basic paragraph structure, there are some special elements to consider when you write a narration paragraph.

Topic Sentence

- Makes clear that the paragraph will tell about a specific event
- Lets the reader know who is telling or narrating the story

Supporting Sentences and Details usually answer the following questions:

- Who? (the people involved)
- What? (the event)
- Why? (why the event important to you)
- Where? (the story's location)
- When? (the date or time of the story)

Organization

- The primary organization style for narration is **time order (chronological order)**.

Transitions

Transitions help you maintain organization. Some common transitions for narration paragraphs are given.

Time

after	eventually
next	meanwhile
later	soon
during	first
immediately	one day
then	suddenly
when	

Exercise:

Using the model paragraph, answer the following prompts:

1. Identify the subject of the paragraph. _____
2. Choose three details you think are helpful in understanding the significance of the event for the author. _____
3. List at least two transition words or phrases that show the paragraph is in time order.

4. Identify:
 - Who? (the people involved) _____
 - What? (the event) _____
 - Why? (why the event important) _____
 - Where? (the story's location) _____
 - When? (the date or time of the story) _____

Paragraph Development

Description

Definition: A description paragraph has a group of sentences that work together to convey an overall impression of a place, person, object, or idea.

Purpose: To describe something in such detail that readers can imagine what you are describing.

Practical Uses: In a chemistry class you may have to write a description of a solution you created in the lab. In an art class, you may be asked to describe a painting you saw in a museum.

Model Descriptive Paragraph

A Filthy Room

My sister-in-law's kitchen is the filthiest room I've ever seen. First, the floor is an absolute mess. The linoleum lies under a patchwork quilt of old food: sticky patches of turkey gravy, Gerber's strained beets and tapioca pudding, Kal Kan Kitty Stew, and fudge ripple ice cream with marshmallow sauce. Adding to the mess on the floor, at least half a dozen bags of trash sit around at any one time, overflowing with slimy, brown banana peels, oily tuna fish cans, and mayonnaise jars that stink like a sewage spill. A second disaster area is the refrigerator. On its door, peanut-butter-and-jelly handprints compete for space with grimy Post-it notes held in place by chewed wads of grape bubblegum. And on top of the refrigerator, chocolate-stained cookbooks lie surrounded by a half-inch-thick layer of dust studded with rotting flies. But the filthiest place in the kitchen is the sink. Because it's so seldom scrubbed, the porcelain has developed a shiny coating of gray-green, mucous-like scum that would turn the strongest of stomachs. And my sister-in-law keeps the sink stacked high with disgustingly dirty dishes: egg-encrusted plates, saucepans with week-old spaghetti and chili burned into them, chipped coffee mugs filled with thick brown water that has pieces of toast and dead ants floating in it, and spoons that look as if they had been dipped in motor oil, rolled in used cat litter, and left to dry under a baking hot sun for a month. If there were an award for having the filthiest kitchen, my sister-in-law would win hands down.

Topic sentence identifies both subject and overall impression.

Supporting sentences set up the next areas to be described.

Written by Instructor Kate Collins—El Camino College

Exercise:

Use the model paragraph to answer the following questions:

1. Identify the subject of the paragraph. _____
2. What is the overall impression the author has of the subject? _____
3. How many areas of the kitchen are described? _____

4. Identify two details that support the supporting sentence “the floor is an absolute mess.”
 _____ & _____
5. Does the concluding sentence leave the reader with an overall impression of the paragraph’s subject? _____
6. Identify a detail or two that brings the paragraph to life. (Did anything creep you out?)

Key Elements to a Description Paragraph



While the paragraph structure of the descriptive paragraph hasn’t changed, there are some special elements to consider when you write a description paragraph.

Organization

- Organization styles for descriptive paragraphs include **location** (where things are in relation to one another) and **order of importance** (the paragraph moves from least important to most important).

The model paragraph is organized in terms of location as it moves from the floor, to the refrigerator, to the sink. It is also organized in order of importance as it moves from the least messy to the messiest area of the kitchen.

Transition words

- Typical transition words for descriptive paragraphs are given.

Explanation and Example	Location
for example for instance to illustrate one example	nearby above adjacent to below, beyond, farther on, opposite to, there,
Similarity	
furthermore additionally and in addition	moreover besides that in the same way also

Writing the Descriptive Paragraph

For the remainder of the chapter, use one of the paragraph topics below **or** one given to you by your instructor.

- One of your favorite places (real or not)
- Your favorite artwork
- A sacred place
- A public restroom
- A favorite photograph
- Your childhood bedroom
- An unusual place
- An unusual person
- An object you treasure
- A piece of food left too long in refrigerator



Remember, you are not telling a story in a descriptive paragraph; you are simply describing something with enough detail that your reader can imagine it.

Prewrite on a separate paper and then complete the outline below.

Tip: Remember, your supporting sentences convince the reader that your overall impression is valid.

Topic Sentence: _____

Supporting Sentence #1: _____

Specific examples/proof/details:

Supporting Sentence #2: _____

Specific examples/proof/details:

Supporting Sentence #3: _____

Specific examples/proof/details:

Supporting Sentence 4: (if used)

Specific examples/proof/details:

Concluding Sentence: _____

Paragraph Development

Comparison/Contrast

Definition: A comparison paragraph explains the similarities in two subjects. A contrast paragraph explains the differences in two subjects.

Purpose: To show how subjects are alike or different.

Practical Uses: In an English class, you might explain the differences between two poems by the same author. When looking at apartments to rent, you might compare and contrast their location, rent, and size.

Key Elements to a Comparison/Contrast Paragraph

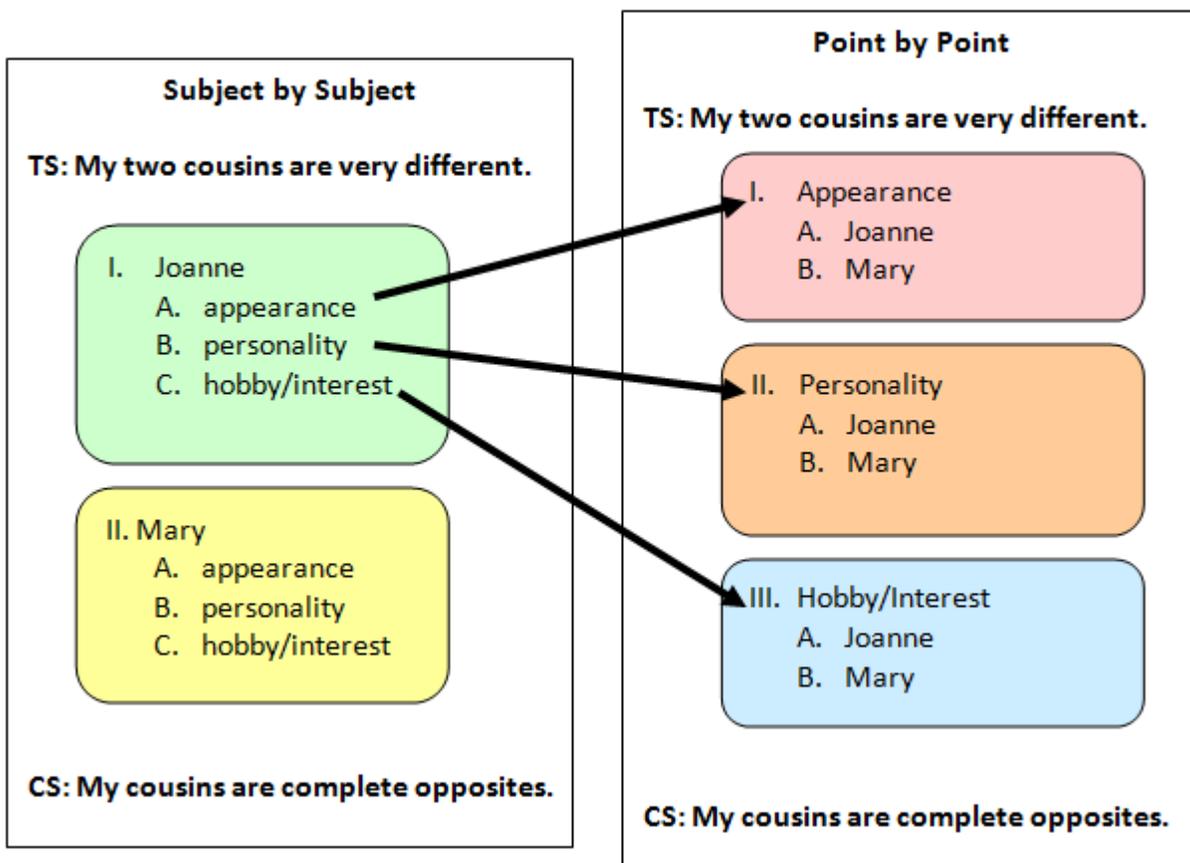


While the basic paragraph structure of the comparison/contrast paragraph hasn't changed from the paragraph structure outlined in the chapter titled "The Paragraph," there are some special elements to consider when you write a comparison/contrast paragraph.

Organization

You may use either subject by subject **or** point by point organization for your paragraph.

COMPARISON AND CONTRAST



Transition words

Typical transition words for comparison/contrast paragraphs are provided below.

Comparison	Contrast
similarly in comparison comparably in the same way likewise additionally furthermore both	on the other hand in contrast alternatively conversely nonetheless however but another nevertheless instead rather but yet still otherwise though

Model Comparison/Contrast Paragraph Subject by Subject

Opposites

My cousins Joanne and Mary couldn't be more different. First, Joanne is a total nonconformist. For one thing, Joanne's appearance is bizarre. For example, her hair is partially shaved and dyed pink, and she's covered in tattoos. In addition, her favorite clothes are ripped and have pictures on them of things like skulls. Furthermore, Joanne has a wild personality. For instance, she'll do outrageous things, like the time she got her nose pierced. Another time, she hitchhiked to San Francisco at 2:00 a.m. Finally, when it comes to interests, Joanne is really into music. She plays the guitar in a punk rock band, and she loves to go to clubs and concerts to check out other bands. In contrast, Mary is the total opposite of Joanne. For one thing, Mary's appearance is very conservative. For instance, her naturally blond hair is usually in a ponytail, and her favorite clothes are sweats or a soccer uniform. Unlike Joanne, Mary is the type of person who likes to follow the rules. For example, she's never missed a day of school, and she can be relied on to be the designated driver any time she goes out to a party. Finally, Mary is a jock. She plays almost every sport, but soccer is her favorite. When she's not playing sports, she's watching them on television or in person. Truly, if I didn't already know that Joanne and Mary are cousins, I would never guess that they're related to each other because they're complete opposites.

Topic sentence identifies the subject and whether the ¶ is comparison or contrast.

Sentence identifies subject to be discussed first.

Transitions are used for examples.

Sentence identifies the second subject.

Model Comparison/Contrast Paragraph Point by Point

Opposites

Topic sentence identifies the subject and whether the ¶ is comparison or contrast.

My cousins Joanne and Mary couldn't be more different. First, the most striking difference is their appearance. Joanne's appearance is bizarre. For example, her hair is partially shaved and dyed pink, and she's covered in tattoos. In addition, her favorite clothes are ripped and have pictures on them of things like skulls. In contrast to Joanne, Mary looks very conservative in her appearance. Her naturally blond hair is usually in a ponytail, and her favorite clothes are sweats or a soccer uniform. Secondly, my two cousins are very different when it comes to their personalities. Joanne is wild. For instance, she'll do outrageous things, like the time she got her nose pierced. Another time, she hitchhiked to San Francisco at 2:00 a.m. Unlike Joanne, Mary likes to follow the rules. For example, she's never missed a day of school, and she can be relied on to be the designated driver any time she goes out to a party. Finally, my two cousins have completely different interests. Joanne is interested in music. She plays the guitar in a punk rock band, and she loves to go to clubs and concerts to check out other bands. In contrast, Mary is a jock. She plays almost every sport, but soccer is her favorite. When she's not playing sports, she's watching them on television or in person. Truly, if I didn't already know that Joanne and Mary are cousins, I would never guess that they're related to each other because they're complete opposites.

Transitions are used for main points.

Exercise:

Use the model paragraph to answer the following questions:

1. Identify the subject of the paragraph. _____
2. Is this a comparison paragraph or a contrast paragraph? _____
3. According to the author, how do the cousins' interests differ? _____
4. Which cousin seems a bit wilder? _____

Writing the Compare/Contrast Paragraph

For the remainder of the chapter, use one of the paragraph topics below **or** one given to you by your instructor.

- | | |
|--------------------------------------|--|
| • Two poems | • Two types of people |
| • Two dance styles | • Two different world views |
| • Two artists or two artworks | • Two television shows |
| • Two sports teams (in same sport) | • Two places (cities, countries) |
| • Two athletes | • Two different songs by the same artist |
| • A book and its movie version | • Two politicians |



It's best to take two things that are quite different and show how similar they are **or** to take two things that are quite similar and show how different they are. Also, remember you are either comparing or contrasting—generally, you won't be doing both.



Remember, use transition words appropriate for the type of paragraph you are writing. Rewrite on a separate paper and then complete the outline below.

Subject by Subject Outline

Topic Sentence: _____

Subject #1: _____

First Point: _____

Details: _____

Second Point: _____

Details: _____

Third Point: _____

Details: _____

Subject #2: _____

First Point: _____

Details: _____

Second Point: _____

Details: _____

Third Point: _____

Details: _____

Concluding Sentence: _____

Point by Point Outline

Topic Sentence: _____

First Point: _____

Subject One Details: _____

Subject Two Details: _____

Second Point: _____

Subject One Details: _____

Subject Two Details: _____

Third Point: _____

Subject One Details: _____

Subject Two Details: _____

Concluding Sentence: _____

Paragraph Development

Persuasion

Definition: A persuasive paragraph uses details and examples to convince the reader about a certain point.

Purpose: To sway the reader to agree with the writer.

Practical Uses: You may want to persuade your boss that you deserve a promotion. You may want to convince your neighbors to vote in the local election.

Model Persuasion Paragraph

Benefits of an On-line Class

College students should take at least one on-line class. First, students can save time by taking a class on-line. Instead of taking the bus or driving a car and parking, students can walk to their computer. This may save some students ten minutes, but can save other students more than an hour. Also, on-line classes are more flexible. Though students still have to do the work, parents and students with family commitments can schedule their class time around the needs of their children or family members. Students who have part-time or full-time jobs can complete the class work anytime of the day or night. In addition, if students are comfortable working with computers, learning on-line can be more efficient and interesting. Students can jump quickly to the internet to have a point explained. Some instructors tie power point presentations and video links into their on-line lectures. Though some students may miss the face to face learning of a traditional class, on-line classes can address that concern. For example, instructors can require on-line introductions so that students meet each other and even see photos or avatars of their classmates. Also, instructors can use on-line discussion boards so that students can share their ideas. For all these reasons, students should try an on-line class.

Topic sentence identifies the subject and the author's stance on that subject.

Transitions are complete sentences that provide new reasons why students should take online classes.

Written by Professor Annick—El Camino College

Key Elements to a Persuasive Paragraph



While the paragraph structure of a persuasive paragraph does not change from the basic paragraph structure, there are some key elements to consider when you write your paragraph.

Organization

- Persuasive paragraphs can be organized in a variety of ways.
 - logical order
 - from least important to most important

- from general to specific

Transition words

- There are many transition words to choose from. The table below lists some.

To Continue a Line of Reasoning		To Change the Direction of Reasoning (Contrast)	
furthermore	in addition	on the other hand	nevertheless
additionally	in the same way	in contrast	instead
consequently	also	alternatively	rather
following this	the most important . . .	conversely	but
besides that	pursuing this further	nonetheless	yet
moreover		however	still
		but another	otherwise
		although	though

Exercise: Use the model paragraph to answer the following questions:

1. List four reasons a student should take an on-line course. _____

2. In what ways is an on-line class more flexible? _____
3. Identify three transition words or phrases. _____
4. Now that you've read this paragraph, would you consider taking an on-line class?
5. Create an alternative title for the paragraph. _____

Writing the Persuasive Paragraph

For the remainder of the chapter, use one of the paragraph topics below **or** one given to you by your instructor.

Persuade for or against

- people being too dependent on technology.
- the "American Dream" being attainable.
- changing immigration policies.
- the government providing healthcare.
- a controversial issue in the news (you pick).
- the U.S. president's effectiveness as a leader.
- limiting free speech.
- lowering the voting age.

 You are trying to sway your reader to see your point as valid. Consequently, avoid using biased language that might turn the reader against you.

Prewrite on a separate paper and then complete the outline form below.



Remember your supporting sentences should add a new point that will prove your topic sentence.

Topic Sentence: _____

Supporting Sentence #1: _____

Specific examples/proof/details:

Supporting Sentence #2: _____

Specific examples/proof/details:

Supporting Sentence #3: _____

Specific examples/proof/details:

Supporting Sentence 4: (if used) _____

Specific examples/proof/details: _____

Concluding Sentence: _____

Paragraph Development

Exemplification/Illustration

Definition: An exemplification or illustration paragraph uses several examples or clear pictures to explain an idea to the reader.

Purpose: To use examples to make the writer's point clear.

Practical Uses: In a history class, you may have to give examples showing how a president was a good leader. In a professional setting, you may use examples of your strong performance to prove to your boss why you deserve a raise.

Model Exemplification/Illustration Paragraph

Overcoming Challenges

My sister, Pilar, faced several challenges when she studied in Mexico City during her junior year of college. One challenge happened before she even got on the plane. She was in a car accident and broke her left leg. Even though this happened three weeks before she left, she had to board the airplane with a huge cast and crutches. Once she was in Mexico, she had to find a doctor to show her exercises for her leg so it healed properly. In addition, when she arrived in Mexico, the woman who was supposed to meet her at the airport was not there. She called the director of her school who told her not to leave the airport. After she waited four exhausting hours with her luggage and her broken leg, the woman arrived. Finally, she faced the challenge of trying to speak and understand Spanish. She had studied Spanish in both high school and college, but she knew using Spanish every day was different. She had to buy groceries and negotiate prices at the market. She had to talk to a doctor to get the right treatment for her leg. Also, she had to learn new vocabulary in her art, history and theater classes. Each of these challenges was difficult, but she overcame them with her determination.

Topic sentence identifies the subject and what will be shown through examples.

Supporting sentences are complete sentences that set up the next challenge Pilar faces.

Concluding Statement

Written by Professor Annick—El Camino College

Key Elements to an Exemplification/Illustration Paragraph



While the paragraph structure of an exemplification/illustration paragraph does not change from the basic paragraph structure, there are some key elements to consider when you write your paragraph.

Organization

- Exemplification/illustration paragraphs can be organized in a variety of ways.
 - time order (chronological order)
 - logical order
 - from least important to most important
 - from general to specific

Transition words

- There are many transition words to choose from. The chart below offers a few examples:

Explanation and Example		Time
for example	in addition	first
for instance	moreover	next
to illustrate	besides that	finally
one example	in the same way	then
furthermore	also	
additionally	the most important . . .	

Exercise:

Use the model paragraph to answer the following questions:

1. What are the examples trying to prove? _____
 2. How is the paragraph organized? _____
 3. Identify three transition words or phrases. _____
 4. What main challenges did Pilar face? _____
 5. What examples are given to illustrate Pilar's challenge of trying to speak and understand Spanish?
-

Writing the Exemplification/Illustration Paragraph

For the remainder of the chapter, use one of the paragraph topics below **or** one given to you by your instructor.

