



English 5

Writing an Argumentative Essay

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Introduction

This course book for English 5-Writing an Argument Essay is an outcome of my experiences with teaching the most advanced undergraduate writing course at Suranaree University of Technology. I would not claim that it is perfect; it definitely needs continuous adaptation and improvement to make it appropriate for new groups of students.

The main focus of this English 5 course book is to show English 5 students how to write an argument essay on the topics of their own interests in their specific fields of study: Engineering, Information Technology, Health Science, Agricultural Technology. I purposely include many example materials that the students previously taken this course had submitted to fulfil the requirement of this English 5 course so that the present groups of students can be encouraged to put their effort into writing similar pieces of work.

The book is organized according to the sequential units being taught in my English 5 classes: Unit One informs the students the overall view of an argument and argument essay writing including its writing process. Unit Two deals with the analysis of an argument and an argument essay. Unit Three gets the students start on their prewriting activities. Unit Four encourages students to make use of the model essays as their guide in writing their own first draft. I have observed that with the models and the analysis of the models, the students in my English 5 class can write longer first draft with more information. The students themselves seem to feel satisfy with what they write. Unit Five deals with first draft revision. When the students finish the exercises of this unit, they should be able to produce their second draft. Finally, Unit Six deals with editing the second draft. Doing various exercises in this unit, the students can locate their error patterns and learn how to correct them. Also, they learn the strategies of how to proofread their essay in terms of grammar, spelling, punctuation, and overall appearance of the essay.

The methods of teaching include the heavily use of models, the analysis of the models along with the direct instruction. The students are encouraged to do a lot of in-class writing so that they know what they are expected to do. They then can complete their assignments outside of class. The small group conferences with the teacher and the peer revision have proved useful for the students revising for both the first draft and the second draft.

It is hoped that this course book will help English 5 students to learn how to write and to be able to write in English.

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English 5 (203305):

An Argumentative Essay



What do you get from this course?

Course Objectives

- 1 List the three sections of the Code
- 2 Define "clients" and "customers"
- 3 Define "informed consent"
- 4 Identify unethical advertising practices
- 5 Practice proper disclosure
- 6 Avoid interfering with the agency of others
- 7 List the most violated Articles

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In this world of global communication where people convince others of how to do things, what will you need to know in order to write persuasively (in English) and where will you find answers to your questions?

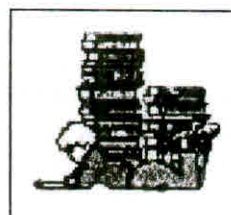
In this English 5 course you will:

- increase your critical thinking when composing an argumentative essay on a specific topic .
- enhance your capability of how to use a systematic research process to collect, analyze, synthesize and present the information in a format accepted in academic writing.
- improve your ability of how to revise and edit any academic document for thoughtful content, logical organization, clarity and relevance of your own work.
- increase your English writing ability in terms of usage, mechanics and choice of words.

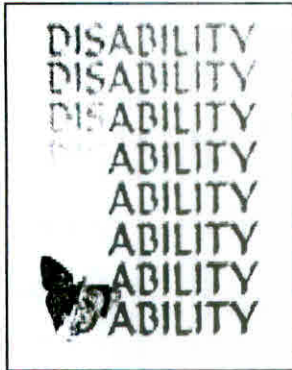
What

do you need to know
before you start English 5?

It is required that you have to pass English 4 before you can take this English 5 course. That means that you have had firm background knowledge of English so that you can write an argumentative essay for this course successfully.



What will you know *and* be able to do ?



Upon completion of this course, you will be able to:

Idea development

Organization

Use of resources:

Management of time:

Mechanics and language

Presentation

- take a strong, well defined position; uses at least three appropriate reasons with at least three supporting details for each.
- demonstrate logical, subtle sequencing of ideas through well developed paragraphs; transitions are used to enhance organization; a gripping introduction and a strong conclusion.
- use appropriate information from wide areas to support position (at least 6-7 sources)
- submitted on time; utilizes class time appropriately; shows evidence of homework; have action plan.
- Error free paper; accurate spelling and punctuation, capitalization and usage; variety of sentence structure; rich vocabulary.
- neatly typed, assemble with care, having a cover sheet and correct references.

When should your work be done?

Work should be completed by

To help you schedule your time appropriately, please use the timelines shown in your class schedule. Remember, you should use your time and resources efficiently so that you can complete all the work assigned.

(See your class schedule)

Note: Additional homework time will also be required.



How

Your marks for all your effort for this course will be determined as follows:	
1. Formative: Different assignments including quizzes during the processes of composing- e.g. paragraph writing, language usage, writing process.	60 %
2. Summative:	40 %
• The final draft of your argumentative essay.	20 %
• The final examination.	20 %

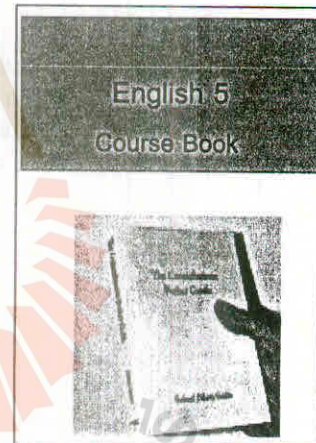


Which resources are available for me to use?

English 5 Course Book



Various web sites



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CLASS SCHEDULE (TENTATIVE)

Week	Topics	Tasks	Assignments
1.	<ul style="list-style-type: none"> • Introduction to the course • The argumentative concepts of issue, problem, background information, audience, taking side. • Topics for the paper. 	<ul style="list-style-type: none"> • Get the course syllabus + the course book. • Read argumentative episodes. • Discuss orally the episodes using the given form. 	<ul style="list-style-type: none"> • Analyze the reading based on the assigned points. • Explore 2-3 topics of interests and collect some relevant materials.
2	<ul style="list-style-type: none"> • The concept of the finished argument essay. • The concepts of writing process. • Student's writing strategies. • Choosing topic for an argument essay. 	<ul style="list-style-type: none"> • Then, analyze the essay model (s) orally and in writing using the given form. • Whole class discussion • Use different strategies to come up with the topic. • Narrow the topic 	<ul style="list-style-type: none"> • Read the model essay before class. • Analyze the model essay according to the assignments points. • Read the concept of writing process in the course book. • Bring in your tentative topics and some related materials. • Read how to use different strategies for topic selection.
3	<ul style="list-style-type: none"> • Writing / rhetorical situations. • A working thesis statement • Material gathering and making note cards. 	<ul style="list-style-type: none"> • Group discussion. • Planning for the paper by writing down ideas concerning the problematic situation and the expected solution by listing 7 points appropriate of his/her topic. • Practice writing note cards. • Practice writing a working thesis statement. 	<ul style="list-style-type: none"> • Read writing/rhetorical situation in the course book. • Collect some more materials. • Read how to do note card writing. • Do the assignment on thesis writing.

4	<ul style="list-style-type: none"> The planning of the individual papers. A tentative essay outline 	<ul style="list-style-type: none"> Organize your materials in an outline form using the outline framework given. Working in small groups to help each other plan the individual papers. 	<ul style="list-style-type: none"> Make note cards relevant to one's topic/thesis.
5.	<ul style="list-style-type: none"> Writing the 1st draft : the introduction. The body paragraphs In-text citation 	<ul style="list-style-type: none"> Writing the introductory paragraph Writing the body paragraphs 	<ul style="list-style-type: none"> Study the given frameworks in the course book Continue collecting materials using .Continue making note cards. Finish writing the introduction. Read how to write the in-text citations.
6.	<ul style="list-style-type: none"> The concession paragraph The conclusion. 	<ul style="list-style-type: none"> Continue writing the body paragraphs 	<ul style="list-style-type: none"> Finish writing the body paragraph.
7.	<ul style="list-style-type: none"> The first draft Small group conferences 	<ul style="list-style-type: none"> Writing the con paragraph and the conclusion. 	<ul style="list-style-type: none"> Finish writing the first draft. Bring in the first draft and other related materials for conferencing. Bring the diskette to class.
8.	<ul style="list-style-type: none"> The second draft Small group conferences 	<ul style="list-style-type: none"> Revising the draft Class discussion 	Do the revision exercises
9.	<ul style="list-style-type: none"> The second draft 	(continued)	Finish revising.
10.	<ul style="list-style-type: none"> The third draft 	Editing the essay.	<ul style="list-style-type: none"> Do the editing exercises Submit some edited paragraphs. Bring the diskette to class.
11.	<ul style="list-style-type: none"> The third draft 	(Continued) Have the small group conferences.	<ul style="list-style-type: none"> Finish editing Bring the diskette to class.
12.	<ul style="list-style-type: none"> The final draft Preparation for the final exam. Questions and answers. 	<ul style="list-style-type: none"> Class discussion Checking your final draft. Practicing writing for the final exam. 	<ul style="list-style-type: none"> Hand in the final draft/finished essay. Hand in the portfolio in a plastic folder.

Unit 1

Argumentative Concepts

Introduction

This unit is about the argumentative concepts: its definition, its uses in everyday life, and in academic writing.

In this unit, you will learn what the argument means in general, its components and what you are expected to do when you compose an argumentative essay for the class.

The Task

The activities that you will be engaged in this unit are:

- Read the definition and the components of an argument
- Find out how arguments are used in everyday life
- Read and analyze argumentative essay written by a former student of English 5 by answering the questions about it.
- Learn the way of how to write effectively by following the writing process: prewriting, writing and revision.
- Analyze an argument situation.

The Process

- To get background knowledge about arguments, read its definition, some key words associated with arguments, its context, and its components.
- To understand what is expected when you have to write an argumentative essay, observe and analyze how each part of the argument components is constructed in a sample argumentative essay.
- To be aware of its importance, read and discuss samples of how arguments are used in everyday life.
- To learn the context of argument, analyze the fantasy case provided.

Advice

If you understand this unit very well, you will have good vision of what an argument is. And when you have to compose your own argumentative essay, you will be able to produce it successfully. You may also need to come back and observe the sample argumentative essay as well as its components mentioned in this unit. Also, the analysis of the argument context will enhance your understanding of how arguments occur in real life.

Evaluation

You will be assessed by:

1. your answers to the questions of each activity.
2. your group work
3. your participation in the classroom

Closure

You should feel that arguments are vital for your success now and later in life because you can apply what you have learned in your daily life now and later in your career.

1.1 What is an argument?

In general, an argument is this:

A. argument = specific position + supporting points

In English composition, an argument is usually discussed in the following way:

B. argument = main claim + supporting evidence

In critical reasoning, an argument is usually discussed in this way:

C. argument = conclusion + reasons

As it is clearly seen from the three versions above, argument means essentially the same thing even though different terms are used (Edler, 1998).

