5 Longman Academic Writing Series

ESSAYS TO RESEARCH PAPERS

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Alan Meyers

ALWAYS LEARNING

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5 Longman Academic Writing Series

ESSAYS TO RESEARCH PAPERS

Alan Meyers

With love, to the newest members of my family: Dylan, Michael, and Anne, and to my companion and wife for fifty years, Ann.

Longman Academic Writing Series 5: Essays to Research Papers

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TO THE TEACHER

Welcome to Level 5 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book is intended for advanced students in university, college, or secondary school programs who need to write longer essays and research papers. *Longman Academic Writing Series: Essays to Research Papers* offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types. It also addresses the writing, research, and documentation of papers in different academic areas. Each chapter explores a different rhetorical genre—classification, process, cause / effect, definition, summary / response, argumentation, and the research paper—as it applies to academic writing across the curriculum.

This book integrates instruction in organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed essays and term papers that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. Interactive tasks, including pair work, group work, and full-class discussions, engage students in the learning process and complement the solitary work that writers must do. The tasks progress from recognition exercises to controlled production and culminate in the chapter Writing Assignments. The extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

Features

- **Theme-based chapters** that focus on a particular academic area and rhetorical genre;
- **Chapter objectives** provide clear goals for instruction;
- **Realistic writing models** with academic content present the type of writing students will learn to produce in the end-of-chapter Writing Assignments;
- **Two vocabulary sections**, Noticing Vocabulary and Applying Vocabulary, highlight useful words and phrases from the writing models and allow students to practice the new vocabulary and use it in their writing assignments;
- **Organization** sections explore the structure of papers in a variety of organizational patterns;
- Sections on **Grammar** and **Sentence Structure** provide practice with the structures that pose the most difficulties for advanced students;

- A **Preparation for Writing** section reinforces learning and develops the research skills needed for the writing assignment;
- Step-by-step **Writing Assignments** make the writing process clear and easy to follow;
- **Timed Writing** practice develops students' writing fluency;
- **Writing Guides** for each rhetorical genre give students the tools they need to improve the flow of ideas in their papers;
- **Citation guidelines on MLA** and **APA formats** provide students with the documentation skills needed to write papers for a variety of academic fields.

The Online Teacher's Manual

The Teacher's Manual is available at **www.pearsonELT.com/tmkeys**. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

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Alan Meyers

CHAPTER OVERVIEW

Longman Academic Writing Series, Level 5, Essays to Research Papers, offers a carefully structured approach to advanced academic writing. It features instruction on the writing process, the organization of essays and term papers, research and documentation, sentence structure, word forms, and grammar.

Four-color design makes the lessons engaging.

CHAPTER 9

RESEARCH PAPERS

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Use point-by-point or source-by-source organization
- Find and evaluate sources
- Synthesize materials from sources
- Cite sources according to MLA and APA formats
- Use the correct sequence of tenses
- Write, edit, and revise a research paper

Mayak is a nuclear processing plant near the city of Chelyabinsk.

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Chapter objectives provide clear goals for instruction.

Realistic writing models present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.

INTRODUCTION

In the previous chapter, you looked at the observation and classification of behavior. In this chapter, you will focus on analyzing a process. A process essay either describes a process or provides instructions for how to do something. In other words, it is a step-by-step explanation of how something works, or how to perform a task. Such an explanation is especially important in describing scientific experiments and summarizing their results. However, process analysis also applies to many other kinds of explanations or instructions. For example, you might describe the digestive process, the rotation of the moon around the earth, or the way a computer communicates with a laser printer. More simply, you might explain how to make chocolate chip cookies, how to connect the surround sound equipment to accompany a new flat screen television, or how to get from the airport to your home. However, this chapter will concentrate on the process essay as it relates to academic writing about science and medicine.

ANALYZING THE MODEL

The model essay describes the process of conducting a scientific experiment.

Read the model. Then answer the questions.

Writing Model

What Scientists Do

1 Human beings are curious. They constantly search for explanations: Why did something happen? How did it happen? They guess at answers to their questions and try to determine if their guesses are correct. In this way, whether they know it or not, they are taking the first step down the road of what scientists refer to as the scientific method. The next steps involve conducting experiments to determine if their guesses are correct, arriving at conclusions, and writing them down in a report. Those actions can take place in a laboratory or in the field. The process of investigation does not stop there, however. Other scientists usually repeat these experiments to verify the results, or conduct further experiments. Their goal is often to answer questions raised by the findings of the original experiments. The scientific method therefore creates a continual, self-correcting cycle of investigation and analysis involving six steps.

2 An example from biology illustrates this process. It would begin with a common sense idea or observation: regular exercise seems to help prevent heart disease and heart attacks. However, can we be sure that the observation is correct? The first step in the scientific method therefore poses a question that an experiment might answer: "Can regular exercise help prevent coronary[1] disease and heart attacks?" Then, scientists could proceed to the second step in the scientific method. They would state a

[1] coronary: relating to the heart

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either verify
ar exercise

there would be two categories to examine: an experimental group and a control group. These groups are identical in every way except one: the experimental group includes a variable[2] to test—regular exercise—for its effect on coronary disease and heart attacks. Scientists would begin by selecting perhaps 100 specially bred laboratory mice of the same age and with the same genetics. The mice would all have an inherited susceptibility to coronary heart disease or heart attacks. The scientists assign half of the mice to the experimental group and the other half to the control group.

4 Having established the control and experimental groups, the researchers would now move on to the fourth step: conducting the experiment. First, they would have to assign a length of time for the experiment, for example, 120 days. They would also assemble all the materials needed to conduct the experiment: cages, food, water, and tools for monitoring the activities of the mice. They would keep all the conditions for both groups the same: diet, temperature, humidity, waking and sleeping cycles, water availability, and safety from harmful bacteria. However, the cages of the experimental group would be equipped with exercise wheels, while the cages of the control group would not. Then each week the researchers would gather data from the exercise wheels to ensure that the mice in the experimental group had been exercising.

5 At the end of the specified time period, the scientists could move on to the fifth step, analyzing the results. Suppose that the statistics produced by the experiment showed that 25 mice in the control group had heart attacks or developed coronary disease—one half of the total in the group. On the other hand, the disease rate for the mice in the experimental group turned out to be dramatically lower. Only 18 of them exhibited signs of heart disease or had heart attacks, or 36% of the total. In addition, the mice in the experimental group weighed an average of 10% less than the mice in the control group.

(continued on next page)

[2] variable: something that is different

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Noticing Vocabulary: Irregular Plurals from Latin and Greek

Chapter 2 explained that the plural of the word *criterion* is *criteria*. This is because the word comes from Greek, which has retained its original plural forms for some words. Likewise some words that come from Latin have irregular plural endings; they do not add -s endings to the singular form. These words can be placed into four categories, which include many words used in scientific writing.

PRACTICE 1 Singular and Plural Forms of Irregular Nouns

A Look at the writing model again. Find irregular nouns for each category in the chart. The beginnings of each word have been included to help you.

Category 1: Nouns from Latin	
Singular (*-um*) Ending	**Plural (*-a*) Ending**
medium	*media*
1. _____	bac_____
2. _____	dat_____
Category 2: Nouns from Greek	
Singular (*-is*) Ending	**Plural (*-es*) Ending**
thesis	*theses*
1. ana_____	
2. hyp_____	_____
3. bas_____	_____
Category 3: Nouns from Greek	
Singular (*-on*) Ending	**Plural (*-a*) Ending**
criterion	*criteria*
1. _____	phe_____
Category 4: Singular Nouns from Greek with No Plural Form	
Singular (*-ics*) ending	
mathematics	
1. gen_____	
2. sta_____	

B Complete the chart with the singular or plural form of each noun, where possible.

Noticing Vocabulary points out useful words and phrases from the writing models.

Applying Vocabulary allows students to practice the new vocabulary and then use it in their writing assignments.

Applying Vocabulary: Using Words Related to Cultural Change

Before you begin your writing assignment, review what you learned about the words in Practice 1 on page 131.

PRACTICE 7 Forming Different Parts of Speech

A Work in pairs or small groups. Fill in the appropriate word form for each. Use a dictionary as needed. As you work, look for recurring patterns.