- | | |
|--|--------------------------------------|
| • Your best or worst high school teacher | • Challenges you faced this semester |
| • Good or bad choices made by a character in a movie | • Good music for a celebration |
| • Challenges faced by a character in a book | • Heroes in our daily lives |
| • A bad co-worker | • A good friend |

 Remember, your goal is to provide enough clear examples to prove your topic sentence.

Prewrite on a separate paper and then complete the outline form below.



Remember your supporting sentences should be **examples** of the topic.

Topic Sentence: _____

Supporting Sentence #1: _____

Specific examples/proof/details:

Supporting Sentence #2: _____

Specific examples/proof/details:

Supporting Sentence #3: _____

Specific examples/proof/details:

Supporting Sentence 4: (if used) _____

Specific examples/proof/details: _____

Concluding Sentence: _____

Paragraph Development

Process

Definition: A process paragraph uses details and examples to explain how to do something or how a thing works.

Purpose: To explain to the reader the order or steps needed to do something or to make something work.

Practical Uses: You may want to explain to your friend how to research for a paper. You may want to explain to a co-worker how to create a PowerPoint presentation.

Model Process Paragraph

Steps to Success

Topic sentence identifies the subject and shows some kind of process is involved.

There are several steps necessary to prepare for a job interview. First, double check the time and location of the interview. It is impossible to get the job if the applicant misses the interview, and the first impression is terrible if the applicant is late. Second, pick clothing that is appropriate for the type of job. For example, if the job is in an office, clothing should be neat, ironed, and conservative such as pants and a collared shirt for men or pants or a skirt and a nice top for women. Third, before the interview, it is a good idea to do some research about the company. It is easy to find this information using the internet. An applicant could research the size of the company, its best products, and its customers. This information can then be worked into responses to the interview questions. Also, it can be helpful to have a friend or family member do a practice interview to be better prepared for the real interview. This practice can help the applicant to feel more confident and less nervous. In addition, the applicant should prepare several thoughtful questions for when the interviewer asks, “Do you have any questions?” Having no questions prepared might show that the applicant isn’t really interested in the job. The questions should not just be about salary and benefits. Finally, the applicant should end the interview positively with a handshake and enthusiasm about the job. By following these steps, applicants can increase their chances of hearing those exciting words, “You’re hired.”

Written by Professor Annick—El Camino College

Exercise: Use the model paragraph to answer the following questions:

1. What kind of clothing is appropriate for an interview? _____
2. Why should you have questions for the interviewer? _____
3. Identify three transition words or phrases. _____
4. What would you add to this paragraph if you were the author? _____
5. Create an alternative title for the paragraph. _____

Key Elements to a Process Paragraph



While the paragraph structure of a process paragraph does not change from the basic paragraph structure, there are some key elements to consider when you write your paragraph.

Organization

Organization is usually dictated by the logical order of the steps. The steps are usually organized in time (chronological) order.

Notice! In the model paragraph supporting sentences are the steps students should follow to prepare for the interview. The steps are organized mostly in chronological (time) order: before the interview, during the interview, ending the interview.

Transition Words

Transition words help you let the reader know when you are moving from one step to the next. The model paragraph is organized by listing the steps using transitions: First, Second, Third, Also, In addition, Finally.

Some common transition words are found in the chart below:

Time

After	Eventually
Next	Meanwhile
Later	Soon
During	First
Immediately	One day
Then	Suddenly
When	Finally
	Lastly

Writing the Process Paragraph

For the remainder of the chapter, use one of the paragraph topics below **or** one given to you by your instructor.

Explain

- how to make something (i.e. your favorite recipe)
- to a kindergartner how to tie shoelaces
- how to play your favorite board game
- how to choose a good gift for a boyfriend or girlfriend
- how to cheat on an exam
- to your grandmother how to load music on an ipod
- how to search for an apartment to rent
- how to complete a tough level of a video game
- how to kick a bad habit
- how to throw the perfect curve ball

Prewrite on a separate paper and then complete the outline form below.



Your supporting sentences should be **steps the reader should follow**.

Note: Process paragraphs may have more than four supporting sentences or steps.

Topic Sentence: _____

Supporting Sentence #1: _____

Specific examples/proof/details:

Supporting Sentence #2: _____

Specific examples/proof/details:

Supporting Sentence #3: _____

Specific examples/proof/details:

Supporting Sentence 4: (if used) _____

Specific examples/proof/details: _____

Concluding Sentence: _____

Paragraph Development

Cause and Effect

Definition: A cause and effect paragraph shows the result or results that follow from an event or the cause or causes of an event.

Purpose: To explain to the reader how one thing may affect another.

Practical Uses: You may want to explain why changes happened in a chemistry experiment. You might need to analyze a drop in sales at your business.

Model Cause and Effect Paragraph

Topic sentence identifies the subject and whether the ¶ is cause or effect.

Preventive Maintenance Matters

The 2002 Chevy Cavalier I just bought to commute to school was clearly neglected by its previous owner. First, the oil should have been changed every 5000 miles or six months. But, my mechanic thinks the previous owner never changed the oil at all. As a result, the engine burns oil and the car gets terrible gas mileage of twelve miles per gallon. Second, the brake pads were never replaced. The pads should be inspected every 15,000 miles and replaced when they are 75% worn. My car's pads are almost completely worn. Therefore, they squeak every time I stop the car. Third, the tires are bald and probably were never rotated. So, they have worn unevenly and when I drive in the rain, I can feel the car hydroplaning when I turn the steering wheel. In addition, the body of the car probably was never washed and waxed. So, the paint has faded from dark blue to light blue on the hood and roof. Also, the paint is peeling around the edges of the bumpers and the wheel wells. I will need to maintain my car better than its previous owner if I want to be able to drive it until I graduate.

Supporting sentences show the ways the car was neglected (causes). Specific details (effects) follow.

Written by Professor Annick—El Camino College

Exercise:

Use the model paragraph to answer the following questions:

1. What does “hydroplaning” mean? _____
2. What is the **cause** of the car’s squeaky brakes? _____
3. What is the **effect** of not changing the oil? _____
4. What likely **caused** the paint to peel? _____
5. What goal does the author have for the car? _____

Key Elements to a Cause and Effect Paragraph



While the paragraph structure of the cause and effect paragraph hasn't changed from the basic structure given in "The Paragraph" chapter, there are some special elements to consider when you write a cause and effect paragraph.

Organization

Organization can vary. As long as you follow a logical pattern, you can't go wrong.

Ways to organize:

- Least important to most important
- Order of causes as they happened
- Order of effects as they occurred

Notice! The model paragraph is organized by the inside workings of the car to the outside.
Engine>Brakes>Tires>Paint

Transition words

Typical transition words for cause and effect paragraphs are provided below.

Cause		Effect	
one reason	creates	as a result	because of
another reason	on account of	consequently	hence
because	due to...	accordingly	thus
since	leads to...	so	therefore
first	for that reason	due to	
second	causes are		

Notice! The model paragraph uses transition words (First, Second, Third, In addition) for each cause. Specific details (such as 5000 miles, 75% worn, light blue) are used to show the causes and effects.

Writing the Cause and Effect Paragraph

For the remainder of the chapter, use one of the paragraph topics below **or** one given to you by your instructor.

Explain

- the effects of not exercising
- the causes of your biggest success
- the effects of quitting a specific bad habit
- the causes of a disappointment you faced
- what causes people to join gangs
- the effects of not keeping to a budget
- behaviors that lead to student success
- the effects of missing a week of one of your classes
- the effects of gang violence



TIP: Remember, your supporting sentences can be **causes or effects** or **causes and effects**.

Prewrite on a separate paper and then complete the outline below.

Topic Sentence: _____

Supporting Sentence #1: _____

Specific examples/proof/details:

Supporting Sentence #2: _____

Specific examples/proof/details:

Supporting Sentence #3: _____

Specific examples/proof/details:

Supporting Sentence #4: (if used) _____

Specific examples/proof/details:

Concluding Sentence: _____

Paragraph Development

Responding to a Text

Definition: A critical, written response to another author’s position.

Purpose: To demonstrate you understand the original text and to demonstrate your ability to connect your own opinions and life experiences to the original text.

Practical Uses: To show why and how you disagree or agree with an opinion expressed in an article or book.

Steps to Successful Completion of Responding to a Text Paragraphs

Step 1: Read and understand the original text assigned by your instructor.

Step 2: Summarize the original text.

Step 3: Use your own opinions and life experiences to show to what extent you agree or disagree with the original text.

Breaking Down Each Step

The **first step** is to read and understand the original text. Don’t feel bad if you don’t understand the text right away. Sometimes understanding requires multiple readings, class discussions, and explanations from your instructor. The following original text was composed in 1942 when Japanese Americans, at least two thirds of whom were American Citizens, were relocated to long term “relocation camps” for fear that they posed a threat during World War II. Note that the author of the text presents a strong opinion.

Original Text Example

Relocating Japanese Americans

There is considerable debate today [1942] regarding whether Japanese Americans should be sent to relocation camps. The debate has been raging in the court of public opinion for some time and now has found its way to the Supreme Court. Although the fifth amendment declares that “no person shall be . . . deprived of life, liberty, or property, without due process of law,” the same ammendment does make exception for times of “public danger.” We must realize that we are living in unusual circumstances: we are at war. Consequently, we must take every precaution to ensure that our enemies do not win this war. If one of those precautions means corraling potential spies into areas where they can be watched, then that is what must be done. Many people believe that such action goes against the very principles of this great nation. However, we citizens must recognize that desperate times call for desperate measures. If even one of those put into camp turns out to have been a spy, we will have potentially saved countless American lives. America stands like a beacon on a hill showing the rest of the world the values that make our country so great. We are fortunate to have so many freedoms in this country. It would be a sad day for the entire world if America were to be overrun by foreign oppressors who would snuff out those freedoms. To prevent that from happening, we must relocate Japanese Americans and encourage our Supreme Court justices to do so.

--by Waldo Booker

Before you write in response to the text, you must understand the text. Here are some questions that may help you better understand the text:

1. What is the author's opinion about Japanese internment camps?

2. What specific arguments does the author use to justify his opinion?

3. Is the author consistent with his opinion? Explain. _____
4. What do you think of the author's opinions? _____
5. Are there reasonable counterarguments to be made? _____
6. Are there any issues today that may mirror some of the opinions expressed in the text?

Once you feel you understand the text, **the second step** is to summarize the original. To summarize means to put into your own words the sentiments of the author. This is generally done in a few sentences at the beginning of your paragraph. It's also a good idea to include the author's name and the name of the article.

Example: In "Relocating Japanese Americans," author Waldo Booker strongly feels that Japanese Americans should be sent to relocation camps. He feels that they are a threat to the American way of life. He also feels that their individual rights are not as important as the safety of the country.

Once your summary is complete, **the third step** is to consider your own opinions about this matter. Do you mostly agree with Booker or mostly disagree? Your statement of agreement or disagreement is generally your topic sentence. Note, in this kind of paragraph your topic sentence is not the first sentence of the paragraph.

You then have to write the remainder of your paragraph using your opinions and life experiences. You may choose to parallel your opinions/life experiences with Booker's article, or you may choose to focus solely on your opinions/life experiences.

Example Responding to a Text Paragraph

All for One and One for All

In "Relocating Japanese Americans," author Waldo Booker strongly feels that Japanese Americans should be sent to relocation camps. He feels that they are a threat to the American way of life. He also feels that their individual rights are not as important as the safety of the country. I disagree with Booker's opinion that the rights of some are not as important as the safety of the many because all people should have equal rights. The first reason the rights of all are important is because of the fifth amendment. As indicated in the article, that amendment states that nobody should be deprived the right of life or liberty. That means that all people should have the right, not just some. Another reason I disagree with Booker is because the rights are there all the time, not just when it is convenient for them to be there. Just because people start to distrust a specific group of people does not justify putting a hold on someone else's rights. The rights aren't suggestions; they are built into our constitution and should be upheld at all times. Lastly, the argument that the safety of America is at stake is false because America would face more danger if it did away with the fifth amendment. America would be in danger of losing

← Summary

← Topic sentence

a core value that it holds so dear. Doing away with that amendment because of fear would weaken the very ideals Booker is trying to protect. Consequently, the rights of all people must be observed in good times and in bad.

Follow Up Questions:

1. Where in the paragraph above would you like to see personal examples?
2. Is there ample evidence to support the student's opinions?
3. Is the paragraph well organized?
4. What would you suggest changing in the paragraph?

Writing the Responding to a Text Paragraph

For the remainder of the chapter, use either the excerpt provided below or one given to you by your instructor.

The Immigration Problem

The immigration problem cannot be fruitfully considered as a wholly new problem, as a local issue, or as a purely national question, nor is it to be regarded exclusively as a special economic, social, or political problem. The shifting of the world's peoples is as old as mankind itself, and the immigration problem as we know it today has arisen out of a background of human migrations reaching far back into history, which have affected all nations. Like these movements, the present migration has been the product of forces in human nature and circumstance, social, economic, and political, most complex and often obscure in character, but because of the international network of economic and political relations, the movements of population today affect a far wider circle of interests than those in the places emigrants come from and those to which they go. To such an extent has the world become unified that human migration today sets up reactions of international scope, raising problems in which economic, social, political, cultural and religious considerations are inextricably interwoven. The immigration problem has become in a wider sense than ever before a world problem, and the economic, social and political questions it raises are only aspects of the never-ending movement of individuals and peoples in search of wider opportunity and fuller life.* Our modern societies no longer afford us the luxury of allowing peoples to roam the earth indiscriminately. Large influxes of people can devastate the resources of a given country. Gone are the days when human migration was inconsequential. Consequently, countries today attempt to regulate their number of legal immigrants. I would argue that countries have that right and should exercise it freely. Furthermore, any persons caught entering a country illegally or found to be existing in a country illegally should be deported without question and regardless of circumstances. This argument is based on sound economic policy and does not target any specific group of people.

--by Diana Cleary

[* The passage up to the asterisk is a public domain document from the early 19th century. What follows is an added piece used to make a clear opinion. The author's name is fictitious.]

Assignment: After summarizing Cleary's article "The Immigration Problem," agree or disagree with what you consider to be the author's primary argument.

Note: You are trying to sway your reader to see your point as valid. Consequently, avoid using biased language that might turn the reader against you.

Helpful Transition words to use when writing

- There are many transition words to choose from. The table below lists some.

To Continue a Line of Reasoning		To Change the Direction of Reasoning (Contrast)	
furthermore	in addition	on the other hand	nevertheless
additionally	in the same way	in contrast	instead
consequently	also	alternatively	rather
following this	the most important . . .	conversely	but
besides that	pursuing this further	nonetheless	yet
moreover		however	still
		but another	otherwise
		although	though

Prewrite on a separate paper and then complete the outline form below.

TIP: Your supporting sentences should add a new point that will prove your topic sentence.

Summary of Original Text: _____

Topic Sentence: _____

Supporting Sentence #1: _____

Specific examples/proof/details:

Supporting Sentence #2: _____

Specific examples/proof/details:

Supporting Sentence #3: _____

Specific examples/proof/details:

Supporting Sentence 4: (if used) _____

Specific examples/proof/details: _____

Concluding Sentence: _____

Section III

Grammar

Sentence Parts

Verbs

Definition: A verb shows action or state of being. (Memorize this definition.)



These verbs are actions you can physically do.

Ex. **kick, run, hide, dance, drive, write, jump**

Locate the action verbs below and underline them twice:

I run ten miles every day. He dances so well. I drive fast on the freeway.

Write two of your own sentences that contain action verbs:

_____.

- Action verbs can also be actions you can't see: Sue thought about pets. She wanted a puppy.
- Action verbs are time-telling verbs ⌚. They change their form depending on *when* something takes place.
Examples: My dog runs faster than yours. (present tense)
Yesterday he ran around the block. (past tense)



These verbs “link” the subject (a noun or pronoun) with a word that renames or describes it (adjective, noun, or pronoun). Ex: **is, was, seems**

<u>be form verbs:</u>	<u>sensory verbs:</u>	<u>other linking verbs:</u>
am	feel	appear
is	look	become
are	seem	grow
was	smell	prove
were	sound	remain
	taste	stay

Linking verbs do not show action. Instead, they connect a subject to other information in the sentence that describes the subject or renames it.

- Like action verbs, linking verbs change form to show time ⌚: He **is** tired now. He **was** tired earlier.
- To identify a linking verb, see if you can substitute one of the “**be form**” verbs for it.
My brother **felt** seasick. My brother **was** seasick. (*was* = past form of *be*)
- Some verbs can be either linking verbs or action verbs, depending on how they're used.
The chef *tasted* the soup. (*tasted* is an action) The soup *tasted* delicious. (*tasted* is not an action)

Locate the linking verbs below and underline them twice:

I am tall. They were excited. The photo appeared blurry. The tamales smelled delicious.

Write two of your own sentences that contain linking verbs:

_____.



Helping verbs “help” other verbs to show time more exactly and to add different shades of meaning.

Ex: **will** walk, **has** walked, **might be** walking, **could have been** walking

2 Uses:

1. Some helping verbs work with other verbs to *show time* (past, present, future) ⌚:

am	do	has		
is	does	have	+	MAIN VERB
are	did	had		
was				
be				
being	will			
been				

2. Other helping verbs work with other verbs to add certain *shades of meaning*:

can	shall	will		
could	should	would	+	MAIN VERB
might	must	may		

- Some verbs can be either helping verbs or main verbs:
He **is** the team captain. (main verb). The team **is playing** tonight. (helping verb).
- When used as main verbs, **be**, **being**, and **been** always NEED a helping verb:
Pat **has been** ill all weekend. She **will be** absent on Monday.
- The helping verbs **do**, **did**, and **does** are used with the base form of the main verb:
She **did go** to bed. (the base form is the form used after to: to go)
- Some sentences will have more than one helping verb:
My cousin **would have been** graduating in June. Instead, he **will be** joining the Marines.
- Helping verbs let writers ask questions (Notice that in a question, the subject comes after the helping verb):
Are you *taking* math this semester? **Will** she *be arriving* soon?

Locate the helping verbs plus main verbs below and underline all verbs twice:

I am running ten miles this weekend. I can jump four feet. I have been in class all day.
Will you be graduating next year? I did volunteer at the homeless shelter last month.

Write two of your own sentences that contain helping and main verbs:

_____.


Tips

- Not every sentence will have a helping verb with the main verb.
- An –ing word cannot be the verb of a sentence by itself, so when you see an "ing" verb such as "running," look for a helping verb also.
- Sometimes you'll see another word that separates the helping verb from the main verb.
 - Words like "not," "never," "already," and "always" are NEVER PART OF THE VERB. The boy *could* not *find* his socks. The helping verb is *could* and the main verb is *find*.
 - In a question, the subject will come between the helping verb and the main verb. *Have* you *seen* the new iPhone? (*have seen* is the verb)

Exercise 1: Underline all verbs twice.
Action sentences:

1. I run every morning.
2. She kicks high.
3. You fell on the stairs.
4. We love English class!
5. He wears jewelry.
6. My dog wags his tail.
7. Arnold won the race.
8. They ate hamburgers.
9. The tires squealed.
10. The wind blew.

Linking verb sentences:

1. She is tall.
2. You are nice.
3. John appeared upset.
4. We were late.
5. He was funny.
6. I am happy.
7. They were funny.
8. The mouse was tiny.
9. Grammar seems easy.
10. I feel confident.

Helping verb sentences:

1. I am running in the race today.
2. Did you see that?
3. I could have been sleeping.
4. Will you help me?
5. Could the kitten be any cuter?
6. Would it have worked?
7. Can you believe it?
8. He has been promoted to manager.
9. I am already learning.
10. You can quiz me.

