



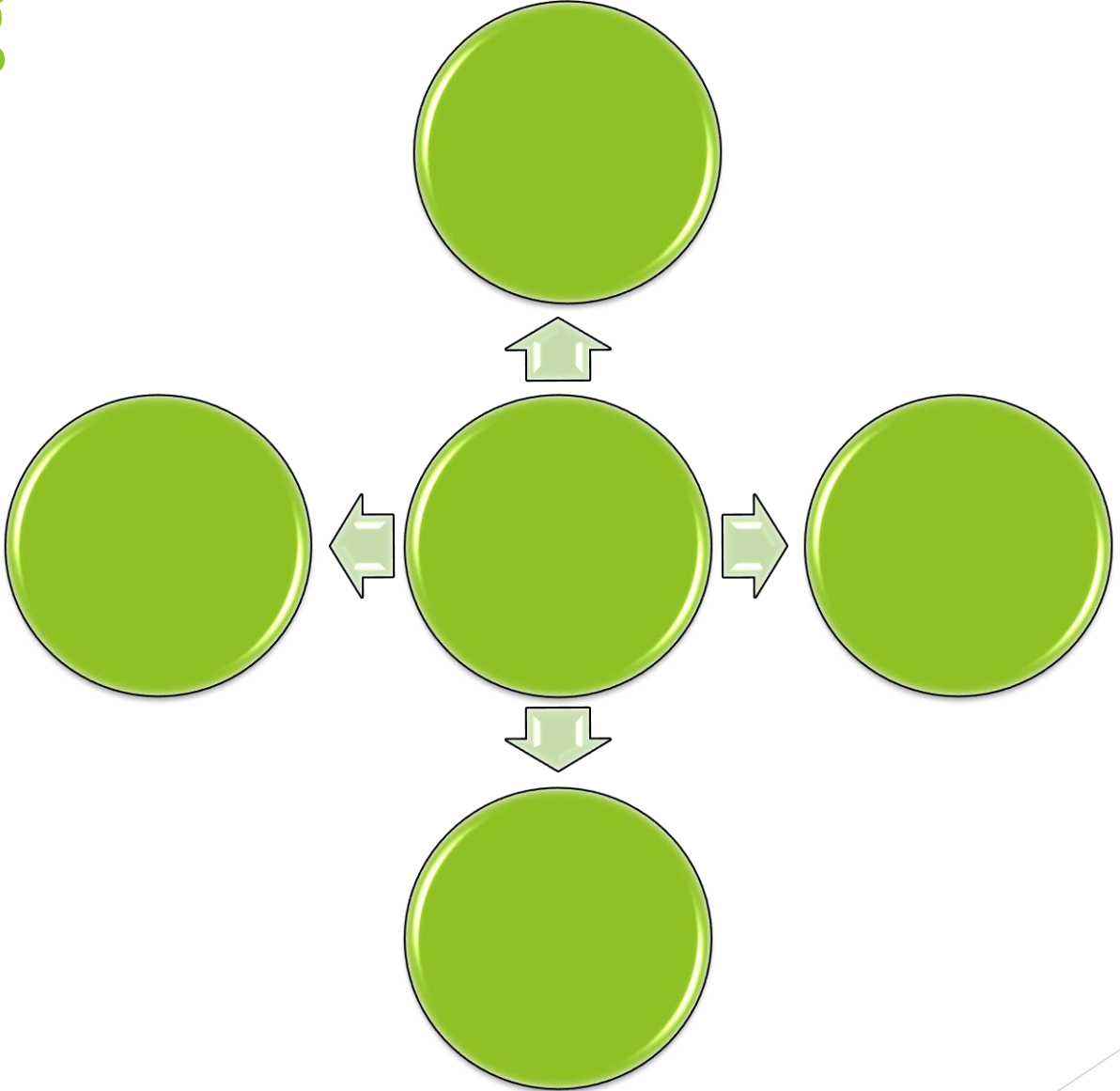
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Basics

Clustering



Free Writing

- ❑ Start with New Document or Blank Sheet of paper
- ❑ Write the Main Concept at the top
- ❑ Clear your mind
- ❑ Write whatever comes to mind
- ❑ Don't stop and don't erase
- ❑ Only correct spelling if it distracts you!