Verb	Noun	Adjective
1. acquire	*acquisition*	acquisitive
2. conflict	conflict	_____
3. reconcile	reconciliation	_____
4. assimilate	_____	assimilated
5. devote	_____	devoted
6. perceive	_____	perceived

B Change these nouns into verbs. Most, but not all, of the verbs will follow a consistent pattern. Consult your dictionary as needed.

Noun	Verb
1. demonstration	_____
2. integration	_____
3. education	_____
4. definition	_____
5. invitation	_____
6. conversation	_____
7. evolution	_____
8. resolution	_____

C Choose the word form from Parts A and B that best completes each sentence.

1. When people get married, they pledge their complete *devotion*.
2. Young children learn to _____ in a second language more quickly than most adults.
3. The _____ of a new language can be very challenging.

Organization sections explore essay structure in a variety of organizational patterns.

POINT-BY-POINT ORGANIZATION

You are already familiar with this organizational pattern from Chapter 8. As mentioned in that chapter, a point-by-point pattern is particularly well suited to complex issues and longer papers, which makes it a useful way to organize a research paper. A partial diagram of how a point-by-point organization might be used in a research paper looks like this:

Body Paragraphs
The first major point is discussed and then supported by synthesized information/views on this point taken from several sources.

The second major point is discussed in several sources, supported by synthesized information/views on this point from all of them.

The first major point is discussed and then supported by synthesized information/views on this point taken from several sources.

Further major points are developed in later paragraphs using similar support.

SOURCE-BY-SOURCE ORGANIZATION

A source-by-source organization is somewhat similar to a block organizational pattern in that it groups the information in blocks according to the source.

Body Paragraphs
The first few paragraphs contain a summary of key points covered and supported by specific information/views from one source.

The next set of paragraphs contains a summary of key points covered, supported by specific information/views from a second source.

The next set of paragraphs contains a summary of key points covered, supported by specific information/views from a second source.

Further major points are developed in later paragraphs using similar support.

Make sure to connect your sources by discussing related key points and by using transitional phrases to show similarities and differences among the sources. For an example of a source-by-source organizational style, return to the writing model from Chapter 5 on pages 87–89.

Grammar and **Sentence Structure** sections provide practice with the most challenging structures for advanced students.

PHRASAL MODALS

Another tool for making recommendations, suggestions, and demands is using a **phrasal modal** (or semi-auxiliary). A phrasal modal consists of two or more separate words and functions somewhat like a modal verb. It expresses ability, offers advice, makes recommendations, or discusses possibilities or probabilities. However, unlike a modal verb, which has one form, phrasal modals change according to person and aspect.

Rules	Examples
1. Use *be able to* + [the base form of the verb] for expressing achievement.	They have been able to make significant changes in research methods.
2. Use *be likely to* + [the base form of the verb] for expressing probability.	This change is likely to have profound effects.
3. Use *be going to* + [the base form of the verb] for expressing certainty with.	This change is going to benefit millions of people.
4. Use *have to* + [the base form of the verb] for expressing necessity.	We have to conduct more research.
Note: The negative of *have to* means something is not necessary. It differs from *must not*, which means it is prohibited.	We don't have to use animals in all experiments.
5. Use *had better* for expressing warning.	You had better be careful when working with dangerous chemicals.
6. Use *would rather* (without *to*) for expressing preference.	Most students would rather apply for a scholarship than take out a loan.

PRACTICE 3 Using Phrasal Modals

Choose five of the sentences you wrote in Practice 2 and rewrite them using phrasal modals.

1. _____
2. _____
3. _____
4. _____
5. _____

Practice Activities reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.

PRACTICE 6 **Planning a Response**

Read this short essay. Write a thesis statement for a response in which you agree or disagree with the conclusion of the paragraph. Then list two points you would make in a response.

A Cultural Mosaic
Philip R. Popple and Leslie Leighninger

The presence of diverse racial, ethnic, and other distinct groups in society gives rise to various notions[1] about the proper relationship between individual groups and "the whole." Such notions emerge particularly in discussions of immigration, although they have relevance also to the situations of longtime residents (African Americans and American Indians) and of those belonging to categories such as the elderly or people with disabilities. A traditional version of "ideal group relations" in the United States is the idea of a melting pot, in which the cultures of all groups join to produce a new, distinctly American culture. In real life, this early twentieth-century idea of a "blended American" proved unrealistic. Newcomers were unwilling to give up all their traditions and customs, and, perhaps more significantly, the dominant society had a stake in maintaining its own identity. We like the reframing of the melting pot image proposed by historian Lawrence Levine. Levine argued that today's model of diversity "is not the American melting pot, but a cultural mosaic in which discrete ethnic groups persist and interact with other groups."

Source: Excerpted from Popple, Philip R. et al. *Social Work, Social Welfare, and American Society.*

[1] **notions:** ideas or theories

Thesis Statement: _____

_____

1. _____
2. _____

TRY IT OUT! Here is another paragraph from Serenda Nanda's article on arranged marriages in India. Write a one-sentence summary of the paragraph and then one or two paragraphs in response. Do you agree with Nanda's viewpoint, or do you see some value in arranged marriages?

Six years later I returned to India to do fieldwork, this time among the middle class in Bombay, a modern, sophisticated city. From the experience of my earlier visit, I decided to include a study of arranged marriages in my project. By this time, I had met many Indian couples whose marriages had been arranged and who seemed very happy. Particularly in contrast to the fate of my married friends in the United States who were already in the process of divorce, the positive aspects of arranged marriages appeared to me to outweigh the negatives.

Summary / Response Essays **141**

Try It Out! activities challenge students to apply what they have learned.

Writing Tips provide useful strategies to help students produce better writing.

Quoting, paraphrasing, and **summarizing** instructions provide useful tools for research-based writing.

Writing a Good Paraphrase

A good paraphrase:

- identifies the source of the original
- shows that you have fully understood the material
- differs enough from the original that it is clearly your own writing
- does not merely substitute synonyms for the words in the original sentence

Here is an example of a paraphrase from Wade and Tavris, whose work was discussed in the model:

ORIGINAL MATERIAL

Learning explanations of language acquisition assume that children are rewarded for saying the right words and punished for making errors. But parents do not stop to correct every error in their children's speech, so long as they understand what the child is trying to say (Brown, Cazden & Bellugi, 1969). Indeed, parents often reward children for incorrect statements! A 2-year-old who says, "Want milk!" is likely to get it; most parents would not wait for a more grammatical (or polite) request.

PARAPHRASED MATERIAL

Carole Wade and Carol Tavris say that children do not acquire language from parents praising their correct speech and punishing their errors. For example, if parents can understand a child's request for milk, even if it is ungrammatical, they will give the child the milk. In effect, say Wade and Tavris, the parents "reward the child for incorrect statements" (2011).

Note that the paraphrase identifies the source and restates its ideas without copying them. It also integrates a short quotation from the original when it borrows the exact language.

Writing Tip

To write a good paraphrase you will need to follow a process:

1. Read the original passage carefully more than once, underlining the main points in the passage.
2. Cover the material so you cannot refer to it.
3. To help you restate the material in your own words, imagine that you are explaining the material to a good friend.
4. Finally, compare the original to your restatement to see if it expresses the same meaning—without using the same phrases.

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Preparation for Writing develops the research and documentation skills needed for the writing assignment.

PREPARATION FOR WRITING

You have already learned basic research practices in Chapter 4, page 79. Now you can build on them. Begin your research on the topic by asking yourself a question. Here are some examples.

- Have experts discovered new findings on the topic?
- Is there a debate on this topic that you should explain to readers?
- Do new studies on the topic challenge or change previously held beliefs?
- Has research revealed an important problem that is worth exploring and discussing causes or solutions that people may not have considered before?

Think about the writing model and the research questions Ksenia Laney may have asked herself when she started her research. For example, how and why did the disaster happen? What were its effects on the people, the crops, and the animals surrounding the facility?

NARROWING YOUR FOCUS

The next step is to ensure that your research question is not too broad; otherwise, you may end up writing a book instead of a five- to twelve-page paper! Note how these broad research questions have been narrowed:

TOO BROAD What are the causes of obesity?

NARROWER Do carbohydrates contribute more to obesity than other food groups?