Sentence Parts

Standard English Verbs

Many people grow up speaking non-standard English. Knowing Standard English is an advantage at school and at work. Just as we choose appropriate clothing for different occasions, we can also select the appropriate language to fit the situation.

This chapter will coach you on the differences between using slang (non-Standard English) and Standard English. It will also introduce you to **verb tenses**.

Regular Verbs

Most verbs in English are regular. That is to say that their different tenses follow certain rules. The tense of the verb indicates time. Verb tenses tell us when an action happened such as in the present, the past, or the future. They sometimes also tell us how long an action happens.

Verbs have four principal tenses: **present**, **past**, **past participle**, and **present participle**. With these tenses, all the verb types can be built.

The present tense form that's used with *I* is the same as the form that follows *to*.

The past and past participle are formed by adding *-d* or *-ed* to the base form.

The past participle is used with helping verbs *have*, *has*, or *had* or a form of *be*

The present participle is formed by adding *-ing* to the base form.

Examples of some Regular Verbs

Present/ Base Form	Past	Past Participle (with have, had, has)	Present Participle (with am, is, was)
talk	talked	talked	talking
ask	asked	asked	asking
laugh	laughed	laughed	laughing

Notice that the past and past participle forms are the same for regular verbs.

Regular Verb Tense Endings

Present Tense Endings: always use *-s* or *-es* for a regular verb in the third person (he, she, it) with a singular subject.

He	He drives fast.
She	She runs every day.
It	It annoys me.
Single subject	My dog Toby barks at cars.
Single subject	Stephanie dances well.
Single subject	Jose likes ice cream

Exercise 1: One of the following sentences is correct. For all others, cross out the error(s) and write in the correct verb form.

- _____ 1. My friend Tony play bass in a band.
- _____ 2. It seem like we have been driving forever.
- _____ 3. Mary cover her ears whenever a fire engine goes by.
- _____ 4. My mother likes singing in a choir.
- _____ 5. Whenever Jordan tell a joke, he always mess it up.

Exercise 2: Revise the paragraph below. Add present tense verb endings as needed.

Christine act rudely every time she talk on her phone. First, she leave her phone on all the time. Next, she pick up the phone whenever it ring. Then she talk too loud and bother everyone who is around her. She never notice that people are annoyed. She pay more attention to that phone than the friends around her. If she keep acting this way, I will have to talk to her about her phone etiquette.

Past Tense Endings

The verb ending *-d* or *-ed* is used with a regular verb in the past tense.

Last week I finished cleaning the rain gutters.

Steve completed his project on time.

Marta's truck stalled on the freeway this afternoon.

Exercise 3: One of the following is correct. Cross out the errors and write the correct past tense verb.

- _____ 1. Josh rushed to cash his paycheck because he need money for gas.
- _____ 2. Alison worked on homework and then decide to go to sleep.
- _____ 3. Lulu's new dress was so bright that it glow in the dark.
- _____ 4. Susie cooked dinner for her family, and they said it tasted delicious.
- _____ 5. Winston called Theresa and ask her for a date.

IRREGULAR VERBS

Irregular verbs have **irregular** forms in the past tense and past participle. They simply don't follow the tense patterns of regular verbs. The verb **be** doesn't even follow the tense pattern for the present tense.

Irregular verbs can be challenging. When you are uncertain about the form of a verb, check the following list or consult a dictionary.

The present participle is not shown below because it is formed easily by adding *-ing* to the base form of an irregular verb.

<u>Present</u>		<u>Past</u>	<u>Past Participle</u> (with <i>have, had, has</i>)
arise		arose	arisen
am	Present tense form of to be	was/were	been
bear		bore	borne
begin		began	begun
bite		bit	bitten/bit
blow		blew	blown
break		broke	broken
bring		brought	brought
buy		bought	bought
catch		caught	caught
choose		chose	chosen
come		came	come
creep		crept	crept
dive		dived/dove	dived
do		did	done
drag		dragged	dragged
draw		drew	drawn
dream		dreamed	dreamt
drink		drank	drunk
drive		drove	driven
drown		drowned	drowned
eat		ate	eaten
feel		felt	felt
fight		fought	fought
fly		flew	flown
forget		forgot	forgotten
forgive		forgave	forgiven
freeze		froze	frozen
get		got	got/gotten
give		gave	given
go		went	gone
grow		grew	grown
hang		hung	hung
hide		hid	hidden
know		knew	known

These tenses get mixed up a lot.

lay	laid	laid
lead	led	led
lie	lay	lain
light	lit	lit
lose	lost	lost
prove	proved	proved/proven
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
seek	sought	sought
set	set	set
shake	shook	shaken
sing	sang	sung
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
sting	stung	stung
strike	struck	struck
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
tear	tore	torn
think	thought	thought
throw	threw	thrown
uses	used	used
wake	woke/waked	woken/waked/woke
wear	wore	worn
write	wrote	written

Exercise 4: Cross out the incorrect verb and write the correct form in the space.

- _____ 1. I seen a feral cat in the tall grass yesterday.
- _____ 2. I done all my homework before dinner tonight.
- _____ 3. Kenny has ate two big bowls of cereal today.
- _____ 4. My mother be at her sister's house all day.
- _____ 5. He has wrote four essays in this class so far.
- _____ 6. Because I had went to the party last night, I was tired in class.

- _____ 7. Sherry has thinked it through and made a decision.
- _____ 8. He has wore those new shoes every day since he bought them.
- _____ 9. I knowed that I had seen him before.
- _____ 10. Our swimming coach has broke the world record for her age.

Exercise 5: For each underlined verb in the following passages, fill in three forms of the same verb in the sentences following it.

1. My uncle's chihuahua loves to swim. Last summer he _____ in a kiddie pool in the backyard. Sometimes he _____ in the ocean. I don't think that he has _____ in a lake yet, but we are going water skiing next month, so he might get his chance then.
2. Maribel likes to see movies. In fact, she _____ several movies a week. Last week she _____ *Toy Story 3* and she thought it was the best movie she had ever _____.
3. Wally loves to sing. He has been _____ for many years in musicals. Last year he got the chance of a lifetime when he _____ at Carnegie Hall. He has also _____ in a few local bands as a backup singer.

Really Difficult Irregular Verbs

Lie-Lay

Present	Past	Past Participle
lie	lay	lain
lay	laid	laid

To lie means to rest or recline.

To lay means to put something down. (lay-laid-laid must have an object)

To Lie

Joe lies on the floor.
Yesterday he lay on the couch
He has lain in bed all day with the flu.

To Lay

I lay the mail on the desk.
Yesterday I laid the mail on the table.
I have laid the mail where Ian will see it.

Exercise 6:

Underline the correct verb.

1. I am tired, so I am going to (lie, lay) down.
2. This week I have (lain, laid) all the tile in this bathroom.
3. The patient (lay, laid) on the examining table in the hospital.
4. (Lying, Laying) down after dinner helps me digest my food.
5. (Lay, Lie) the books here on the desk.

Sit-Set

Present	Past	Past Participle
sit	sat	sat
set	set	set

To sit means to take a seat or to rest.

To set means to put or to place an object.

To Sit

I sit and meditate thirty minutes a day.

I sat and waited in the doctor's office.

I have sat in the front row every class.

To Set

I set the dog's water bowl on the ground.

I set the table last night.

He has set off fireworks for ten years.

Exercise 7:

Underline the correct form of the verb below.

1. Please (set, sit) out the laundry so I can wash it.
2. Come on in and (set, sit) down.
3. I (sat, set) in the train station for two hours.
4. She climbed three flights of stairs before (sitting, setting) down her bags.
5. They (sat, set) in the noisy sports bar all afternoon to watch the Super Bowl.

Rise-Raise

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
rise	rose	risen
raise	raised	raised

To rise means to get up or move up.

To raise means to lift an object or increase an amount.

To Rise

The bakers *rise* before dawn.

The audience *rose* to clap for the singers.

Vampires have *risen* from death in movies.

To Raise

I *raise* the shades every morning.

I *raised* my hand to ask a question.

My boss has *raised* my salary.

Exercise 8: Underline the correct form of the verb below.

1. We (raised, rose) the money for the children's charity.
2. The cost of living has (risen, raised) over the past twenty years.
3. I (rise, raise) early on Saturdays because I have to work the early shift.
4. The audience (rose, raised) to applaud the singer.
5. Did the pet store (raise, rise) the price of cat food again?

Non-Standard V.S. Standard English

Now that you have a better understanding of regular and irregular verbs, you are better prepared to understand non-standard English or slang.

Often non-standard English is the result of using the wrong verb tense. While non-standard works fine for hanging out with friends, Standard English is expected of you in college.

Non-standard English	Standard English
(avoid these in writing at all times)	

Person	PRESENT TENSE			
1 st	I walks	we walks	I walk	we walk
2 nd	You walks	you walks	you walk	you walk
3 rd	He, she it walk	they walk	he, she, it <u>walks</u>	they walk

	PAST TENSE			
1 st	I walk	we walk	I walked	we walked
2 nd	You walk	you walk	you walked	you walked
3 rd	He, she, it walk	they walk	he, she, it walked	they walked

Tip: In the present tense of regular verbs, only the 3rd person (he, she, it) verb form has an *-s* at the end. In the past tense of regular verbs, all forms have *-ed* at the end.

 One of the common mistakes people make when using non-standard English is dropping the endings of regular verbs.

Tim *work* every Friday until eight. vs. Tim *works* every Friday until eight.

Tim *work* overtime last week. vs. Tim *worked* overtime last week.

 Another mistake involves mixing up the three common irregular verbs *be*, *have* and *do*.

Be

Non-standard

Standard English

Person	PRESENT TENSE			
1 st	I be (I is)	we be	I am	we are
2 nd	You be	you be	you are	you are
3 rd	He, she it be	they be	he, she, it is	they are

PAST TENSE

1 st	I were	we was	I was	we were
2 nd	You was	you was	you were	you were
3 rd	He, she, it were	they was	he, she, it was	they were

Have

Non-standard

Standard English

Person	PRESENT TENSE			
1 st	I has	we has	I have	we have
2 nd	You has	you has	you have	you have
3 rd	He, she it have	they has	he, she, it has	they have

PAST TENSE

1 st	I has	we has	I had	we had
2 nd	You has	you has	you had	you had
3 rd	He, she, it have	they has	he, she, it had	they had

Do

Non-standard

Standard English

Person	PRESENT TENSE			
1 st	I does	we does	I do	we do
2 nd	You does	you does	you do	you do
3 rd	He, she it do	they does	he, she, it does	they do

PAST TENSE

1 st	I done	we done	I did	we did
2 nd	You done	you done	you did	you did
3 rd	He, she, it done	they done	he, she, it did	they did

Be careful to avoid the common mistake of using *don't* instead of *doesn't*.

Non-standard		Standard
This cell phone <i>don't</i> work.	vs.	This cell phone <i>doesn't</i> work.
She <i>don't</i> care.	vs.	She <i>doesn't</i> care.

Exercise 9: Underline the standard form of the irregular verbs below.

1. Today I (have, has) a grammar midterm.
2. I (do, does) enjoy the confidence that comes with knowing the rules for grammar.
3. My friend (is, are) always worried before tests.
4. She (don't, doesn't) study enough to feel confident.
5. The teacher told us we (has, have) two hours for the test.
6. I (was, were) surprised by some of the questions.
7. After I finished the test, though, I knew I (done, did) well.
8. Several students (was, were) not finished by the end of the class.
9. My friend (is, are) thinking of dropping the class because she failed the test.
10. I think she (has, have) a bad attitude toward grammar, but I love it.

Consistent Verb Tense

Keeping Tenses Consistent – Do not shift tenses unnecessarily.

When you begin writing in the present tense, do not shift suddenly to the past.

When you begin in the past tense, do not shift without reason to the present.

Notice the inconsistent verb tenses in the next example:

Flames rose from the roof of the burning house. The neighbors call the fire department and reported the fire. The fire trucks arrive within minutes, and the fire fighters jumped out of the truck and spray water on the fire.

The verbs must be consistently in the present tense:

Flames rise from the roof of the burning house. The neighbors call the fire department and report the fire. The fire trucks arrive within minutes, and the fire fighters jump out of the truck and spray water on the fire.

Or the verbs must be consistently in the past tense:

Flames rose from the roof of the burning house. The neighbors called the fire department and reported the fire. The fire trucks arrived within minutes, and the fire fighters jumped out of the truck and sprayed water on the fire.

Exercise 10: Cross out the inconsistent verb and write the correct form in the space.

- _____ 1. When Keke peeled the orange, she realizes that it was rotten.

- _____ 2. Rick misses the bus when he sleeps in and ate breakfast too.
- _____ 3. I reached for the bag of cookies, but when I grabbed it, I realize it was almost empty.
- _____ 4. She gave her old textbooks to her sister who asked for them when she sees them.
- _____ 5. I went to the grocery store, picked out the perfect food for the party, and then I pay for it in cash.
- _____ 6. I look out the window and saw the city lights that sparkled so brightly.
- _____ 7. They watched the circus and laugh when the clown slipped on the banana.
- _____ 8. I ride my bike to school everyday, park it, and walked to class.
- _____ 9. Reggie watches and waits impatiently for the mail every day. He hoped to win the Publisher's Clearinghouse Sweepstakes.
- _____ 10. Jenna plays the flute and writes songs because she loved music.

Advanced Verb Tenses: Looking at all the Verb Tenses

Verbs tell us when something occurred. The most common verb tenses are present, past, and future. Yet there are nine other tenses that allow writers to be more specific and subtle. See the chart below for an example of all twelve tenses.

<u>Tenses</u>	<u>Examples</u>
Present	<i>I laugh.</i> <i>She laughs.</i>
Past	<i>I laughed</i> at the comedian's joke.
Future	You <i>will laugh</i> when you hear the joke too.
Present perfect	Gail <i>has laughed</i> at his jokes before. They <i>have laughed</i> at his jokes before.
Past perfect	They <i>had laughed</i> for hours before they left the show.
Future perfect	The audience <i>will have laughed</i> for hours by the time they leave.
Present progressive	<i>I am laughing</i> already.
Past progressive	She <i>was laughing</i> during the show.

Future progressive	The crowd <i>will be laughing</i> tonight.
Present perfect progressive	The audience <i>has been laughing</i> for hours.
Past perfect progressive	The crowd <i>had been laughing</i> until the new act started.
Future perfect progressive	Gail <i>will have been laughing</i> at this comedian for an hour by the time his set is over.



The perfect tenses are formed by adding *have, has, or had* to the past participle.
Ex: has laugh + ed

The progressive tenses are formed by adding *am, is, are, was, were* to the present participle.
Ex: were laugh+ing

The present progressive tenses are formed by adding *have been, has been, or had been* to the present participle. Ex: have been laugh+ing

Present Perfect = have or has + past participle

The present perfect tense expresses an action that began in the past and has recently been completed or is continuing in the present.

The managers *have just agreed* on a new contract with the employees.

Linda *has worked* here for over ten years.

Past Perfect = had + past participle

The past perfect tense expresses a past action that was completed before another past action.
The movie *had just started* when the fire alarm rang.

Lola *had learned* to tango by the time she was twelve.

Present Progressive = am, is, or are + -ing form

The present progressive tense expresses an action still in progress.

I *am taking* a walk every morning this week.

The lilies *are growing* taller.

Past Progressive = was or were + -ing form

The past progressive expresses an action that was in progress in the past.

She was spending thirty dollars a week on Starbucks coffee before she quit.

Yesterday my favorite clothing store was selling everything at half price.

Exercise 11: For the following sentences, fill in the present or past perfect or the present or past progressive of the verb shown. Use the tense that best fits the sentence.

(Throw) 1. The quarterback _____ the pass beautifully; unfortunately, it was intercepted.

(See) 2. I _____ my favorite band tonight at the Viper Room, and I am meeting my friends there.

(Walk) 3. They _____ all the way to the mall before they realized they had forgotten their money.

(Study) 4. Julie _____ English for three years since she came to the US.

(Park) 5. The fire truck _____ near the burning building all last night.

(Watch) 6. We _____ the NBA finals on TV when the power went out.

(Grow) 7. I _____ roses in my flower garden for the first time this year.

(Try) 8. Jeffrey _____ out for the basketball team again this semester.

(Feel) 9. The waiter _____ good about table seven until he saw their small tip.

(Place) 10. After dinner, I _____ the plates in the dishwasher when I broke one.

Verbals

Verbals are words formed from verbs. Verbals can add variety to your writing. There are three kinds of verbals: infinitives, participles, and gerunds.

Infinitive = to + an action verb

I love *to dance*.

Peter offered *to drive* us home.

Participle = -ed verb or -ing verb used as an adjective to describe a noun or pronoun

Avoiding her *chipped* tooth, the *determined* girl bit into the sandwich carefully.

The *smiling* boy held up his *gleaming* bicycle.

Gerund = the –ing form of a verb used as a noun (can be used as a subject or an object)

Biking is my preferred form of exercise. (Biking is the subject of the verb is.)

By *running*, people can increase their fitness quickly. (Running is the object of the preposition by.)

Exercise 12: Identify the italicized word as a participle (P), an infinitive (I), or a gerund (G).

- _____ 1. *Squeezing* her nose, my mother tried to avoid sneezing.
- _____ 2. Are you going to try *to break* the high jump record?
- _____ 3. My father’s *graying* hair lends him a sense of gravitas.
- _____ 4. After *hiking* through the forest for hours, we finally arrived at camp.
- _____ 5. In order *to run* fast, I have *to wear* my ultra-light running shoes.
- _____ 6. *Painting* is my favorite hobby.
- _____ 7. “*To be* or not to be, that is the question.”
- _____ 8. Do you like *to play* video games so much that they dominate your life?
- _____ 9. The *smiling* girl glanced at me.
- _____ 10. What should I do with this *burned* pot roast?

Active and Passive Verbs

When the subject of a sentence performs the action of the verb, the verb is an active verb.

When a sentence is written in the passive voice, an object is acted upon. The “doer” of the action may or may not be included in the sentence.

ACTIVE

Jenny *ate* the chocolate ice cream.
(*The subject, Jenny, is the doer of the action.*)

The carpenter *remodeled* the bathroom.
(*The subject, carpenter, does the action.*)

PASSIVE

The chocolate ice cream *was eaten*.
(*The subject, ice cream, is acted upon.*)

The bathroom *was remodeled* by the carpenter.
(*The bathroom does not act – instead, something happens to it.*)

Sentences written in the passive voice are less powerful than sentences in the active voice. Using the active voice makes writing more direct and concise. The passive voice is most appropriate when the performer of the action is unknown or when the intention is to emphasize the receiver of the action.

Our car was vandalized last week. (The identity of the vandal is unknown.)
Several employees were seriously injured as a result of their negligence.
(The receiver of the action, *employees*, is being emphasized.)

Exercise 13: Rewrite the following sentences and change them from the passive to the active voice.

1. The newspaper was delivered to my door everyday by the paperboy.
2. Keys are always being lost by the parking valet.
3. The run-on sentences were edited by students in the grammar class.
4. A delicious meal was prepared by the hostess for the guests.
5. Several feral cats were taken to the vet by a concerned animal lover.
6. The horse was ridden by the expert cowboy as he roped the steer.
7. What a thrill the day the record for the 200 meter dash was broken by Michael Johnson.
8. When the accident happened, the car was being driven by my brother.
9. The singers at Carnegie Hall were given a standing ovation by the audience.
10. The newly discovered Picasso was hung in the Louvre by the museum curator.
11. The computer was repaired by the technician.

Sentence Parts

Nouns

Definition: A noun is a person, place, thing, or idea. (Memorize this definition.)