Argument: its definition

Argument is defined as an attempt to persuade someone of something. When you make an argument, you express your point of view on a controversial issue (your claim) and support it with evidence including facts and your opinions. Your main purpose is to convince the reader to agree with you.

Three important words that need clarification are a controversial issue, a claim, and evidence.

1. **A controversial issue** refers to a specific topic on which people disagree. It is an issue for argument. This type of issue is important that it may lead to better decisions on national laws, educational policies, Health care improvement, the state of natural resources, and so on.

The issue of the sample essay is : Should people living in Bangkok make use of the BTS as a regular means of daily travelling?

2. A **claim** (also **thesis, assertion**) is what a writer believes that something is so or is not so. When it is used in an argument, it has to be backed up by evidence (Grabe and Kaplan, 1996; Peng, 1987, Booth, Colomb, and Williams, 1995; Bridge, 2000.). In your essay, the writer's claim is called the thesis statement.
3. **Evidence** (also **support**) refers to the material that you use to support the claims that you make. Evidence can take many forms:
 - examples,
 - statistical data
 - illustrations
 - experts' testimony (also, citation)

1.2 An Argumentative Essay

In writing classes, the term argument is used to characterize a special form of writing which is adapted to the needs of specific audiences or readers. The intent is to convince the readers to agree with the author's view on a particular topic, or at least to cause the readers to re-examine their views.

The kinds of evidence used in an argument varies depending on the topic and the audience (Ede and Lunsford, 1984). For example, if you are trying to convince a group of teenagers not to use specific methods to control their weight, you will have to use different evidence than if you are trying to convince a group of mothers to support methods of weight control

The purpose of an argumentative essay is to defend your own claim or refute another claim about the controversial topic. Thus, first, you start off with at least an issue with two different points of view. Then, find out your opponent's ideas and refute them with acceptable reasons.

Your argumentative essay then should be characterized by:

1. **an issue**
2. **opposing viewpoints**
3. **reasons for and against the issue.**
4. **evidence to support your side of the issue.**

A sample essay

The following essay is from a good student. What it represents here is an example of reasonable achievement of essay writing for English 5 course.

Read the following sample argument essay, noting where the author presents opposing views and where the author includes arguments for as well as against the claim.

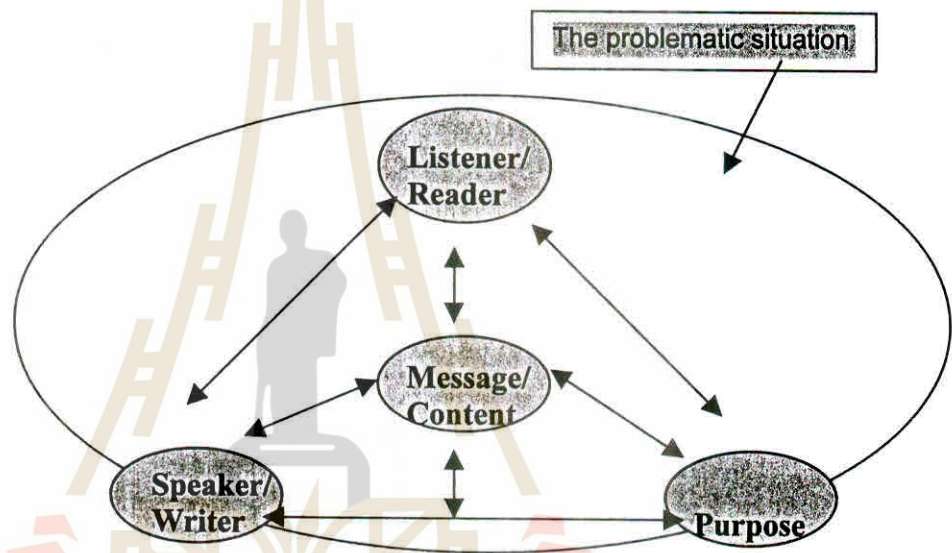
Title	Using BTS
Introduction Background information Definition Different points of view: View A View B The thesis statement	<p>It is well known that traveling in Bangkok is very difficult because of the traffic jam. The Government then decided to have the Bangkok Mass Transit System built to lessen the traffic problem as well as other related problems such as air pollution. The Bangkok Mass Transit System (BTS) is the Elevated Train running to and from business districts, from Route 1(Sukhumvit Line) to Route 2(Silom Line). Bangkok people have different ideas about the use of Bangkok Mass Transit System. Certain Bangkok people do not want to use it. They claim that it is quite expensive and it is not convenient if they need to be out of its route. Other group of Bangkok people prefer using BTS because they see many benefits of using it. It can help them go to their destination quickly and on time since it runs with almost 100% punctuality. Also, it has been quite safe in its operation; over two years, no accident occurs. Thus, despite its high price and the so called “inconvenience”, people in Bangkok should use the BTS for regular travelling because of its BTS is fast, convenient, and safe.</p>

<p>1st body paragraph 1st reason</p> <p>Evidence Example</p> <p>Another evidence</p> <p>Another evidence Conclusion</p>	<p>The first reason why Bangkok people should use Bangkok Mass Transit System (BTS) for their regular travel is that BTS is very fast. It can take you to your destination on time. To begin with, BTS has the maximum speed of 80 kilometers per hour (Glickman Todd, 2001) non-stop running. To illustrate, passengers who want to go to the weekend market (Chatuchak) can take the BTS at Sia-Center and spend only 10 minutes whereas by taxi or own cars may take 50 minutes because of traffic jams and stop lights. Besides, BTS has a frequent schedule of 5 minutes (BTS, 2001). If the passengers miss one, They can catch the next one within 5 minutes. There seems to be no waiting time for using BTS. Furthermore, BTS is quite punctual; over two years only one technical delay of 5 minutes occurs; this represents a very high standard (BTS, 2001). It is clear that the Bangkok Mass Transit System (BTS) can provide BTS passengers with fast traveling.</p>
<p>2nd body paragraph 2nd reason</p> <p>1st evidence details</p> <p>2nd evidence</p> <p>Detail</p> <p>Conclusion</p>	<p>Furthermore, extra services of the BTS provide the passengers convenience for traveling. To begin with, BTS has provided a free bus service called Shuttle bus and it is free for BTS customers. This Shuttle Bus now serve 5 major routes with service hours from 06:30 to 22:30 everyday (BTS, 2001). If the passengers live on the way of the shuttle bus, they can go to BTS station easily. Secondly, BTS has coordinated the construction of Sky Bridges and escalators between BTS stations and adjacent department stores and other buildings in order to provide easy ways for BTS passengers. Now, there are 8 Sky Bridges and 14 escalators operating to provide the BTS customers. (BTS, 2001) It is clearly seen that BTS is convenient for traveling because of the Shuttle Bus, Sky Bridges, and escalators. Therefore, with all of these convenient means, Bangkok people should use BTS for their traveling.</p>
<p>3rd body paragraph 3rd reason</p> <p>1st evidence</p> <p>Detail</p> <p>2nd evidence</p> <p>3rd evidence</p>	<p>In addition, travelling with the BTS, passengers can be sure of their safety since it is very well equipped with safety devices and management. To start with, the operation of the BTS is computerized by the Programmable Logic Controller. This controller is extremely reliable, safe, and eliminates human error. Over the past years with more than 50 million passenger trips, there has no loss or injury accidents (BTS, 2001). Next, on every station platform, the security guards are present. These BTS staff are always alert to solve any problems if passengers may have. Besides, BTS has implemented a scheduled maintenance plan (BTS, 2001) for the train body, car components, tools, equipment</p>

example Conclusion	on trains to provide a safe and efficient service. BTS conducts annually checks of the running rail and viaduct for all totaling 23.5 km (BTS, 2001). For example, last year, BTS hired civil design/construction experts from the USA to work closely with Thai BTS maintenance officers in conducting all inspection. This has ensured the excellent safety condition of the entire system. So, BTS has proved that it is quite safe for Bangkok people to use it.
Concession paragraph 1 st argument counter-argument 2 nd argument Counter-argument Conclusion	<p>However, some Bangkok people can argue that using BTS is costly. The passengers must pay 15 Baht for one trip each. This is true. But this problem can be solved if you use it regularly by buying the monthly tickets that are totally cheaper than daily tickets. Also, there are a lot of discount program to provide the passengers such as 70% discount for student in 30 trips, and 55% discount for adult in 30 trips in a month. In deed, even if the BTS fee is quite high but it is very worthwhile using it during rush hour in order to get to your destination on time. Another argument is that BTS does not cover all of the Bangkok area except in the dense ones. These people state that if they do not live in the area where there is BTS service, they cannot use it. Again, this is correct at the present time because of the limited budget. But it will be expanded to Thonburi soon . Thus, BTS is very suitable for Bangkok people to travel.</p>
Conclusion Benefits for audience Argument and counter-argument Conclusion	<p>In conclusion, it is clear that Bangkok people should use Bangkok Transit System for their daily traveling since it can give them many benefits. They can get to their destination on time and fast because of its punctual schedule. They can be sure of their safety because of its safety precautions and management. While it is true that the cost of BTS ticket is more expensive than other transit system. But, they can make use of its various discount programs. Beside, during the rush hours, traveling by BTS would save them time and trouble. Thus, it is wise for those living in Bangkok to use the Bangkok Transit System for regular traveling.</p>

1.3 The Context of Argument

Any argument hardly occurs in a vacuum. It indeed occurs in a situation where there are certain things involved. The four most important ones are *speaker/writer* with certain *purpose* in expressing their thought (either orally or in writing) and a *listener/reader* who receives the *message*. This normally happens in a situation where there is a need for communication (Guilford, 1996; Ferris, 1994; Flower, 1985).



Guilford (1996) states that when we argue, we respond to specific situations such as “a need is not being met, a person is being treated unfairly, an important concept is misunderstood, an outdated policy needs to be reexamined.”

From the analysis of the sample essay above, for example, in Bangkok where there is a severe problem of traffic congestion, the Government has the Bangkok Mass Transit System constructed so that people living in Bangkok can have a new way to travel to their destination easily. But, these people have not made full use of it (*a need is not being met*). The BTS officer or manager (*a writer*) wants to convince (*purpose*) people travelling in Bangkok (*readers*) to use the BTS for their daily travelling. *The content* then is expressed in the form of an argumentative essay above.

