

# GREAT WRITING

**THIRD EDITION**

Keith S. Folse  
Tison Pugh

# G R E A T WRITING 5

*From Great Essays to Research*

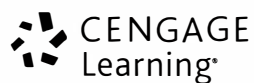
THIRD EDITION

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**Great Writing 5:  
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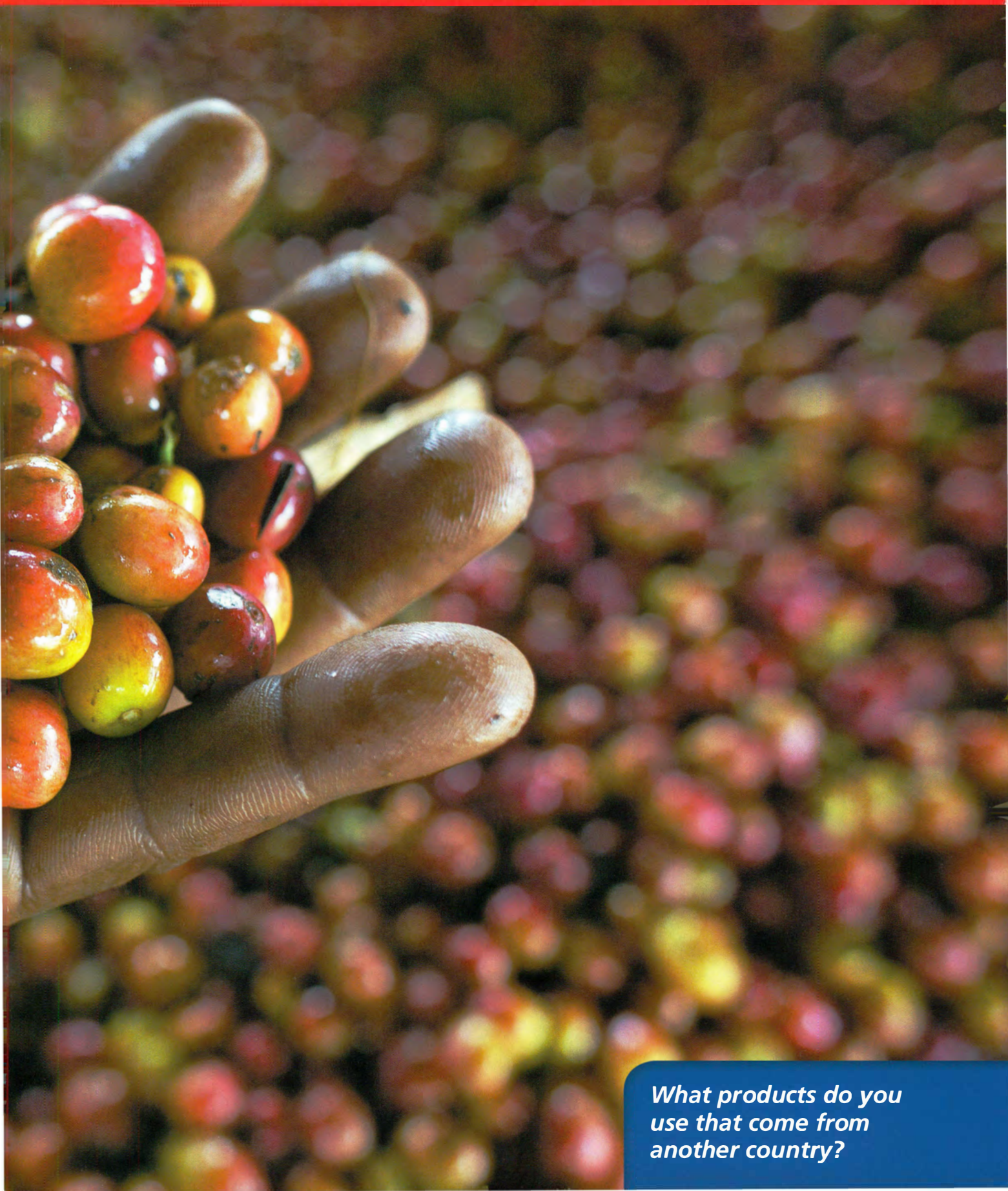
# Paraphrasing, Summarizing, Synthesizing, and Citing Sources



Many countries, including Brazil, Indonesia, and Kenya, export coffee.



