

A sentence with your opinion + 3 pieces of supporting evidence

Rules

1. opinion must answer the question in 1 sentence.

2. 3 reasons

3. Never use: I think
I believe
In my opinion } never use in any M.S. class.

4. All 3 reasons must be different (not redundant)

Ms. Brown is smart + intelligent

@ ~~end~~ ^{end} of intro + @ start of conclusion } Same thing = redundant (bad)

EX of good thesis:

The worst place to go on a 1st date is McDonald's because it is cheap, gross, + unhealthy

5. Only 1 sentence.

6. Parallel Prongs → all 3 reasons/prongs are same POS

McD. is the worst because it is cheap, gross, + unhealthy
(Adj.)

Topic Sentences:

① Use thesis prongs. 3 prongs = 3 TS

② Keep in the same order as in thesis

prong 1 = TS1

prong 2 = TS2

prong 3 = TS3

③ Use different words than in thesis

Ex: McDonald's food is cheap (thesis)

Fast food is viewed as inexpensive (TS)

④ Use a different word to start each TS

Ex: TS1 = McDonald's...

TS2 = Fast Food...

TS3 = Additionally...

Ex: Another reason

In addition

Furthermore

Finally

September Vocab and Terms

Arguments and Evidence

1. Argument / Claim Thesis - what you're trying to prove
2. Evidence - support, facts, details
3. Irrelevant - off topic
4. Relevant - on topic
5. Precise - detailed / specific
6. Sufficient - enough
7. Vague - unclear
8. Valid - good, correct, relevant, precise, worthwhile

9. Shift - change to move to new topic, tone, point of view etc.

10. Commentary - extra info. not already known; why / so what; comes from your brain, snowball effect, ripple effect, explain

Examples of how to start commentary sentences:

not on quiz

This <u>n.</u>	<u>verb.</u>
evidence	proves
example	emphasizes
fact	highlights
statistic	illustrates
	reveals

Types of Evidence

1. Statistical Support - #s, %, decimals, fractions
2. Call to Action - should do
3. Expert Evidence - person has a lot of experience in the field
4. Anecdotal Evidence - mini story
5. Counterargument - other side of your argument
6. Historical Action - evidence from the past (date)

September Vocab and Terms

"FACTS"

- Some statements are not true, so not facts. Ex: Washington was the 15th president.
- Some statements are true but still not facts. Ex: Ms. Brown is a great teacher.
- Only some true statements are "facts." Ex: This school has 750 students enrolled.

-These statements are "facts" because:

it can be proven

-A statement is probably a fact if it has:

- numbers
- place
- dates
- very detailed
- name

Vocab (Homework - part 1)

1. Analysis - detailed examination of anything complex in order to understand it
2. Chronological - a record of events starting w/ the earliest & following the order they occurred in
3. Compelling - evoking interest, attention, or admiration in a powerful way
4. Culminating - a climax or point of highest development
5. Initial - first thought
6. Influence - the capacity to have an effect on the character, development or behavior of someone or something

Vocab (Homework - part 2)

1. Connotation - a ^(hidden) suggested meaning of a word or expression
2. Credibility (credible) - reasonable grounds for being believed
3. Denotation - a direct or specific meaning
4. Inference - guessed conclusion - educated guess
5. Implicit - understood but not clearly in words (hinted)
6. Explicit (opposite of implicit) - very clearly stated

Type of Evidence	Why the Author Want to Include It
Statistic (number)	more precise can't argue against
Expert (name of someone who knows lots)	Credible / believable
Historical (date - 10+ years ago)	Shows how things changed or stayed the same
Anecdote (mini story usually at the beginning)	grabs attention / interesting
Counterargument (opposite opinion and then prove that side wrong)	You can prove other people wrong
Call to Action (reader should... usually at the end)	last thing so will remember.

MLA In-Text Citations For Quotations

Why: Writers copy important information from credible sources to support their arguments.

MLA: modern language association

Four Piece Sandwich:

1. Intro in your own words (not copied) - background knowledge of who said it, when, where, is it a positive or negative thought, etc.
2. Quote - words you copied exactly to support your writing
3. Parentheses (citation) - AUTHOR'S last name and page number (no comma)
4. Commentary - YOUR extra information to explain or add to the quote.