1.4 How Arguments are Used in Everyday Life

Arguments can occur inside us. For example, we sometimes are faced with making difficult choices. For example, “Should I withdraw English 5 now?”; “Is it right for me to oppose the idea of my friends going on vacation during the three day break before the final examination?”; “Why do I have to purchase a motorcycle while staying at SUT?”; etc.

Arguments can occur everywhere. We all use arguments on a daily basis as shown in the following examples. Everyone already has some skill at using arguments. The more we improve our argument skills, the better we will be at thinking critically, reasoning, making choices, and weighing evidence.

In a meeting of a cooperation, the president and the executive members consider the new proposal of the personnel manager to improve the method of securing employees. After the meeting declares open, the personal manager then presents carefully constructed arguments to prove why a new method is needed and shows how his/her proposal will improve the situation. Daily in corporations throughout the world, a lot of meetings are called so that they can consider such proposals, and then adopt or reject them.

In a meeting of an institution, the chairperson and the members compare many methods for raising endowments in order to choose the best one to be used in that institution. They asked for one member to explain her/his plan and present the arguments favoring its use. This is typical of the meetings of committees of institutions and organizations in which argument plays a dominant role.

In court, the judge calls the prosecuting attorney to summarize the case for the Prosecution so that the jury can evaluate whether the accused person is guilty or innocent. This is also the process of presenting arguments.

In a living room of one couple’s house, a representative from an insurance company comes to meet the house owners to sell the insurance program. The representative then presents his/her arguments for insurance to the couple. If he/she is successful, he/she can make a sale. This is a typical example of the use of

argument in the daily work of salesmen, whether they sell insurance, new cars, brands of cosmetics, or new homes.

Thus, it can be clearly seen that people use argument to make their decision everyday. It can imply that it is perhaps the most important to learn to do well since it has the most relevance both within our own thinking and when we interact with others.

1.5 Creating a Successful Argument

Strong arguments respond effectively to the contexts focusing on the interplay of writer, reader, and purpose.

In this English 5, in order to simplify matter, you may look at your writing (*content*) as composing of the following three parts and each parts will have its details below.

- your point or position, (*the writer and purpose*)
- support of that point, and (*the reader*)
- a conclusion summarizing both your point and why you believe that you are right.

Your point or position

- What is the question or problem you want to answer?
- What are the possible answers to that question or problem ?
- What is your answer? --Thesis: Your position, or solution, to the problem

Support of that point

- Arguments in support of your position
- Arguments answering possible objections

Conclusion or summary

- Summary or restatement of your position
- Reference to your supporting material to show that your point is correct.

Your point or position

What's the question?

What do you think should be done? *Why* do you feel the way you do?

For example, you think people living in Bangkok should make use of the BTS because it is safe, convenient and they can get to the destination on time.

Your question: Which means of traveling should people living in Bangkok use daily?

What are the possible answers?

Arguments should have more than one possible answer. Once you have decided which answer you believe is right, that is your point or your *thesis statement*.

Example:

- Possible Answers
 1. Own cars
 2. Taxis
 3. Buses
 4. BTS
- Thesis Statement

I believe people in Bangkok should use the BTS daily for their safety, convenience and punctual destination.

Support of that point

Why do you believe that ?

You should give sound **reasons** why you believe the way you do. However, the best reasons for one group of people might not be for the others. At this point it is very important to consider who your expected reader is or audience.

Your **audience** is whoever you are writing to. In the above topic: BTS, the expected readers are those who live in Bangkok.

Example of the support or proof: (notice how these reasons might appeal to your audience)

- Since you are afraid of having accidents or being robbed, using BTS would be a safe way to travel.
- BTS will help you get to your destination on time because it is fast and punctual.
- Traveling by BTS would be quite convenient because it is connected to various places with escalators, sky bridges, etc.

Possible Objections to your Position

Readers have their own points of view. You will not be able to convince them if you cannot point out to them that their points are misleading or not correct.

Pointing out the objections can be one of the most difficult things to do.

Example:

Objection 1: Using BTS would be too expensive.

Counter-argument 1: BTS fee is only fifteen baht. Besides, there are certain discounts that people can make use of such as monthly fee.

Objection 2 : There aren't enough BTS routes in all areas.

Counter-argument 2: Once you get to the BTS routes, you should use it. More BTS routes will be expanded soon.

Conclusion

To conclude is to briefly restate both the question you are addressing and your thesis. A quite common way is to refer to the evidence you use to proof your point, "Based on X, Y, and Z, I believe that the answer to (the question) is (your thesis)."

Example: "Since using the BTS would make travelling safe of those people living in Bangkok, would provide their travelling convenient, and would help them get to their destination on time, I think Bangkok people should use the BTS for their daily travelling.

1.6 Writing Process

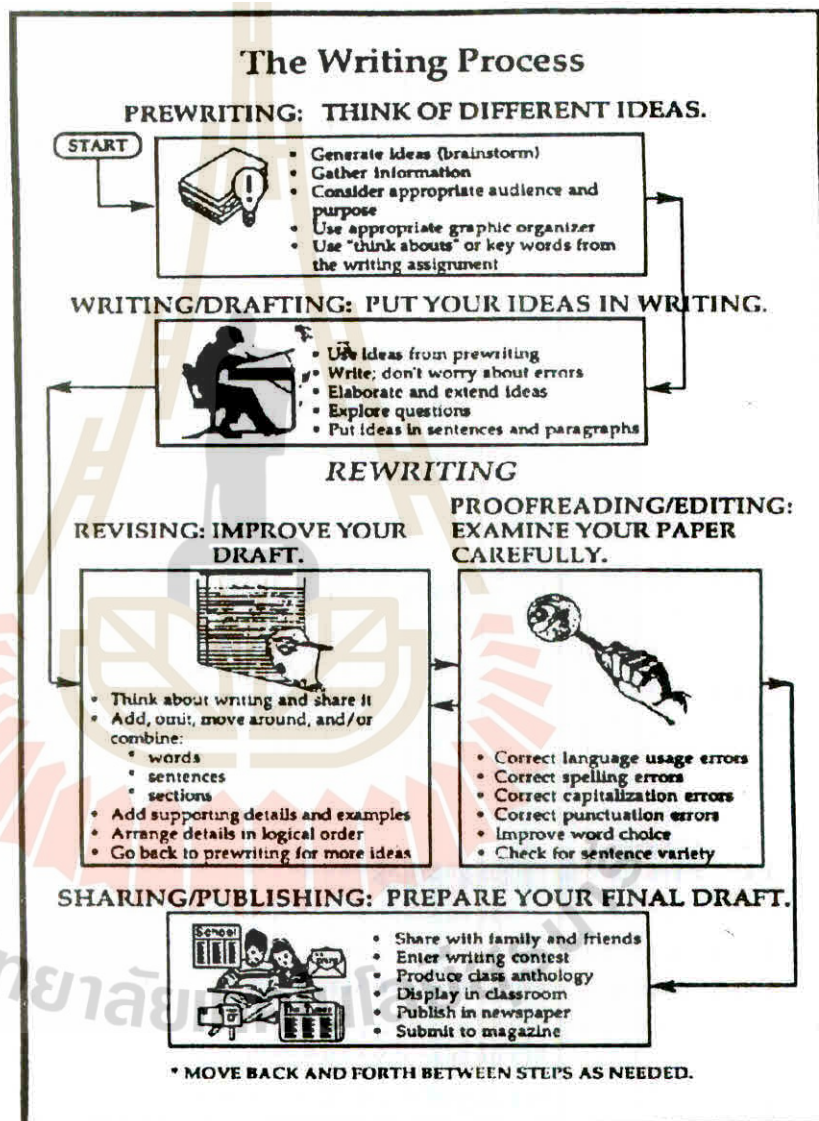
How can you write proficiently?

Writing to communicate your ideas is a process . It means that when you want to express your ideas to someone in writing, you have to think and write it down. When you rethink about what you write, you may change something.

You then rewrite it. This rethinking and rewriting can be done several times before you can complete your final draft.

It has been proved that in order to write proficiently, you need to follow the process of writing comprising of the three major stages: prewriting, writing, and revising. (Barnett, 1989; Cooper, 1975; Gaudiani, 1981; Krashen, 1984; Shaughnessy, 1977).

The following chart shows you what you should do in each of the processes.



Source: www.smcps.k12.md.us/mbms/writing/tapf.jpg

In reality, when you start writing your essay, you will find that it would take you quite some times before you can write your first draft. During that time, you need to go back to brainstorm, explore more information, think about your audience, etc. After you finish the first draft, you may need to revise it 2-3-4 times before you can come to your second draft. After that, you have to edit and proofread your second draft 2-3-4 times before you can get the final draft ready to hand in.

It seems tedious. But, the process of writing and the writing techniques we learn now would help you in the long run for your future study as well as your career once you become proficient in writing this argumentative essay for this course.

Prewriting

As you may now learn, what makes an argument is that someone else may have a different point of view than you. You have to convey your point of view and have it accepted by your readers who may not agree with your point of view, at first.

When you write your argumentative essay, if you have trouble coming up with a point of view in an argument, or with developing possible reasons or opposing arguments, you need to use some prewriting methods.

Pre-writing then is the stage before you begin writing your first draft. It is the planning stage that involves several steps:

- Responding to the controversial topic
- Generating ideas about the controversial topic
- Organizing these ideas into a plan

In this English 5 class, we will spend about 2-3 weeks on prewriting stage so that you can be very well prepared for your first draft writing. If not done well, you will face many problems later in your writing.

Responding to the controversial topic

What is a controversial topic?

It is a topic about which people disagree. In other words, it is the issue that can be discussed from opposing points of view.

For example, “Listening to music during working hours can increase labor's production”, is a good controversial topic. Why?

From researching various types of texts available, it has been found that there have been some studies done on the use of music as remedies for treating psychological behaviors of different groups of people including labors. It has been found that it has positive effect on workplace actions, workers' emotions and productivity.

Others may argue that for the kind of work that need high concentration on the workers' thinking, the music may distract their attention and lose their continuous concentration.

It's likely that you will be able to find information on this topic in a number of journals that are written for professionals in various fields. So, this thesis is actually provable in terms of academic argument.

Another example is the topic, “Media violence”. Some people think that violence children have seen daily on TV can create disasters as seen from children's shooting their friends at school or teenagers' throwing bombs into crowds. However, there are others who have different opinions and they have their own reasons for it.

How to respond to the controversial topic.