Person – a person’s name **or** a word that stands for a person

Place – any specific location

Thing – anything that is tangible (that you can touch)

Idea – a word that expresses an abstract concept that you cannot touch

Person

Kobe Bryant
mom

Place

Disneyland
home

Thing

book
desk

Idea

democracy
freedom

Now fill in at least three examples of each below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exercise 1:

Step One: Write a sentence that uses at least one person, one place, one thing, **and** one idea:

Step Two: Exchange your sentence with another student and circle or highlight all four nouns in the other student’s writing.

Step Three: Discuss your findings. Were they easy to find? Did you wonder if one was a noun?

Step Four: Working with the other student, make a list of ten **idea** nouns.



Many nouns have similar endings. Typical noun endings are shown. Fill in additional examples.

-tion: Constitution, exemption, pollution, deduction, _____, _____

-ness: happiness, sadness, emptiness, _____, _____

-er/or: actor, painter, _____, _____, _____

-ist: capitalist, journalist, _____, _____, _____

-ism: capitalism, magnetism, _____, _____, _____

-ment: development, arrangement, _____, _____

-ity: severity, paucity, enmity, _____, _____

Exercise 2: Circle or highlight **only the nouns** in the following list.

joy	Jessica	justification	actress	beauty
pretty	purse	mountain	late	beautiful
home	hero	equity	tired	happy
car	Canada	biked	freedom	happiness
dog	disappear	diagram	free	ran
pencil	piccolo	photo	hope	faker
fastest	friendly	fear	laughter	bake
table	tomato	touch	laughing	baker
she	send	soup	conversation	bakery

(Notice that some nouns are capitalized and some are not. Why do you think this is?)

Proper and Common Nouns

Proper Nouns

Definition: Nouns which name specific people or places

Tip:

Proper nouns are always capitalized. Always!

Mark	America	President Trump	Mother Theresa
Maria	Costa Rica	Benazir Bhutto	Gandhi

Many names consist of more than one word:

Miss America	United States	Buckingham Palace
South Africa	Atlantic Ocean	Cape Canaveral

Proper nouns may also refer to times or to dates in the calendar:

January	Monday	Memorial Day
February	Tuesday	Thanksgiving

Common Nouns

Definition: All nouns that aren't proper nouns.

Tip: Common nouns are only capitalized when they are the first word in the sentence. Even a noun like mom that refers to a person is not a specific enough noun to be a proper noun.

My mom asked me to pick her up after school.

Mom said it was your turn to do the dishes.

Nouns as **Subjects**

Subjects

Definition: The subject of the sentence is the noun (or pronoun) doing the action or being something. It's what the sentence is about.

Tip: The subject of a sentence will **always** be a noun or pronoun.

To find the noun that is the subject:

Step 1: Find the verb.

Step 2: Insert the word *who* or *what* before the verb, and read the sentence as a question.

Step 3: Answer the question. Your answer will be the subject.

Example: Camels have three eyelids.

Step 1: The verb is *have*.

Step 2: Who or what have three eyelids?

Step 3: Camels have three eyelids. Therefore, *camels* is the subject of the sentence.

Exercise 3: Go to Exercise 2 in the verb section of this book. Locate the noun that is the subject of each sentence and underline it **once**. (Hint: Find the verb, then ask yourself who or what is doing the action or experiencing that state of being. The answer will be the subject.)

Exercise 4: Find the verb first and underline it twice. Then find the subject by asking who or what performed the verb or experienced the state of being. Underline the subject once.

1. Climatologists see much physical evidence of global climate change.
2. After the last election, many people celebrated all over the world.
3. Happiness makes life worth living.
4. My mom cooked the best Thanksgiving feast ever last year.
5. I start every day with simple exercises like yoga and stretches.
6. On the way to school my bus ran a red light.
7. I have always been tall.
8. She will be going to the party after all.
9. Misty Copeland likes to dance?
10. I have been having so much fun today.

Exercise 5: COMPOUND SUBJECTS & VERBS: Sometimes sentences have more than one subject or verb. Underline the verb(s) twice. Then underline the subject(s) once.

1. Jason and Juan play on the baseball team.
2. Yesterday I tripped on the stairs, broke my glasses, and twisted my ankle.
3. My mom and my brother decorated the house and threw me a surprise birthday party.
4. Students in English classes memorize definitions and learn to write well.
5. Good teachers often tell jokes, call on students, and pay attention to the mood in the classroom.

REVIEW:

Definition of a noun -- p_____, p_____, t_____ or i_____

List two proper nouns -- _____, _____

List two common nouns -- _____, _____

List seven typical noun endings -- _____

Are subjects always nouns or pronouns? (yes, no)

Are nouns always subjects? (yes, no)

What do you need to practice more? _____

Sentence Parts

Pronouns

Definition: Pronouns take the place of nouns (persons, places, things, or ideas).

Subject and Object Pronouns

Subject Pronouns

I
you
he
she
it
we
they

Object Pronouns

me
you
him
her
it
us
them

Subject pronouns are **subjects** of verbs.

I was feeling relaxed. (*I* is the subject of the verb *was feeling*.)

He started his project yesterday. (*He* is the subject of the verb *started*.)

We will complete our tax forms. (*We* is the subject of the verb *will complete*.)

Rules:

1. Always use a subject pronoun in a sentence with more than one subject.

Incorrect

Mark and *me* went to the mall last week.

Him and *me* spent our whole paychecks.

Correct

Mark and *I* went to the mall last week.

He and *I* spent our whole paychecks.

If you are confused, read the sentence out loud and try each pronoun by itself.

“Me went to the mall last week” will sound funny, but “I went to the mall last week” will sound correct.

2. Use a subject pronoun after different forms of the verb *be*, including am, is, are, was, were, has been, have been, and others.

Correct

It was she who called.

It may have been they who knocked.

It is he.

Reworded and Correct

She was the one who called.

They may have knocked.

He is here.

In spoken English, many people break this rule because they are unaware of it. However, in writing, proper grammar is expected. One way to avoid these stilted yet correct constructions is to reword each sentence as written above.

3. Use **subject pronouns** after *than* or *as* when a verb is understood after the pronoun.

You run faster than I (run). (The verb *run* is understood after I.)

She is as stubborn as I (am). (The verb *am* is understood after I.)

They do not go out as much as we (do). (The verb *do* is understood after we.)



Tip: When writing, check your work by mentally filling in the missing verb at the end of the sentence.

Use **object pronouns** after *as* or *than* if a verb is not understood after the pronoun.

The rules apply to me as well as you.

For the in-class essay, our teacher gave Luis more points than me.

Object Pronouns are the **objects** of verbs or prepositions.

(me, you, him, her, us, them, it)

Examples:

They saw *us* at the concert. (*Us* is the **object** of the verb *saw*.)

Julia likes *him*. (*Him* is the **object** of the verb *likes*.)

With *you* and *me* on the team, there is no way we can lose. (*You* and *me* are the **objects** of the preposition *with*.)

He gave the present to *her*. (*Her* is the **object** of the preposition *to*.)



People frequently make pronoun errors when two objects follow the verb.

Incorrect

He looked at Gigi and *I*.

I waved to Tony and *he*.

Correct

He looked at Gigi and *me*.

I waved to Tony and *him*.

Try each pronoun out loud when you are confused. “He looked at me” sounds better than “He looked at I.”

Exercise 1: Underline the correct pronoun. Circle S or O to indicate subject or object pronoun.

S O 1. (Him, He) and (I, me) are not dating anymore.

S O 2. He is not a better soccer player than (me, I).

S O 3. Please pass the parsnips to Pete and (her, she).

S O 4. The clouds outside look ominous to (me, I).

S O 5. She arrived at the party earlier than (they, them).

- S O 6. When we were late, dad yelled at Donna and (I, me).
- S O 7. He can't cook as well as (me, I).
- S O 8. Lola and (her, she) are studying tonight for the test.
- S O 9. Did you duplicate the notes for Brynn and (I, me) already?
- S O 10. It was (me, I) who borrowed your sweater yesterday.

Relative Pronouns

start a phrase that gives more information about someone or something already mentioned in the sentence.

who **whom** **whose** **that** **which**

The composer, **who** is the best in her field, has studied Bach.

The painter **whom** I most admire is Monet.

The Dusenbergs, **whose** cars were quite popular, live in Newport Beach.

I liked five songs **that** were on my friend's playlist.

Huevos rancheros, **which** is my favorite breakfast, gives me heartburn.

Each relative pronoun above refers to a specific word that precedes it in the sentence. *Who* refers to composer, *whom* refers to painter, *whose* refers to Dusenbergs, *that* refers to songs, and *which* refers to huevos rancheros.

Only two of these relative pronouns above begin phrases that contain non-essential information, and those phrases are set off with commas for that reason.

NOTES:

Whose means *belonging to whom*. *Whose* is different from *who's*, which means *who is*.

Who, *whose*, and *whom* refer to people and animals with names (as in Lassie or Flipper).

I cannot remember **whose** backpack this is.

Which refers to things.

Hand me my purse **which** is on the table.

That can refer to groups or things.

The stray cat **that** was here earlier is at the back door again.

The team **that** won the championship was undefeated all season.

Who is a **subject pronoun** and will be used as the subject of a verb.

I can't wait to find out **who** will be my lab partner.

Whom is an **object pronoun** and will be used as the object of a verb or a preposition.

Becky is the candidate **whom** I like best for this job.

To **whom** shall I address this letter?

Exercise 2:

Underline the correct pronoun in the sentences below:

1. My friend, (who, which) loves fashion, is studying to be a clothing designer.
2. Everybody knew (who, whom) had caused the accident.
3. I wonder to (who, whom) I should send my request.
4. The artist (who, which) painted the fresco is still alive.
5. For (who, whom) will you vote in the next election?

Possessive Pronouns

show ownership or possession.

my, mine	our, ours
your, yours	your, yours
his	their, theirs
her, hers	
its	

That car is **mine**.

Your car is over there.

Our tickets are in my purse.



None of the possessive pronouns use apostrophes!

Incorrect

That car is hers'.

The stucco house is theirs'.

Correct

That car is hers.

The stucco house is theirs.

Avoid the following common error when using *mine*:

Incorrect

That paper is *mines*.

Where is *mines*?

Correct

That paper is *mine*.

Where is *mine*?

(There are coal mines, salt mines, and diamond mines. Any other mines are strictly prohibited.)

Exercise 3:

Locate and cross out the incorrect pronoun in each sentence. Write the correct pronoun.

_____ hers _____ Since you are a friend of ~~her~~, you can join us.

_____ 1. The trout is *mines*. I caught it myself!

_____ 2. I crashed my skateboard, so I have to get it's wheels repaired.

_____ 3. That book is hers'. I gave it to her.

_____ 4. Did you say the car was their's?

_____ 5. The newspaper is ours'.

Reflexive Pronouns

refer to the subject of the sentence; they are used when the subject acts on itself and are used for emphasis.

myself
yourself

herself
himself
itself

ourselves
yourselves
themselves

I will wash the car *myself*.
She *herself* was not there.
I hurt *myself*.

The president *himself* made the phone call.
The children did it *themselves*.
He nominated *himself*.



When reflexive pronouns are plural, *-self* becomes *-selves*.

Example: The newlyweds treated *themselves* to a honeymoon in Hawaii.

Take care not to use an incorrect form of a reflexive pronoun.

Incorrect

They invited the children *themselves*.
He believes in *hissself*.
We painted the room *ourselves*.

Correct

They invited the children *themselves*.
He believes in *himself*.
We painted the room *ourselves*.

Exercise 4:

Cross out the incorrect reflexive pronoun and write the correct form in the space.

- _____ 1. Many female celebrities do their own hair and makeup *theirselves*.
- _____ 2. We thought we could fix the fence by *ourself*.
- _____ 3. Carla, you have to finish your homework *yourselves*.
- _____ 4. Tom considers *hissself* the best lawyer in San Francisco.
- _____ 5. Some musicians are against using autotune for *themselves*.

Review pronouns Cross out the pronoun error and write the correct form above it.

1. Before he kicked the punt, the kicker crossed *hissself* for good luck.
2. Who shall I say is calling?
3. Julie and me refused to join the spectators watching the fight.
4. Did you enjoy the movie as much as *me*?
5. My dad promised Luke and I a trip to Las Vegas over vacation.
6. This here McDonald's is full of *bats*.
7. Anyone not laughing at this point just isn't giving their full attention.
8. Yesterday I met a friend of *her*.

9. The ski instructor smiled at Sarah and I before our lesson began.
10. He loves frozen yogurt, but she has to get mango because it's the best flavor.

Indefinite Pronouns

are used to refer to nouns that are neither specific or clear cut (they are not “definite”).

A list of common indefinite pronouns:

Singular			Plural	Singular <u>or</u> Plural
One	Anything	Each	Both	All
Anyone	Something	Either	Few	Any
Someone	everything	Neither	Many	More
Everyone		Some	Others	Most
Anybody		every	Several	None
somebody				Some

Rules

1. Indefinite articles that end in “one,” “body,” and “thing” are always singular.

Incorrect

Anyone are welcome to join.
Something were bothering him.
 Are *anybody* interested in going out?

Correct

Anyone is welcome to join.
Something was bothering him.
 Is *anybody* interested in going out?

2. The indefinite pronouns, *all*, *any*, *more*, *most*, *none*, and *some*, are singular or plural **depending on what noun they refer to**.

All of the students *were* happy. (In this sentence, “All” refers to “students,” which is a plural noun.)
All of the turkey *was* eaten. (In this sentence, “All” refers to “turkey,” which is a singular noun.)

3. Indefinite pronouns must agree in number with other related pronouns.

Incorrect

Did *anyone* leave *their* backpack in the class?

(“Anyone” is singular, and does not agree with the plural possessive pronoun “their.”)

Everyone was satisfied with *their* meal.

(“Everyone” is singular, and does not agree with the plural possessive pronoun “their.”)

Correct

Did *anyone* leave *his* backpack in class?

Everyone was satisfied with *her* meal.

Alternately, one may revise the above sentences by using the formulation, “his or her.”
 Example: Did *anyone* leave *his or her* backpack in class?

To avoid the awkwardness of “his or her,” one may change the indefinite pronoun to a plural form.

Example: Did *any* of the students leave *their* backpacks in class? (In this revised version, “any” is a plural indefinite pronoun that refers to the plural noun, “students,” and agrees with the possessive pronoun, “their.”)

Exercise 5: Circle the correct word choice for each sentence below.

1. Anyone (is / are) eligible to enter the contest.
2. One of my friends (has / have) the keys to the car.
3. Each one of the footballs (is / are) in the running for the final spot in the playoffs.
4. Neither of the two choices (is / are) a good one.
5. Both the teacher and the student (was / were) happy with the outcome.
6. Several cars (was / were) seen speeding through the intersection.
7. Some members of the team (disagrees / disagree) with the firing of the coach.
8. Most of the movie (was / were) over Ranida came home.
9. Is anyone going to raise (her / their) hand?
10. Some consumers say (his or her / their) life savings disappear during the recession of 2008.

Using adjectives to compare two or more things

Short Adjectives

For short adjectives, add **–er** when comparing two things
Add **–est** when comparing three things

Example: I am *taller* than my mother, but my sister is the *tallest* person in our family.

Longer Adjectives

For longer adjectives of two or more syllables,
add *more* when comparing two things
add *most* when comparing three things

Examples: My brother is *more talkative* than my father, but my grandmother is the *most talkative* person in our family.

Playing cards is *more enjoyable* than playing checkers, but playing chess is the *most enjoyable* of all.

⚠ Be careful not to use both an **–er** ending and *more*
or both an **–est** ending and *most*

Incorrect

Basketball is a *more livelier* game than baseball.

Muhammad Wong was voted *most likeliest* to succeed in our school.

Correct

Basketball is a *livelier* game than baseball.

Muhammad Wong was voted *most likely* to succeed in our school.

⚠ Pay special attention to the following adjectives with irregular forms:

	Comparative (comparing two things)	Superlative (comparing three or more things)
bad	worse	worst
good, well	better	best
little	less	least
much, many	more	most

Fill in the following chart for comparative and superlative adjectives:

	Comparative	Superlative
Soft	_____	_____
Fast	_____	_____
Careful	_____	_____
Bad	_____	_____
Good	_____	_____
Helpful	_____	_____

Write your own sentence using a **comparative** adjective from the list above.

Write your own sentence using a **superlative** adjective from the list above.

NOTES:

Do not modify an absolute concept

Do not use an adjective before words such as straight, perfect, round, or unique. These are absolute concepts that do not have relative amounts or varying degrees.

This chocolate raspberry cola is very unique. (Never write very unique!)

Something either is unique, or it is not. The cola is unique, not very unique.

Avoid double negatives in English

Words such as *never*, *no*, and *not* should not be paired with *neither*, *no one*, *nobody*, or *nothing*.

Which of the following uses correct English?

My boss is *not* doing *nothing* to help me change my schedule during finals.

My boss is *not* doing *anything* to help me change my schedule during finals.

Well and **Good** are frequently confused

Good is an adjective that describes nouns.

Well is usually an adverb that describes verbs. (more on adverbs later!)

Well is also used as an adjective when referring to health.

Examples:

I am a good skier.

Two-year-old Rose was good during the baptism of her baby brother.

Steve did well on his exam. (Well is an adverb describing the verb did.)

I was not feeling well.

Locate the adjectives in the examples **above** and write adj. above them with an arrow pointing to the noun they describe.

Exercise: Cross out the adjective error in each sentence below and write the correct adjective.

1. _____ I am the fastest of the two swimmers on my team.
2. _____ Her eyes are her attractivest feature.
3. _____ Mr. Lapanne is the more helpful of all my professors.
4. _____ Suzie did not feel good after eating the shellfish sandwich.
5. _____ Lola's hair style is very unique and totally perfect for her.

Review:

1. What three things does an adjective tell you?
2. What does an adjective describe?

Sentence Parts

Adverbs

Definition: Adverbs are words that describe verbs, adjectives, and other adverbs.

Adverbs tell us **When?**
Where?
How?
How often?
To what degree?

Adverbs frequently end in *-ly* (but not all words that end in *-ly* are adverbs!)

Examples:

The teacher spoke gently to the confused student. (The adverb gently describes how she spoke.)

The student said he was completely lost on this campus. (The adverb completely describes to what degree the student was lost.)

Yesterday the teacher listened very sympathetically. (The adverb sympathetically describes how she listened.) (The adverb yesterday describes when she listened.)



Many people mistakenly use an adjective rather than an adverb after a verb.

Incorrect

Jack breathed *heavy*.

I learn *quick*.

Correct

Jack breathed heavily.

I learn quickly.

Exercise 1: Underline or highlight the correct adjective or adverb in each sentence below:

1. Tina works out (regular, regularly).
2. Tony listened (careful, carefully) to the doctor's (exact, exactly) instructions.
3. I was (nervous, nervously) on our first date.
4. She felt (good, well) even though she had been sick last week.
5. Learning grammar is (easy, easier) than I expected it to be.
6. I was (real, really) happy that I made the team.
7. Make sure the paper is done (right, correctly).
8. I did not do too (good, well) on my first test.
9. I know I will do (good, better) on the next exam.
10. (Slow, Slowly) but (sure, surely) I am improving my grades.

Creating Adverbs from Adjectives

In general: adjective + -ly = adverb

the adjective slow + ly = slowly

Exceptions:

Exceptions in spelling

Silent e is dropped in true, due, whole

y becomes I

le after a consonant is dropped

after ll only add y

Example

true → truly

happy → happily

sensible → sensibly

full → fully

Adjectives ending in -ic: adjective + ally
Exception:

fantastic → fantastically
public → publicly

Adjectives already ending in -ly

friendly → in a friendly way
in a friendly maner
likely → probably

Exercise 2: Turn the adjectives in the left column into adverbs in the right column:

Adjective

Adverb

patient

wonderful

scary

cruel

fantastic

magic

happy

whole

Choose one of the adjectives above. Write a sentence containing the adjective form of the word and then a second sentence containing the adverb form of the same word.