Intro not copied providing context

"Quote copied exactly"

Ex: Bullet point number one, Wheat Thins are, "The perfect snacking sidekick whenever, wherever and for whatever" (Markson 34). It goes with cheese, hummus, and even a discarded strip of truck tire. (Author's last name and page number) (Commentary=extra info)

How to Craft an "Intro" for a Quote:

- Is your quote something positive or something negative? Start your intro by hinting about how positive or negative the quote is.
 - Ex of **Negative Spin**: Unfortunately for snackers, "...[the] serving size is 16 crackers...[so people] shouldn't eat more than 16" (Markson 34). Consequently, party-goers should avoid eating 17 or more crackers or the snack may become unhealthy.
 - Ex of **Positive Spin**: Luckily, it is easy to add to any party, "A snack for anyone who is actively seeking experiences" (Markson 34). Wheat Thins are perfect for activities such as driving kids to practices or watching a movie.
- What background does the reader need to understand your quote? Start your intro by explaining when, where, etc. this is occurring (giving context).
 - Ex: The memo clearly states, "...we can't show overconsumption" (Markson 34). Therefore, while I may want to eat the entire box, I will not.
- **NEVER**: Use the author's name in the intro. Never use the words "author," "text," "article," "says," or "said" in the intro. This is redundant so makes a weak intro.

MLA In-Text Citations For Quotations

Sample Intros for Quotes:

Positive:

Fortunately
Luckily

Negative:

Unfortunately
Sadly

Other:

According to ...
Experts believe ...

It is clear that ...
Many people believe ...

How to Punctuate a Quote:

- Comma between the intro and quote.
- No comma, no period, no punctuation between quote and parentheses.
- No punctuation inside the parentheses
- Period for the sentences AFTER the parentheses.

(comma after intro / "The" is capitalized because it is copied EXACTLY)

Ex: Bullet point number one, Wheat Thins are, "The perfect snacking sidekick" (Markson 34).
(no punctuation here!)

- ellipsis: When you want to remove part of the sentence you are copying ...
 - brackets: When you need to change part of the quote so that it makes grammatical sense []
- Ex: Unfortunately for snackers, "...[the] serving size is 16 crackers...[so people] shouldn't eat more than 16" (Markson 34).

Practice: Write an intro and commentary for each of these quotes.

1. _____, "...it takes a lot of practice to be good at complex tasks" (Gladwell 37). _____

2. _____, "...some athletes only required four thousand hours to reach an 'international level'" (Gladwell 38). _____

MLA In-Text Citations For Quotations

What If?

- ✓ I have a quote (dialogue) inside my quote?

Answer: Put regular quotation marks around what YOU are quoting and put single quotation marks around the dialogue (what the person is saying).

Ex: According to paragraph five, "...some athletes only require four thousand hours to reach an 'international level' " (Gladwell 38).

Practice: Turn the underlined part of page 37 from Gladwell's article into an MLA quote with an intro (written for you), quote, and parentheses. (You do not have to write commentary.)

As examples, I focused on the countless hours the Beatles spent playing clubs in Hamburg before their "big break" and the privileged, early access Bill Gates got to computers in the 1970s.

3. It's important to remember, " _____

_____ " (_____).

- ✓ Did someone who is NOT the author say this quote? If you are quoting a quote, you can put who is talking (not the author's name) in your intro. Only one set of " " is needed. The **author of the article** still goes in ().

Ex: **President FDR famously stated**, "We have nothing to fear but fear itself" (Markson 8).

Practice: Turn the underlined part of page 37 from Gladwell's article into an MLA quote with an intro, quote, parentheses. (You do not have to write commentary.)

Forty years ago, in a paper in *American Scientist*, Herbert **Simon** and William **Chase** drew one of the most famous conclusions in the study of expertise: "There are no instant experts in chess—certainly no instant masters or grandmasters."

4. _____ , " _____
_____ " (_____).

- ✓ I have two authors?

Answer: Put 2 last names in parentheses. If you have three or more authors, put the first and et. al.

Ex: (Markson and Johns 34).

Ex: (Markson et. al).

- ✓ I don't have an author?

Answer: Put the page number only. (If you have a Works Cited page, put whatever comes first).

- ✓ I don't have a page number?