TOO BROAD What is autism?

NARROWER Why is autism so difficult to treat?

TOO BROAD Are artificial sweeteners dangerous?

NARROWER What has research revealed about the long-term effects of aspartame?

PRACTICE 5 Forming and Narrowing Research Questions

Work in small groups. Choose a topic and generate possible research questions to pursue. Remember to ask questions that begin with *how? when? where? why? who?* and *should?* or *could?* Decide if your research question is sufficiently narrow.

- College admissions standards and the makeup of U.S. colleges and universities
- The wave of immigration to the United States that occurred from 1989 to the present
- Down syndrome
- Medical technology
- Music therapy for mentally or physically impaired people

Sections on **finding** and **evaluating information from sources** provide students with essential research skills.

Finding Information from Sources

Once you have narrowed your research question, use only sources that relate to the question, and read selectively. In books, consult the table of contents or the index to help you find the most relevant parts. Scan long articles, looking especially at the subheadings. Follow this procedure.

1. Be curious as you read, and ask yourself: Is the information important and usable in this paper? Does it raise more questions to explore? What additional research might answer these questions?
2. Annotate as you read. Underline important passages, highlight key points, and make notes in the margin about how and where the information might be used in your paper. Take notes and record your sources, along with the page numbers, on note cards. (See Chapter 6, pages 120–123.)
3. If you print out material, make notes directly on these pages. Highlight passages you may want to quote or paraphrase. Use note cards to jot down a brief summary of each important passage, abbreviate a source (using either the title or the author), and record the page numbers so you can return to them later in the original.
4. Again use note cards to write your own commentary on source material. Make sure, however, that you clearly distinguish that commentary from your source information.
5. Then organize your note cards by subtopics, especially by grouping the evidence that supports the claim of each subtopic.

Evaluating Sources

Not every source is reliable or objective. Many writers reveal a particular point of view or bias. Even the data they include or the people they quote may be influenced by their political, philosophical, or theoretical viewpoints. Moreover, with the growth of Internet use, virtually anyone can create a website, author a blog, or post an entry on a blog. Therefore, it is extremely important that you evaluate your sources for their reliability, objectivity, and stance on the issue you are researching. Keep the following guidelines in mind.

Timeliness

Your subject matter will determine whether a work is outdated. For scientific, psychological, sociological, and technical issues, the most recent publications generally provide the most useful information. However, if you are researching the life of a famous politician, author, or historical figure, older publications may be perfectly good sources of information.

Objectivity and Bias

Authors often have strong feelings about their subject matter, or even a financial or personal interest in the issue. Strongly worded opinions, though, do not necessarily mean that the author is unfair. The main test is whether the person's argument is balanced, giving equal, or nearly equal, treatment to more than one side of an issue.

Step-by-step Writing Assignments make the writing process clear and easy to follow.

4. A person who fits into a new culture is said to be _____.
5. When someone gets new eyeglasses, the person's visual _____ may improve.
6. When a person feels divided between one feeling and another, he is said to be _____.

WRITING ASSIGNMENT

Your assignment for this chapter is to write a summary and response essay on a topic related to culture. Write an essay of at least five paragraphs on one of the topics below or one that your teacher suggests. Follow the steps in the writing process.

Possible Topics

- Cultural identity
- Cultural diversity
- Cultural differences
- Adapting to a new culture
- Cultural assimilation
- Cultural practices in education

Explore **STEP 1: Explore your topic, audience, and purpose.**

- Choose your topic from the list above.
- Research an Internet article on your topic.
- Read the article carefully, highlighting or taking notes of main points for your summary.
- Consider who might be interested in this article and a response; they are your audience.
- Consider what you wish to accomplish in your response; this is the thesis of your response.

Prewrite **STEP 2: Prewrite to get ideas.**

- Freewrite, brainstorm, or cluster to uncover your ideas.
- Draft a preliminary thesis statement for your response.
- Brainstorm examples from your personal experience or the experiences of others that support or refute the article's thesis or supporting points.

Organize **STEP 3: Organize your ideas.**

- Select the ideas to include in the summary.
- Outline the response, listing each claim.
- Select passages that you will paraphrase or quote as support for your claims.

Peer Review and **Writer's Self-Check Worksheets** at the back of the book help students collaborate and sharpen their revision skills.

Write **STEP 4: Write the first draft.**

- Summarize the article in the first paragraph. Be sure to include the title of the work and the author's name, a thesis, and the article's main points.
- Include a transition that introduces the response.
- Introduce and develop the response in the remaining body paragraphs.
- End with a return to the summary.

Revise **STEP 5: Revise the draft.**

- Exchange papers with a partner, and give each other feedback on your papers. Use the Chapter 7 Peer Review on page 237 to guide your feedback.
- Carefully consider your partner's feedback. If you agree with it, revise your paper by marking the changes on your first draft.

Proofread **STEP 6: Edit and proofread.**

- Use the Chapter 7 Writer's Self-Check on page 238 to help you look for and correct errors in grammar, mechanics, and sentence structure.

Write **STEP 7: Write a new draft.**

- Revise the draft, incorporating all the changes you want to make.
- Make sure the draft is legible and follows the format your instructor has provided.
- Proofread the draft so that it is error free.
- Hand in the essay to your instructor.

Self-Assessment encourages students to evaluate their progress.

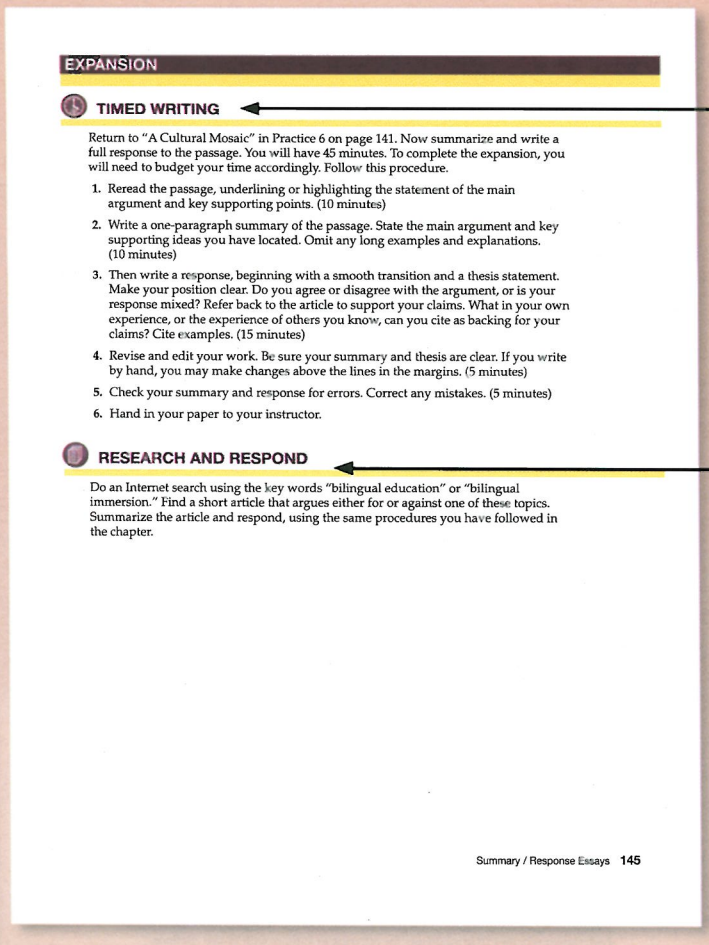
SELF-ASSESSMENT

In this chapter, you learned to:

- ❍ Analyze a summary / response essay
- ❍ Distinguish between objective and subjective points of view
- ❍ Summarize an essay in an introductory paragraph
- ❍ Plan and write a response to the essay
- ❍ Use active and passive voice in appropriate contexts
- ❍ Write, edit, and revise an essay about culture

Which ones can you do well? Mark them ☺

Which ones do you need to practice more? Mark them ☹



EXPANSION

TIMED WRITING

Return to "A Cultural Mosaic" in Practice 6 on page 141. Now summarize and write a full response to the passage. You will have 45 minutes. To complete the expansion, you will need to budget your time accordingly. Follow this procedure.