_____.

Exercise 3: Locate all of the **adverbs** in the following sentences. Write **adv** above them and draw an arrow pointing to the verb, adjective, or other adverb they describe.

1. Slowly it dawned on her that grammar was not so difficult.
2. The city lights sparkled brightly in the distance.
3. A train honked its horn softly as it moved slowly down the worn tracks.
4. His fingers moved deftly over the computer keyboard.
5. Her eyes gently opened when the warm sunlight beamed down on her face.

Exercise 4: Fill in the correct adverb form (comparative or superlative) of the adjective in brackets. Some answers will need the words *more* or *most* in addition to the adverb.

1. I speak English _____ now than last year. (fluent)
2. She greeted me _____ of all of them. (polite)
3. They smiled _____ than before. (happy)
4. She dances _____ of the entire group. (graceful)
5. Could you write _____ this time? (clear)
6. Planes can fly _____ than birds. (high)
7. Since the accident he drives _____ than before. (careful)
8. Jim can run _____ than Derek. (fast)
9. Our team played _____ of all. (bad)
10. He worked _____ than ever before. (hard)

Review:

What does an adverb describe?

What five things does an adverb tell you?

Sentence Parts

Prepositions

Definition: A preposition is a word that shows position or location or time.

Tip: The following sentence will help you find most prepositions that you encounter in sentences:

THE SQUIRREL RAN _____ THE TREE.

Any one word that fits in that blank is a preposition. Think of as many words as you can that would make sense in that sentence. Write them below:

up
down

⚠ There are a few important prepositions that do not fit into the sentence above. These you will need to **memorize** so you can locate them easily when you are analyzing sentences. The most frequently used exceptions are: **like, of, with, except, during**. Use the mnemonic **LOWED** to remember them. A few time words such as **after** and **before** may also not quite fit the sentence.

Prepositional Phrases

Prepositions are very important to identify because within a sentence, a preposition will begin a prepositional phrase. Here are some examples:

across the river	on my way	over the years	beyond the parking lot
to the store	from school	along the fence	after dark
like her	with my friends	except tomatoes	during the game

Each one of these prepositional phrases begins with a preposition, ends with a noun or pronoun, and includes all the words in between.

Exercise:

Write two prepositional phrases of your own here: _____, _____

Now write an entire sentence with a subject and a verb and at least two prepositional phrases.

_____.

Find your verb and underline it twice. Ask who or what? Find your subject and underline it once.

Now look at your prepositional phrases. What do you notice?

Are any of the words in your prepositional phrases underlined? _____

In the exercise, underlined words (subjects and verbs) should not be in prepositional phrases!

Why not?

The subject and the verb will NEVER be inside a prepositional phrase.

This is why recognizing prepositional phrases is so very important. Eliminating those phrases makes it much easier to locate the verb and then the subject.

From now on, every time you analyze a sentence you will locate and eliminate the prepositional phrases first, then find the verb(s) and only then locate the subject(s). This will make your task much, much easier!

Note: A prepositional phrase can have more than one object of the preposition (op).

He gave the tickets to Shawn and me.

Prepositional phrase

Shawn is an object of the preposition

me is an object of the preposition

List of Common Prepositions

above	before	like	than
across	behind	near	through
after	below	of	throughout
against	beneath	off	till
along	beside	on	to
amid	between	onto	toward
among	beyond	out	under
around	by	outside	unlikely
as	down	over	until
at	during	past	up
	for	regarding	upon
	from	round	with
	in	since	within
	inside		without
	into		

SUBJECTS and VERBS = Basic Building Blocks of a Sentence

S V

Class ended.

S V

They left.

- ✓ Verbs are easier to spot than subjects because
 - verbs change form to show time – walk/walked, go/went, is/was
 - most verbs are actions
 - there can be a lot of nouns and pronouns in a sentence that aren't subjects
- ✓ To find the subject of a sentence, locate the verb first and ask who or what did the verb. The subject will be the noun or pronoun that answers that question. Underline the verb once and the subject twice.

Andrew signed his name in purple ink.

Genie was absent today.

➤ Things to Know About Subjects and Verbs:

1. Some verbs consist of more than one word: helping verb(s) + main verbs

Andrew had signed his name in purple ink.

Genie might be late tomorrow.

2. Sentences can have more than one verb and/or more than one subject.

Zombies and vampires are popular these days.

The airplane shook and rattled when it landed.

3. TO + VERB will never be the verb of a sentence

She loves to watch reality television shows.

4. -ING words can't be verbs unless they have a helping verb (though they can be subjects).

Finding a good job is going to be hard without a college degree.

5. Adverbs like NOT, NEVER, STILL, ONLY, and SLOWLY are never part of the verb, but they can come between a helping verb and a main verb.

Susan may not arrive on time.

6. Subjects and Verbs are NEVER IN A PREPOSITIONAL PHRASE, so crossing out the prepositional phrases first can help you find the subject and the verb.

~~Some of my friends from the neighborhood~~ saw a coyote ~~in the street~~.

The leather ~~on my new shoes~~ is already showing signs of wear and tear.

7. Sometimes the subject can come after the verb or between the helping verb and main verb.

There are lots of grammar rules to learn.

Are you going to summer school?

8. In a command or a request, the subject is understood to be “you.”

Please open the window. (You) please open the window.

Shut the door this instant! (You) shut the door this instant!

Exercise

In the sentences below, locate the verb first and then ask who or what did it to find the subject. Underline verbs twice and subjects once. You might want to cross out prepositional phrases first. Remember, a sentence can have more than one subject and more than one verb.

1. One of the students in my math class auditioned for *The Voice*.
2. Are you going to the presentation in the library?
3. Here comes Professor Meyer now.
4. John and Tyesha went on the campus tour to UCLA.
5. Vanessa has never arrived late to class.
6. I really like to read science fiction books.
7. The instructor’s phone had rung during the final exam.
8. Please pass the guacamole and chips.
9. Olivia turned in her essay and left without taking the quiz.
10. Registering for classes on my old laptop computer is proving to be a challenge.

Clauses and Phrases

Clauses and phrases are the building blocks of sentences. Sometimes a sentence is made of only one of these building blocks. Other times, a sentence is made from a combination of these building blocks.

Clauses

A **clause** is a group of words that has a subject and a verb. That is to say, there is a subject working with a verb.

There are two types of clauses you'll need to know to become a better writer. Recognizing the differences between these types of clauses will help you tremendously when it comes to common writing errors like fragments, run-ons, and comma-splices.

Dependent Clause: a clause that **cannot** stand alone as a sentence. While it has a subject and a verb, a dependent clause does not express a complete thought.

Examples:

Although I enjoyed the new ride at Disneyland

Whenever I go out with my friends

Because my wallet was stolen

 A dependent clause cannot be a sentence by itself. If you punctuate a dependent clause like a sentence, you will have a fragment.

Independent Clause: a clause that **can** stand alone as a sentence. It has a subject, a verb, and expresses a complete thought.

Examples:

I enjoyed the new ride at Disneyland.

The largest lake in the world is Lake Superior.

America is named after the Italian explorer Amerigo Vespucci.

Independent clauses can be punctuated as sentences because they have everything needed to be a sentence (a subject, a verb, a complete thought).

Phrases

A **phrase** is a group of related words that does not contain both a subject and a verb (sometimes they lack both a subject and a verb). Phrases are used in sentences but cannot be sentences by themselves.

Examples:

driving to work (gerund phrase)

against a tree (prepositional phrase)

a self-made man (noun phrase)

Combining Clauses to Make Sentences:

Knowing the different types of clauses helps you write different kinds of sentences.

The Simple Sentence

Independent clause.

A simple sentence is made from one **independent clause**.

Examples:

I love my wife.

Alicia and Brian like to study.

My bedroom is too small.

The Compound Sentence

A compound sentence is made from **two independent clauses**.

The two independent clauses may be joined

- 1) using a comma and a coordinator
- 2) using a semicolon.

- 1) Using a **comma** and a **coordinator**

Independent Clause, **for** independent clause.

and

nor

but

or

yet

so

Examples:

The Wright brothers failed many times, **but** they kept trying.

Albert Einstein was a great scientist, **and** he enjoyed playing the violin



An easy way to remember the **coordinators** is with the word **fanboys**.

- 2) Using a semicolon

Independent clause; independent clause.

Examples:

The car has been running roughly the last few days; I think it needs a tune up.

My friend, Mario, ate a large dinner last night; he declined our offer to go out for a late night meal.

Tip: Semicolons should only be used to join two related independent clauses.

The Complex Sentence

A complex sentence is made from **an independent clause** and **one or more dependent clauses**.

Subordinating Conjunctions

Subordinating conjunctions such as *after*, *although*, *because*, *since*, or *when* introduce dependent clauses. These dependent clauses must always be joined with an independent clause.

Independent clause dependent clause.

Dependent clause, independent clause.

Note: When the dependent clause comes before the independent clause, you must have a comma between them.

Examples:

When I was young, I couldn't ride a unicycle.

I can now ride a unicycle because I kept trying.

After we went to the movie, we went out for pizza.

Tip: Using subordinate clauses is an effective way to vary sentence style and to express clearly the relationship between the independent and dependent clauses.

Relative Pronouns and Clauses

A **relative pronoun** is a word that describes a noun or pronoun.

Common relative pronouns are:

who **whom** **whose** **that** **which**

The relative pronoun and the group of words that follow are called a **relative clause**.

Relative clauses must always be joined with an independent clause to form a sentence. Relative clauses give more information about someone or something already mentioned in the sentence.

Examples:

My brother, *who is a Lakers fan*, has painted his garage purple and yellow.

The painter *whom I most admire* is Monet.

The Dusenbergs, *whose cars were quite popular*, live in Newport Beach.

I liked five songs *that were on my friend's playlist*.

Huevos rancheros, *which is my favorite breakfast*, gives me heartburn.

Tip: Using relative clauses is an effective way of combining sentences and of varying sentence structure.

Taking Sentences to the Next Level

Phrases can also be combined with **clauses** to add content and complexity to a sentence.

Examples:

Alicia and Brian like to study at the library.

*(at the library is a prepositional **phrase**)*

There are six English professors at El Camino College who can juggle.

*(at El Camino College is a prepositional **phrase**)*

Exercise: Identify each of the following word groups as either a dependent (Dep.) or independent (Ind.) clause.

(Dep. Ind.) 1) after I swam five laps in the pool

(Dep. Ind.) 2) even though I was dancing until the club closed

(Dep. Ind.) 3) we enjoyed our vacation

(Dep. Ind.) 4) when I met my girlfriend at dinner

(Dep. Ind.) 5) the television broke last night

List of Common Dependent Words

after	if	whatever
although	in order that	when
as	just as	whenever
as if, as though	like (same as)	whereas
because	once (as soon as)	wherever
before	since	whether
even if	so that	while
even though	than	
ever since	though	
every time	unless	
everywhere	until	

Fragments

Symbol: frag

Definition: A **fragment** is a writing error that occurs when a group of words is punctuated like a sentence but lacks a subject or a verb or doesn't express a complete thought.

For a sentence to be complete, it must:

- Have a subject
- Have a verb
- Express a complete thought

If any one of these parts is missing, you have a fragment.

Fragment Examples

Missing a subject:

Drove to school today. (Who drove?)

And threw the football into the end-zone for a touchdown. (Who is throwing?)

Missing a complete verb:

The thief caught by the police. (was caught)

The forest with its pleasant smell of pinecones. (Where is the verb?)

Lacking a complete thought:

After Cathy passed her math test. (What happens after?)

This morning when I was taking out the dog. (What happened?)

Two Ways to Fix Fragments

- 1) After identifying what part is missing, add the missing part. Shown are possible ways to fix the fragments identified above.

When I drove to school today, I avoided an accident.

The quarterback threw the football into the end-zone for a touchdown.

The thief was caught by the police.

The forest smelled pleasantly of pinecones.

After Cathy passed her math test, she celebrated with her study group.

This morning when I was taking out the dog, I saw a coyote.

- 2) Add the fragment to a complete sentence before or after it.

I left the house in a hurry this morning. And forgot my backpack.

I left the house in a hurry this morning and forgot my backpack.

Review

Be sure each of your intended sentences has a subject, has a verb, and expresses a complete thought.

If you find one of the parts is missing, add the missing part.

Or check to see if your fragment can be added to the sentence before or after it.

Practice

identifying and correcting fragments. Correct each fragment in the space provided **and** circle the sentence part (in parentheses) that is missing.

1. Even though I had the winning lottery ticket. (subject, verb, complete thought)

2. Three times a week I run two miles. Ride my bike ten miles. And swim ten laps. (subject, verb, ct)

3. Lebron James, driving the lane while spinning to shoot. (subject, verb, complete thought)

4. Because the flight was delayed, took a bus from Chicago to Boston. (subject, verb, complete thought)

5. The fisherman standing by the pier. (subject, verb, complete thought)

6. Before gently landing on my finger, the butterfly, while floating in the air. (subject, verb, ct)

7. I usually make sure my checking account has enough money. Not this month. (subject, verb, ct)

8. Sue is an excellent volleyball player. A great basketball player, too. (subject, verb, ct)

9. Isabella jumping on the trampoline for fun. (subject, verb, ct)

10. Because I enjoy riding my bicycle long distances.

Run-ons

Symbol: RO

In order to understand run-ons and comma-splices, you must become familiar with independent and dependent clauses.

An independent clause is a group of words that **can** stand alone as a sentence. In other words, it has a subject, it has a verb, and it expresses a complete thought.

A dependent clause **cannot** stand alone as a sentence because it lacks a subject, a verb, **or** a complete thought.

When two independent clauses are joined **without punctuation**, a _____ is created.

Definition:

A **run-on** is a writing error that occurs when two or more independent clauses are joined without punctuation. Run-ons create confusion for readers and should be eliminated from your writing.

Example:

My television lost its signal I climbed on the roof to adjust the antenna.

The first independent clause is
"My television lost its signal."

- ✓ It has a subject: "television"
- ✓ It has a verb: "lost"
- ✓ It expresses a complete thought.

The second independent clause is
"I climbed on the roof to adjust the antenna."

- ✓ It has a subject: "I"
- ✓ It has a verb: "climbed"
- ✓ It expresses a complete thought.

Fixing Run-ons

The four different ways to fix run-ons are identified below.

Method 1: Make the two independent clauses two distinct sentences.

Example: My television lost its signal. I climbed on the roof to adjust the antenna.

Method 2: Add a comma and a coordinating conjunction.

(A coordinating conjunction is a word used to connect words, phrases, and clauses. The coordinating conjunctions are for, and, nor, but, or, yet, so.)

Example: My television lost its signal, so I climbed on the roof to adjust the antenna.

Method 3: Use a semicolon between the two independent clauses.

(Only use this method if the two independent clauses share a close relationship with each other. **Try not to overuse this method.**)

Example: My television lost its signal; I climbed on the roof to adjust the antenna.
My television lost its signal; however, I climbed on the roof to adjust the antenna.

Method 4: Make one of the independent clauses a dependent clause.

Example: Because my television lost its signal, I climbed on the roof to adjust the antenna.

In this example, the first independent clause has been changed to a dependent clause. It is now dependent because it doesn't express a complete thought. Imagine if someone you know walked up to you and said, "Because my television lost its signal."

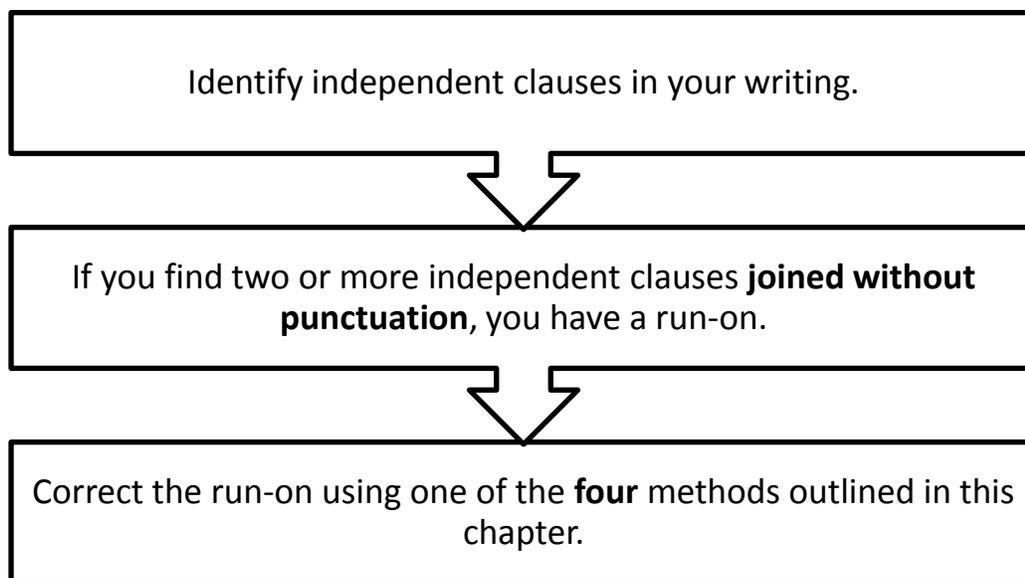


Comma Alert! Note: When a dependent clause comes *before* an independent clause, a comma is used to separate them.

Example 2 (Method 4): I climbed on the roof to adjust the antenna because my television lost its signal.

(There are no commas in this second example because the independent clause comes before the dependent clause.)

Review



Tip: When it comes to fixing run-ons, variety is the key. Try using different methods so that your sentences do not all have the same rhythm.

Practice identifying and correcting run-ons. Using each of the four methods outlined above, correct each run-on in the space provided.

1. I enjoy riding my bicycle it is better than walking.

2. I often go to the beach to play volleyball with my friends we always have a great time.

3. The Lakers and Celtics have been rivals for a long time seeing them play against each other is always entertaining.

4. The Los Angeles River is a nice place to visit most people don't know where it is.

5. Going to college was a difficult decision for me however I decided it would be worth it in the long run.

Comma Splice

Symbol: CS

In order to understand run-ons and comma splices, you must become familiar with independent and dependent clauses.

An independent clause is a group of words that **could** stand alone as a sentence. In other words, it has a subject, it has a verb, and it expresses a complete thought.

A dependent clause **could not** stand alone as a sentence because it lacks a subject, a verb, or a complete thought.

Definition:

A **comma splice** is a writing error that occurs when two independent clauses are joined with only a comma. A comma splice is a type of run-on.

When two independent clauses are joined **with only a comma**, a _____ is created.

Example:

The racetrack became slippery, the race cars slowed down.