Brainstorming

- ❑ List the Main Concept
- ❑ Write down pre-decided ideas
- ❑ List ideas as soon as you think of them
- ❑ Don't discard any ideas until finished
- ❑ Explore connections to different ideas
- ❑ Choose which ideas to keep

The Outline

- ❑ An outline is used to organize your written ideas in a logical order.
 - ❑ Used to help establish a structure for your paper
 - ❑ Demonstrates main argument(**thesis**), points (**topic sentences**), and evidence that will be used in paper before writing the paper.

Outlining establishes a plan for your paper.

- ❑ Used to show a connection between the thesis and each topic.
- ❑ Allows you to see if there are any holes in your argument or gaps in your research.
- ❑ Allows you to check the flow of your paper.

Basic Outline Structure

Outline Structure

1. Introduction

- **Thesis:**

2. Body Paragraph 1: Topic sentence

- Supporting evidence: A paraphrase or quote from one of your sources goes here, along with an in-text citation.
 - Explanation of the meaning of the supporting evidence.
 - So what? A direct statement on how the supporting evidence does in fact support the claim made in the topic sentence.
 - Connection to the next concept

3. Body Paragraph 2: Topic sentence

- Supporting evidence
 - Explanation
 - So what?
 - Connection to the next concept

4. Body Paragraph 3: Topic sentence.

- Supporting evidence
 - Explanation
 - So what?
 - Create a transition to the conclusion

5. Conclusion:

- **Rephrased Thesis Statement:** Rephrase your thesis.
- **Strong Closing:** Close your paper with the significance of this discussion. Why is this discussion important?

Reverse Outline

- ❑ Print A copy of your paper
- ❑ Go through your paper and number each paragraph
- ❑ Grab a piece of scratch paper
 - ❑ create a number list that matches the number of paragraphs
- ❑ Read your paper and list
 - ❑ List the main idea each paragraph
- ❑ Checks for:
 - ❑ Flow
 - ❑ Redundancy
 - ❑ Missing Points

Write First, Edit Later!!

- ❑ Global

- ❑ big picture of your essay; it relates to ideas, purpose, audience, evidence, analysis, and support

- ❑ Local

- ❑ organization, paragraph structure

- ❑ Grammar and Punctuation

Run-ons (Fused Sentences or Comma Splices)

- ❑ A run-on is two or more sentences joined without punctuation or with only a comma (**comma splice**).
- ❑ Fused Sentence
 - ❑ My professor read my report she said it was excellent.
- ❑ Comma Splice
 - ❑ I went on a cruise, I became seasick.

Here's how we fix them

- ❑ You can add:
 - ❑ Period
 - ❑ Semi-colon
 - ❑ Comma plus coordinating conjunctions(FANBOYS)
 - ❑ Dependent word

Using a Period or Semi-colon

- ❑ If you want to separate the sentences, then you can add a period
 - ❑ *My professor read my report. She said it was excellent.*
- ❑ A semi-colon allows you to make a connection between the two sentences.
 - ❑ *I went on a cruise; I became seasick.*

Using Coordinating Conjunctions

- The coordinating conjunctions are

F-for; A-and; N-nor; B-but; O-or; Y-yet; S-so.

(F.A.N.B.O.Y.S)

- *My professor read my report, and she said it was excellent.*
- *I went on a cruise, so I became seasick*

F- FOR

1. Would you rather have cheese or bologna on your sandwich

A- AND

2. I wanted to go to the beach , but Mary refused

N- NOR

3. I am allergic to cats, yet I have three of them.

B- BUT

4. I am a vegetarian, so I don't eat any meat.

O- OR

5. Thomas will be late to work, for he has a dental appointment

Y- YET

6. Jennifer does not like to swim, nor does she enjoy cycling

S- SO

7. Jackson wanted to eat another piece of cake, but he was on a diet.

Using a Dependent Word

- ❑ If you want to focus more on one part of the sentence than the other, you can use a dependent word:
 - ❑ When I went on a cruise, I became seasick.
 - ❑ While she doesn't eat meat, she likes to eat vegetables.
 - ❑ She went to the grocery store, which is across town.