1. Reread the passage, underlining or highlighting the statement of the main argument and key supporting points. (10 minutes)
2. Write a one-paragraph summary of the passage. State the main argument and key supporting ideas you have located. Omit any long examples and explanations. (10 minutes)
3. Then write a response, beginning with a smooth transition and a thesis statement. Make your position clear. Do you agree or disagree with the argument, or is your response mixed? Refer back to the article to support your claims. What in your own experience, or the experience of others you know, can you cite as backing for your claims? Cite examples. (15 minutes)
4. Revise and edit your work. Be sure your summary and thesis are clear. If you write by hand, you may make changes above the lines in the margins. (5 minutes)
5. Check your summary and response for errors. Correct any mistakes. (5 minutes)
6. Hand in your paper to your instructor.

RESEARCH AND RESPOND

Do an Internet search using the key words "bilingual education" or "bilingual immersion." Find a short article that argues either for or against one of these topics. Summarize the article and respond, using the same procedures you have followed in the chapter.

Summary / Response Essays 145

Timed Writing activities develop students' writing fluency under pressure.

Additional writing tasks encourage students to further develop the writing skills in each chapter.

Writing Guides provide students with tools to improve the flow of ideas in different types of essays.

APPENDICES

APPENDIX A WRITING GUIDES

The following are *writing guides*, or fill-in-the-blank sentences that can help you establish logical relationships as you write. These guides will provide you with models of wording that will make the introduction of ideas or the transition between ideas smoother. At times, you may wish to use the exact wording in the guides. At other times, you will probably need to change the language to fit your content and purpose.

Chapter 2

Guides for Reporting Statistical Results

1. Most _____ are from _____.
2. A lot of / twelve of the _____ lived _____.
3. The majority / _____ percent of the students speak _____ languages.

Guides for Thesis Statements

1. My classmates are similar in _____ ways.
2. My classmates differ in _____, _____, _____, and _____.
3. Despite many differences in their backgrounds, my classmates share _____.

Appendices include a section on **MLA** and **APA formats**, which enable students to correctly document research papers in a variety of academic fields.

APPENDIX G DOCUMENTING SOURCES WITH MLA AND APA FORMATS

In academic classes, your instructors will ask you to document the sources of outside information your have used in your paper. There are two steps to this process.

1. Insert a short reference in the body of your paper. This is called an in-text citation. The purpose of an in-text citation is to refer the reader to the works-cited list at the end of your paper.
2. Prepare a complete list of your sources. This list is titled either Works Cited or References and appears as the last page of your paper.

The two most commonly used formats for documenting sources are those used by the Modern Language Association (MLA) and the American Psychological Association (APA). Each format specifies style guidelines for referring to authors with in-text citations, footnotes and endnotes, and the sources list.

The MLA (Modern Language Association) system is used primarily for documenting work within the liberal arts and humanities—literature, English, foreign languages, art, and so on. The APA (American Psychological Association) system is mainly used to document source within the social sciences—sociology, psychology, anthropology, economics, and political science, etc. The next few pages will show you only the basics of the MLA and APA styles of formal documentation. In addition, be aware that each format has differences in punctuation rules which are too numerous to be dealt with here. Consult the *MLA Handbook for Writers of Research Papers* and the *Publication Manual of the American Psychological Association* for more detailed information. You can find these books and others like them in the reference area of any library.

THE BASICS OF MLA FORMAT

In papers using the MLA system, the name of the author typically introduces a quotation, paraphrase, or summary, and the page number of the source (if there is one) follows in parentheses before the period.

In-Text Citations

In-text citations give only enough information to allow the reader to find the full reference in the list of works cited at the end of your paper. Here are some guidelines.

One Author

Use the last name of the author and a page number (or numbers, if the borrowed information appears on more than one page). Use no punctuation.

(Clinton 17)

Two or More Authors

If there are two or three authors, give all the names. If there are four or more, use the first author's name and the Latin abbreviation *et al.* ("and others") followed by a period.

(Bamberger and Yaeger 62)

(Singleton et al. 345)

CHAPTER 5

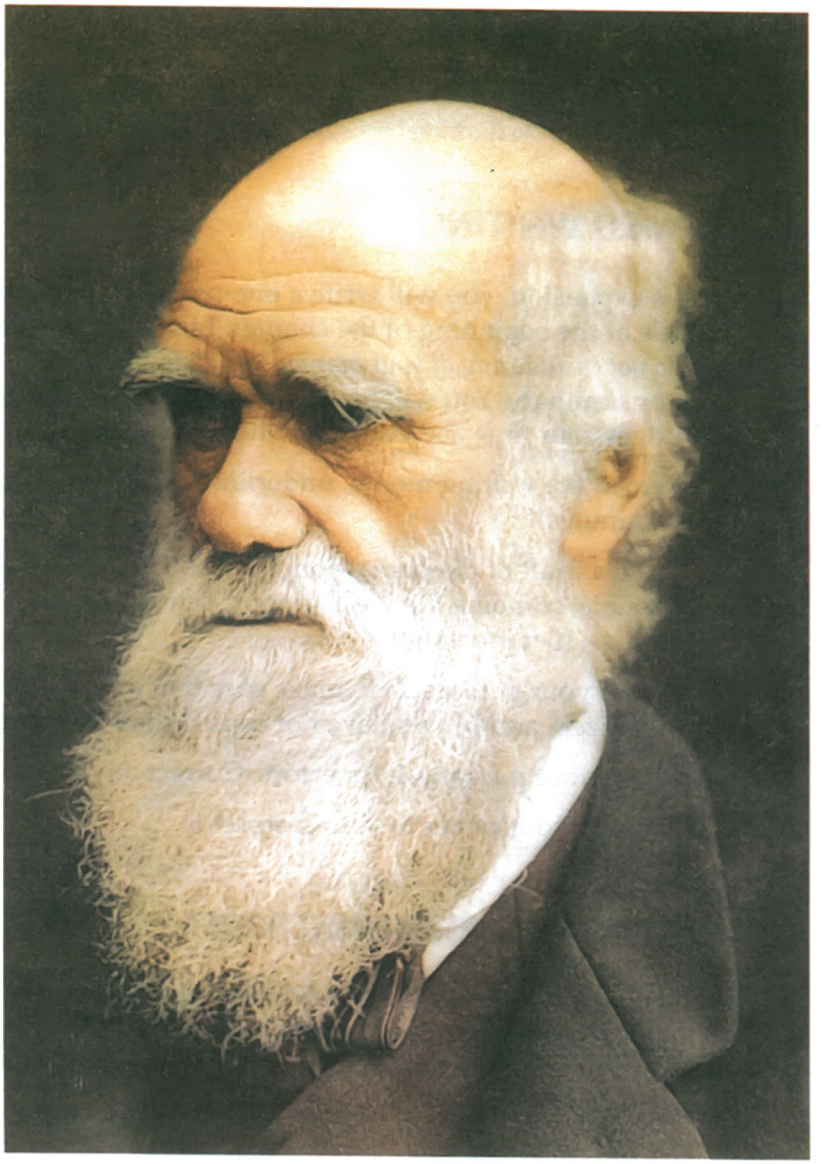
EXTENDED DEFINITION ESSAYS

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Analyze an essay that explores a definition
- Write definitions using synonyms, formal statements, and negation
- Use noun clauses and adjective clauses as subjects and objects
- Paraphrase ideas to avoid plagiarism
- Write, revise, and edit an essay defining a concept



According to Charles Darwin, who developed the theory of evolution, language evolved as a distinctly human practice.

INTRODUCTION

Chapter 2 focused on classification. As you will see, **definition** also involves classification. Definition plays two roles in essays. The first and primary role devotes an entire essay to exploring the meaning of a word, phrase, or idea. The second and supporting role simply makes clear the meaning of an unfamiliar word or phrase in a paragraph of an essay. You will examine both roles in this chapter, but the emphasis will be on writing a fully developed essay of definition.

Where are definitions most likely to be needed? That depends on the audience for your essay, but most often you will need to define abstract terms such as "belief" or "honor," or scientific or technical terms. For example, in psychology, which the *Longman Advanced American Dictionary* defines as "the study of the mind and how it works," many terms may need to be defined. The writing model in this chapter is taken from the field of psychology, specifically, how the brain acquires language.