**OBJECTIVES** To learn how to paraphrase, summarize, and synthesize original material  
To learn how to cite information from sources  
To know when to paraphrase and when to use direct quotations



*What products do you  
use that come from  
another country?*



# Using Information from Sources

The majority of the words in an essay should be the writer's own. Sometimes, however, writers want to use ideas that they have read in another work to serve as good supporting details or examples. In particular, using a quotation from a famous person adds credibility to what the writer is trying to say. For example, writers who are writing about an election may want to use a quotation from a politician. In this case, the writer must indicate that the idea or the words came from someone else by giving direct credit to that source.

The action of indicating that a writer's words are not original but are from another source is called **citing** (from the verb *to cite*). In academic writing, it is necessary to use sources to make the paper stronger, but it is equally important to cite the source of this information correctly.

When writers want to include material from another source in a paper, they have two choices: using a **direct quotation** or **paraphrasing**. A direct quotation uses the exact words from the original source, and there is no change in the way the idea is expressed. A paraphrase restates the ideas from the original in the writer's own words, which means the same idea from the original is expressed in different words.

Using a Source	Examples
Direct Quotation	What is important in learning a foreign language? According to Wilkins (1972), <b>"While without grammar very little can be conveyed, without vocabulary nothing can be conveyed"</b> (p. 111).
Paraphrase	What is important in learning a foreign language? According to Wilkins (1972), <b>communication depends much more on vocabulary than on grammar</b> (p. 111).

If a writer uses a direct quotation from a source, the borrowed words must be placed in **quotation marks**. In contrast, paraphrasing does not require quotation marks because the writer is not using the exact words from the original source. Whether a writer is using an exact quotation or a paraphrased version, the information is not original and must be cited.

## Methods of Citing Sources in Your Paper

There are a few different methods for composing citations in your paper. Two of the most common styles are **APA** (American Psychology Association) and **MLA** (Modern Language Association). In general, APA is used in the sciences, while MLA is used in the humanities.

In this book, we use APA because of the topics in the essays. When you write a research paper for a class, you should confirm with the teacher which method to use for your paper.

# Examples of APA Style Citations in Context

## A Direct Quotation

Study this excerpt from the book *Vocabulary Myths* (Folse, 2004). The example contains a direct quotation. When you use a direct quotation in APA style, you must state the **name of the author**, the **date of the publication**, and the **page number of the direct quotation**.

One of the first observations that second language learners make in their new language is that they need vocabulary knowledge to function well in that language. How frustrating it is when you are unable to say something because you don't know the word for a simple noun even! In spite of the obvious importance of vocabulary, most courses and curricula tend to be based on grammar or a combination of grammar and communication strategies rather than vocabulary. As a result, even after taking many courses, learners still lack sufficient vocabulary knowledge. Vocabulary knowledge is critical to any communication. Wilkins (1972) summarizes the situation best with "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111).

## A Longer Quotation

Notice that the following paragraph from *Vocabulary Myths* (Folse, 2004) contains a longer direct quotation. The longer quotation is indicated in a different way from the rest of the writing. While shorter quotations are set off with quotation marks, longer quotations must be indented, without quotation marks. Shorter quotations are much more common in papers than longer quotations. In general, a paper should not use more than one or two longer quotations, and, except for very rare cases, a longer quotation should not exceed ten lines.

As more and more empirical research in second language study is made available and results provide important insight into our questions about vocabulary learning and teaching, the education pendulum is swinging back toward some more "traditional" methods, including those which rely on explicit instruction from the teacher. This in turn begs the question of what kinds of classroom activities, especially vocabulary activities, are effective for L2 learners. Carter and McCarthy (1988) conclude that although it suffered neglect for a long time, vocabulary pedagogy has benefited in the last fifteen years or so from theoretical advances in the linguistic lexicon, from psycholinguistic investigations into the mental lexicon, from the communicative trend in teaching, which has brought the learner into focus, and from developments in computers. What is perhaps missing in all this is more knowledge about what happens in classrooms when vocabulary crops up. (p. 51)

## A Paraphrase

Notice that the following paragraph from *Vocabulary Myths* (Folse, 2004) contains a paraphrase, or restatement, of a concept from a work written by Eskey in 1988. Instead of using any phrases or sentences from Eskey's work, Folse uses his own words (underlined sentence) to restate Eskey's work and connect that idea to the current paragraph and audience. When you paraphrase material, you must state the name of the author, the date of the publication, and the page number(s).

While lack of vocabulary knowledge is a problem across all skill areas, it is especially apparent in ESL reading. Eskey (1988) found that not being able to recognize the meaning of English words automatically causes students who are good readers in their native language to do excessive guesswork in the second language and that this guessing slows down the process of reading (pp. 27–28).

## Key Words to Introduce a Direct Quotation or a Paraphrase

One of the most common ways to introduce a direct quotation or a paraphrase is to use the preposition **according to** + **the name of the journal** or **the name of the author**.