In writing a controversial topic essay, the students have to examine the topic thoughtfully, take a position on it, form their ideas from reading, discussing articles in order to develop a reasoned, well-supported argument. And most importantly, you have to consider your expected audience try to accommodate their needs. Otherwise, your argument will be failed because you cannot convince them

2. Asking questions

There are two different ways to do this. You can ask yourself the six traditional W and H questions: Who? What? When? Where? Why? How?

Here are some examples to consider:

How can I prove it?

What arguments or reasons can I give?

What do I know about this topic? Have I seen examples of this myself?

What have I read about it?

What is my opinion on the topic?

In fact, there many different ways to generate your ideas; you can choose one mentioned above or the combination of them.

3. Researching

To answer the above questions, you may have to search outside sources such as in newspapers, journals, or books. Or if you want to explore more on your topic(s), you have to search for your relevant information.

Looking for different points of view from outside sources is also quite important. You will find more facts and opinions regarding your topic, especially the opinions of experts in the field. That will help you have more ideas to prove your point.

Organizing ideas

Once you have chosen the most important point of your essay- the thesis, you must find the best way to tell your reader about it.

Look at the facts you have collected. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your essay. Once you have chosen the facts and ideas you plan to use, write down your own note in an outline form so that you can use it to guide yourself as you write your essay.

Writing 1st Draft

Writing the first draft is when when you turn your ideas into sentences.

In your argumentative essay, you are required to write according to the essay convention. That is, it consists of three main parts: the introduction, the body and the conclusion.

The introduction

In the introduction, write the thesis statement and give some background information.

The body

In the body, it should be series of paragraphs connecting with each other coherently and all support the thesis. You have to fully develop each supporting paragraph. Also, you have to make sure that you follow the correct paragraph format comprised of the topic sentence and its supporting details. In addition, you have to construct a sound con paragraph which includes the reader's argument and your counter-argument in order to show that you have already considered all sides of the issue.

The conclusion

This paragraph summarizes what you have stated to prove your main point.

Revision

What is the revising stage?

Once you finish the first draft, your essay writing is at least half done. The next part is to revise it to make it clear, coherent and unified.

At this stage, there are two parts: revising and editing.

To revise your first draft, you may discover that you might have to reconsider your audience. If this is the case, then

you may have to shift the focus of your essay as well as the thesis and the supports. In deed, in revising, you revise mainly for content and organization.

To revise, effective writers do different activities. For example,

- They construct a backward-outline of their first draft to see whether they have completed all the important points they intend to write.
- They identify the main idea(s) in each paragraph. Reconsider them or rank them according to their importance.
- They make sure they have made the connections between and among ideas.
- Some of them even rethink their thesis.
- Some of them may want to return to add more evidence to the text.

All of these involve restructuring the argument: reordering your points, deleting irrelevancies or redundancies, expanding details (Ferris, 1995).

After you have done some or all of the works mentioned above, you should have the draft with coherent and unified piece of essay- your second draft. In this draft, you are very clear of the main point stated as the thesis. Your introduction and the conclusion map each other. All of the paragraphs have the topic sentences that point back to the thesis. All of the ideas in each paragraph are connected both within and between the paragraphs. In the con paragraph, there are both the reader's arguments and your counter-arguments with sound supports.

Once you are satisfied with the content and organization of your essay, it is time for *editing*. At this phase, you have to proofread your essay very carefully for certain mistakes and errors. Once you find them, you have to correct them. In deed, you have to check for grammar points. Some very common ones are (Shaughnessy, 1977):

- Confused sentences- the ones that you are not sure what they means because of their confused word order.
- sentence fragments- strings of words punctuated as a sentence but are not valid sentences and contain incomplete ideas.
- run-on sentences-a series of sentences including more than one idea and are joined by commas instead of full stops.
- subject –verb agreement
- articles
- prepositions
- complex-compound sentences
- punctuation

Besides the grammar points, spelling and the use of appropriate vocabulary are two major errors that need to be checked thoroughly at this stage. Some spelling errors can be checked by running the spell check program on your computer. However, you should not just rely on the spell checker, but consult your dictionary.

Finally, the errors involving technical aspects which will affect the overall appearance of your work need to be checked carefully too. They include in-text citations, reference list, and title page.



Exercise 1.1 *Analyze the Sample Essay*

Name _____ ID. _____ Date _____

Name _____ ID. _____ Date _____

In groups of two, read the sample essay, fill in the blank and answer the following questions

Title of the essay: _____

In this essay, the writer states that Bangkok has faced the severe problem of traffic jams. The government then had the Bangkok Mass Transit System (BTS) constructed.

What did the writer think should be done?

Thesis statement: _____

Who do you think was the expected reader? _____

Why did the writer write this topic?

What are the reasons the writer used to support his/her main point?

What are the points that the audience argues against the writer's points?

What are the counter-arguments that the writer give?:

Your comments:

Exercise 1.2 Analyzing the Argument Situation



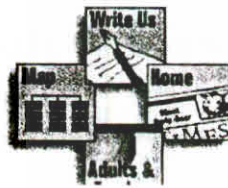
A Hill Too High to Climb?

Dateline, Little Planet. The Little Planet Council is meeting this Thursday evening. There is a very important issue on this week's agenda. The Little Planet creatures will be voting on whether or not to tear down the large hill outside of Snouse's house. It seems that this particular hill gets in the way of Snouse getting to Council meetings on time.

Let's study the background leading up to this historic vote. Snouse's family has lived in the same house for many years. The house was built fifty years ago by Snouse's great great grandfather, Grouse. It is surrounded by beautiful scenery. There are lovely trees and flowers, and a sandy spot superb for slithering in. A

perfect location for any creature that's a little bit snake and a little bit mouse. Well, except for that hill!

A reporter interviewed Snouse last week. Snouse says that he has arrived late to the last ten Council meetings. "Being late is a terrible thing. I take pride in being on time!" said Snouse. He has tried on each occasion to leave a little earlier, and move a little faster. Every attempt gets him closer to the meeting's starting time. Five Thursdays ago, he was twenty minutes late, and missed the refreshments. Four Thursdays ago he was eighteen minutes late. The Thursday after that he was fifteen minutes late. The next Thursday he was twelve minutes late. Last week he was really determined. He slithered as fast as he could. He gave it everything he had, and still arrived ten minutes late. "It's no use!" he told the Council, "that hill is just too high to climb! It must be torn down!" The reporter asked if Snouse had ever tried going around the hill. "Oh yes," replied Snouse, "but that took twice as long!"



The council is very divided on this decision. Ribbit believes the hill should be removed to help a friend in need. Glowbird is against removing a natural landmark. Corse thinks that every Little Planet creature should have the same chance to get to places on time. Beavercat is worried about the time and cost involved in tearing the

hill down.

This problem can not be taken lightly. A lovely hill and Snouse's pride about being on time are at stake! The Little Planet Council would benefit greatly from your thoughts on this matter. Should the hill be torn down? Should Snouse move to a more convenient location? Should he keep trying to get there on time, since each effort has produced faster results? Are there any other possible solutions? Readers are urged to write to the Editor immediately with their suggestions.

Click on the activities button to see what you can do inside the Little Planet Times!



For proper layout, set your window size to 640 x 480.

Created by the crew at Snackland. Please E-Mail our Web Administrator, with any questions, comments, or problems. Thank You. Our main E-Mail address is Mailbox@LittlePlanet.com.

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In pairs, read the fantasy news, "The Hill too High to Climb".
Discuss and answer the following questions.

Name _____ ID. _____ Date _____

Name _____ ID. _____ Date _____

Issue

1. What is Snouse's issue?

2. Is it necessary for Snouse to bring this issue to be discussed in the Council meeting? Why?

3. What do we mean by "the controversial issue"? Can you clarify it?

Audience

4. Does this issue concern the town people or a large group of people?
In other words, do a lot of people want to know about this issue?
Does this issue give a big impact on the town people?

5. From your experience, is this situation of having three groups of people common in the arguments or debates?

6. Does Snouse have to persuade those who agree with him? Why or why not?

7. Should Snouse try to persuade those who completely disagree with him?
Why or why not?

8. Which should be the target group that Snouse should try to persuade? Why?

Claim

9. What is Snouse's claim?

Reasons

10. What is Snouse's reason (s) to make that claim?

11. What are the three groups of creatures reacting to Snouse's case? And what are their reasons?

--	--	--

12. If you were one of the Council members, which stance would you take? Why?



1.8 Checking your Progress

Have you finished your exercises successfully. You should also refer back to the content and the objectives stated at the beginning of this unit and make sure that you have achieved them. If you are unsure, I would like to encourage you to re-read the appropriate part(s) and try the exercises again.

If you need assistance in your study, you can discuss your problems with me either during my office hours or by making an appointment.

Checklist

Use the following checklist to identify whether you achieved the essential elements of each enabling objective in this topic.

Performance Criteria

- Define argument
- Recognize the structure of argument
- Recognize and define different forms of argument used in every day life and in academic writing
- Recognize and describe the process of how to write an argumentative essay.
- Discuss the argument situation.

Comments:

มหาวิทยาลัยเทคโนโลยีสุรนารี

Unit 2

Prewriting

All there is to writing is having ideas.
To learn to write is to learn to have ideas.
Robert Frost
(*Robert Frost, 1998*)

Introduction:	This main goal of this prewriting unit is for the English 5 students to prepare themselves to be ready for writing their first draft of the argumentative essay.
The tasks	The activities the students are going to engage in this unit are: <ul style="list-style-type: none">• Come up with the topic of your argumentative essay• Have a clear audience in mind• Collect most of the relevant materials for your topic• Have a rather detailed plan for the first draft: having a thesis and an outline.
The process	Steps in the learning process: <ul style="list-style-type: none">• Do some prewriting activities to get the topic.• Define the audience clearly.• State the main idea of the essay or the (tentative) thesis.• Locate and collect the relevant materials for the supports of the thesis including pro-con parts.• Make note cards• Construct the outline
Advice	<p>Each task in this prewriting stage is like a stepping stone; the students have to do each task correctly before they can proceed to the next task, otherwise, they will have to waste a lot of time revising them later.</p> <p>Some tasks can be chosen to suit the students' preference. For example, in generating their ideas or narrowing the topic, there are many strategies, the students can choose one ; or if they want to try others, they should be encouraged to do so.</p>
Evaluation	The students will be evaluated on the following tasks: <ol style="list-style-type: none">1. the controversial topic2. the tentative thesis3. the specified audience appropriate for the thesis.4. the note cards with both pro and con parts.5. the tentative sentence outline.
Closure	The students should learn that their well prepared plan will save them a lot of trouble in their later stages of their essay writing.

2.1 Choosing a topic for an argument essay

What is a topic?