ANALYZING THE MODEL

The writing model explores an extended definition of *language*, developing and illustrating it through references to experts.

Read the model. Then answer the questions.

Writing Model

What Is Language?

1 We all speak it, and we all write it, but what exactly is it? The *Longman Advanced American Dictionary* defines *language* as "a system of communication by written or spoken words which is used by the people of a particular country or area." While this general definition is useful, it seems far too limited. It refers only to people in *one* country or area, not to *all* people everywhere. Furthermore, it does not explain the "system," and ignores the fact that words alone are only a partial element of language. The arrangement and form of words (and often other nonverbal signals) also convey meaning. Clearly, language is more complex than merely writing and speaking, and therefore, must involve a deeper set of processes operating in the human brain. What are these processes, and where do they come from?

(continued on next page)

Communicating with Sign Language

In order to address these questions, we need a broader definition of language. According to Carole Wade and Carol Tavris, *language* is "a system of rules for combining elements that are essentially meaningless into utterances[1] that communicate meaning. The 'elements' are usually sounds, but they can also be gestures of American Sign Language (ASL) and other manual languages used by deaf and hearing-impaired people. Because of language, we can refer not only to the here and now, but also to past and future events, and to things and people who are not present" (Wade, 2011). Thus, not only does language refer to these things and events, but also to abstract concepts that cannot be seen or heard, such as love, loyalty, democracy, and Einstein's general theory of relativity. These concepts exist only in our minds, so, in a sense, language makes them a part of our reality.

Such a reference to things, people, events, and abstract concepts occurs through the use of *symbols*. *Symbols* represent things, but they are *not* the things themselves. For example, we can see a picture of a chair and immediately recognize what the picture represents. Language, therefore, is a distinctly human ability to identify and shape our world. Animals make sounds that may reveal fear, anger, or other emotions, but (as far as we know) they cannot communicate abstract thoughts.

This broader definition is nonetheless limited, however, for it does not answer the question of how we acquire language. *Linguists*, specialists in the study and use of languages, have offered many explanations. For example, "[a]t one time, most psychologists assumed that children acquired language by imitating adults and paying attention when adults corrected their mistakes" (Wade, 2011). This belief was exploded by Noam Chomsky, "who argue[s] that language was far too complex to be learned bit by bit, as one might learn the list of world capitals" (Wade, 2011). Instead Chomsky believes that humans are born with the capacity to learn language because their brains are programmed with what he calls "a universal grammar." In an interview with John Gliedman, Chomsky defined the term as "the sum total of all the immutable[2] principles that heredity builds into the language organ. These principles cover grammar, speech sounds, and meaning. Put differently, universal grammar is the inherited genetic endowment[3] that makes it possible for us to speak and learn human languages" (1983). In short, humans are born with a set of rules for acquiring language that apply to any language they are exposed to.

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[1] **utterances:** sounds
[2] **immutable:** unchanging
[3] **endowment:** gift

While most linguists and psychologists today agree with Chomsky's general idea, experts differ on how to explain the origin of universal grammar. Many believe that the ability to acquire a language is instinctual, like the untaught behavior of animals. Charles Darwin, the English naturalist famous for his theory of evolution, first expressed this theory in 1871. He argued that the language ability evolved over time:

> [M]an has an instinctive tendency to speak, as we see in the babble of our young children; whilst no child has an instinctive tendency to brew, bake, or write. Moreover, no philologist[4] now supposes that any language has been deliberately invented; it has been slowly and unconsciously developed by many steps (1874).

Stephen Pinker, a professor of psychology at Harvard University, has written several books that support Darwin's position. Pinker states, "I think it is fruitful to consider language as an evolutionary adaptation, like the eye" (1994). Further proof that the ability to use language has evolved comes from our understanding of anatomy. The primary functions of the organs associated with producing oral language relate to eating and breathing, not speaking. Communicative ability in humans comes from an area of the brain called the cerebral cortex, where the elements of language are located. The brains of animals lack highly developed cortexes, so the sources of their sounds come from other areas of the brain that are largely associated with emotion (Pinker, 1994). The human brain is programmed to produce language.

What exactly is language, then, and where does it come from? The answer is that language represents and creates our reality through symbols. Human beings have evolved into speaking, writing, and signing creatures through a long process of evolution that makes us ready to acquire language at birth. Although languages differ greatly throughout the world, our brains possess a universal grammar that prepares us to communicate in any of them. Language is what makes us human.

Sources:

1. Chomsky, Noam. "Things No Amount of Learning Can Teach."
2. Darwin, C.E. *The Descent of Man*.
3. *Longman Advanced American Dictionary*.
4. Pinker, Stephen. *The Language Instinct*.
5. Wade, Carole and Carol Tavris (2011). *Psychology*.

[4] **philologist:** a person who studies language

(Questions on next page)

Questions about the Model

1. According to Paragraph 1, what are the problems with the dictionary definition that was quoted?
2. Where is the thesis of the essay introduced? Does the thesis introduce one main idea or two?
3. Which quoted sentence in Paragraph 2 provides a second definition of language? Underline it. Why does the quotation continue?
4. What other words or phrases are defined in the essay? Circle these words and underline the word or phrase that defines them.
5. Why does the essay contrast humans with animals?
6. How do the views of Chomsky differ from those of Darwin and Pinker? What conclusion does the essay draw about these contrasting views?

Noticing Vocabulary: Synonyms, 1

A *synonym* is a word with the same or nearly the same meaning as another word. For example, a synonym for *idea* is "thought," and synonyms for *gestures* are "movements" and "motions." Using synonyms provides variety of word choice and thus contributes to lively and sophisticated writing.

PRACTICE 1 **Finding Synonyms**

Look at the writing model again and find these words. Using the context to help you, supply a synonym for each word as it is used in the model. Use your dictionary as needed.

1. convey *(paragraph 1)* _____
2. impaired *(paragraph 2)* _____
3. concept *(paragraph 2)* _____
4. distinctly *(paragraph 3)* _____
5. acquire *(paragraph 4)* _____
6. capacity *(paragraph 4)* _____
7. immutable *(paragraph 4)* _____
8. origin *(paragraph 5)* _____
9. adaptation *(paragraph 6)* _____
10. evolution *(paragraph 7)* _____

GRAMMAR

In this chapter, you will focus on writing definitions. Statements and essays of definition often include two types of clauses: **noun clauses**, which can function as subjects or objects, and **adjective clauses** (also called relative clauses because the information they contain relates back to the nouns they describe).

NOUN CLAUSES

As its name indicates, a **noun clause** can function either as a subject or an object. There are three kinds of noun clauses:

- Clauses beginning with *that*
- Clauses beginning with a question word
- Clauses beginning with *if* or *whether*

The most commonly used clause typically begins with the word *that*. Compare these sentences:

SIMPLE NOUN SUBJECT Her speech was fascinating.

NOUN CLAUSE SUBJECT **That** she spoke without notes was amazing.

Compare these sentences. The first contains a simple noun object; the second contains a noun clause object:

SIMPLE NOUN OBJECT Many believe **the results**.

NOUN CLAUSE OBJECT Many believe that **the ability to acquire a language is instinctual**.

Other noun clauses begin with a question word, although the clause retains the word order of a statement:

Beginning of Statement	Noun Clause
He told me	**what** I should say.
	where I should say it.
	when I should say it.
	why I should say it.
	how I should say it.

And some noun clauses begin with *if* or *whether*, especially in indirect questions, which also retain the word order of a statement and end with a period.

Beginning of Statement	Noun Clause
He asked me	**if** I could speak Mandarin.
	whether I spoke Mandarin at home.

PRACTICE 2 **Writing Noun Clauses**

Complete each sentence with a noun clause.

1. I understand what I must do.
2. I told you _____.
3. My brother asked me _____.
4. Do you know _____?
5. _____ was really clever.
6. _____ or not it is unimportant.

ADJECTIVE CLAUSES

An **adjective clause** follows the noun it describes, whether the noun is a subject or an object in a sentence. You can best understand adjective clauses if you think of two sentences that should be combined, as discussed in Chapter 3.

CHOPPY Language is a system of combining elements and sounds. **They** communicate meaning.