Answer: Put just the author's last name. (Web sites do NOT have page numbers)

MLA In-Text Citations For Quotations

Smart People Page

Option #1

- ✓ Begin your sentence with your own words to introduce this quote
- ✓ Comma between intro and quote.
- ✓ Put quotation marks around ONLY the part that is word for word
- ✓ End your sentence with the article's author's last name and page number in parentheses (). Notice there is NO comma before or inside the parentheses.
- ✓ The period goes AFTER the parentheses ().

Ex: **Unfortunately for snackers**, "...[the] serving size is 16 crackers...[so people] shouldn't eat more than 16" (Markson 34). Consequently, party-goers should avoid eating 17 or more crackers or the snack may become unhealthy.

Option #2

- ✓ Begin the sentence with the quote in quotation marks
- ✓ Comma between the quote and intro
- ✓ At the end put your own words to explain any left over information (follow-up intro at the end).
- ✓ End your sentence with the author's last name and page number in parenthesis ():
- ✓ The period goes AFTER the parentheses ().

Ex: "...[the] serving size is 16 crackers...[so people] shouldn't eat more than 16," **even though Wheat Thins are very tasty** (Markson 34). Consequently, party-goers should avoid eating 17 or more crackers or the snack may become unhealthy.

Combining Intro with Commentary

- ✓ Yes, you could put commentary with the quote if you do the "intro" after the quote as in Option 2.

Ex: The memo clearly states, "...we can't show overconsumption," **which means I cannot eat the entire box** (Markson 34).

*Notice!

- The parentheses are always LAST.
- There is always a comma between the intro and quote regardless of order
- There is NEVER a comma before the parentheses
- The period is always AFTER the parentheses.

Do Not Lose These Notes!

Paraphrase → Same idea but different words + different order

Ex: I focused on the countless hours the Beatles spent playing clubs in Hamburg before their "big break"

Paraphrase: Even the Beatles had to perform over and over to become the popular band we now know.

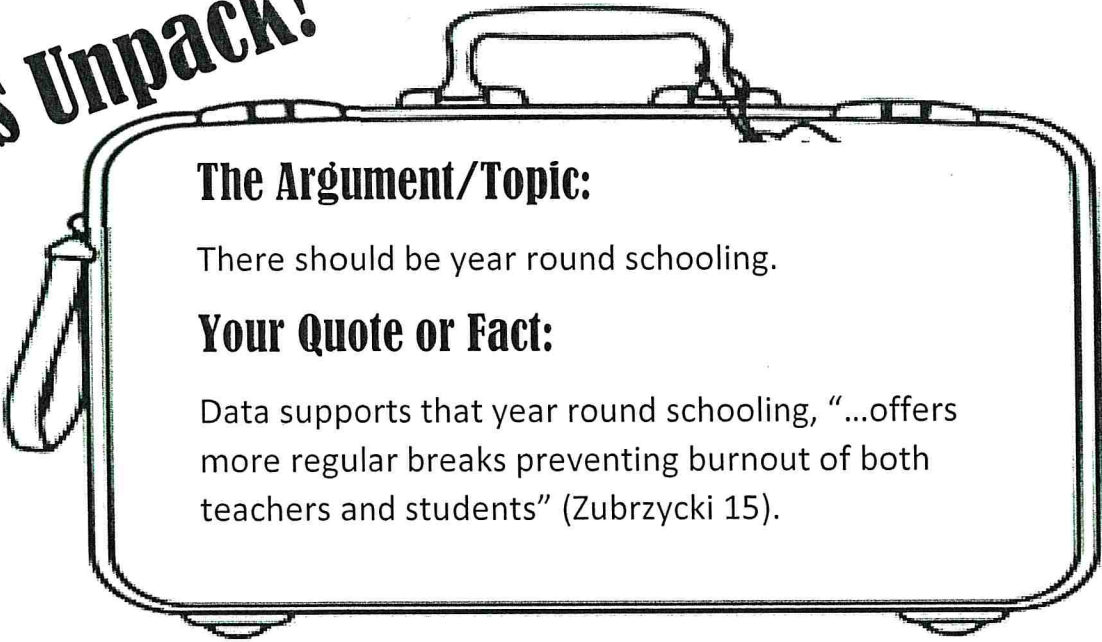
Quote → NOT something someone said.
Something you copy word for word
NOT in intro or conclusion
1 in each body ¶
* see gold packet for details

Commentary Examples:

- From Beatles above:

The author references the Beatles because they are a well-known band.

Let's Unpack!