Fragments

- ❑ A fragment is an incomplete sentence. It is lacking a subject or a verb, or it is an incomplete thought.
- ❑ *Examples:*
 - ❑ My dog.
 - ❑ Eating her dinner.
 - ❑ Because she enjoyed her dinner.

Correcting Fragments

- ❑ My dog.
 - ❑ What's missing?
 - ❑ This fragment is missing a verb or a linking verb
 - ❑ There is no action
 - ❑ My dog eats her dinner.
 - ❑ How to correct this sentence:
 - ❑ Harry's son.



Correcting Fragments

- ❑ Eating her dinner.
 - ❑ So what's missing?
 - ❑ A subject
- ❑ She is eating her dinner.

- ❑ How to correct this sentence:
 - ❑ Ruined her dress.

Correcting Fragments

- ❑ Because she enjoyed her dinner.
 - ❑ What's missing?
 - ❑ There is a subject and a verb, but the word because is dependent
 - ❑ It's not a complete thought
 - ❑ The use of because makes this clause dependent.
 - ❑ How do you fix it?
 - ❑ Add the fragment to a complete sentence
 - ❑ *My dog is excited because she enjoyed her dinner.*
 - ❑ Delete the dependent word
 - ❑ ~~Because~~ She enjoyed her dinner.
 - ❑ Correct this sentence:
 - ❑ While her parents were away.

While we wait.

She sleeps.

Because he runs every day.

Her house.

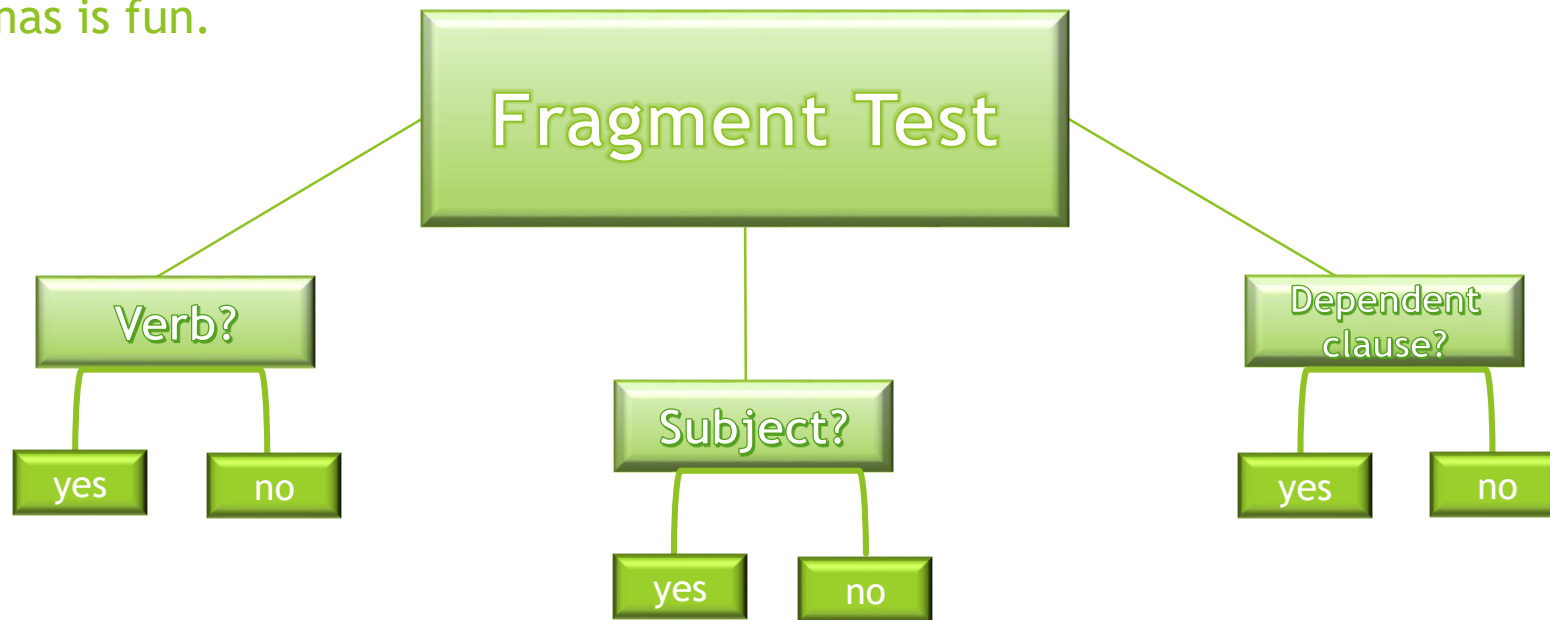
Thomas is fun.