### Example with Direct Quotation

**According to** a report in the *New England Journal of Medicine*, “Senior citizens who have experienced acute chest pains at least twice in the past six months often find themselves back in the hospital within a month if they have not sought professional treatment” (p. 37).

### Example with Paraphrase

**According to** a report in *New England Journal of Medicine*, elderly patients who have suffered chest pains two times in six months should get medical treatment or they may require serious medical treatment again within thirty days (p. 37).

In addition to **according to**, you should use **common reporting verbs** to add variety to your writing:

As Poundstone **suggests**, “Where possible, give a good answer that the interviewer has never heard before” (p. 129).

In their study of online learning, Hiltz and Shea (2013) **conclude** that many online courses “elicit more active participation from students than does the typical face-to-face course” (p. 145).

Common Reporting Verbs		
admit	insist	report
agree	maintain	show
concede	note	suggest
conclude	observe	reveal
disagree	point out	think
explain	predict	warn
find	propose	write

## Plagiarism: Be Very Careful!

If writers do not give credit for borrowed ideas or words, they make a serious error. In fact, it is academic theft, and such stealing of ideas or words cannot be tolerated at all. It is not acceptable to use even a few words from another source without citing the source; the amount of information that you borrow is irrelevant. If you steal one sentence or one paragraph, it is still stealing. Stealing someone else’s ideas or words and using them in a piece of writing as if they were the writer’s original ideas is called **plagiarism**.

In most schools, there are extremely serious academic consequences for plagiarizing any work. For example, some schools require that the student receive no credit for the paper. Other schools will expel the student permanently. In some instances, schools will take both actions.

Does this mean then that writers cannot use other people’s words or ideas? No, not at all. In fact, good writing can be strengthened by using facts from sources or quotations to support key points or ideas, so writers should borrow appropriate information. The key to avoiding plagiarism is to cite the source of the information. Your paper should consist of your words, and any words or ideas that are not your original work must be cited.

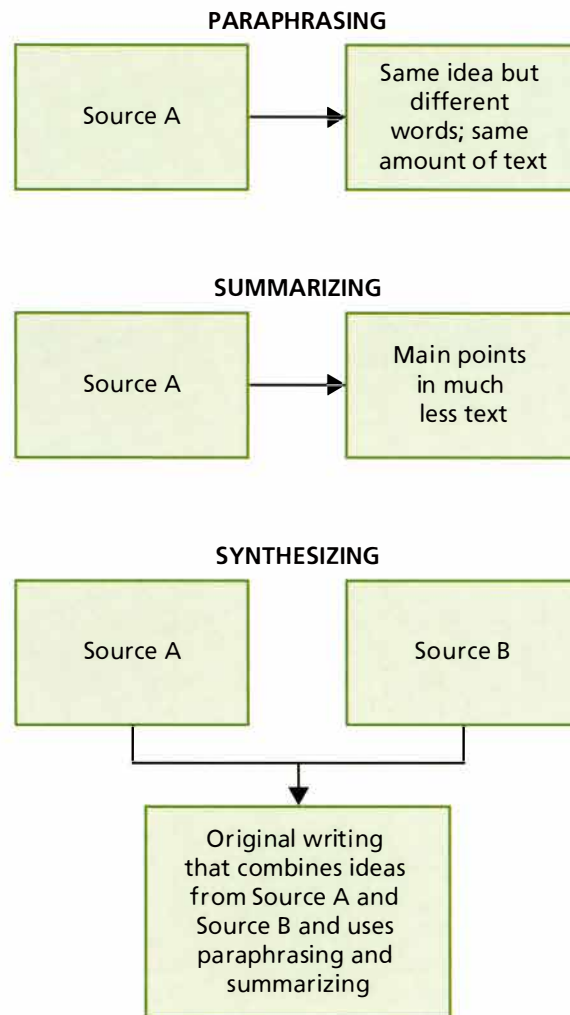
Many students have a difficult time knowing when to use a citation, especially if they believe the information is general knowledge. When should you cite? If the ideas are not yours, you should cite those ideas. In addition, when the ideas are not common knowledge, you should cite them.



# Paraphrasing, Summarizing, Synthesizing

In writing longer essays, you will often have to write information based on something you have read. Therefore, it is important to learn how to **paraphrase** (use different language to say the same thing), **summarize** (express the same idea in fewer words), and **synthesize** (combine information from two or more sources).

The diagram below shows how you may paraphrase a source, summarize a source, and then use these skills to synthesize information from two or more sources into your original writing.