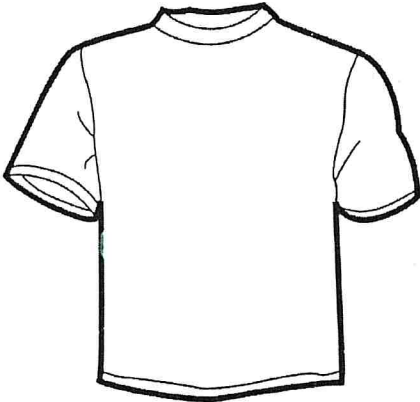
The Argument/Topic:

There should be year round schooling.

Your Quote or Fact:

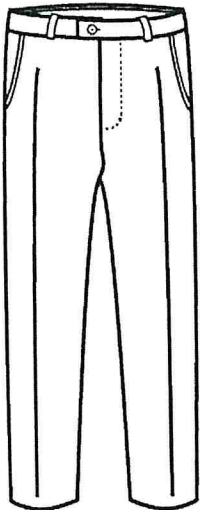
Data supports that year round schooling, "...offers more regular breaks preventing burnout of both teachers and students" (Zubrzycki 15).

Direct Quote
← Ex.



Commentary:

Without breaks, students become stressed + feel anxious.



Unpack your Commentary:

Anxiety can lead to students skipping school + missing more instruction.

Not Redundant.
"Why" or "So what?"
Keep asking



Dig in/Make a larger connection:

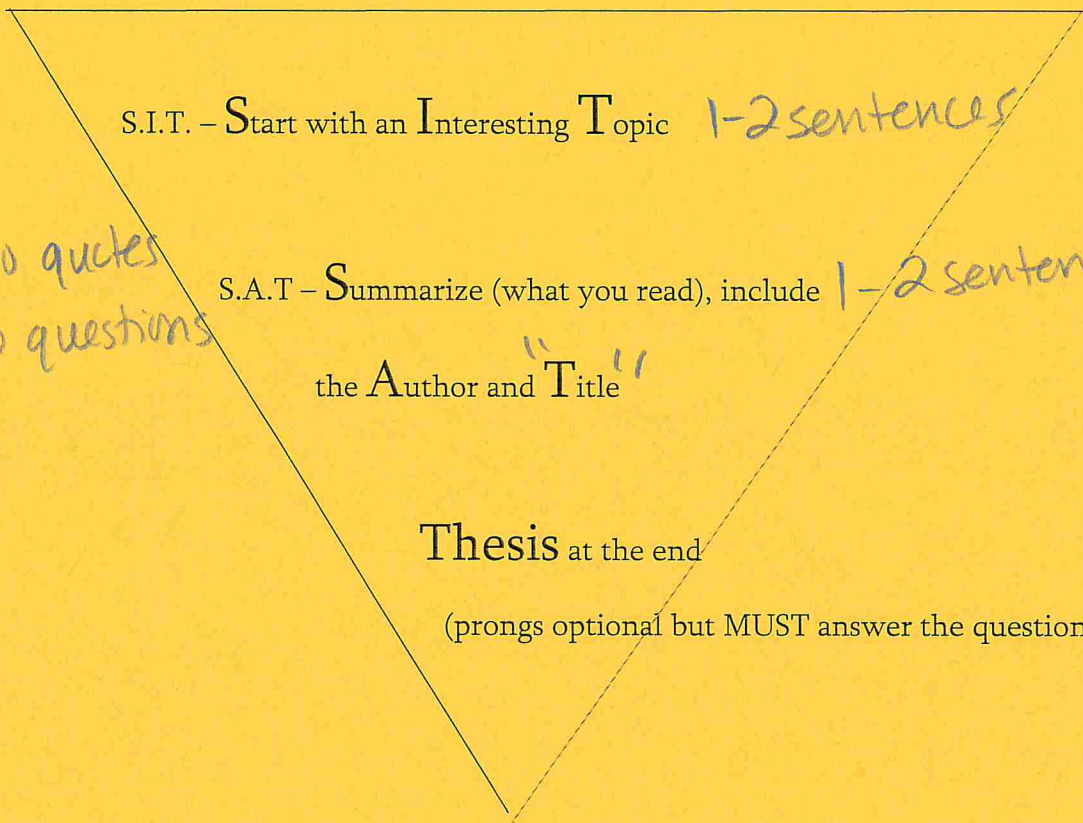
If this pattern continues, the student may fail the grade, drop out, or sadly take his own life.