When you talk, you always talk about something. That something is the topic. Similarly, when you write, you write about something too. A topic can be anything that you are interested in talking or writing about. In argument, people normally talk or write about a topic that have more than one side-a topic that is debatable.

For example, a student in English 5 majoring in Animal Production said she had been interested in ostrich meat and she wanted to write about it. Another student majoring in Health Science was interested in plastic surgery, so he planned to write about it. Thus, **Ostrich meat**” and **“plastic surgery”** are the examples of topics.

Why do you pick such a topic to talk about?

Whenever you talk or you write, you have some purpose. In the case of “ostrich meat”, this student had learned that a lot of Thai people these days do not really like to eat beef as they used to be. They give the reason that they are afraid of getting certain disastrous diseases like anthrax attached to beef. Also, beef is more likely to contain chemical substances from pesticides and herbicides. These substances are certainly harmful to human life. It is clearly seen that people nowadays are more concerned of being healthy because they tend to be quite careful with what they eat.

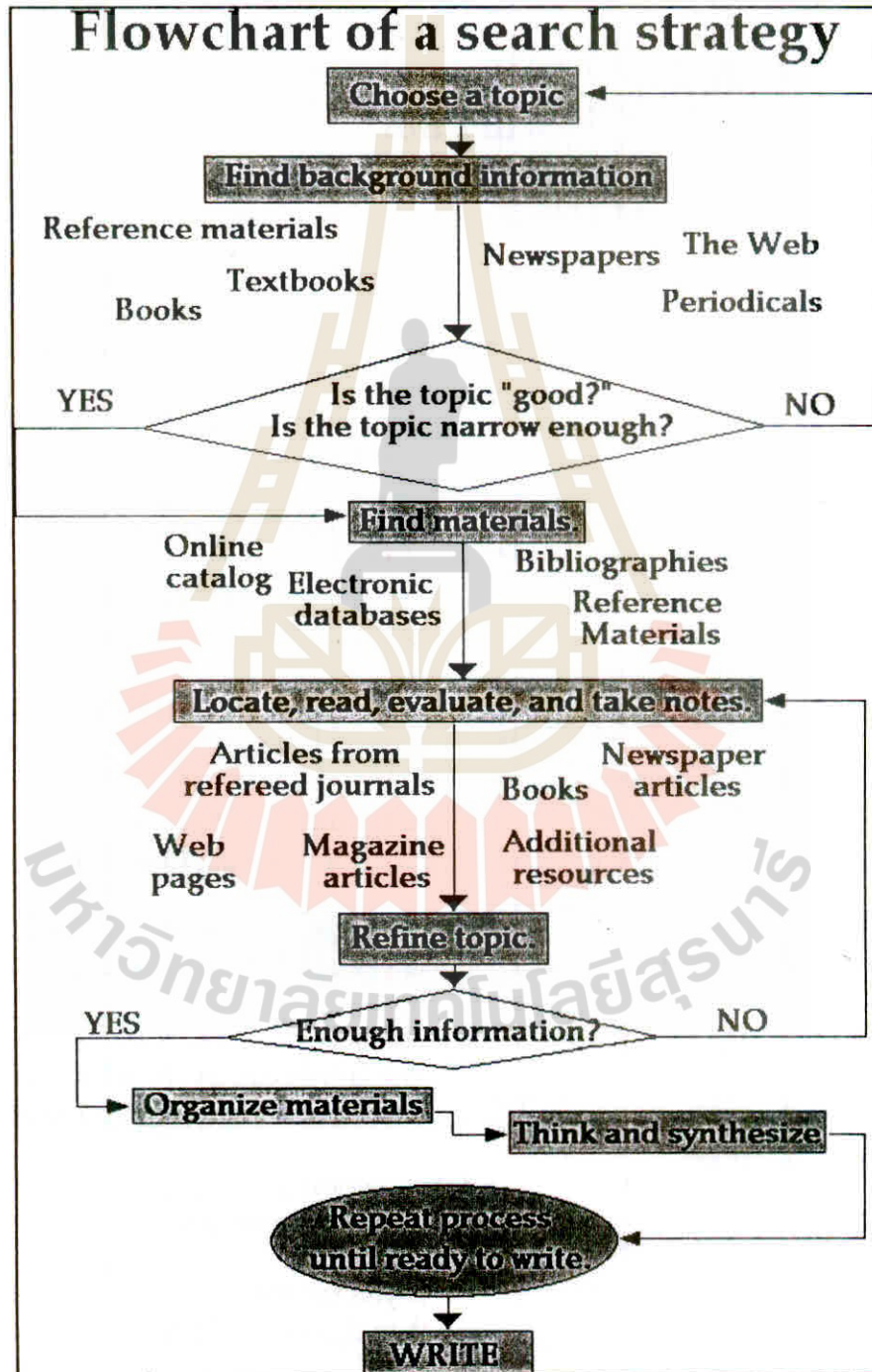
If people do not eat meat, what would be the source of protein for them. Ostrich! This student then took the role of the ostrich farmer, in her argument essay, provided different reasons to convince beef consumers to use ostrich in their cooking.

In the case of “plastic surgery”, this student took the role of a person who was in the entertainment business and had done the plastic surgery. In his essay, he tried to convince others who were in the same career to have the plastic surgery since it could beautify any part of the body. He realized that the beauty is one the necessary characteristics of being in the entertainment business.

How do you choose your topic?

Let's try some simple steps to come up with a good topic.

1. Write down some topics (3-5 topics) that you think you are interested in.
2. Explore the information related to all of the topics in # 1. Maybe, you can try to explore them in the newspaper, magazines, and to listen to news programs.
3. Decide on the one that you can find relevant information; and of course, is the one that you are still interested in. See the steps from the flowchart.

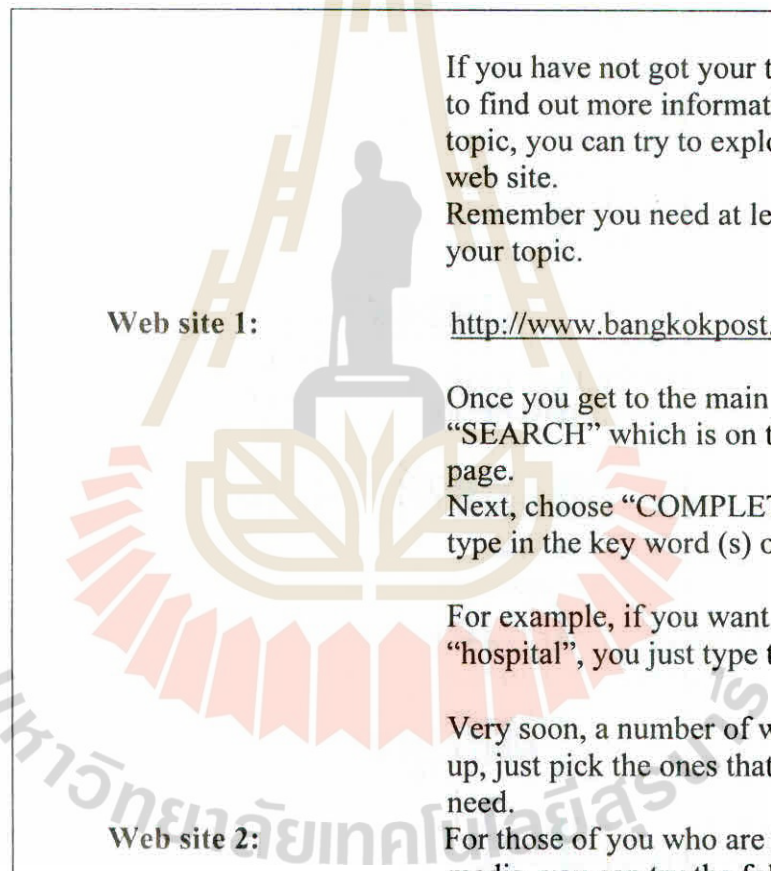


Source: <http://www.ithaca.edu/library/course/methodstoc.html>

From this flowchart,

- First, you choose the topic.
- Then try to explore some relevant information so that you can narrow your topic appropriate enough for your essay and, at the same time, find out whether there are enough related materials or not.
- After that you gather some information from different sources, and
- write them down as notes in your note cards. From the note cards, you organize them into an outline used as a guideline for your essay.

2.2 Exploring Information



If you have not got your topic, or if you want to find out more information about your topic, you can try to explore the following web site.

Remember you need at least 6-7 sources for your topic.

Web site 1: <http://www.bangkokpost.com>

Once you get to the main page, go to “SEARCH” which is on the left side of the page. Next, choose “COMPLETE ARCHIVE”, and type in the key word (s) of your topic.

For example, if you want information about “hospital”, you just type this word in.

Very soon, a number of web sites will show up, just pick the ones that are relevant to your need.

Web site 2: For those of you who are interested in mass media, you can try the following web site:
<http://www.fepproject.org/issues.html>

Web site 3: <http://www.bedfordstmartins.com/hacker/resdoc/>
This is the main page.

If you favor the topic related to science, you then choose “SCIENCE” sources.

Once you get access to the scientific main page:

<http://www.bedfordstmartins.com/hacker/resdoc/sciences/general.htm>

You then can choose whatever database you want.