## Paraphrasing

Using ideas and information from other sources strengthens your writing. One option when using other people's ideas is to include their exact words as a direct quotation and put quotation marks around them. Including direct quotations is a dramatic way to show that you are using other sources in your work. However, direct quotations should not be overused in a paper. In general, you should not include more than two direct quotations per page.

A much more common way to use other people's ideas is to restate them in your own words, which is called a **paraphrase**.

Paraphrasing can be difficult for some writers because it requires a large vocabulary that will allow you to express the ideas in different words.

Basic Steps for Paraphrasing
<ol style="list-style-type: none"> <li>1. Read the source material and understand it well.</li> <li>2. Decide which material you want to use.</li> <li>3. Think of a different way to say that information.</li> <li>4. Use different and original vocabulary.</li> <li>5. Use different and original sentence structure.</li> </ol>

### Examples of Paraphrasing

Paraphrasing is an extremely important skill for all academic writers. Study these examples of good and poor paraphrasing.

<b>Original</b> (13 words) Selling a product successfully in another country often requires changes in the product.	Main idea to keep: Companies must change their products to succeed in another country
<b>✓</b> The most successful exporting companies have succeeded because they made important changes in their products. (15 words)	<ol style="list-style-type: none"> <li>1. It keeps the idea that change is necessary.</li> <li>2. Grammar is different (subject: <i>exporting companies</i>; verb: <i>have succeeded</i>; dependent clause: <i>because they made important changes in their products</i>).</li> <li>3. Vocabulary is different (<i>successful exporting companies, have succeeded because, important</i>).</li> <li>4. Length is similar to original.</li> </ol>
<b>✗</b> To sell a product successfully in another country, you need to change the product. (14 words)	<ol style="list-style-type: none"> <li>1. The ideas are the same, but the wording is too similar (<i>successfully, in another country</i>). In fact, it is almost exactly the same. (Reread the original above.) This is plagiarism!</li> <li>2. Though the length is similar to the original, only minor changes were made (<i>Selling = To sell; often requires = you need to</i>).</li> <li>3. The use of <i>you</i> is usually not acceptable in academic writing.</li> </ol>

### Practice with Paraphrasing

In this section, you will practice paraphrasing from an original source. Read the paragraph about the U.S. city of Orlando, Florida. If you have any questions about the paragraph, discuss them with your classmates.





## Paragraph 1

### Orlando: From Tiny Town to Major Metropolitan Area\*

The city of Orlando, located in sunny central Florida, has experienced enormous growth and is internationally known as a popular tourist destination. Founded in 1844, Orlando was a small town for more than a century. With the arrival of the South Florida Railroad in 1880, Orlando was on its way to rapid growth. However, no one could have predicted the extent of what was to come. This growth was intensified with the development of the Cape Canaveral space complex in 1950. Two decades later, Orlando experienced rapid growth again on an incredible scale when Walt Disney World opened its gates to tourists in 1971. Located 22 miles southwest of Orlando, the Disney complex alone covers some 28,000 acres. In addition to having Florida's largest hotel (with 1,509 rooms), Walt Disney World has a variety of thrilling attractions, including the Magic Kingdom, Epcot, Disney's Hollywood Studios, and Animal Kingdom. Though Orlando has other industries, the tourist industry is by far the leading area of employment for the region. Because of this increase in tourism, Orlando has undergone an amazing amount of growth, which will likely continue given the popularity of this city as a world tourist destination.

*\*Adapted from:* <http://www.britannica.com/bcom/eb/article/7/0,5716,58827+1+57392,00.html>

## ACTIVITY 1 Paraphrasing: Multiple Choice

Read the original sentences about Orlando and then read the three possible paraphrases. Mark which is the best (*B*), which is too similar (*TS*), and which has a different meaning or wrong information (*X*).

1. With the arrival of the South Florida Railroad in 1880, Orlando was on its way to rapid growth.
  - \_\_\_\_\_ a. With the arrival of the South Florida Railroad in 1880, the city of Orlando was on its way to fast growth.
  - \_\_\_\_\_ b. The city of Orlando began to grow tremendously when the South Florida Railroad reached the city in 1880.
  - \_\_\_\_\_ c. Most people were genuinely shocked at how quickly Orlando grew after the South Florida Railroad arrived in 1880.
2. These theme parks pull more than 55 million people a year to what was until recently an empty area of land.
  - \_\_\_\_\_ a. Because the theme parks in the Orlando area are so popular, there is no more space for additional parks.
  - \_\_\_\_\_ b. The theme parks in Orlando attract over 55 million people every year, and this area was empty until recently.
  - \_\_\_\_\_ c. Over 55 million tourists visit this recently developed Florida city because of its numerous theme parks.