Option 1:

Traditional Introduction

- Number of paragraphs is number of sentences you need
- Start with a "big" (broad, general, category) idea: what is this going to be "about" in a word?
- "Narrow" in by summarizing what you read or what you will specifically discuss
- End with the argument/thesis/claim

"SIT - SAT - Thesis"



Option 2:

Anecdotal Intro

- ① 2-3 sentence relevant story
- ② Transition with "S.A.T." from above
- This is one example of...
- ③ Thesis

Traditional Body Paragraphs: 2-3 body paragraphs

Middle School Version

Topic Sentence – one reason (use synonyms from thesis; each TS starts with a different word)

Evidence / Explain (commentary)

Evidence / Explain (commentary)

Evidence / Explain (commentary)

Transition: **Clearly, Obviously, Therefore, Without a doubt, It is clear that** (then summarize the point that body paragraph is proving)

High School Version (Quality over Quantity)

Topic Sentence – one reason (use synonyms from thesis; each TS starts with a different word)

Evidence/Commentary/Unpack and dig deep

Evidence/Commentary/Unpack and dig deep

Transition: **Clearly, Obviously, Therefore, Without a doubt, It is clear that** (then summarize the point that body paragraph is proving; **HINT at next paragraph topic**)

***Careful that you are actually “digging deeper” and not just being redundant!**

Remember!

*Evidence should be “facts”: names, numbers, dates, places, or VERY specific information.

*Ideas that are “common knowledge” are not facts

*Every body paragraph needs one quote with an in-text citation

*Explain or give “commentary” – why is it important/included/so what/ripple effect/unpack

*Repeat for 1-2 more paragraphs

Conclusion ¶

- No new info (facts or evidence)
- No quotes
- No questions

① Restate thesis without prongs

② Summarize each body ¶

③ Call-to-action

- Tell reader what to do
- So what / ripple effect

Essay Formats / Patterns

Introductory Paragraphs: Choose ONE of these options

Traditional

- SIT – start with an interesting topic (1-2 sent)
- SAT – summarize what you read, include the author and “title” (1-2 sent)
- Thesis Statement/Claim/Argument

Anecdotal

- 2-3 sentences to tell a relevant story that makes a point
- 1-2 sentence transition (why is that story relevant and what is the larger point)
- Thesis/Claim/Argument

Traditional Body Paragraphs: 2-3 body paragraphs

Middle School Version

- Topic Sentence – one reason
- Evidence / Explain (commentary)
- Evidence / Explain (commentary)
- Evidence / Explain (commentary)
- Transition

High School Version

- Topic Sentence –one reason
- Evidence/Commentary/Unpack and dig deep
- Evidence/Commentary/Unpack and dig deep
- Transition

*Evidence should be “facts”: names, numbers, dates, places, or VERY specific information.

*Ideas that are “common knowledge” are not facts

*Every body paragraph needs one quote with an in-text citation

*Explain or give “commentary” – why is it important/included?

*Repeat for 1-2 more paragraphs

Conclusions: Choose ONE of these options

Traditional

- Restate your claim (opinion part of thesis but NO PRONGS)
- Summarize body paragraphs (2-3 sentences)
- End with something snappy/ clever

Call to Action

- Restate your claim (opinion part of thesis but NO PRONGS)
- Summarize body paragraphs (2-3 sentences)
- End with a call to action AND “So What” (careful not redundant with thesis)

In-text Citations:

Three Pieces:

- **INTRO** in your own words (not copied) – background knowledge of who said it, when, where, is it a positive or negative thought, etc.
- **QUOTE** – words you copied exactly to support your writing
- **PARENTHESES ()**– AUTHOR'S last name and page number (no comma)

Intro not copied to give preview/context

"Quote copied exactly"

Ex: Fans and sports enthusiasts the world over know, "While it is clear that all Olympic sports demand excellence, few are more respected than track and the 100-meter dash" (Markson 34).

(Author's last name and page number)

Transitions: You should have about 2 per paragraph, and they should be different transitions.

Comma after transitions!!