IMPROVED Language is a system of combining elements and sounds **that** communicate meaning.

The adjective clause begins with a relative pronoun:

- *that* and *which* for things and ideas
- *who* or *whom* (and sometimes *that*) for people

Note: The possessive adjective *whose*, which describes a noun, can refer to people, things, or ideas.

Adjective clauses appear in two positions: following the main clause or inside the main clause, as in these examples:

Following the Main Clause

Charles Darwin was the first *person* **who** claimed that language was instinctual.

Children seem to know instinctively the *rules* **that** determine the grammar of any language.

In 1859, Darwin published *On the Origin of Species*, **which** established the theory of evolution.

Irregular verbs are *verbs* **whose** endings do not include *-ed*.

However, adjective clauses can follow a noun that appears anywhere in a sentence, as in these examples.

INSIDE THE MAIN CLAUSE

Further *proof* **that** the ability to use language has evolved comes from our understanding of anatomy.

Charles Darwin, **who** proposed the theory of evolution, claimed that language must be instinctual.

Syntax, **which** means the arrangement of words in order to form sentences or phrases, is a key component of language.

Restrictive and Nonrestrictive Adjective Clauses

There are two types of adjective clauses: restrictive and nonrestrictive clauses (also called identifying and nonidentifying clauses). A **restrictive adjective clause** provides information necessary to identify the noun it describes.

I have three brothers. *My brother* **who lives in New York** is a research scientist.

A **nonrestrictive adjective clause** simply provides additional information, which is not necessary to identify the noun it describes. The noun is already identified in some other way, as in these examples.

My oldest brother**, who lives in New York,** is a research scientist.

Darwin**, who proposed the theory of evolution,** published his work in 1859.

His famous book**, which is still being read today,** changed the way we think about plants, animals, and humans.

Notes:

- Never use *that* to begin a nonrestrictive adjective clause.
- Never enclose a restrictive clause in commas.
- Always use commas with nonrestrictive clauses beginning with *who* or *which*.

Relative Pronouns as Objects

Look at the examples. Notice that the relative pronoun *whom* replaces the object pronoun *him* and moves to the beginning of the adjective clause.

Noam Chomsky is the man. Most people regard **him** as the father of modern linguistics.

Noam Chomsky is the man **whom** most people regard as the father of modern linguistics.

Here are more sentences in which the object pronoun begins an adjective clause:

A lesser-known Asian language is Mongolian, **which** only people in Mongolia and northern China speak.

However, English is the language **that** the largest numbers of people speak throughout the world, either as their first or second language.

Often you can omit the object pronoun from the sentence without affecting meaning:

Noam Chomsky is the man **[whom]** most people regard as the father of modern linguistics.

English is the language **[that]** the largest numbers of people speak throughout the world, either as their first or second language.

Other relative pronouns can replace *that* and *which* as objects, and can often be omitted:

. . . the places **[where]** English is spoken.

. . . the reasons **[why]** children learn language so easily.

. . . the year **[when]** the book was published.

Additionally, you can omit both the relative pronoun *subject* + any form of the verb *be* in many sentences:

English is the language **[that is]** spoken in the most countries either as a first or second language.

PRACTICE 3 Combining Sentences to Create Adjective Clauses

Using the appropriate relative pronoun or possessive adjective, combine the sentence pairs. Add commas as needed, and omit relative pronouns where possible. Some items have more than one possible answer.

1. An essay begins with an introduction. It states the thesis, or controlling idea.

   An essay begins with an introduction that states the thesis, or controlling idea.

2. You may define a term with a synonym. It has approximately the same meaning as the term.

3. One of the foremost authorities on language is Noam Chomsky. He argues that all languages have a universal grammar.

4. The world was shocked by the publication of *The Origin of Species*. It introduced the theory of evolution.

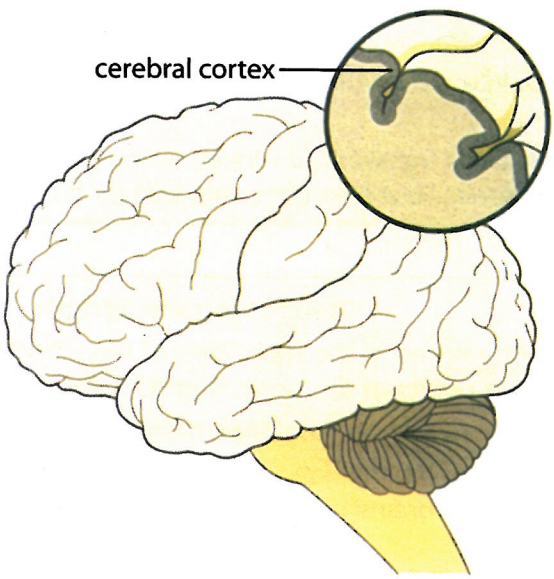
5. Linguistics demonstrates many similarities among languages. It is the scientific study of human language.

6. French, Italian, and Spanish have many similarities. Their shared ancestor is Latin.

7. Spanish is the most common language. People speak it throughout Central America, much of South America, the Caribbean, and, of course, Spain.

8. Aside from the United States, Canada, and Great Britain, India is the place. The largest numbers of people speak English as their first or second language there.

9. Humans' communicative ability comes from an area of the brain called the cerebral cortex. The elements of language are located in this area.



ORGANIZATION

As its name indicates, a **definition essay** defines a term. If it merely defined the term, however, the essay might be only a sentence or perhaps a paragraph long. Although short definitions often play a supporting role in essays that pursue a different goal, a definition essay offers a complex discussion of the definition. It compares or contrasts one definition to others, and it examines and supports its claims throughout.

The organization of a definition essay, with examples from the writing model, looks like this.

Introductory Paragraph

The opening paragraph establishes the reason or need to define the term in question and may provide an initial definition. It sometimes begins with a question:

- **Question:** We all speak it, and we all write it, but what exactly is it?
- **Definition:** ". . . defines language as 'a system of communication by written or spoken words which is used by the people of a particular country or area.'"
- **Need:** While this general definition is useful, it seems far too limited.
- **Thesis:** ". . . language is more complex than merely writing and speaking, and therefore must involve a deeper set of processes operating in the human brain."

↓

Body Paragraphs

The body paragraphs either expand on the definition by explaining and illustrating the main points, or they provide a different definition and then explain and illustrate its main points.

- **Paragraph 2:** States a different definition and analyzes it further.
- **Paragraph 3:** Introduces and defines the term *symbols*, and provides examples.
- **Paragraph 4:** Discusses how language is acquired through heredity and cites the linguist Noam Chomsky.
- **Paragraph 5:** Introduces the theory of Darwin: that language is instinctual, and quotes him.
- **Paragraph 6:** Cites the work of Pinker, which generally supports Chomsky's and Darwin's theories, but also contends that language is partly learned.

↓

Concluding Paragraph

The final paragraph returns to the main idea of the introductory paragraph and may summarize the main points of the body. It ends with a strong statement.

- **Main Idea:** What exactly is language, then, and where does it come from?
- **Summary:** "Human beings have evolved into speaking, writing, and signing creatures . . . our brains possess a universal grammar that prepares us to communicate . . ."
- **Strong Ending:** "Language is what makes us human."

THREE WAYS TO DEFINE A TERM

The statement of definition itself is the critical element of the essay, and there are many ways to define a term. These include defining by synonym, by a formal statement of definition, and by negation—that is, by saying what a word does not mean.

Defining by Synonym

One of the most common methods of defining a term is to use a synonym to do so. As you recall from Noticing Vocabulary on page 90, a **synonym** has a similar meaning to the term being defined. The synonym and the term it defines must be the same part of speech—plural nouns, adjectives, and so on. Of course, the synonym must also be familiar to your reader.

Here are two ways to incorporate definitions by synonym into your writing.

RULES	EXAMPLES
1. Use a direct statement of meaning.	*Ambiguous* **means** "indefinite." The *spinal chord* **is** the "backbone."
2. Place a synonym in *apposition*, in which you enclose the defining information in commas or dashes. The word or phrase in apposition takes the same grammatical form as the word it defines. **Notes:** 1. In *apposition*, two noun phrases describing the same thing or person, appear one after the other. 2. The words "or" and "that is" often introduce the definition.	. . . It is not always easy to discriminate, or distinguish, between different sounds. . . . Neurons—that is, nerve cells—transmit signals throughout the central nervous system.