## ACTIVITY 2 Paraphrasing Practice

Read the original sentences. Circle what you consider to be the most important ideas. Then in number 1, put a check mark (✓) next to the best paraphrase for the original sentence. In number 2, write your own paraphrase of the sentence.

1. Two decades later, Orlando experienced rapid growth again on an incredible scale when Walt Disney World opened its gates to tourists in 1971.
  - \_\_\_\_\_ a. Twenty years later, rapid growth on an incredible scale was seen in Orlando when Walt Disney World opened its gates to tourists.
  - \_\_\_\_\_ b. In 1971, Walt Disney World opened for business in Orlando.
  - \_\_\_\_\_ c. The opening of Walt Disney World in 1971 caused a massive increase in the number of tourists to Orlando.
2. Orlando, which was a quiet farming town a little more than 40 years ago, has more people passing through it than any other place in the state of Florida.

Your paraphrase: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Summarizing

In addition to quoting and paraphrasing, another way to include information from another source is by **summarizing** it. When you summarize, you do not include all of the information from the source. Instead, you use only the parts you think are the most important. Remember that summaries do not contain any of your original ideas.

Summarizing involves not only writing but also reading and critical thinking.

**Basic Steps for Summarizing**

1. Read the source material and understand it well.
2. Decide which parts of the source material are the most important.
3. Put the important parts in the same order they appear in the original.
4. Paraphrase, using different grammar and vocabulary (see page 58).

A summary is always shorter than the original writing. A ten-page article might become a few paragraphs in a summary. A two-hundred page book might become an essay.

## Examples of Summarizing

Summarizing is a very useful skill for a good writer. It is especially important when you are taking information from long sources. Study these examples of good and poor summarizing.

<p><b>Original</b> (184 words)</p> <p>Selling a product successfully in another country often requires changes in the product. Domino's Pizza offers mayonnaise and potato pizza in Tokyo and pickled ginger pizza in India. Heinz varies its ketchup recipe to satisfy the needs of specific markets. In Belgium and Holland, for example, the ketchup is not as sweet as it is in the United States. When Häagen-Dazs served up one of its most popular American flavors, Chocolate Chip Cookie Dough, to British customers, they left it sitting in supermarket freezers. What the premium ice-cream maker learned is that chocolate chip cookies are not popular in Great Britain, and children do not have a history of snatching raw dough from the bowl. So the company had to develop flavors that would sell in Great Britain. Because dairy products are not part of Chinese diets, Frito-Lay took the cheese out of Cheetos in China. Instead, the company sells Seafood Cheetos. Without a doubt, these products were so successful in these foreign lands only because the company realized that it was wise to do market research and make fundamental changes in the products.</p> <p><b>Reference</b></p> <p>Pride, W. M., Hughes, R. J., &amp; Kapoor, J. R. (2014). <i>Business</i> (12th ed.). Mason, Ohio: South-Western Cengage Learning.</p>	<p>Main ideas to keep:</p> <ol style="list-style-type: none"><li>1. Companies must change their products to succeed.</li><li>2. Examples of companies that did this: Domino's, Heinz, Häagen-Dazs, Frito-Lay.</li></ol>
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<p>✓ Companies must adapt their products if they want to do well in foreign markets. Many well-known companies, including Domino's, Heinz, Häagen-Dazs, and Frito-Lay, have altered their products and proved this point. (31 words)</p> <p style="text-align: center;"><b>Reference</b></p> <p>Pride, W. M., Hughes, R. J., &amp; Kapoor, J. R. (2014). <i>Business</i> (12th ed.). Mason, Ohio: South-Western Cengage Learning.</p>	<ol style="list-style-type: none"> <li>1. It covers the main ideas.</li> <li>2. It is a true summary, not an exact repeat of the specific examples.</li> <li>3. It includes some new grammar, for example: Original text: <i>often requires changes</i> Summary: modal is used: <i>companies must adapt</i></li> <li>4. It includes some new vocabulary, for example: Original text: Specific country names Summary: <i>foreign markets</i></li> </ol>
<p>✗ Changes in a product are important if a company wants to sell it successfully in another country. For example, Domino's Pizza offers mayonnaise and potato pizza in Tokyo and pickled ginger pizza in India. In addition, Heinz has changed its ketchup recipe to satisfy the needs of specific markets. In Belgium and Holland the ketchup is less sweet. When Häagen-Dazs served up one of its most popular American flavors, Chocolate Chip Cookie Dough, to British customers, the British customers left it sitting in supermarket freezers. The luxury ice-cream maker learned that chocolate chip cookies are not popular in Great Britain, and children do not take uncooked dough from the bowl. So the company developed flavors to sell in Great Britain. Since dairy products are not usually eaten in China, Frito-Lay removed the cheese from Cheetos in China. In its place, the company has Seafood Cheetos. Certainly, these items were so successful in these countries only because the company was smart enough to do market research and implement fundamental changes in the products. (172 words)</p> <p style="text-align: center;"><b>Reference</b></p> <p>Pride, W. M., Hughes, R. J., &amp; Kapoor, J. R. (2014). <i>Business</i> (12th ed.). Mason, Ohio: South-Western Cengage Learning.</p>	<ol style="list-style-type: none"> <li>1. It is almost as long as the original and, therefore, not really a summary.</li> <li>2. It includes almost the same vocabulary, for example: Original text: <i>the premium ice-cream maker</i> Summary: <i>the luxury ice-cream maker</i> This is plagiarism!</li> <li>3. It includes almost the same grammar, for example: Original text: <i>So the company had to develop flavors that would sell in Great Britain.</i> Summary: <i>So the company developed flavors to sell in Great Britain.</i> This is plagiarism!</li> </ol>