First	Second	Third	Last	Finally	In addition	Additionally
For example	For instance	Obviously	Clearly	Therefore	Furthermore	Thus
Also	Next	Indeed	In fact	On the other hand	With this in mind	
Alternatively	Likewise	Specifically	However	Conversely	Nevertheless	Nonetheless
Consequently	To begin	Afterwards	Subsequently	Overall	Similarly	Yet

No Nos:

"Do you always complete social studies projects"

D – Dead words: good, bad, things, stuff, said, say, a lot, got, get (and all other 3rd grade words)

Y – You and personal pronouns: I, me, my, us, we, our, you, your, yours

A – Abbreviations and number under 20 (spelled out)

C – Contractions (for example, can't, won't)

S – Sentence Starters: first word of every sentence in the paragraph starts with a different word

S – Spelling

P – Punctuation

Modern Language Association (MLA) Formatting and Style Guide

What your paper should look like:

Last Name #
Student Name (me)
Teacher Name (you)
Class (us)
Date (23 October 2017)
Title
Type your paragraphs. Notice the title above is NOT in quotes or bold or underlined. Notice this paragraph is double spaced.
One inch margins around the paper. Delete the extra spacing between paragraphs, so it is all simply double spaced. Times New Roman font that is 12 point size.

Works Cited (sources) page:

Last Name #
Works Cited
This list is in ABC order by the first word (unless that word is "A," "An," or "The") with no bullets or numbering.
This list is double spaced with no extra spacing between lines.
This list has a hanging indent , which you can find in the "Home" tab under "Paragraph Settings."
Below is the "formula" to follow for citing a book.
Author last, first. "Title of Article." Title of Book. City published: Publisher, Year. Medium.
Medium is either print, web, or multimedia.
Any information you cannot find is omitted.

In-Text Citations (Parenthetical Citations / Direct Quotes)

- NOT DIALOGUE, but something copied word for word because it cannot be paraphrased.
- Must have an intro written by the student, the part copied word for word, and the parentheses with the source (see back of this sheet) period
- Ellipses are used to delete part of the quote.
- Square brackets [] are used to alter the quote for grammatical accuracy.
- Examples:
According to experts in the field, "The sea turtles have been migrating north through the Adriatic current at an alarming rate" (Greene 23).
Many researchers argue, "...without quick action, the [sea] turtles may soon be extinct" (Greene 56).

In-Text Citation “What Ifs”

- ✓ I have a quote (dialogue) inside my quote?

Answer: Put regular quotation marks around what YOU are quoting (copying word for word) and put single quotation marks around the dialogue (what the person is saying).

Ex: It surprises many people to hear, “Betty later told the *Los Angeles Times*, ‘I had no idea that women even ran then’” (Markson 34).

Note: *There can be three ” together when you do this as in the example above.*

- ✓ I have multiple authors?

Answer: Put 2 last names in parentheses with the word and between them. If you have three or more authors, put the first name and et. al.

Ex: Luckily for those involved, “the situation is improving” (Markson and Johns 34).

Ex: Luckily for those involved, “the situation is improving” (Markson et. al).

Note: *There is still NO COMMA inside the parentheses*

- ✓ I don’t have an author?

Answer: Put the page number only. (If you have a Works Cited page, put whatever comes first for that entry exactly as it looks on the Works Cited).

Ex: Luckily for those involved, “the situation is improving” (763).

- ✓ I don’t have a page number?

Answer: Put just the author’s last name. (Web sites do NOT have page numbers)

Ex: Luckily for those involved, “the situation is improving” (Harmond).

- ✓ I used a website with no author, and websites have no page numbers, so what goes in parentheses?

Answer: Put the title of the web page in “ ” inside the parentheses, or whatever is first on your Works Cited entry.

Ex: Luckily for those involved, “the situation is improving” (“Environmental Changes”).

- ✓ I copied from multiple pages?

Answer: Use a dash to show both pages in the parentheses.

Ex: Luckily for those involved, “the situation is improving” (Starkey 31-32).

Works Cited “What Ifs”

- If you are missing a piece of information from the “format,” you simply skip that item and continue with the format.

- If there are two authors, list them both. This first is last, first, comma between the names, but the second person is first last.

Ex: Brown, Renee, and Carla McCue. “Article.” *Title*. City published: Publisher, year. Medium.

- If there is an editor rather than an author, put the editor in place of the author, but add “editor.” after the name.

Ex: Brown, Renee, editor. “Article.” *Title*. City published: Publisher, year. Medium.