The first independent clause is "The racetrack became slippery"

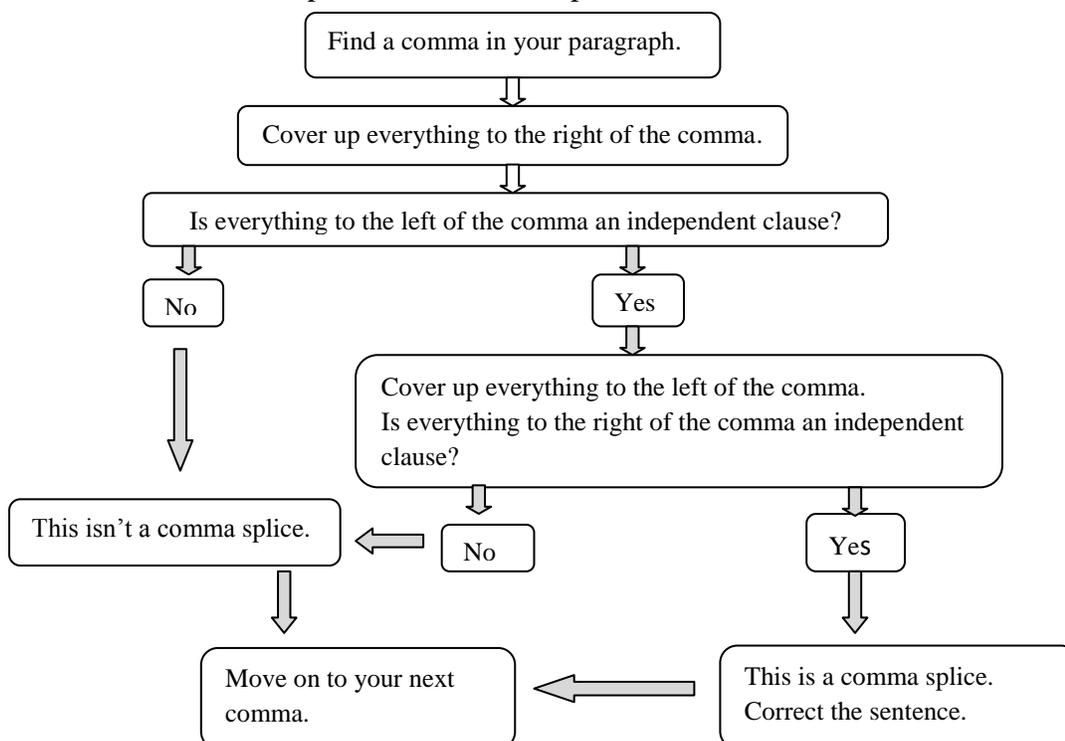
- ✓ It has a subject: "racetrack"
- ✓ It has a verb: "became"
- ✓ It expresses a complete thought.

The second independent clause is "the race cars slowed down"

- ✓ It has a subject: "race cars"
- ✓ It has a verb: "slowed"
- ✓ It expresses a complete thought.

Finding Comma Splices

If you tend to write comma splices, follow the steps below to find them.



Fixing Comma Splices

The same four ways used to fix run-ons are used to fix comma splices.

Method 1: Make the two independent clauses two distinct sentences.

Example: The racetrack became slippery. The race cars slowed down.

Method 2: Add a coordinating conjunction after the comma.

(A coordinating conjunction is a word used to connect words, phrases, and clauses. The coordinating conjunctions are for, and, nor, but, or, yet, so.)

Example: The racetrack became slippery, so the race cars slowed down.

Method 3: Use a semicolon between the two independent clauses.

(Only use this method if the two independent clauses share a close relationship with each other. Do not overuse this method.)

Example: The racetrack became slippery; the race cars slowed down.
The racetrack became slippery; consequently, the race cars slowed down.

Method 4: Make one of the independent clauses a dependent clause.

Example: Because the racetrack became slippery, the race cars slowed down.

In this example, the first independent clause has been changed to a dependent clause. It is now dependent because it doesn't express a complete thought. Imagine if someone you know walked up to you and said, "Because the racetrack became slippery."

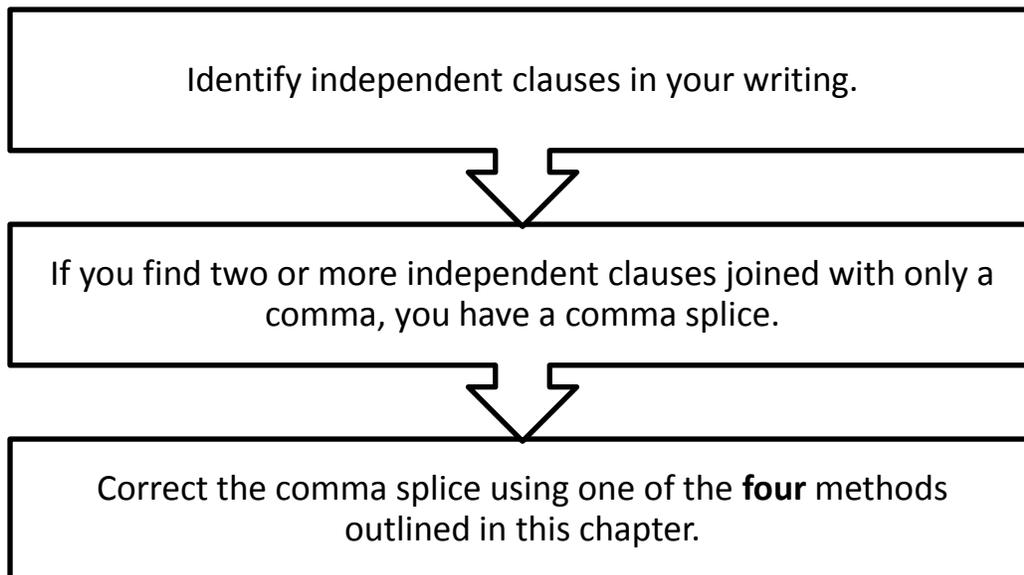


Comma Alert! Note that when a dependent clause comes *before* an independent clause, a comma is used to separate them.

Example 2 (Method 4): The racetrack became slippery just before the race cars slowed down.

(There are no commas in this second example because the independent clause comes first.)

Review



Tip: When it comes to fixing comma splices, variety is the key. Try using different methods so your sentences do not all seem alike.

Practice identifying and correcting comma splices. Using each of the four methods outlined above, correct each comma splice in the space provided. If a sentence is correct, identify it as correct.

1. The superhero Batman has a lot of enemies, the Joker is an especially evil enemy.
2. Although the Joker tries to kill Batman, he always fails, however, this doesn't stop the Joker from trying.
3. The Scarecrow is another one of Batman's enemies, the Scarecrow is as crazy as the Joker.
4. The Scarecrow and Batman have something in common, they both hide their true identities behind their masks.
5. If all the villains of Gotham City teamed up, Batman would be in serious trouble.

Pronoun-Antecedent Agreement

Symbol: PA

Definition: Pronoun-antecedent agreement occurs when pronouns agree in gender and number with the word(s) they refer to (their antecedents).

You always want your pronouns to agree with their antecedents as in the following examples:

Vocabulary to Know:

Pronoun
Antecedent

Example:

Brian passed in all **his** homework on time.
 { antecedent { pronoun

Explanation: The pronoun "his" refers to Brian. Because "his" is both masculine (refers to a male) and indicates one person, it completely agrees with the antecedent "Brian."

Example:

Students should pass in **their** essays on time.
 { antecedent { pronoun

Explanation: "Their" refers to students. Because "their" is plural, it completely agrees with the antecedent "students," which is also plural. Gender is not a concern in this example sentence.

The big problem with pronoun-antecedent agreement occurs when we think the antecedent is plural when it really isn't.



The following words are **singular** and take **singular pronouns** to refer to them:

"Body" words	"One" words	"Thing" words	Others
<ul style="list-style-type: none"> •nobody •somebody •anybody •everybody 	<ul style="list-style-type: none"> •someone •no one •one •anyone •everyone 	<ul style="list-style-type: none"> •something •everything •anything •nothing 	<ul style="list-style-type: none"> •each •neither •either



Tip: Most of the words listed above have the word "**body**," "**one**," or "**thing**" in them. These words should tip you off that the words are singular.

Note: Words like **team**, **committee**, and **family** are usually singular.

Example: The committee made its recommendation.

A **lack of agreement** can cause confusion for individuals reading your paper.

The following two examples are incorrect sentences:

Example: **Everyone** needs to break free from **their** limitations in life.

Explanation: The pronoun "their" is plural. However, the antecedent "everyone" is actually singular because it refers to each one person.

Example: **Neither** of the doctors had **their** license to practice medicine.

Explanation: The pronoun "their" is plural. However, it refers to the singular antecedent "neither."

Review

Be sure you're using the correct pronouns.

Be extra cautious when using *body*, *one*, and *thing* words.

Exercise: Underline the antecedent and circle the pronoun that agrees with the antecedent.

1. Everyone must double check (his or her, their) answers.
2. Before students register for next semester, (he, she, they) should check their work schedule.
3. The team did a great job throughout (its, their) regular season.
4. The band played until (it, they) (was, were) told to leave the stage.
5. Neither of the girls wanted (her, their) day at Disneyland to end.
6. No matter how much somebody tries to get you to smoke, you shouldn't listen to (him or her, them).
7. Jasmine and her sister are sharing (her, their) room with Aunt Mary this week.
8. Whenever somebody opens the door, (he or she, they) (let, lets) a fly in.
9. Everybody in the world needs to think about (their, his or her) impact on the planet.
10. Sometimes a person just needs to get in touch with (his or her, their) inner child.

Pronoun Reference

Symbol: ref

If it isn't clear what word a pronoun is referring to, a pronoun reference problem is the result.

Confusing sentences result from unclear pronoun reference. Your job as a writer is to communicate clearly.

I left my cellphone on the floor next to my backpack, and then *it* was stolen.

Was the cellphone stolen or the backpack? The pronoun "it" could refer to either noun.

I left my cellphone on the floor next to my backpack, and then the backpack was stolen.

Besides appearing to refer to two different nouns, another pronoun problem can occur when the pronoun does not refer to any specific noun in the sentence.

I never buy gas at Mobile because *they* charge more than other gas stations.

Who are they? "They" is plural but Mobile is singular. There is no noun that "they" refers to.

I never buy gas at Mobile because the prices are higher than the prices at other stations.

I never buy gas at Mobile because the owners charge more than I want to pay.

Exercise:

Rewrite the sentences below to make the pronoun references clear. You may add words, omit words, or change words to make the sentences clear.

1. My friend passed Spanish last semester, but I failed because they graded unfairly.
2. When Tom argued with his father, he became upset.
3. Whenever I find a new radio station that I love, they change the format.
4. Brandon informed Zack he was dating his sister.
5. Yessenia told Julia she got the job.
6. As the catcher saw the batter hit a high pop fly that went foul, he tore off his mask but he couldn't catch it.
7. Jenny told her sister Madeleine that the cat had destroyed her new running shoes.
8. My mother-in-law reads the horoscopes, but I don't believe in it.
9. Greg informed Joe that it was his turn to drive.
10. My bike was locked to the vending machine, but it was stolen.

Pronoun Reference

Symbol: ref

To avoid point-of-view shifts, be consistent in your use of first, second, or third person.

Type of Pronoun	Singular	Plural
First-person	I (me, my, mine)	we (our, us)
Second-person	you (your)	you (your)
Third-person	he (his, him) she (hers, her) it (its)	they (their, them)



Tip: When writing in the first-person *I* or the third-person *they*, do not jump to the second-person *you*. This type of mistake is extremely common.

Inconsistent

The reason *I* like eating flaming hot Cheetos is you can really taste the flaming hot chili peppers.

When students work full-time and go to school, you can have problems carving out enough time for yourself.

Consistent

The reason *I* like eating flaming hot Cheetos is that I can really taste the flaming hot chili peppers.

When students work full-time and go to school, they can have problems carving out enough time for themselves.

Exercise: Choose the correct answer in the parentheses.

- I like to shop at a discount store because (it has, they have) good deals.
- You should try the new ice cream. One taste is all it takes for (one, you) to be hooked.
- When the moon shines on the ocean, (it, the night) is breathtaking.
- When a person downloads music online, (he or she, they) can enjoy it immediately.
- People should look both ways before crossing a street so (you, one, they) don't get hit by a car.
- Lisa is the type of employee who gives (her, their) best every day.
- Sara and Jen had to finish (her, their) homework before they could see a movie.
- They prefer to go to Edwards cinema because (you, they) can get free popcorn.

Parallelism

Symbol: //

In geometry, two or more lines that run in the same direction are said to be parallel. In writing, two or more words or groups of words will be easier to read if, like parallel lines, they take the same path or follow the same pattern.

Parallelism helps your writing achieve a smooth, coherent flow. It's all about balance and symmetry, consistency and similarity, pattern and repetition.

Definition:

Parallelism (also called *parallel structure*) is a style of writing that expresses similar ideas in similar grammatical form. If you want to keep multiple words, phrases, clauses or sentences flowing smoothly, you should make sure that they follow the same consistent pattern.

You can use parallelism to balance a single sentence or a series of sentences.

Examples:

Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions; fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer as a Christian is? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?

– Shylock, Shakespeare's *The Merchant of Venice*

Parallel patterns:

Sentences 1 and 2: *Hath not a Jew eyes? Hath not a Jew hands, etc?*

Sentence 2: *. . . fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter. . . .*

Sentences 3, 4, 5, 6: *If you [verb] us, do we not [verb]?*

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

– John F. Kennedy, Inaugural Address

Parallel pattern:

. . . we shall [verb] any [noun], repeated 5 times

Fixing Faulty Parallelism

Try to balance words, phrases and clauses appearing in pairs or in series.

Examples:

Non-parallel pair: "Give me liberty, or you may as well put me to death."

Parallel pair: "Give me liberty, or give me death." (Patrick Henry, Speech to the Virginia House of Burgesses, 1775)

Non-parallel series: ". . . government of the people, by the people, and dedicated to the benefit of the citizens. . . ."

Parallel series: ". . . government of the people, by the people, for the people. . . ." (Abraham Lincoln, Gettysburg Address, 1863)

Review

Identify sentences in your writing that don't flow smoothly and coherently.

If a sentence doesn't flow smoothly, it might lack a balanced, parallel structure.

Make the sentence parallel by expressing similar ideas in similar form.

Tip: Using parallel structure is especially important in organizing a list or formatting an outline.

Practice identifying and correcting faulty parallelism. Revise the following sentences by using parallel structure.

1. For aerobic exercise I like to run, bike or go swimming.

2. Benjamin Franklin said that the only sure things in life are death and the burden of taxation.

3. Freedom of speech and the right to choose your religion are guaranteed by the First Amendment.

4. Driving fuel-efficient cars not only helps the environment but also can save money.

5. Angry, confused and feeling frustration, the plaintiffs vowed to appeal the decision.

Misplaced and Dangling Modifiers

Symbol: dm, mm

A modifier is a word or phrase that describes, and therefore modifies, another word or phrase in a sentence. To write clearly, you should always put the modifier as close as possible to the word or phrase it modifies.

Definition:

A **misplaced modifier** is a writing error that occurs when a modifier is not placed as closely as possible to the word or phrase it is supposed to describe. Because it is positioned improperly, a misplaced modifier can create a confusing or unclear sentence.

A **dangling modifier** is misplaced for a simple reason: there is nowhere to place it, since the word or phrase it is supposed to describe does not appear in the sentence. As a result the modifier is left dangling, describing nothing. Like a misplaced modifier, a dangling modifier can cause a confusing lack of clarity in your writing.

Examples:

Misplaced Modifier

Texting while driving, my dog was run over by a careless teenager.

Problem: The placement of the modifier implies that it was the dog who was texting and driving – not a likely scenario.

Dangling Modifier

While playing chess, my cat jumped onto the table and knocked the king to the floor.

Problem: The placement of the modifier implies that it was the cat who was playing chess. Note that the person actually playing chess does not appear in the sentence.

Fixing Misplaced and Dangling Modifiers

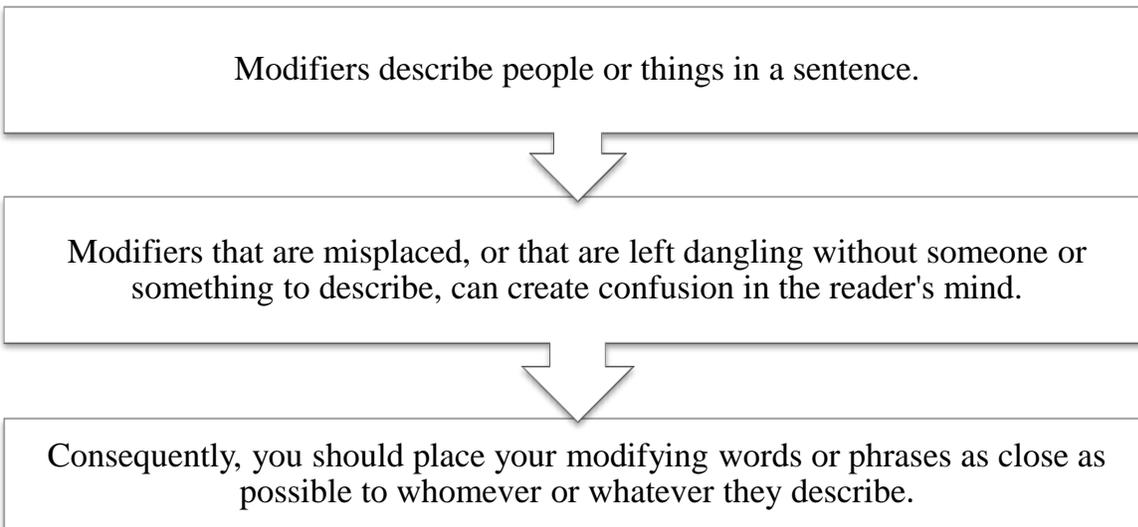
Method 1: To avoid misplaced modifiers, always keep related words as close together as possible.

Example: My dog was run over by a careless teenager who was texting while driving.

Method 2: To avoid dangling modifiers, make sure that the word or phrase being described appears in the sentence – either right next to the modifier or in the modifying phrase itself.

Example: While I was playing chess, my cat jumped onto the table and knocked the king to the floor.

Review



Tip

Precise placement is important when using one-word limiting modifiers such as *almost*, *even*, *just*, *nearly*, *not* and *only*. (For example, the sentence *I almost purchased ten items at the store* doesn't make sense. How could you *almost* purchase something? You either purchased it or you didn't. Your sentence should be *I purchased almost ten items at the store*.)

Practice identifying and correcting misplaced and dangling modifiers. Revise the following statements so that every modifier is in the appropriate position and has a clear reference within the sentence.

1. After waiting in line for an hour, the DMV clerk finally called my name.

2. While washing my car, a bird fell from the sky.

3. I watched the skydivers float to the ground with the aid of binoculars.

4. The student who visited my office periodically got good grades.

5. I saw hundreds of beautiful wildflowers hiking along the trail.

Subject-Verb Agreement

Symbol: SV

Definition: **Subject-verb agreement** occurs when subjects agree in number and person with each other. If the subject and verb do not agree, you'll likely see the symbol *SV* in the margin of your paper.

Vocabulary to Know:
 Subject
 Verb
 Subject-Verb Agreement

You always want your subjects to agree with their verbs as in the following examples:

Example:

The **student writes** poetry in her free time.
 └──┬──┘ └──┬──┘
 subject **verb**

Explanation: Since *student* is singular, a singular verb (*writes*) must be used with it.

Example:

The **students write** poetry in their free time.
 └──┬──┘ └──┬──┘
 subject **verb**

Explanation: Since *students* is plural, a plural verb (*write*) must be used.

An easy way to tell if you're using the correct verb is to **substitute** the appropriate **pronoun** for your **subject**. Substitute a singular pronoun like *she* and a plural pronoun like *they* when reading your sentences.

For the first sentence above, you would substitute *she* for *the student* and try both verbs to see which fits best.

She write poetry in her free time. ← Which sentence sounds better?
 She writes poetry in her free time.

For the second example, you would substitute *they* for *the students* since they are both plural.

They writes poetry in their free time. ← Which seems correct?
 They write poetry in their free time.