PRACTICE 4 **Defining with Synonyms**

A **Look at the words in italics in each sentence. Circle the word or phrase in parentheses that is in apposition. Consult your dictionary as needed.**

1. Much of what infants say sounds like *gibberish*, or *(nonsense / a foreign language)*.
2. Language ability, according to Noam Chomsky, is *innate*, or *(unnatural / instinctive)*.
3. Linguists debate whether language is a *consequence*, or *(result / accident)* of nature or nurture.
4. A number of languages share certain *commonalities*, that is *(things that are shared / things that are ordinary)*
5. One's *native tongue*, or *(first language / nationality)* may be part innate and part learned.
6. *Syntax*, or *(grammar / sentence structure)* differs among various languages.

B **These terms appeared in the writing model on pages 87–89. On a separate sheet of paper, write definitions using one or more synonyms for each term.**

1. instinctual
2. acquire
3. evolve
4. heredity
5. naturalist
6. babble

Using a Formal Statement of Definition

When a definition requires more information or explanation than a synonym can provide, you may need to provide a **formal statement of definition**. You may consult a dictionary for the formal definition, but be sure to inform your reader of the source and to quote the definition exactly as it appears in that source, as in this example.

The *Longman Advanced American Dictionary* defines *nurture* as "the education and care that you are given as a child, and the way it affects your later development and attitude."

Sometimes, however, you need to create your own formal definition, which includes two parts. The first places the term to be defined into a **classification** or **category**.

[TERM]	[CLASSIFICATION OR CATEGORY]
Clinical psychology	is a branch of psychology.
Syntax	means the arrangement of words.

The second part of the definition provides more specific information.

[TERM]	[CLASSIFICATION OR CATEGORY]	[DISTINGUISHING INFORMATION]
Clinical psychology	is a branch of psychology	that specializes in the diagnosis and treatment of mental illness and related issues.
Syntax	means the arrangement of words	in order to form sentences or phrases.

PRACTICE 5 **Completing a Formal Statement of Definition**

Complete each definition by adding its distinguishing characteristics to the underlined category. Use your dictionary as needed.

1. *American Sign Language* is a way of communicating that consists of body movements, hand motions, and facial expressions.
2. *Evidence* is information that _____
3. A *dialect* is a form of communication that _____
4. A *sentence* is a group of words that _____

5. *Grammar* is a set of rules that _____

_____.

6. *Instinct* is a reaction that _____

_____.

7. A *translator* is a person who _____

_____.

Definition by Negation

Since the verb *to define* means "to set limits," a good definition not only establishes what a word means, but it also determines what it does not mean. Here is an illustration of one such definition from the writing model.

> Symbols represent things, but they are **not** the things themselves.

The statement of negation may either precede or follow the formal statement of definition. Look at this example from the writing model.

DEFINITION / DISTINGUISHING BY NEGATION

Language therefore is a distinctly human ability to identify and shape our world. Animals make sounds that may reveal fear, anger, or other emotions, but they **cannot** draw, they **cannot** write, and (as far as we know) they **cannot** communicate abstract thoughts.

Potential Problems with Definitions

When you formulate your own definition, avoid some of these potential problems.

Making the category too broad

It is not enough to say that a *psychiatrist* is a "person," or even a "doctor." A psychiatrist is a *medical doctor*; many Ph.D.s are psychologists, but they are not psychiatrists.

Making the distinguishing information too vague

It is not enough to say that a psychiatrist treats mental illnesses; he or she studies, diagnoses, and treats mental illnesses as well as other mental disorders.

Making the definition circular

A circular definition repeats the term you are defining in a slightly different form. For example, *Psychiatry is a field of medicine practiced by a psychiatrist.* Clearly, if the reader doesn't know the first term, he or she will not understand the second. Give examples of what the practice of *psychiatry* involves.

Writing Tip

Always consult a dictionary after you have formulated your own definition. This way, if your definition contradicts that of the dictionary, you will be prepared to defend yours with logical reasons and solid evidence to support it.

TRY IT OUT! **Work with a partner or in a small group. Using synonyms, formal statements of definition, or negation, brainstorm possible definitions for these terms. Do not consult a dictionary until after you have written each definition.**

1. An accent _____

_____

2. A dictionary _____

_____

3. An idiom _____

_____

EXPANDING ON A DEFINITION

You can make a term or concept more understandable if you expand on it by adding examples and explanations to the definition. For instance, look again at this paragraph from the writing model, which includes two definitions contrasted by distinctions by negation.

INTRODUCTION OF TERM

Such a reference to things, people, events, and abstract concepts occurs through the use of *symbols*. *Symbols* represent things, but they are *not* the things themselves. For example, we can see a picture of a chair and immediately recognize what the picture represents. Likewise, we can read or hear the word *chair* and recognize the mental picture it depicts. *Language*, therefore, is a distinctly human ability to identify and shape our world. Animals make sounds that may reveal fear, anger, or other emotions, but they cannot draw, they cannot write, and (as far as we know) they cannot communicate abstract thoughts.

DEFINITION

DISTINGUISHING BY NEGATION

FURTHER DEFINITION

DEFINITION

DISTINGUISHING BY NEGATION

The definitions introduce the concepts, and the material that follows gives them a more concrete meaning.

TRY IT OUT! **Work with a partner or in a small group. Expand these definitions by providing one or more examples and an explanation.**

1. *Slang* can be defined as "very informal words that are used by people who belong to a particular group, such as young people." For example, _____

_____

_____

_____

_____

2. The *Longman Advanced American Dictionary* defines the word *culture* as "the ideas, beliefs, and customs that are shared and accepted by people in a society."

3. *Communication*, the process by which people exchange information, occurs in many forms.

For writing guides to help you introduce and support a definition, see Appendix A, page 191.

PREPARATION FOR WRITING

Previous chapters have shown you how to summarize and quote material to support and explain a claim. Another way to deal with source material is through paraphrasing.

PARAPHRASING MATERIAL FROM SOURCES

As the writing model demonstrates, much of the support for an extended definition comes from research. However, in using research material, you should not overly rely on quotations. If you do, your essay will seem more like a collection of what other people say rather than your own ideas. You should quote memorable or important statements from sources, but keep these quotations to a minimum. Instead, turn to **paraphrasing**, that is, restating another person's language in your own words and with your own sentence structure. A paraphrase differs from a summary, which provides the main information but not the details. Instead, the paraphrase includes all the main points of the original but in a simpler, shorter, and clearer way.

However, if the paraphrase is too similar to the original, it might be viewed as **plagiarism**, a serious matter of academic dishonesty, in which you intentionally (or even unintentionally) copy from someone else without quoting the language, or do not correctly acknowledge the source of the material.

Writing a Good Paraphrase

A good paraphrase:

- identifies the source of the original
- shows that you have fully understood the material
- differs enough from the original that it is clearly your own writing
- does not merely substitute synonyms for the words in the original sentence

Here is an example of a paraphrase from Wade and Tavris, whose work was discussed in the model:

Original Material

> Learning explanations of language acquisition assume that children are rewarded for saying the right words and punished for making errors. But parents do not stop to correct every error in their children's speech, so long as they understand what the child is trying to say (Brown, Cazden & Bellugi, 1969). Indeed, parents often reward children for incorrect statements! A 2-year-old who says, "Want milk!" is likely to get it; most parents would not wait for a more grammatical (or polite) request.

Paraphrased Material

> Carole Wade and Carol Tavris say that children do not acquire language from parents praising their correct speech and punishing their errors. For example, if parents can understand a child's request for milk, even if it is ungrammatical, they will give the child the milk. In effect, say Wade and Tavris, the parents "reward the child for incorrect statements" (2011).

Note that the paraphrase identifies the source and restates its ideas without copying them. It also integrates a short quotation from the original when it borrows the exact language.

Writing Tip

To write a good paraphrase you will need to follow a process:

1. Read the original passage carefully more than once, underlining the main points in the passage.
2. Cover the material so you cannot refer to it.
3. To help you restate the material in your own words, imagine that you are explaining the material to a good friend.
4. Finally, compare the original to your restatement to see if it expresses the same meaning—without using the same phrases.