### ***Practice with Summarizing***

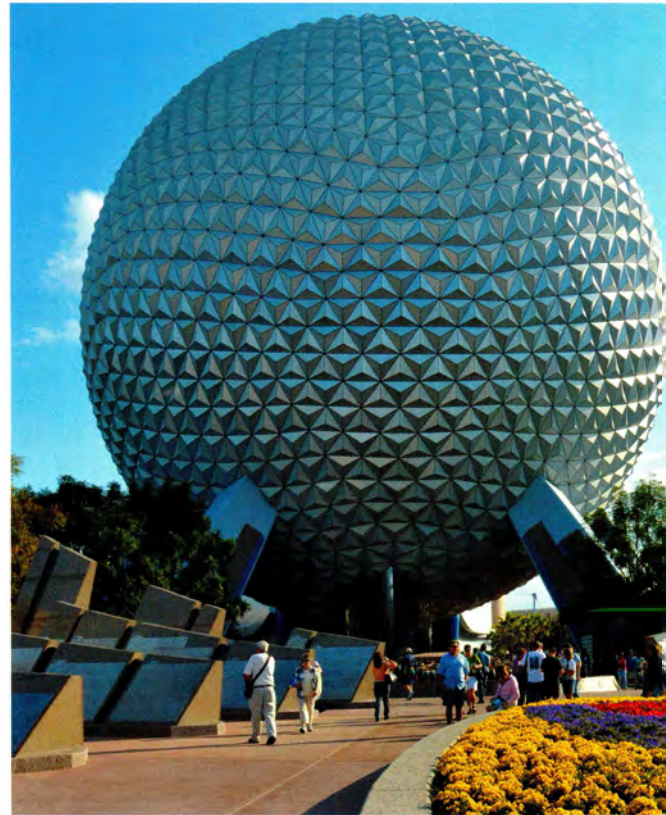
In this section, you will practice summarizing from an original source. Read another paragraph about the U.S. city of Orlando, Florida. If you have any questions about the paragraph, discuss them with your classmates.



## The Effects of Tourism on One Florida City\*

Orlando, which was a quiet farming town a little more than 40 years ago, has more people passing through it than any other place in the state of Florida. The reason, of course, is Walt Disney World, Universal Studios, Sea World, and a host of other theme attractions. These theme parks pull more than 55 million people a year to what was until recently an empty area of land. Few of these people visit the actual city of Orlando. Instead, they prefer to stay in one of the countless motels 15 miles to the south along Highway 19 or five miles southwest on International Drive. Despite enormous expansion over the last two decades, the city itself remains free of the commercialism that surrounds it. However, the city has not been able to escape the traffic congestion and other problems associated with the visit of so many millions of tourists as well as the thousands of people who work in the tourist industry. Without a doubt, tourism has changed life for the residents of Orlando and the surrounding area.

\*Adapted from: [http://search.britannica.com/frm\\_redir.jsp?query=Orlando&redir=http://city.net/countries/united\\_states/florida/orlando/](http://search.britannica.com/frm_redir.jsp?query=Orlando&redir=http://city.net/countries/united_states/florida/orlando/)



### ACTIVITY 3 Summarizing: Identifying the Most Important Ideas

Read the paragraph “The Effects of Tourism on One Florida City.” Make a list of four important facts and ideas. Then paraphrase the facts and ideas.

Facts	Your Paraphrase
1.	
2.	
3.	
4.	