Finding the subject is often the most difficult part of making sure your subject and verb agree. Keep the following guidelines in mind when trying to figure out which verb to use.

If two subjects are connected with **and**, they are considered plural and will take a plural verb.

Example: The Empire State Building and the Brooklyn Bridge are in New York.

Explanation: Although *Empire State Building* and *Brooklyn Bridge* are both singular, because they are connected with **and**, they are considered plural and take a plural verb (**are**).

If two subjects are connected with **or** or **nor**, the verb will match the closest subject.

Example: Either the puppies **or** the kitten is responsible for the mess in the kitchen.

Explanation: The two subjects are **puppies** and **kitten**. Because they are connected with **or**, the one closest to the verb (**kitten**) determines which verb to use (**kitten is**).

The following words are **singular** and take a **singular** verb:

"Body" words	"One" words	"Thing" words	Others
<ul style="list-style-type: none"> •nobody •somebody •anybody •everybody 	<ul style="list-style-type: none"> •someone •no one •one •anyone •everyone 	<ul style="list-style-type: none"> •something •everything •anything •nothing 	<ul style="list-style-type: none"> •each •neither •either

Example: Everyone needs to understand his or her potential in life.

Sometimes the verb comes before the subject. Find the verb first and ask who or what did it to locate the correct subject.

There (is, are) a desk and a chair for sale on Ebay.

(Is, Are) your brother and his wife coming for Thanksgiving?

Ignore all the words between the subject and verb when determining agreement.

Example: The **president** ~~of the company, who gave large contributions to the city's needy,~~ **is** being honored at the awards ceremony.

Explanation: **President** is the subject and the being verb **is** is the verb.

Tip: You won't find your subject in a prepositional phrase.

Example: The fastest recorded **speed** of all racehorses **is** 43 miles per hour.
prepositional phrase

Review

Find the subject of your sentence.

Substitute *she* or *they*

Choose the verb that best fits the sentence

Exercise:

Circle the correct verb in the sentences below.

1. Neither the boy with the hat nor the girls (look/looks) guilty.
2. Kathy (want/wants) to be a surgeon.
3. Bill Gates, who has a net worth of thirty-two billion dollars, (is, are) quite wealthy.
4. The movie *Titanic* and the movie *Avatar* (was, were) very popular.
5. Theresa and her mother (want, wants) to get tickets to the championship game.

Commonly Confused Words

Symbol: ccw

Definition: Some words sound alike, but are quite different in meaning. People often confuse one word for its sound-alike cousin. The following is a list of some common sound-alikes (homonyms) and their definitions. Also included are commonly confused words that are not homonyms.

Big Troublemakers

your: Possessive pronoun

you're: You are

its: Possessive pronoun

it's: It is or It has

their: Possessive Pronoun

there: Location

they're: They are

whose: Possessive Pronoun

who's: Who is

where: Location

were: Past tense verb

two: The Number 2

to: Toward

too: Also, exceedingly,
overly

What do these first four items share in common?

Mischief Makers

are: Present, plural tense of the verb *to be*

our: Possessive pronoun (plural of *my*)

everyone: All people

every one: Each one

farther: Physical distance

father: Dad

further: Refers to extent or degree

knew: Did know

new: Not used or old

loose: Not tight

lose: Not win

maybe: Perhaps

may be: May happen

passed: Did pass

past: Previous time, farther than

Than: A conjunction used to show comparison

Then: An adverb used to show time or order

threw: Tossed

through: Penetrated; Completed;
From one to another

Problem Words

In the chart below (N) indicates a noun, (V) indicates a verb, (Adj) indicates an adjective, (Adv) indicates an adverb, (Prep) indicates a preposition.

accept: To receive (V), to agree to	except: To exclude (V); not including (Prep)
advise: To offer recommendations (V)	advice: a recommendation (N)
affect: To produce an influence on (V)	effect: To cause (V); the end result (N)
all ready: Completely prepared	already: Previously; before
altogether: thoroughly, completely	all together: Everything in one place
bear: To carry (V); The animal (N)	bare: Naked (Adj); To uncover, expose (V)
capital: Main; city (N)	Capitol: The building in D.C. (N)
desert: Dry land like the Mohave (N)	dessert: The after-dinner treat (N)
flew: (did fly) (V) flu: similar to a cold (N)	flue: A chimney (N)
hear: Listening with the ear (V)	here: A location
herd: A group of animals (N)	heard: Did hear (V)
hoarse: harsh (as in throat)	horse: The animal (N)
lead: A metal (N); to guide (V)	led: (past tense of lead) (V)
patience: Forbearance	patients: People treated by doctors (N)
quiet: Silence	quite: Completely, very
Sense: Intelligence (N), feel (V)	Since: Before now (Adv)
serial: In a row	cereal: That breakfast food (N)

Practice: Circle the correct word in parentheses.

1. (Whose, Who's) car is being towed away?
2. The recent changes in the law will certainly (affect, effect) you.
3. I (accept, except) your challenge to race.
4. I drove (threw, through) the (to, too, two) traffic lights (too, to, two) late.
5. (Its, It's) going to be (quiet, quite) busy around here in a few hours.
6. (Patience, Patients) is needed to get (passed, past) that level in the video game.
7. John didn't know (where, were) you (where, were), so he came (hear, here) to look for you.
8. (Their, They're, There) the ones who (through, threw) the stolen goods over (their, there).
9. When riding a camel in the (desert, dessert), I felt the saddle come (lose, loose).
10. The policeman on the (horse, hoarse) (lead, led) the lost boy to his anxious parents.

Section IV

Punctuation & Mechanics

Commas

Symbol: ,

Commas are the most frequently misused marks of punctuation.

The Rules for Commas

Rule 1: Use a comma before a coordinating conjunction joining independent clauses.

Independent Clause,	f or	independent clause.
	a nd	
	n or	
	b ut	
	o r	
	y et	
	s o	

Tip: An easy way to remember the **coordinating conjunctions** is with the word fanboys.

Example: Ernest Hemingway was a great novelist, **and** he was also a great short story writer.

Rule 2: Use a comma to separate items in a series.

Word, word, and word.

Phrase, phrase, and phrase.

Example: For breakfast I ate pancakes, eggs, and bacon.

Example: The magician pulled a rabbit out of his hat, made his assistant disappear, and made an elephant appear.

Rule 3: Use a comma in complete dates to separate the day of the month from the year and after the year.

Example: I met my wife on November 24, 1989, in Sunset Beach.



If the date is not complete, do not use a comma.

Example: I met my wife in November 1989 in Sunset Beach.

Rule 4: Use a comma between two adjectives if you can put *and* between the adjectives and if they can be reversed without changing the meaning.

Examples: The huge, impatient wrestler waited for his next victim to enter the ring.
The movie had a beautiful, sad soundtrack.

She had light brown hair. (no commas)

Rule 5: Use a comma after introductory phrases, clauses, and words.

Introductory phrase, ———— independent clause.
Introductory clause, ———— independent clause.
Introductory word, ———— independent clause.

Examples: Between 1987 and 1989, I bicycled across the United States.
Because her alarm clock was broken, she was late for class.
However, the coliseum in Rome was used for multiple purposes.
For example, spectators could watch hunters stalk animals imported from Africa.

Rule 6: Use a comma to set off parenthetical elements (added information).

Examples:

Pacific Coast Highway, which has many twists and turns, is dangerous to drive.
Franklin Public Library, which is the first public library in the United States, is in Massachusetts.
My sister-in-law's dream job, to become a screenwriter, may happen one day.
I would, therefore, like to congratulate her for her continued effort.



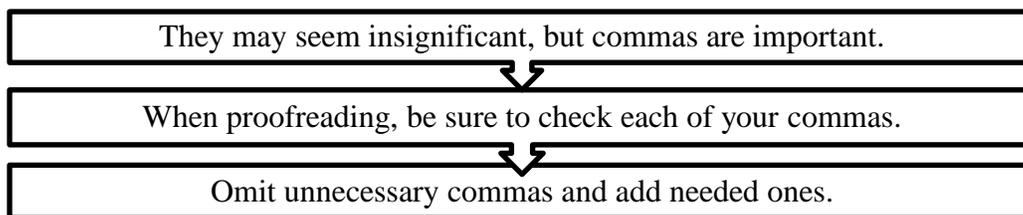
Tip: To test for parenthetical elements, see if you can take them out of the sentence without losing the meaning.

Rule 7: Use a comma to separate quoted words from the rest of the sentence.

Examples:

Voltaire once wrote, "Common sense is not so common."
"Intelligence without ambition is a bird without wings," said Salvador Dali.
"Failure," said Henry Ford, "is simply the opportunity to begin again, this time more intelligently."

Review



Practice: Add commas where needed and identify which rule applies.

1. “I swear I didn’t do it” screamed the convicted criminal.
2. My grandmother lived a long happy life.
3. Bicycling swimming and running are my favorite forms of exercise.
4. My mother who is awesome once took me out of school to meet the Dallas Cowboy Cheerleaders.
5. El Camino College which is located in Torrance offers a variety of courses.
6. The snow began falling faster but the snowboarders were still nowhere to be found.
7. Man first landed on the moon on July 20 1969 to the awe of many.
8. According to a bird expert vultures can fly for six hours without flapping their wings.
9. Maine incidentally is the only state with a one syllable name.
10. The longest aluminum can chain measures 4.77 long shiny miles.



Apostrophes

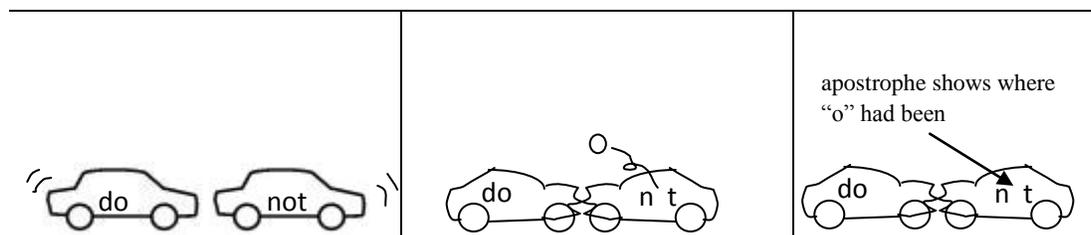
Symbol: ‘

Apostrophes tend to give many students problems. Although there are a few other uses for the apostrophe, it is mainly used to form **contractions** and to show **possession**.

Contractions

In a contraction (two words combined as one) the apostrophe almost always is used to show that a letter or letters have been omitted. For example, the words *do not* can be replaced with the word *don't*. The apostrophe stands in place of the *o* in *not*. Without the apostrophe in the correct place, you will have a spelling error.

Think of a **contraction** as the result of two words having a head-on collision. When the two words collide, a letter or letters are ejected. The apostrophe is placed as a remembrance of those ejected letters.



The following chart is a list of common contractions and their meanings:

Contraction	Meaning	Contraction	Meaning
Aren't	Are not	She's	She is
Can't	Can not	She'll	She will
Couldn't	Could not	There's	There is
Didn't	Did not	They're	They are
Don't	Do not	Wasn't	Was not
He's	He is	We're	We are
I'll	I will	Weren't	Were not
I'm	I am	We've	We have
I've	I have	Who's	Who is
I'd	I had, I would	Won't	Will not
Isn't	Is not	Wouldn't	Would not
Let's	Let us	You're	You are

The only contraction that doesn't follow the collision principle is *won't*.



Some instructors ask that you not use contractions in academic writing. Be sure to ask your instructor her or his preference.

Possessives are words used to show ownership or belonging. They, like contractions, are formed with the apostrophe. However, the apostrophe in possessive words does not stand for an omitted letter like it does in contractions. An example of a possession is found in the following sentence:

Example: Instructor Peppard's house is simple.

The above sentence contains the possessive noun *Peppard's*. The 's in the word *Peppard's* indicates that the house belongs to Instructor Peppard.

There are two basic rules for forming the possessive case of nouns:

Rule 1: To show possession to plural nouns ending in *s*, add only an apostrophe after the *s*.

Example: The graduates' hats were thrown everywhere after the president announced their graduation.

Explanation: Whose hats were thrown about in the above example? The answer is the hats of all the graduates. *Because graduates* is a plural noun ending in *s*, all you need to do to show ownership is add an apostrophe (graduates').

Rule 2: To show possession for all other nouns, add '*s*'. It does not matter whether the noun is singular or plural. Following are some examples of this rule put into use.

Example: The children's toys spilled across the once clean room.

Explanation: Although children is a plural noun, it does not end in "s." Therefore, to show possession, you have to use rule 2, which indicates you need to add 's to the word.

Example: Chris's plot to pass English 1A by buying essays off the internet was thwarted by Professor Johnson's use of the web site turnitin.com.

Explanation: "Chris" is a singular noun. To show possession, I need to apply rule 2, which indicates I need to add 's to the word.

Example: Mary's little lamb followed her to school one day and made the children laugh and play.

Explanation: "Mary" is a singular noun. To show possession, I need to apply rule 2, which indicates I need to add 's to the word.

Tip: Some words are possessive without the apostrophe. These words are known as possessive pronouns. The chart below is a list of possessive pronouns.

my, mine
its
his
her, hers
your, yours
our, ours
their, theirs
whose



The possessive pronouns listed above do not take an apostrophe to show possession. They show possession all by themselves. Please do not confuse these with their contraction semi-look alikes.

Three Other Uses for the Apostrophe

1) To indicate numbers that have been omitted.

Example: I graduated from the class of '95.

Explanation: In this sentence the apostrophe represents the 19 in 1995.

2) To indicate slang or informal speech is being used.

Example: I have been fixin' to build an electric car for some years now.

Example: I love gangsta' rap!

Explanation: The words *fixin* and *gangsta* are informal (slang), so use the apostrophe to acknowledge that.

3) To form the plural of some numbers or letters, especially to avoid confusion.

Example: I anticipate getting straight A's this semester.

This last use of the apostrophe is optional (some writers omit the apostrophe). However, if you leave out the apostrophe, "As" could be read as the word "as."

Whether or not you choose to use the apostrophe in instances like this, stay consistent throughout your paragraph or essay.

Review

Apostrophes are used for contractions and possessives.

Find out if your professor allows you to use contractions.

Be sure not to confuse contractions and possessives.

Practice: Fix words that lack apostrophes or shouldn't have them.

1. My mothers house in New Hampshire is for sale.
2. Because its been on the market before, she cant wait to sell it.
3. She said shell miss the childrens' room the most.
4. She plans on moving to Floridas east coast, which has a very different climate than New Hampshire.
5. Its going to be a dramatic change for her.
6. Im sure her dog will have to adjust to it's new surroundings as well.
7. Perhaps the best part of the move is Ill be able to visit Florida during it's cool season.
8. Floridas summer is too humid for me, and theres no way Im visiting then.
9. If your going to go somewhere, go when the weather is at it's best.
10. I hope my mother's house sells soon, so she'll have a nice place to stay when it's winter.

Other Marks of Punctuation

Colons

Symbol: :

Rule 1: Use a colon after an independent clause to introduce a list.

Example: There are three ways to ensure your success in this class: complete all assignments, heed your tutor's advice, and actively participate throughout the semester.

Rule 2: Use a colon after an independent clause before a quotation

Example: Mark Twain, who showed a great sense of humor in his writing, had high regard for reading: "A person who won't read has no advantage over one who can't read."

Rule 3: Use a colon between two independent clauses when the second clause explains the first clause.

Example: The recent blizzard in New England has most people snowed in: three feet of new snow covers all the roads and highways.

Semi-Colons

Symbol: ;

Rule 1: Use a semicolon between two independent clauses that are closely related.

Example: The lightning came on suddenly; the golfers were still playing.

Rule 2: Use a semicolon between items in a series when the items contain commas.

Example: This summer I plan on visiting San Diego, California; Atlanta, Georgia; and Newport, Rhode Island.

Ellipses

Symbol: . . .

An ellipsis is a set of three dots with spaces between them. An ellipsis is used to show material has been left out of a quotation.

A recent review of the film *The Social Network* at digitaltrends.com states the following:

There are a few moments where the needs of the film outweigh the truth of the real story, but they are understandable, and there is never a moment that people familiar with the real events will roll their eyes in dismay. From start to finish the movie is shockingly good, and it is in many ways a masterpiece.

You may wish to use a piece of this quote in your paragraph. If you leave out anything, you must use an ellipsis to show what you left out.

Example 1:

“There are a few moments where the needs of the film outweigh the truth of the real story, but they are understandable, and there is never a moment that people familiar with the real events will roll their eyes in dismay. From start to finish the movie . . . is in many ways a masterpiece.”

Left out are the words “is shockingly good, and it.”

Example 2:

“There are a few moments where the needs of the film outweigh the truth of the real story, but they are understandable, and there is never a moment that people familiar with the real events will roll their eyes in dismay. . . . it is in many ways a masterpiece.”

Because the ellipsis comes at the end of a sentence, there are four dots. One dot is the period; the other is the ellipsis.

Exclamations

Symbol: !

Exclamation points are used at the end of sentences to show strong emotion or emphasis.

Examples:

I can't believe you did that!

Wow, that was the most amazing magic trick I've ever seen!

⚠ Don't overuse the exclamation point! It should be used rarely (if ever). Also, don't combine end punctuation marks as is done in the following: You did that!?!

Hyphens

Symbol: -

Hyphens are used to join words or word parts to make your intended meaning clear.

Rule 1: Use a hyphen to join some compound words such as mother-in-law and twenty-five.

Tip: Let the dictionary be your guide.

Rule 2: Use a hyphen to create a single adjective before a noun.

Example: The well-known actor will be attending our graduation.

Rule 3: Use a hyphen between a prefix and a word that is capitalized.

Example: She is an all-American athlete.

Dashes

Symbol: —

While a hyphen tends to join words together, a dash tends to separate them.

To form a dash, use two hyphens. Thus, -- is the same as —. Your computer may join the two hyphens together for you.

Rule 1: Use a dash to show a sudden change in thought in a sentence.

Example: A long time ago—actually it was only yesterday—I was deeply in love.

Rule 2: Use a dash to set off a summary or an afterthought at the end of a sentence.

Last month the zoo added a new animal to its extensive collection—a lion cub.

 The dash is used rarely in formal writing.

Brackets

Symbol: []

Rule 1: Use brackets around words you add to a quotation.

Example: After creating Facebook, “Mark [Zuckerberg] became the world’s youngest billionaire.”

Rule 2: Use [sic] in a quotation that has a spelling or grammar mistake. The sic means “seen in context” and tells your teacher that the error is not your fault.

Example:

In an article on animal health, Cathy states, “animals are pretty good at regulating there [sic] own diet.”

Note: You should not fix the error.

Parentheses

Symbol: ()

Parentheses provide less emphasis than commas.

Rule 1: Use parentheses to set aside a part of the sentence that is an aside.

Example: The man at the checkout line took out his checkbook (as if he wasn’t already taking too much time) to pay for his groceries.

Rule 2: At the end of a sentence that contains a quote.

Example: George Edward Woodberry once quipped, “Defeat is not the worst of failures. Not to have tried is the true failure” (33).

The number in parentheses is the page number where the quote was found.

Capitalization

The rules below explain most reasons why letters are capitalized. However, if you're ever unsure whether or not to capitalize something, look it up in a dictionary. If you're still unsure, try Googling that word and "Associated Press." Doing so will show you how major newspapers format the word.

1. The first word of a sentence

The beach is usually crowded during the first few weeks after school lets out.

2. The first word of a direct quote *IF* the quote is a complete sentence

Gandhi once famously said, "An eye for an eye only ends up making the whole world blind."