Compare these examples of a good and a bad paraphrase.

Original Passage from Wade and Tavris

> Because of the way our species evolved, many abilities, tendencies, and characteristics are either present at birth in all human beings or develop rapidly as a child matures.

Badly Paraphrased Passage

> Carole Wade and Carol Tavris say that due to the way the human species evolved, a lot of its abilities, tendencies, and characteristics appear at birth or develop quite fast as a child gets older.

Well-Paraphrased Passage

> According to Carole Wade and Carol Tavris, human evolution has provided us with many abilities, potentials, and traits that we are born with or quickly develop.

Notice how the bad paraphrase repeats the sentence structure and includes most of the words of the original without quoting. By contrast, the sentence structure of this paraphrase is different, and only a few common words from the original are repeated.

Blending Paraphrase with Quotations

Sometimes while paraphrasing, you may find yourself unable to find good substitutes for some of the original language. Here is how to blend paraphrase and quotations. As you read over the original material, underline or highlight the short sections that 1) would be difficult to restate in your own words, or 2) would make a strong statement if quoted. Integrate these sections into your paraphrase by enclosing them in quotation marks without capitalizing the first word:

Original

> Human language appears to be a unique phenomenon, without a significant analogue in the animal world (Noam Chomsky).

Paraphrase with Quotation

> Noam Chomsky maintains that the language of humans seems to be unique to our species, "without a significant analogue" among animals.

Integrating Quotes and Paraphrase

All integrated quotations must fit logically and grammatically into the paraphrase. However, not all the material you quote may be such a comfortable fit. You can make it fit in two ways:

- Change the form of a quoted word by inserting the change in brackets, like this example taken from the model:

  > This belief was exploded by Noam Chomsky, "who argue[s] that language was far too complex to be learned bit by bit, as one might learn the list of world capitals." (The past tense *-ed* ending of the verb is changed to *-s*, in the present tense.)

- Mark omitted words from the middle of quotations, as in this paraphrased material from the model:

  > A baby's ability to communicate "comes from an area of the brain . . . where the elements of language are located." (The omitted words, "called the cortex," are replaced by three dots, called *ellipsis*.)

PRACTICE 6 Paraphrasing

Paraphrase each of the passages. You may quote short parts of the original if necessary.

1. Original: *Animals, whom we have made our slaves, we do not like to consider our equal.* (Charles Darwin)

   Paraphrase: Charles Darwin writes that because we have made animals into "our slaves, we do not like to consider [them as] our equal."

2. Original: *It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.* (Charles Darwin)

   Paraphrase: _____

3. Original: *The newest research is showing that many properties of the brain are genetically organized, and don't depend on information coming in from the senses.* (Stephen Pinker)

   Paraphrase: _____

4. Original: *Most of the fundamental ideas of science are essentially simple, and may, as a rule, be expressed in a language comprehensible to everyone.* (Albert Einstein)

Paraphrase: _____

_____

_____

_____

_____

5. Original: *Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied.* (Noam Chomsky)

Paraphrase: _____

_____

_____

_____

_____

Applying Vocabulary: Using Synonyms, 1

Before you begin your writing assignment, review the information you learned about synonyms on page 90.

PRACTICE 7 **Using Synonyms**

Paraphrase each sentence, substituting a synonym for the boldfaced word. Use your dictionaries as needed. You may integrate quotations into your paraphrase.

1. The order and form of words, as well as the words themselves, **communicate** meaning.

Word order, word forms, and the words themselves all convey meaning.

_____

2. Not only does language refer to these things and events, but also to abstract **notions**, such as love, loyalty, democracy, and Einstein's general theory of relativity.

_____

_____

3. Language therefore is a **specifically** human ability to identify and shape our world.

_____

_____

4. Chomsky believes that humans are born with the **capability** to learn language because their brains are programmed with a universal grammar.

_____

_____

5. While most linguists and psychologists today agree with Chomsky's general idea, experts differ in how to explain the **foundation** of universal grammar.

_____

_____

6. Pinker suggests that it is useful to think of language as an evolutionary **modification**.

_____

_____

WRITING ASSIGNMENT

Your assignment for this chapter is to write an essay that examines and illustrates an extended definition of a term from the box, or a term that your teacher suggests. Be sure to support your definition with examples and explanations. Follow the steps in the writing process.

communication	**education**	**partnership**
courage	**friendship**	**wisdom**

STEP 1: Explore your topic, audience, and purpose.

- Begin by examining your own ideas about the term you will define. If you can't think of a synonym or a good formal definition, look in a dictionary—or in several. A dictionary or encyclopedia might also provide useful and interesting historical origins of the term.
- If the dictionary definition does not express the meaning you intend, however, then develop your own definition. Discuss your ideas with your classmates.

STEP 2: Prewrite to get ideas.

- Freewrite, brainstorm, or create cluster diagrams to explore your ideas further.
- Decide whether to define the term through a formal statement of definition, a definition by synonym, or a definition by negation (this may be especially useful if your definition is very different from one your readers might know).

STEP 3: Organize your ideas.

- Write an outline of the essay. In the first paragraph, introduce and/or define the term, and make clear why the reader would want to learn about it.
- Then draft the thesis statement. This sentence often includes the definition of a term, but not always. The most important function of the sentence is to make clear to readers why (or at least by what method) you are defining the term.

STEP 4: Write the first draft.

- Include an introduction, body paragraphs, and a conclusion.
- Develop and support your definition with examples, explanations, further definitions, and material from outside sources in the body of the essay.

STEP 5: Revise the draft.

- Exchange papers with a partner, and give each other feedback on your papers. Use the Chapter 5 Peer Review on page 233 to guide your feedback.
- Carefully consider your partner's feedback. If you agree with it, revise your paper by marking the changes on your first draft.

STEP 6: Edit and proofread.

- Use the Chapter 5 Writer's Self-Check on page 234 to help you look for and correct errors in grammar, mechanics, and sentence structure.

STEP 7: Write a new draft.

- Revise the draft, incorporating all of your planned changes.
- Proofread the new draft so that it is error free.
- Make sure the draft is legible and follows the format your instructor has provided.
- Hand in the essay to your instructor.

SELF-ASSESSMENT

In this chapter, you learned to:

- ❍ Analyze an essay that explores a definition
- ❍ Write definitions using synonyms, formal statements, and negation
- ❍ Use noun clauses and adjective clauses as subjects and objects
- ❍ Paraphrase ideas to avoid plagiarism
- ❍ Write, revise, and edit an essay defining a concept

Which ones can you do well? Mark them ✓

Which ones do you need to practice more? Mark them ✗

EXPANSION

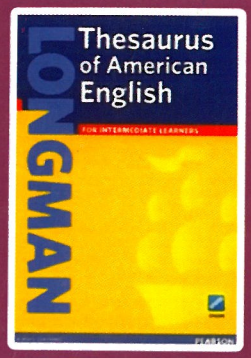
TIMED WRITING

Write a paraphrase of Paragraph 6 on page 89 from the writing model. Perhaps include at least two short quotations in the paraphrase. You will have 35 minutes. To complete the expansion, you will need to budget your time accordingly. Follow this procedure.

1. Reread the paragraph from the model, and underline key phrases that you might quote in your paraphrase. (3 minutes)
2. Read the first sentence of the original, and then write a paraphrase without looking at it. Assume you are explaining the sentence to a friend. Repeat the same procedure with every sentence in the paragraph. (15 minutes)
3. Now revise your paraphrase. Include the name of the person you are paraphrasing, and incorporate a short quotation or two. (8 minutes)
4. Edit and proofread your work to make sure that a) your ideas are clear and b) you have not unintentionally plagiarized the original. (5 minutes)
5. Check your paragraph for errors. Correct any mistakes. (4 minutes)
6. Give your paper to your instructor.

WRITING A DEFINITION

Write an essay of five or more paragraphs in which you define and illustrate a practice from your native country or culture. You might, for instance, write about a traditional practice that is involved in wedding ceremonies, holiday celebrations, or other special community or family events. Do some research on the history of the practice, or on how it differs from region to region or group to group. Define any terms unfamiliar to your readers.



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