Visit the writing center.

She has work on Mondays, Tuesdays, and
Fridays.

Combing her hair.

- ▶ Is there a verb?
- ▶ Is there a subject to perform that verb?
- ▶ Is it a dependent clause?



Subject-Verb Agreement

- ❑ A sentence's subject and verb must agree
 - ❑ They should both be **singular** or both be **plural**.
- ❑ A single subject involves a **single** item or person
 - ❑ My dog or the bracelet
- ❑ A plural subject includes **more than one** item or person
 - ❑ Boxes of chocolate or girl scouts

Nouns ending in “S”

- ❑ Plural Nouns- end with s
 - ❑ Boxes, cars, envelopes, phones, bottles, cases
 - ❑ Some singular nouns may end with s
 - ❑ Kiss, dress, Julius, bus
- ❑ Some plural nouns are irregular
 - ❑ Children, oxen, octopi, geese
 - ❑ Singular: Child, ox, octopus, goose

Verbs

- ❑ Singular verbs end in s

- ❑ Walks, talks, feels, sits, dances, turns, prances

- ❑ Plural verbs

- ❑ Do not often end with s

- ❑ Walk, talk, feel, sit, dance

- ❑ Some verbs end in S (in a plural form they will need an -es)

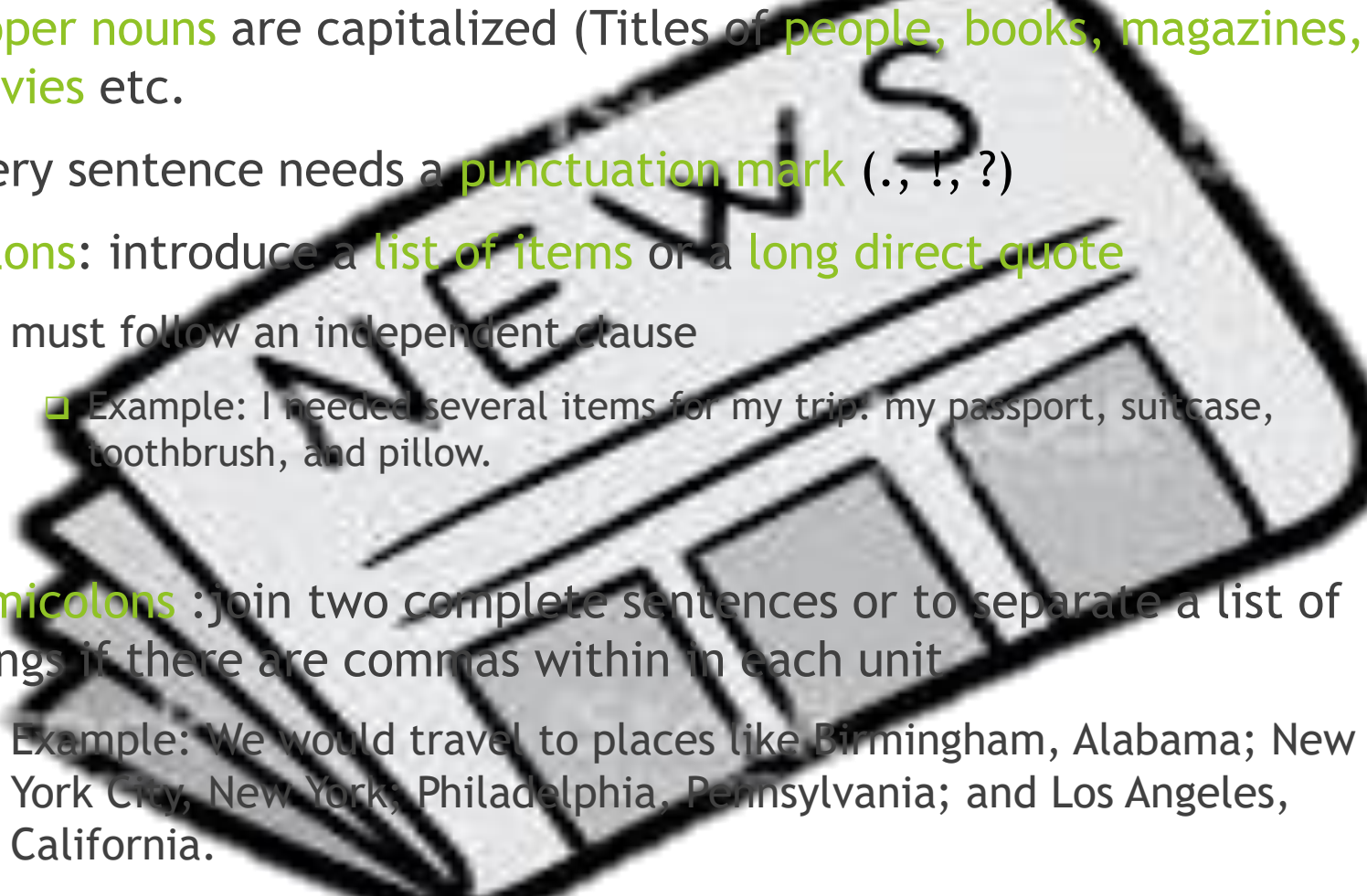
- ❑ (hiss/hisses, press/presses/kiss/kisses)