Or, if you want to write on a topic related to SOCIAL SCIENCE, you can follow the same procedure as above

Web site 4

Another rich source of information which will give you some interesting ideas for your topics: <http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/TechComm/tcmtopic.html>

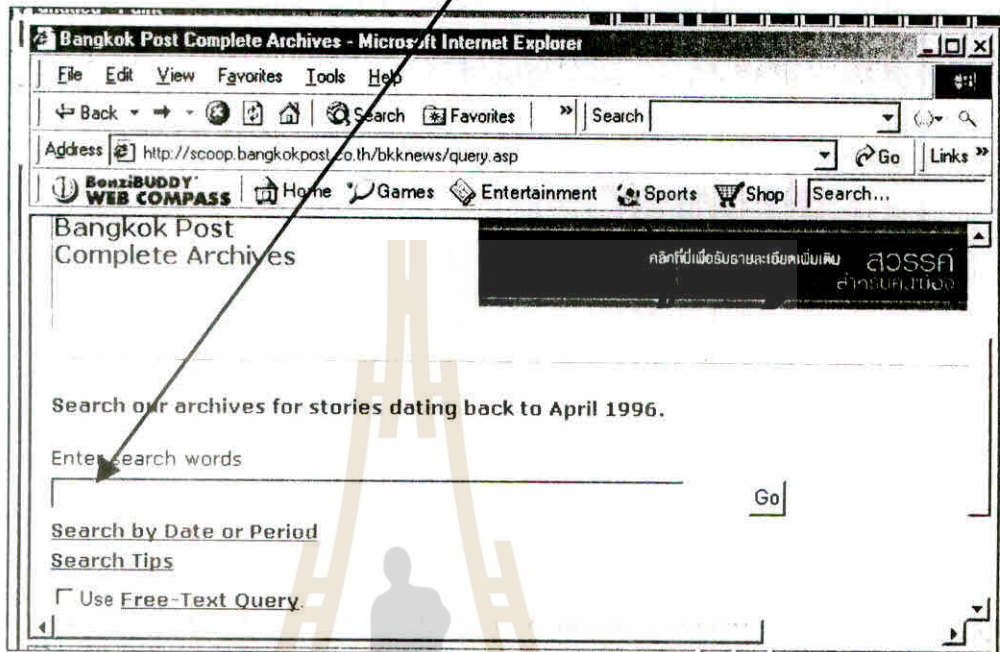
Web site 1

The screenshot shows a web browser window displaying the Bangkok Post website. The browser's address bar contains the URL <http://www.bangkokpost.net/>. The website header features the 'Bangkok Post' logo and the tagline 'The world's window on Thailand'. Below the header, the date and time are shown as 'Sunday 22 September 2002 Last updated 7:51 AM Thai local time'. The main content area includes a 'SEARCH' section with links for 'Recent Issues' and 'Complete Archives'. An arrow points to the 'Complete Archives' link.

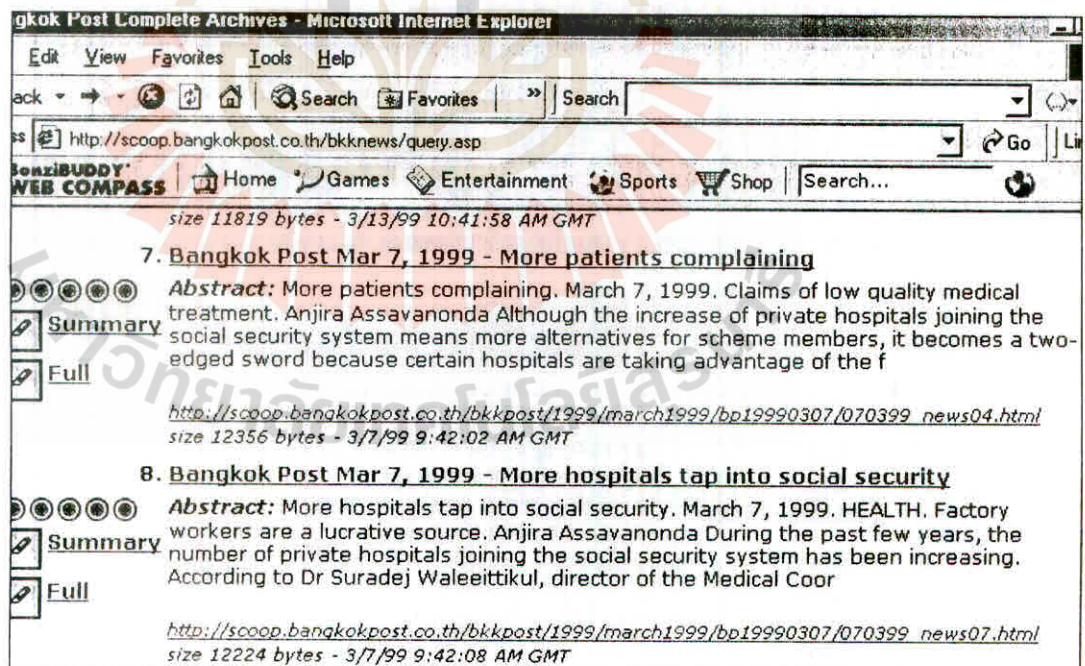
This is the Bangkok Post main page. Once you get accessed to this page, scroll down until you see "Complete Archive" Click on it.

It will lead you to the search page as shown below. Then you type the key word about your topic into the searching space.

For example, if you are interested in the new health program that the government offers, you type in “hospitals” in the search space.



This is the example of what you will get. The next thing for you to do is to browse through it and pick the one(s) relevant to your interest.



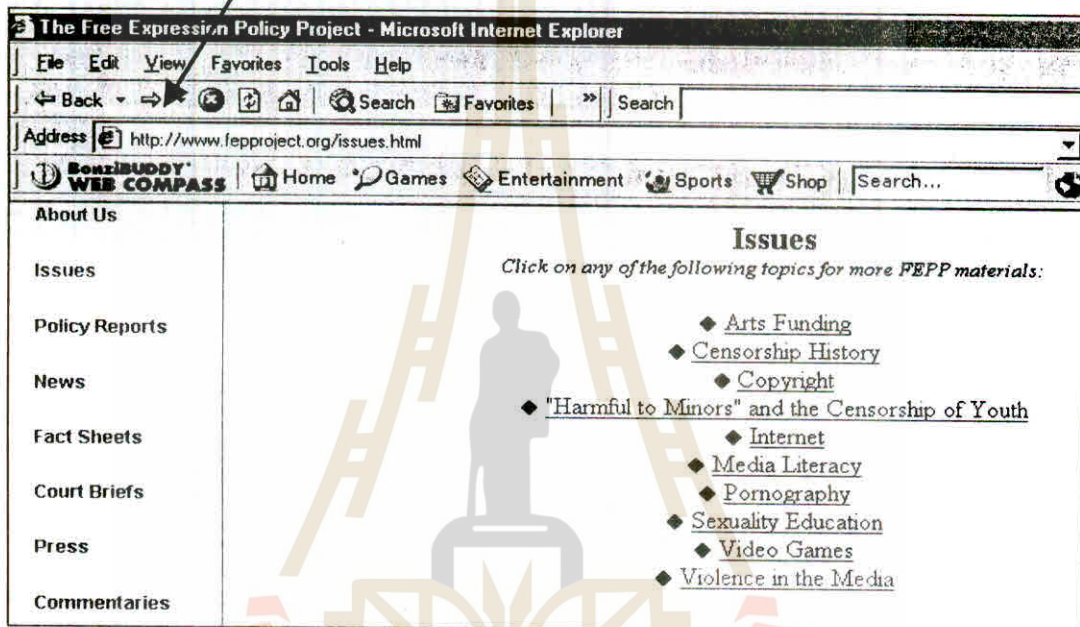
Web site 2

If you are interested in topics dealing with mass media, you might like to explore the following web site.

This is the web address:

<http://www.fepproject.org/issues.htm>

If you are interested in any of these topics, you should visit the above web site and find more details there.

**Website 3**

This is another web site rich with enormous information relating to various fields of study that you can choose from.

When you get accessed to this source, choose any field and go to the "finding sources" which is the gate for many databases. For example, if you think your interest(s) will be in "SCIENCE", you go to the finding sources (See the arrow).

Research and Documentation Online - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Search Favorites Search

Address http://www.dianahacker.com/resdoc/ Go Link

BonziBUDDY WEB COMPASS Home Games Entertainment Sports Shop Search...

dianahacker.com | Contact Diana Hacker

by Diana Hacker
Prince George's
Community College

With research sources by
Barbara Fister
Gustavus Adolphus College

RESEARCH AND DOCUMENTATION ONLINE

The information on this site is also available in a print booklet, *Research and Documentation in the Electronic Age*, Third Edition, by Diana Hacker.

- About the print booklet
- About this site

List of Style Manuals

Glossary of Library and Web Terms

Humanities	→ FINDING SOURCES → DOCUMENTING SOURCES	Sample MLA Paper
Social Sciences	→ FINDING SOURCES → DOCUMENTING SOURCES	Sample APA Paper
History	→ FINDING SOURCES → DOCUMENTING SOURCES	Sample Chicago Paper
Sciences	→ FINDING SOURCES → DOCUMENTING SOURCES	Sample CBE Paper

Finding sources for Sciences

This is the web address:

<http://www.dianahacker.com/resdoc>

It will lead you to various scientific subjects such as chemistry, biology, etc. You have to pick one of them, say, biology, it will give you many databases such as EurekaAlert, Biolink, BiochemNet, The National Human Genome research Institute, etc. Then you can go to any of these web sites.

For example, if you choose "EurekaAlert", and type in "biodiesel", this is what you will get.

EurekaAlert! Search Results - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Search

Address http://search.eurekaalert.org/e3/query.html?col=... Go Link

BonziBUDDY WEB COMPASS Home Games Entertainment

Advanced Search About Us

Search these results

Start New Search:

biodiesel

seek Help Advanced

Results for: biodiesel Documents

4 results found, sorted by relevance sort by date

Biodiesel fuel could reduce truck pollution

New Technology Turns French Fry Oil Into Diesel Fuel
The vegetable oil used to cook crispy, golden french fries soon power diesel engines. Researchers at the DOE's Idaho National Engineering and Environmental Laboratory ...
http://www.eurekaalert.org/pub_releases/1999-03/NEE-N100399.php - size 8.5K

Future army could run on alternative fuels, photosynthesis
Getting fuel to soldiers in the field has been a problem since machines replaced horses. But according to a new report 2025 soldiers could make fuel and ...
http://www.eurekaalert.org/pub_releases/2001-06/FU-Fac1906101.php - size 9.2K

Plant oils will replace petroleum in coming years, scientists say
When Bernie Tao talks to farmers, he tells them that although they may not realize it, they're oil barons. It may be green

Web site 4

This is the address:

<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/TechComm/tcmtopic.html>

The screenshot shows two browser windows. The left window displays the page title 'Online Technical Writing Report Topics Ideas' and the instruction 'Use this page as a brainstorming site for report topics. (Scroll down to the list of topics.)'. Below this is the heading 'Topic Possibilities on the Web' and the text 'Here are some links to web sites that might give you'. The right window shows a list of links under the heading 'Here are some links to web sites that might give you some interesting topic ideas (let me know if you have any additional ones):'. The list includes:

- [New, Interesting, and Alternative Technologies](#), Provided by Allyn & TechCommunity, a collection of link websites featuring such topics as wireless energy, global positioning systems, "green" automotive technology, extraterrestrial intelligence, superluminal motion, cloning, and much more.
- [Galaxy Listing of Topics](#)
- [Science and Technology Exhibits](#) (some exciting web sites involving related information to space technology)

2.3 Evaluating Sources

What are sources?

Sources are materials that come from somewhere other than your memory or direct experience. You need the information from these sources as you evidence in your argument essay. The examples of sources are books, magazines, academic or professional journals. These materials can come from the SUT library, other libraries and from the web sites mentioned above.