3. "I" (always, always, always)

My brother and I both like to wear lucky socks for big soccer tournaments.

4. Proper nouns (*specific* people, places, organizations, and sometimes things)

Kobe Bryant

Los Angeles, California

Wing Stop

El Camino College (but not college in general)

Leuzinger High School (but not high school in general)

Muslim Student Association

5. Calendar items (days of the week, months of the year, and holidays but NOT seasons)

Monday, Tuesday, Wednesday

January, February, March

Memorial Day, Halloween, Thanksgiving, Hanukkah, Christmas

winter, summer, fall, spring

Exception: Seasons are capitalized when used in a title.

The Fall 2014 semester will be accepting registration starting in May.

6. Countries, nationalities, and languages

Venezuela, Japan, Canada

French, American, Mexican

Spanish, Hebrew, Tagalog

7. Members of national, political, racial, social, civic, and athletic groups

Republicans

Asian Americans

L.A. Lakers

8. Trademarks

Coca-Cola (but not “soda”)

Toyota (but not “car”)

Kleenex (but not “tissue”)

Tropicana (but not “juice”)

9. Deities and holy books (but not plural “gods”)

God

the Bible

the Greek gods

Jesus Christ Allah

the Koran

Moses

Buddha

10. Titles preceding names (but not titles that follow names)

My family always spends Thanksgiving at Uncle Arthur’s house.

vs. Arthur is my **uncle**.

My favorite teacher this semester is **Professor** Abdeljaber.

vs. Soha Abjeljaber is one of my favorite **professors**.

She voted for **President** Obama.

vs. Barack Obama is the 44th **president** of the United States.

11. Regions of the country (i.e., North, South, East, and West when they mean an area, but not when they mean a direction)

My friend Jody lives in the Pacific Northwest.

vs. Go **north** on Crenshaw Boulevard for two miles, and then turn left.

12. Titles (e.g., of books, articles, movies, songs, and of your own essays)

a. The first and last word of any title are always capitalized.

b. All the big words in the middle are capitalized, so everything except for articles (a, an, the) and short prepositions (to, in, for, by, on, of, etc.).

Juan loves reading science fiction and fantasy books like *The Lord of the Rings* and *The Lion, the Witch, and the Wardrobe*.

My favorite song is “Run the World” by Beyonce, but my best friend prefers “Sing for the Moment” by Eminem.

13. Time periods and major historical events (but not century numbers)

World War II

the Cold War

the Trail of Tears

the Civil Rights Movement

the Great Recession

the twenty-first century

14. Abbreviations

FBI

USA

NASA

MLA

SLO

Section V

Appendix

Sentence Combining: It's a good idea to make sure your writing exhibits sentence variety. Although there are many ways to combine sentences, the four patterns that follow will serve you well.

Go through your paragraph or essay and consider changing a few of your sentences to add variety.

Pay particular attention to punctuation!

Pattern #1: Coordination

Independent clause	, for	independent clause.
Independent clause	, and	independent clause.
Independent clause	, nor	independent clause.
Independent clause	, but	independent clause.
Independent clause	, or	independent clause.
Independent clause	, yet	independent clause.
Independent clause	, so	independent clause.

Pattern #2: Conjunctive Adverbs

Independent clause	; consequently,	independent clause.
Independent clause	; furthermore,	independent clause.
Independent clause	; however,	independent clause.
Independent clause	; in fact,	independent clause.
Independent clause	; moreover,	independent clause.
Independent clause	; nevertheless,	independent clause.
Independent clause	; then,	independent clause.
Independent clause	; therefore,	independent clause.
Independent clause	; similarly,	independent clause.
Independent clause	; subsequently,	independent clause.

Pattern #3: Subordinating Conjunctions

Independent clause	after	finish dependent clause.
Independent clause	although	finish dependent clause.
Independent clause	as	finish dependent clause.
Independent clause	because	finish dependent clause.
Independent clause	before	finish dependent clause.
Independent clause	if	finish dependent clause.
Independent clause	since	finish dependent clause.
Independent clause	unless	finish dependent clause.
Independent clause	until	finish dependent clause.
Independent clause	whereas	finish dependent clause.

Pattern #4: Subordinating Conjunctions

While (finish dependent clause)	,	independent clause.
When (finish dependent clause)	,	independent clause.
Because (finish dependent clause)	,	independent clause.
Although (finish dependent clause)	,	independent clause.
If (finish dependent clause)	,	independent clause.
After (finish dependent clause)	,	independent clause.

Transition Words

Relationship	Transitional Words
Addition	also, in addition, too, moreover, and, besides, furthermore, equally important, then, finally
Example	for example, for instance, thus, as an illustration, namely, specifically
Comparison	in addition, furthermore, plus, like, likewise, similarly
Contrast	however, conversely, in contrast, nevertheless, on the other hand, still, yet, but, nonetheless
Result	as a result, therefore, thus, so, accordingly
Concession	certainly, granted, unarguably, of course, to be sure
Time	first, second, third, next, afterwards, finally, before, soon, later, meanwhile, simultaneously, immediately, subsequently, currently
Summary	in conclusion, in short, hence, finally, in brief

Active Verb List

accept	differ	include	relay
access	discover	incorporate	remain
address	discuss	indicate	remark
affect	dispute	infer	repeat
allow	dissect	intend	report
analyze	distinguish	involve	resolve
appeal	divide	justify	resist
argue	divulge	observe	respond
ascertain	document	overestimate	reveal
assert	elaborate	persuade	review
assume	emerge	place	seek
avoid	emphasize	ponder	show
cite	establish	portray	simplify
claim	exhibit	predict	specify
clarify	experience	prevent	speculate
compel	explain	proclaim	submit
conceal	explore	produce	support
concur	exploit	proffer	surmise
confine	express	promote	test
confirm	find	prompt	theorize
connect	focus	propose	transform
consider	follow	protest	transpose
contain	form	provide	underestimate
contribute	formulate	qualify	underline
convey	gather	question	underscore
create	grant	realize	undertake
debate	guide	reassure	validate
decide	highlight	recognize	value
defend	hold	recommend	verify
define	hypothesize	record	vindicate
delve	identify	refer	weigh
derive	illuminate	reflect	wonder
detail	illustrate	regard	
determine	imagine	reject	
develop	imply	relate	

Writing the Essay

Objective: This chapter will show you how to move from the stand-alone paragraph to the essay.

Definition: An essay is an organized group of paragraphs that work together to prove a main idea.

For the purpose of English B, an essay should be about five paragraphs.

The paragraphs in an essay are somewhat different than the paragraphs you've been writing in this class.

Visualizing the Essay

	Normal 1
MLA Heading	<p>Abbey Normal Dr. Frank N. Stein English B 23 April 2015</p>
Introductory Paragraph	<p style="text-align: center;">Christmas Chaos</p> <p>Many people have fond childhood memories of opening gifts on Christmas morning. For some it's a relaxing time sitting around and exchanging gifts with family. For others, it's an exciting yet simple occasion. However, opening presents Christmas morning in my childhood home was always chaotic.</p>
Body Paragraph	<p>The main reason it was crazy was because there were no rules. We didn't have to take turns or open our stockings first. Nor did we have to wait for others to catch up to us. The event was a free for all. We simply dove in and started tearing gifts open. I can remember one Christmas in particular when my brother got a fat lip and a black eye because his face collided with the back of my head as we both dove for an unopened gift. The lack of rules really made the occasion crazy.</p>
Body Paragraph	<p>The abundance of gifts made the experience crazy as well. Because my mother shopped throughout the year, there were always a ton of gifts. Although the gifts weren't expensive—mostly little things we needed or small toys we wanted—they were all wrapped. As a result, in no time the discarded wrapping paper littered the floor. The gift of the moment was soon tossed aside when another unopened gift was spotted. Consequently, gifts littered the floor adding to the mess and disorder and making it difficult to move around. I'm sure if there weren't so many small gifts, it wouldn't have been so crazy.</p>
Body Paragraph	<p>Our excitement added to the confusing nature of the occasion. We would squeal with delight, shout out someone's name when we found it on a gift, give hugs and "thank you's." While all this was going on, my mother would be trying to figure out who had opened what. She would constantly shout out questions or give some advice about what to open next. Even our dog added to the excitement. He would sense our excitement and bark and play with the wrapping paper or a new squeaking dog toy. It was as if all the excitement of a year had been bottled up and released on that morning.</p>
Concluding Paragraph	<p>While others may remember a very different scene than the one described here, my memories are filled with a frenzied house filled with wrapping paper, laughter, shouts, and an occasional black eye. Despite the crazy atmosphere of opening gifts on Christmas morning, I wouldn't change those mornings one bit because it was great fun.</p>

Break Down of Essay Parts

Author Information

Follow the information listed in the model essay. This section will be double spaced as will the entire essay.

Introductory Paragraph

An introductory paragraph is the springboard for your entire essay. After reading your introductory paragraph, a reader should have a clear grasp of exactly where your essay is heading. There are a few key parts to an introductory paragraph: a **hook**, some **background information** on your subject, and a **thesis statement**.

Hook: a sentence or two that grabs the reader's attention. Be careful with your hook, as it is easy to get carried away. Instructors often have preferences for the kinds of hooks students use. For example, some instructors insist students do not ask questions in their opening paragraphs, while others are fine with such questions.

Background Information: a few sentences that tell the reader a little something about your subject.

Thesis statement: a sentence that introduces the reader to your topic as well as your opinion about the topic. Your thesis may also contain the major subdivisions of your essay. While it is true that your thesis statement can be anywhere in your opening paragraph, some instructors prefer it in a certain place.

Sample Introductory Paragraph

Hook: A lot of suspense is built in these opening lines.

Background Information: some information on how long this has been going on

Thesis: Indicates what needs to be done to make a safer neighborhood.

Duck and Cover

A rapid series of shots rings out. I grab my little sister and pull her down behind a nearby parked car. After I look her over to make sure she hasn't been shot, I cover her body with mine and then wait for the shooter to leave. When it is safe, I continue walking my little sister to school. I wish I could remember a time when my neighborhood wasn't like this, but I can't. I am tired of living this way. The gun violence in my neighborhood needs to stop. An effective neighborhood watch program, better after-school programs, and improved police response are needed to make my neighborhood a safer place.

Some final advice on introductory paragraphs:

- Avoid making announcements such as, "I am going to write about. . ." or "In this essay I will. . ." Instead, it is best to simply dive into your topic and get to the point.
- Ask your instructor where she or he would like you to put your thesis

Body Paragraph

The basic definition of a body paragraph is a group of sentences that revolve around a central idea that in turn tries to prove some part of the essay's thesis. **The body paragraph is a lot like the stand-alone paragraph you have been writing all semester.**



There are a few key parts to the body paragraph: the **topic sentence**, **supporting sentences**, and a **conclusion**.

Topic Sentence: a sentence that introduces your reader to the subject of the paragraph as well as your opinion about the subject. The topic sentence should relate directly to your thesis statement.

A good topic sentence:

- is a complete sentence
- contains the main idea of the paragraph
- is general enough to cover all the ideas put forth in the paragraph
- is specific enough for the subject to be adequately covered in one paragraph

The topic sentence may be placed in different places in your paragraph, but instructors often want it as the first sentence of your paragraph. **Be sure to find out your instructor's preference.**

Supporting Sentences: sentences that set out to prove your topic sentence. These sentences are always followed by reasons, examples, facts, statistics, and other proof.

Conclusion: a sentence that sums up the paragraph.

Sample Body Paragraph

Topic Sentence relates directly to thesis.

Supporting sentences help prove the topic sentence. A lot of wrapping paper, and difficult to move.

Conclusion sums up the paragraph.

The abundance of gifts made the experience crazy as well. Because my mother shopped throughout the year, there were always a ton of gifts. Although the gifts weren't expensive—mostly little things we needed or small toys we wanted—they were all wrapped. As a result, in no time the discarded wrapping paper littered the floor. The gift of the moment was soon tossed aside when another unopened gift was spotted. Consequently, gifts littered the floor adding to the mess and disorder and making it difficult to move around. I'm sure if there weren't so many small gifts, it wouldn't have been so crazy.

Concluding Paragraph

A concluding paragraph is important in an essay because it gives the reader a sense of closure. Ideally, the concluding paragraph strengthens the ideas you put forth in your essay. This paragraph should not be casually tagged onto your essay. Rather, it should flow logically from the preceding paragraphs. In the concluding paragraph, you should summarize the main ideas you presented in your essay.

When it comes to concluding paragraphs, you should avoid:

- announcing it is the end with expressions such as the now common "in conclusion"
- introducing completely new information (Too often, this tactic leaves the reader wishing for more information and wishing for closure.)
- rewording your introductory paragraph (Readers don't want to read the same general opening paragraph again.)
- ending your essay with a quote (It is best to end with your words, as this is your last chance to make a lasting impression on the reader.)

Essay Types

While all essays attempt to persuade, there are different types of essays.

- Narrative
- Descriptive
- Compare/contrast
- Persuasive/argumentative
- Exemplification/Illustration
- Process
- Cause and effect

Notice that the different essay types are the same as the paragraph types you've been writing this semester. The types don't change; they are simply longer works in essay form.

It's important that you clarify with your instructor what type of essay you are required to write.

Using Outside Sources

MLA

At times you may want to get information from a book, magazine, or website and use it in your writing. This is a good idea, especially when you are trying to provide examples that help prove your topic sentence.

When you do use information from an **outside source** (a source that is not you), you need to let your reader know that it did not come from you, and you need to indicate where it did come from.

If you use an outside source but don't properly show you used one, you have **plagiarized**.

Plagiarism is using someone else's ideas or words and passing them off as your own. It is a form of cheating that is taken seriously here at El Camino College and elsewhere. Plagiarism is the result of both accidental and intentional misuse of outside sources.

To avoid plagiarism you'll need to present your outside sources in a format known as MLA, which stands for Modern Language Association.

MLA format requires you to do two things for every outside source you use:

- 1) Acknowledge the outside source within your paragraph or essay. This is known as an **in-text citation**.
- 2) List the outside source in a specific way in a final page known as a **works cited** page.

In-text Citations

MLA requires you to show what you quoted in a certain way.

- Use quotation marks around direct quotations.
- Introduce the quote with your words. This introduction is known as a **signal phrase**.
- Include the author's name and the page number where the quote was found.
- Help the reader make sense of why the quote is in your essay. Comment on the quote.

Option One At the end of the sentence that contains the quote, include the author's name and the page number within parentheses:

Example: An author examining unfair admission practices at California's UC schools noted, "the assault on affirmative action could have significant long-term consequences for students" (Corwin 127).

Option Two Use the author's name within your sentence and include only the page number in parentheses.

Example: Miles Corwin, an author examining unfair admission practices at California's UC schools, noted, "the assault on affirmative action could have significant long-term consequences for students" (127).

Checklist for In-text Citations

Each quote is introduced with a signal phrase or is a blended quote.
 Each signal phrase flows smoothly into the quote.
 Quotation marks are used wherever necessary.
 Both the author and page number are identified.
 A comment of the quote is included.
 Each in-text citation corresponds to an entry on the works cited page.

Works Cited

The works cited page is a separate page that you place at the end of your essay. It lists information about your outside source that allows readers to find the original source.

Format: The following guidelines will help you format your works cited page:

- Continue the page numbering from the previous page (if previous page was 2, the works cited page will be 3).
- Center the title Works Cited one inch from the top of the page.
- Double space throughout the entire page.
- Include all sources quoted, paraphrased, or summarized.
- Arrange entries alphabetically.
- Make sure each entry begins at the left hand margin. If an entry spills onto a second or third line, those additional lines get indented a half inch. This is known as a hanging indent.

Constructing Each Works Cited Entry: MLA emphasizes a specific process to documentation. Each citation should list the following information in the following order (using the punctuation as indicated).

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

Note: not every outside source has each of the elements listed. If your source lacks one or more of these elements, skip them. For example, if no author is identified, you would move on to the next available element, which is the title of the source.

What follows is an explanation of each element followed by an example emphasizing each element.

1. Author.

Begin with the author's last name followed by a comma and then the author's first name.

Hantke, Steffen. *Monsters in the Machine : Science Fiction Film and the Militarization of America after World War II.* Mississippi UP, 2016.

2. Title of Source.

If the title is a stand-alone source (it is not contained in a larger source), italicize the title.

An example of a stand-alone source is a book. If it is not a stand-alone source, surround it with quotation marks. An example of a non stand-alone source is an article in a periodical.

Hantke, Steffen. *Monsters in the Machine : Science Fiction Film and the Militarization of America after World War II.* Mississippi UP, 2016.

3. Title of Container,

If your source is found in a larger container such as an anthology, a periodical, or a journal, provide the title of the larger container. If there is a container, its title will be italicized.

Balfour, Ian. "Allegories of Origins: Frankenstein after the Enlightenment." *SEL: Studies in English Literature* (Johns Hopkins), vol. 56, no. 4, Sept. 2016, p. 777. **EBSCOhost**, 0search.ebscohost.com/ecclib.elcamino.edu/login.aspxdirect=true&db=f5h&AN=119604829&site=ehost-live.

Note: This entry has two containers, the journal title *Studies in English Literature* and the database *EBSCOhost*

4. Other Contributors,

To be included if your source has other contributors such as translators, editors, or directors.

Tolstoy, Leo. *Anna Karenina.* **Translated by Constance Garnett,** World P, 1946.

5. Version,

Often times there are different versions of a source. You want to indicate which version you are using so your reader has an easier time finding the source you used.

Steinbeck, John. *To a God Unknown.* **Kindle ed.** Amazon Digital Services, 2016.

6. Numbers,

If your source has numbers as journals do, include those here. Be sure to abbreviate number to no. and volume to vol.

Schroeder, Timothy. "Monsters Among Us." *Canadian Journal of Philosophy*, **vol. 31**, 01 July 2013, pp. 167-184, DOI 10.1080/00455091.2001.10716001.

7. Publisher,

Identify the publisher of your source. If there are more than one publishers, separate them with a slash (/). Omit terms like LLC or Co. Also, abbreviate University to U and Press to P.

Thury, Eva M., and Margaret K. Devinney. *Introduction to Mythology: Contemporary Approaches to Classical and World Myths*. 4th ed, **Oxford UP**, 2016.

8. Publication Date,

If a publication date is indicated, be sure to include it in your citation. Months are abbreviated with the exceptions of May, June, and July. When a full date is required as with newspaper articles, indicate the full date using day month year. End with a period unless more information follows.

Wagner, Curt. "Show Patrol." *Chicago Tribune*. **29 Oct 2010**, ProQuest 0-search.proquest.com.ecclib.elcamino.edu/news/docview/761156228/EB9C5137453040EEPQ/5?accountid=10709

9. Location.

Location refers to either page numbers for print sources or web addresses (URL) or digital object identifiers (DOI) for online sources. When using a URL omit the "http://" portion. End with a period.

Abbott, Stacey. *Undead Apocalypse: Vampires and Zombies in the 21st Century*. Edinburgh Scholarship Online, 2017. **DOI: 10.3366/edinburgh/9780748694907.001.0001.**

Last Name, page #

Works Cited

Balfour, Ian. "Allegories of Origins: Frankenstein after the Enlightenment." *SEL: Studies in English Literature* (Johns Hopkins), vol. 56, no. 4, Sept. 2016, p. 777. EBSCOhost, 0search.ebscohost.com/ecclib.elcamino.edu/login.aspxdirect=true&db=f5h&AN=119604829&site=ehost-live.

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Check List for Works Cited Page

- Last name and continued page number are included
- Centered title is Works Cited
- Entries are listed in alphabetical order
- Entry elements follow the order set by MLA