Did you notice?

- ❑ Nouns and verbs are opposites when it comes to singular and plural endings
- ❑ The best trick is to remember only one or the other should end in an -s
 - ❑ Unless there is an irregular word or a compound subject
 - ❑ Samantha runs
 - ❑ The geese fly.
- ❑ Single subject with a singular verb
 - ❑ My dog plays.
 - ❑ Her hair blows in the wind.
- ❑ Plural subject with a plural verb
 - ❑ My dogs play.
 - ❑ The children paint at school.

Tips

- ❑ The subject will never be a part of a prepositional phrase.
 - ❑ Identify and eliminate prepositional phrases to make subject-verb agreement easier
 - ❑ Example:
 - ❑ The new collection of books is/are ready for cataloguing.
 - ❑ A chance of showers exists/exist mainly in the morning.
 - ❑ Each one of the students was/were ready to write a report.
 - ❑ Recent events in my life has/have left me confused.
 - ❑ An ancient Hall of Records resides/reside near this town.
 - ❑ The items at the auction was/were of great value.
 - ❑ These theories of the professor is/are interesting

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- ❑ Proper nouns are capitalized (Titles of people, books, magazines, movies etc.)
 - ❑ Every sentence needs a punctuation mark (., !, ?)
 - ❑ Colons: introduce a list of items or a long direct quote
 - ❑ must follow an independent clause
 - ❑ Example: I needed several items for my trip: my passport, suitcase, toothbrush, and pillow.
 - ❑ Semicolons :join two complete sentences or to separate a list of things if there are commas within in each unit
 - ❑ Example: We would travel to places like Birmingham, Alabama; New York City, New York; Philadelphia, Pennsylvania; and Los Angeles, California.
 - ❑ Apostrophes: Used in contractions and show possession
 - ❑ Example: Can't, Don't
 - ❑ Example: Sarah's dad likes to come cheer her on at her softball games.

Commas

- ❑ Commas separate items in a series
 - ❑ Ex: Tom likes to run, hop, skip, and jump.
- ❑ They surround non-essential information in a sentence, like the name of a person being addressed
 - ❑ Ex. His daughter, Jasmine, has a recital on Thursday.
- ❑ They are used to separate the day of the month from the year and a town from a state
 - ❑ Ex: May 2, 2011
 - ❑ Ex: Huntsville, AL

Questions?