How reliable are your sources?

Since some information from your collected sources will be used as the evidence to prove your points in your essay, the information has to come from a reliable source. And, it should be written by an expert in the field from a recognized organization.

How to evaluate your sources

To evaluate your source of information and web sites, you can use the following five traditional criteria:

Accuracy, Authority, Objectivity, Currency, Coverage
(Alexander and Tate, 1996)

What to do is to read the explanation underneath each point that is not darkened. Then check which ever is applicable to your source (s).

Criteria	What to check	Yours
#1: Accuracy (General)	<ul style="list-style-type: none"> • How reliable and free from error is the information? • Are there editors and fact checkers? 	
Accuracy of Web Resources	<ul style="list-style-type: none"> • Almost anyone can publish on the Web • Many Web resources not verified by editors and/or fact checkers • Web standards to ensure accuracy not fully developed 	
#2: Authority (General)	<ul style="list-style-type: none"> • What are the author's qualifications for writing on the subject? • How reputable is the publisher? 	
Authority of Web Resources	<ul style="list-style-type: none"> • Often difficult to determine authorship of Web resources • If author's name listed, his/her qualifications frequently absent • Publisher responsibility often not indicated 	
#3: Objectivity (General)	<ul style="list-style-type: none"> • Is the information presented with a minimum of bias? • To what extent is the information trying to sway the opinion of the audience? 	
Objectivity of Web Resources	<ul style="list-style-type: none"> • Web often functions as a <i>virtual soapbox</i> • Goals/aims of persons or groups presenting material often not clearly stated 	
#4: Currency (General)	<ul style="list-style-type: none"> • Is the content of the work up-to-date? • Is the publication date clearly indicated? 	
Currency of Web Resources	<ul style="list-style-type: none"> • Dates not always included on Web pages • If included, a date may have various meanings: <ul style="list-style-type: none"> • Date first created • Date placed on Web • Date last revised 	
#5: Coverage (General)	<ul style="list-style-type: none"> • What topics are included in the work? • To what depth are topics explored? 	
Coverage of Web Resources	<ul style="list-style-type: none"> • Web coverage may differ from print or other media coverage • Often hard to determine extent of Web coverage 	

2.4 Narrowing your Topic

The topic you have chosen is still too broad for an essay of 1200-1500 words or two pages long, you need to narrow it in order to focus on only **one main idea**.

There are several ways you can use to narrow your topic into a manageable size.

Asking questions

One way is to be inquisitive: Ask yourself some good questions. You may try Dr. de Bono (1985) "Six Hats" which represents six modes of thinking and are directions to think.



The White Hat

Information available and needed



The Red Hat

Intuition, feelings, and hunches



The Black Hat

Cautions and difficulties
Where things might go wrong



The Yellow Hat

Values and benefits
Why something might work



The Green Hat

Alternatives and creative ideas



The Blue Hat

Managing the thinking process

Source: <http://www.innovatraining.com/meetingmgmt.htm>

How can you use Six hats?

If you want to use the Six Hats as a way to narrow your topic, you may try to answer the following questions:

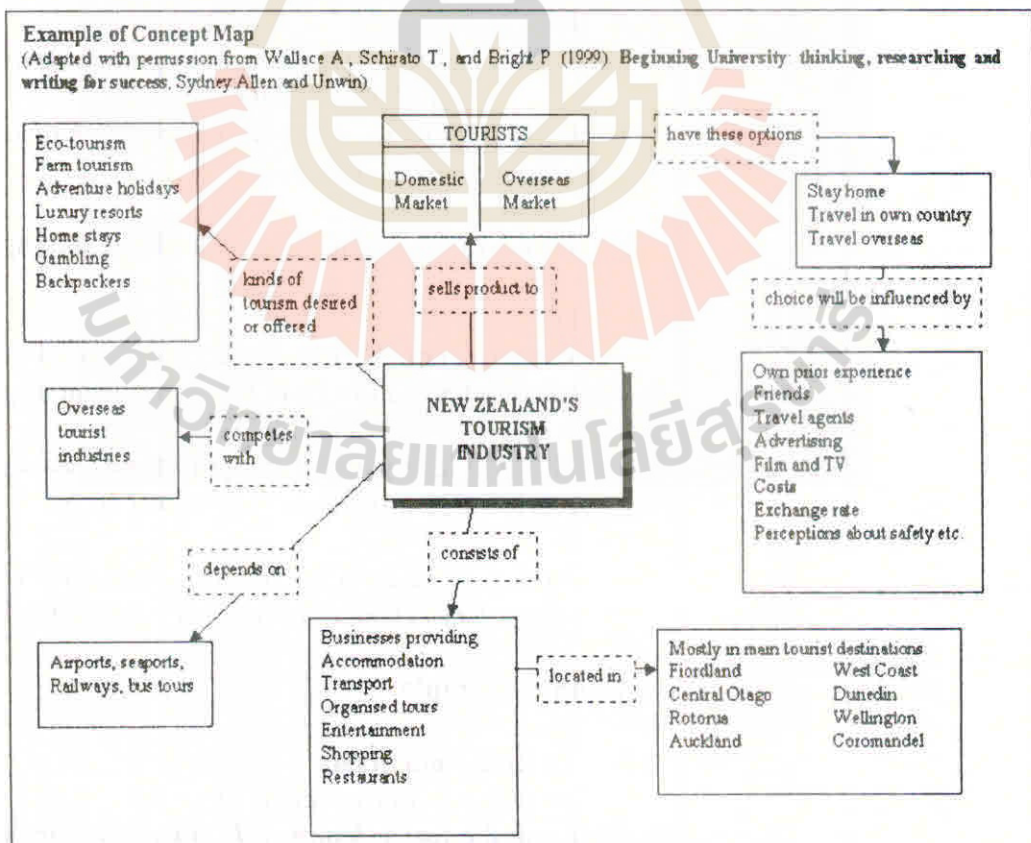
<p>Box 1 Your feeling RED HAT</p>	<p>Directions: Write how you currently feel about your selected topic. Do not think too long. You may write up to five sentences of how you feel about the topic. Do not give examples or justify your answer.</p>
<p>Box 2 Facts, facts, facts. WHITE HAT</p>	<p>Directions: In the space below, list the facts and other factual information about your chosen topic.</p> <ul style="list-style-type: none"> • report somebody else's feelings; but not your own. • Describe your chosen topic. • Define your topic. <p><i>What information do I have?</i> <i>What others have said about this topic?</i> <i>What is relevant?</i> <i>What is the most important?</i> <i>How valid is this information?</i></p> <p>You can make note of all the information that is readily available.</p>
<p>Box 3 Advantages, benefits YELLOW HAT</p>	<p>Directions: In the space below, list the values of an idea, its benefits. You must give reasons to support the idea. In other words, list the advantages and support each with examples.</p> <p><i>What are the good points?</i> <i>What are the benefits?</i></p>
<p>Box 4 Be caution. Errors. BLACK HAT</p>	<p>Directions: In the space below, point out difficulties and potential problems.</p> <p><i>What are the risks or dangers involved?</i> <i>What may be difficulties and problems?</i> <i>What is wrong?</i> <i>What would be the consequences, who does it affect?</i> <i>Is the evidence support the thesis statement?</i></p> <p>Here you must give examples or reasons for concern. In other words, list the disadvantages and give a reason for each.</p>

Box 5 Creative, alternative ways of thinking. GREEN HAT	Directions: Write your new ideas and solution about your chosen topic. <i>What are some possible ways to work this out?</i> <i>What are some other ways to do with your chosen topic?</i>
Box 6 Monitoring your thinking. BLUE HAT	Directions: Write your focus and plan what you want to write about your chosen topic. <i>What are you thinking about your chosen topic now?</i> <i>What decision have I made so far?</i> <i>What would be the solution, conclusion, further plan?</i>

Making the Idea Map

Another effective method you can try to narrow your topic is making **the Idea Map** which is actually a technique for simultaneously generating ideas and organizing them into a hierarchy as shown below.

See whether you can think of any ideas about your topic after you study this idea map carefully.



Source: <http://slc.otago.ac.nz/studyskills/ch4sect5.asp>

How can you make an idea map?

First, in the middle circle, you write the topic that you have chosen to write about. Now, remember, this topic is still too broad. We are trying to narrow it here. Then, make other circles around the big one in the middle. In each of those circles, you write any topics related to the one in the middle. These topics then become the subtopics. Think of how these sub topics relate to each others. Think also of how you can come up with bright new direction for your issue or controversial topic.

After you have written down many things relating to the topics and sub-topics, you should come up with some thing narrow enough for you to write an argument essay. If not, you have to try to write some more.

What do I get after I narrow my topic?

You should be able to limit your focus and see your points of view very clearly.

1. To limit your focus.

For example:

Your topic deals with *very young children and television watching.*

Limit your focus: *Elementary school children and television*

2. To provide your point of view about the topic

For example:

This group of children should not be permitted to watch television without the supervision of parents.

This will lead you to write your thesis easier. For example, your thesis for this topic can be:

Parents or responsible adults should supervise elementary school children while watching television.

Another example

1. To limit your focus

Your topic: *Motorcycle riders*

Limit the focus: *Motorcycle riders who are secondary school children*

2. To provide your point of view about the topic

These motorcycle riders had ridden their motorcycles recklessly.

The tentative thesis can be:

"Thai secondary schools should require students to take a driving course sometime during Mathayom 4-6."

How can I write to make my thesis specific and explicit?

You might like to try the following techniques.

1. Use specific terms instead of a general one. (e.g. Narrow "children " to "elementary school children.")
2. Use adjectives to modify the topic. (e.g. Narrow "elementary school children" to "elementary school children who normally eat junk food")
3. Limit the discussion to a particular context. (e.g. Narrow "elementary school children who normally eat junk food" to "elementary school children who normally eat junk food as snack (between meals)")

2.5 The thesis statement

What is a thesis?

A thesis is the main point of your essay; it is the idea that you want to explain and defend. The thesis is the answer to the question: What is the writer trying to prove in this essay?

The thesis can be called by many names such as “claim”, “proposition”, “the controlling idea”, or “the main idea”. If you see any of these names, please remember that they refer to the same thing.

Different types of theses

Theses can be classified into many kinds, the three well-known ones are:

1. Factual (in science, it is called “hypothesis”,
2. Value (good/ bad, right/wrong)
3. Policy (to change people’s attitude and behaviors about something).

In writing an argumentative essay for English 5, you are recommended to focus on the policy one. This is the type of arguments concerning the way things should be. What people should do in certain situations.