## ACTIVITY 4 Summarizing: Putting It in Your Own Words

Use your ideas from Activity 3 to write two to five sentences that summarize the original message of “The Effects of Tourism on One Florida City.”

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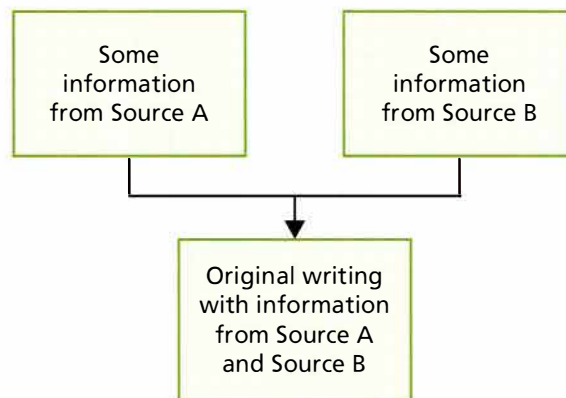
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### Synthesizing

A **synthesis** is a combination of information from two or more sources. When you synthesize, you take information from different sources and blend them smoothly into your paragraph.



#### Basic Steps for Synthesizing

1. Read the material from all of the sources.
2. Choose the important ideas from each source. You must analyze the information. Ask yourself, “What is the author’s purpose for writing this information?” Then decide which pieces of information are most important in accomplishing what the author intended. It is always important in synthesizing to use only the important, relevant information.
3. Group together the ideas that are connected and that support each other.
4. Combine the ideas in each group into sentences, using your paraphrasing skills (see page 58).
5. Organize the sentences logically and combine them into one continuous piece of writing. Do not forget to include your original ideas, too.
6. Check your work for accuracy and smoothness.





### Examples of Synthesizing

Synthesis is an important skill for academic writers, who often use more than one source when writing papers. Study these examples of good and poor synthesizing.

#### Source A (81 words)

Switzerland is a great example of linguistic diversity because there are three different national languages. People in the central and northern areas speak German. People in the western area speak French. People in the southeastern area of the country speak Italian. Most Swiss can speak more than one language. One interesting fact is that the name of the country on its coins and stamps is not in any of these languages. Instead, "Helvetia," the Latin name for this country, is used.

#### Main ideas to keep:

1. Geographical areas of Switzerland speak different languages.
2. Central and northern regions = German
3. Western part = French
4. Southeastern region = Italian
5. The Latin name for Switzerland is used as well.

#### Source B (68 words)

You might think that most of the people in Switzerland speak the same language because it is a rather small country. However, you would be wrong. Yes, the country is tiny, but there are four national languages. German is spoken by more people than any other language. The second most commonly spoken language is French, and Italian is third. A very small percentage of the people speak Romansch.

#### Main idea to keep:

Most Swiss speak German, then French, then Italian, and finally a few people in Switzerland speak Romansch.

<p>✓ Although Switzerland is a small country, several languages are spoken there. In fact, this tiny country has four national languages. The most commonly spoken language is German, which is used in the central and northern regions. The second most widely spoken language is French, which is used in the western area of the country. The third most commonly used language is Italian, which is spoken in the southeastern area of Switzerland. A fourth language, Romansch, is spoken by only a very small percentage of the population. Ironically, the name for Switzerland on Swiss currency is not in any of these languages. Instead, “Helvetia,” the Latin term for this country, is used. (111 words)</p>	<ol style="list-style-type: none"> <li>1. It has ideas from both sources (for example, Source A: <i>German is spoken in central and northern regions</i>; Source B: <i>the most common language is German</i>)</li> <li>2. The ideas are woven together. (<i>The most commonly spoken language is German, which is used in the central and northern regions.</i>)</li> <li>3. The sequence of the material is logical. (first, second, third, fourth most common languages)</li> </ol>
<p>✗ Switzerland is tiny, but there are four national languages. The languages in order of usage are: German, French, Italian, and Romansch. Portuguese and Greek are not spoken in this country. People in the western area speak French. People in the southeastern area of the country speak Italian. People in the central and northern areas speak German. One interesting fact is that the name of the country on its coins and stamps is not in any of these languages. Instead, “Helvetia,” the Latin name for this country, is used. (88 words)</p>	<ol style="list-style-type: none"> <li>1. The ideas are not woven together very well. It is easy to see where one source ends and another begins. Source B information ends after <i>The languages in order of usage are German, French, Italian, and Romansch</i>. Source A information takes up the rest of the paragraph.</li> <li>2. The third sentence is an unrelated idea about Portuguese and Greek that is not from either source.</li> <li>3. The sequence of the languages by geographical areas is illogical because it does not match the list of languages given at the beginning of the paragraph.</li> </ol>

## Original Student Writing: Using Two Sources to Create Your Paper

In this section, you will follow seven steps in the writing process to write a short essay with a title, introduction (with an interesting hook and a thesis statement), body paragraphs that develop the topic, and a strong conclusion. If you need help with the steps in the writing process, refer to Unit 2, pages 34–46.

### ACTIVITY 5 Step 1: Choose a Topic

In this unit, the topic has been chosen for you. Imagine that you are a student in a sociology class. Write a short essay that synthesizes the information from the two paragraphs about Orlando (“Orlando: From Tiny Town to Major Metropolitan Area,” page 59, and “The Effects of Tourism on One Florida City,” page 63). According to your teacher’s instructions, you may need additional sources.

**Assignment:** Discuss how the tourist industry has affected Orlando, Florida. Briefly describe the history of the city and tell what events influenced its growth. Explain how the tourist industry has affected the people of Orlando both positively and negatively.

You should ask yourself, “What do I know about this topic? What do my readers know? What else do I need to know? Do I need to research this topic more?”

1. What are the first questions that come to mind when you see this writing assignment?

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2. How well do you know this topic? What is your experience with it?

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### **ACTIVITY 6** Step 2: Brainstorm

Use this space to jot down as many ideas about the topic as you can.

### Brainstorming Box



## ACTIVITY 7 Step 3: Outline

Prepare a simple outline of your essay. This outline is set up for five paragraphs, but you may write fewer paragraphs or more, depending on your answers in Activity 5 on pages 66–67.

Title: \_\_\_\_\_

### I. Introduction

A. Hook: \_\_\_\_\_

\_\_\_\_\_

B. Connecting information: \_\_\_\_\_

\_\_\_\_\_

C. Thesis statement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. Topic of Body Paragraph 1: \_\_\_\_\_

Two to four ideas to include:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

III. Topic of Body Paragraph 2: \_\_\_\_\_

Two to four ideas to include:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

IV. Topic of Body Paragraph 3: \_\_\_\_\_

Two to four ideas to include:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

V. Conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Peer Editing of Outlines**

Exchange books with a partner. Read your partner's outline. Then use the following questions to help you to comment on your partner's outline. Use your partner's feedback to revise your outline.

1. Is there any aspect of the outline that is unclear to you? Give details here.

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2. Can you think of an area in the outline that needs more development? Make specific suggestions.

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3. If you have any other ideas or suggestions, write them here.

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### **ACTIVITY 8 Step 4: Write the First Draft**

Use the information from Steps 1–3 to write the first draft of your essay. Try to use at least four of the words from the Academic Word List in the *Brief Writer's Handbook with Activities* on pages 230–231.

### **ACTIVITY 9 Step 5: Get Feedback from a Peer**

Exchange papers from Step 4 with a partner. Read your partner's first draft. Then use Peer Editing Sheet 3 (available online at [NGL.Cengage.com/GW5](http://NGL.Cengage.com/GW5)) to help you comment on your partner's writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her essay.

## ACTIVITY 10 Step 6: Revise the First Draft

Read the comments on Peer Editing Sheet 3 about your essay. Then reread your essay. Can you identify places where you should make revisions? List the improvements you plan to make.

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

Use all the information from the previous steps to write the final version of your paper. Often, writers will need to write a third or even a fourth draft to express their ideas as clearly as possible. Write as many drafts as necessary to produce a good essay.

## ACTIVITY 11 Step 7: Proofread the Final Draft

Be sure to proofread your paper several times before you submit it so you find all the mistakes and correct them.

## Additional Topics for Writing

Here are five more ideas for topics for essay writing. Your teacher may require you to consult one or more sources.

### PHOTO

**TOPIC:** Look at the photo on pages 52–53. Discuss the international origin of at least three popular foods.

**TOPIC 2:** What are some of the causes of cheating on exams?

**TOPIC 3:** Explain how a person can quit a bad habit.

**TOPIC 4:** What are the major differences between a debit card and a credit card? Does one offer more advantages than the other? Explain.

**TOPIC 5:** Should passengers on airplanes be allowed to use their cell phones?



## Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the writing prompt below.
3. Write a basic outline, including the introduction and thesis, the body paragraphs, and the conclusion. You should spend no more than five minutes on your outline.
4. Your essay needs at least five paragraphs.
5. You have 40 minutes to write your essay.

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***A kindergarten teacher has one of the most difficult jobs. Write an essay in which you present three arguments to support this statement.***