What is a thesis statement?

You write your thesis as a sentence called a thesis statement. This sentence inform your reader the main idea that you want to prove. In your argumentative essay, the thesis statement should be arguable.

What does it mean by “arguable”?

Consider the following statements:

1. *Violating traffic laws is a terrible act.*

This statement is not arguable because no reasonable persons would argue with that.

2. *Traffic laws are ineffective.*

This statement is a little better because some people might say that the laws are good but still others may think that they are ineffective.

3. *Current traffic laws should be modified to mandate stricter punishment, support better communication within the community, and define those who violate the laws more clearly.*

This statement is clear and can be argued with facts and many other evidences as proofs.

How can I write a good thesis statement?

The key to a good thesis is that it contains both the subject of your essay and a main idea about that subject.

A good thesis acts as a guide that focuses both on the writer and reader.

You can try this questioning strategy. By combining the answers to questions one and two below you may create a good thesis statement.

Note: You can do this process easier if you have narrowed your topic.

1. Who or what is my subject?
2. What point do I want to make about my subject?
3. Thesis: _____

Example 1: (From the statement # 3 above)

1. Who or what is my subject?
— *Current traffic laws*
2. What point do I want to make about my subject?
— *These laws need to be modified because of three main reasons.*
3. Thesis: _____ (See #3 above)

Example 2:

1. Who or what is my subject?
--*Using a digital camera in a wedding studio.*
2. What point do I want to make about my subject?
--*Using a digital camera in a wedding studio can satisfy customers in a wedding studio.*
3. Thesis:
--*To provide a new married couple utmost satisfaction in a wedding studio, a photographer should use a digital camera.*

Example 3

1. Who or what is my subject?
-- *Leaving ones' hometown*

2. What point do I want to make about my subject?
 ---*Leaving ones' hometown creates unbearable personal and social problems.*
3. Thesis:
 --*Rural people should stop migrating to big cities because of insufficient earnings, broken home, miserable lives, and disappearance of rural technology.*

More Examples of effective policy thesis statement

The following examples of the thesis statement are different from the previous examples in that they include the antithesis too.

Topic: Food preservation: Smoked meat

Thesis: Even though the liquid smoke requires imported ingredients, food industries in Thailand should use the liquid smoke for their meat preservation because of its low production cost, high quality, and safety for consumers.

Topic: Polylactic Acid (PLA) Fiber

Thesis: Despite some doubts whether PLA fiber can absorb moisture, consumers in the hot countries like Thailand should use fabric made of PLA fiber.

Topic: Storage Area Network

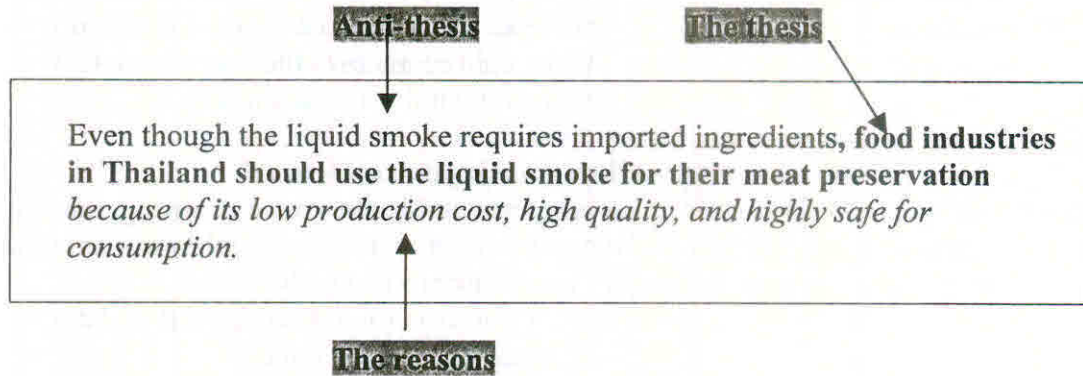
Thesis: Even if the Storage Area Network (SAN) may sometimes fail because of the electrical failure and very high network traffic, organizations with modernized equipment should implement Storage Area Network (SAN) as their main management system since it can provide many management benefits.

The above thesis statements are effective because they provide readers at least two things:

1. It presents one major idea of the essay.
2. It helps organize the essay.

How is a thesis statement is written?

To illustrate how a thesis statements is written, I'd like to separate one of the thesis statements into three different parts.



What is the anti-thesis?

It is the audience's objection against the writer's thesis.

This is the part to show that you have carefully considered other points of view.

In this example, the an-thesis is: "The liquid smoke requires imported ingredients." This can be assumed that it might not be available at times. Or, it can be expensive. It is separated from the thesis by , (the comma).

What is the thesis (main idea)?

In the above thesis statement, the main idea is:

"Food industries in Thailand should use the liquid smoke for their meat preservation."

What would be the organization of each essay?

From the above thesis statement, the part stating the reasons also indicates the organization of the essay as well.

Besides the introduction and the conclusion, this essay will have these parts written as the separated paragraphs:

- 1st The production cost of the liquid smoke is low.
- 2nd The quality of the meat products is high.
- 3rd The meat products preserved by the liquid smoke is highly safe for consumers.

4th

Con: It can be argued that the liquid smoke requires imported ingredients that sometimes may not available; thus, it can create the short supply for the market.

What I just did to the thesis statement was separating the main point from its supporting details and the argument against the main point.

From the above thesis statements, you can see that the students who wrote the essays had planned well before they could summarize the overall points they want to write in their thesis statements.

How good is your evidence ?

To support your thesis, you need strong, reliable evidence to prove to your readers so that they can agree with you.

So, your evidence should be:

1. up-to-date (or at least not out of date)
2. relevant to your topic
3. taken from acceptable scholarly sources
4. of various types such as facts, statistics, examples, and testimony or experts' opinions.

What evidence would you use to support your thesis?

What is evidence, by the way?

Evidence is information that supports a thesis.

There are four general kinds of evidence:

- Facts--accepted truths that nobody can argue about.
- Statistics --numbers, percentage, ratio, etc.
- Expert authority – Opinion of knowledgeable people in specific fields
- Personal experience –your own experience related to the topic.

All of these evidences should be use appropriately and in proper contexts.

2.6 Making Note Cards and bibliography

If you have generated your ideas about your topic and they are clear enough, you can search for specific information with no problems. If you can get 6-7 good ones that relate to your topics, that would good enough to get started.

What do you do with the materials you have gathered?

You are going to use the materials you have gathered to support your points in your essay as your in-text citation. The in-text citation can be done in three ways: direct quoting, paraphrasing, and summarizing. How you can do these three methods of citation will be described later.

To be systematic in recording your information, you should use note cards similar to the one shown below. This effective note taking system will save your time later.

Once you cite any material in your essay, you have to write its corresponding bibliography at the end of your essay according to the standard format too. You may use the one shown below. This is the American Psychological Association (APA) one, which is quite widely used.

Your note cards

1. Your note cards for bibliography and note taking should be 5 X 8 inches
2. On side A, record each source that you use using the appropriate format. The one below is the American Psychology Association (APA) format. Make sure you do it correctly now.

Book:	Johnsons, Emily. (1999). <i>Comet SL9</i> . New York: Random House.
Newspaper	Hansdale, Eric. "Who creates crimes." <i>Bangkok Post</i> 25 Jan. 2002: D12-13.
Newspaper from the Internet	Azar, B., & Martin, S. (1999, October). APA's Council of Representatives endorses new standards for testing, high school psychology. <i>APA Monitor</i> Retrieved October 7, 1999, from http://www.apa.org/monitor/oct99/in1.html
Journal:	Lawrence, Jane. (2001). Astronomy Puzzle. <i>Journal of Scholarly Astronomy</i> . 17 (3): 112-127.
The Internet source:	Chou, L., McClintock, R., Moretti, F., & Nix, D. H. (1993). <i>Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures</i> . Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site http://www.ilt.columbia.edu/publications/papers/newwine1.html
Internet but no author and no date	<i>GVU's 8th WWW user survey</i> . (n.d.). Retrieved August 8, 2000, from http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/

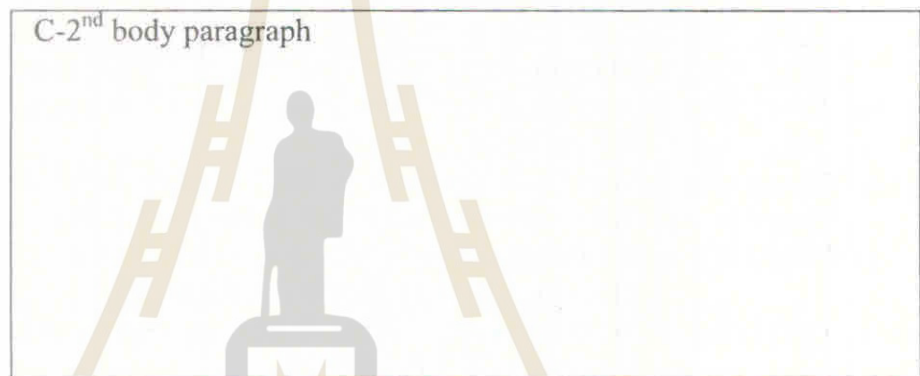
3. On side B, you take notes about your main points and related details. It is also useful if you can indicate the section of the essay where you are going to use this information, e.g. 1st body paragraph.
4. Write one idea per card. This can be done in three ways: summarizing, paraphrasing and direct quoting.

How to use your note cards in your first draft

To help you writing your first draft effectively, you should do this:

1. paste pieces of information you need for your paper on note cards and label the note cards as A, B, C, etc. Also, number each of the cards according to your paragraph number that you are going to use that information. For example, if you are going to use A note card in your introduction, then, on the left hand corner of your note card, you write: A-Introduction. Or, if you want to use a C note card in the second body paragraph, you then write: C-2nd body paragraph.

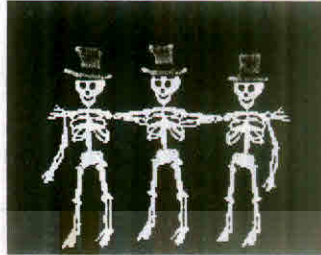
Your note card will look similar like this:



2. Quote, paraphrase or summarize the information and write it underneath as shown below.



2.7 Making an Outline



Having your thesis, you must have done a lot of synthesizing your materials and see clearly what you are writing about.

After having your thesis, collecting sufficient relevant information and being able to identify reasons *for* and *against* your topic, you are ready to organize your essay.

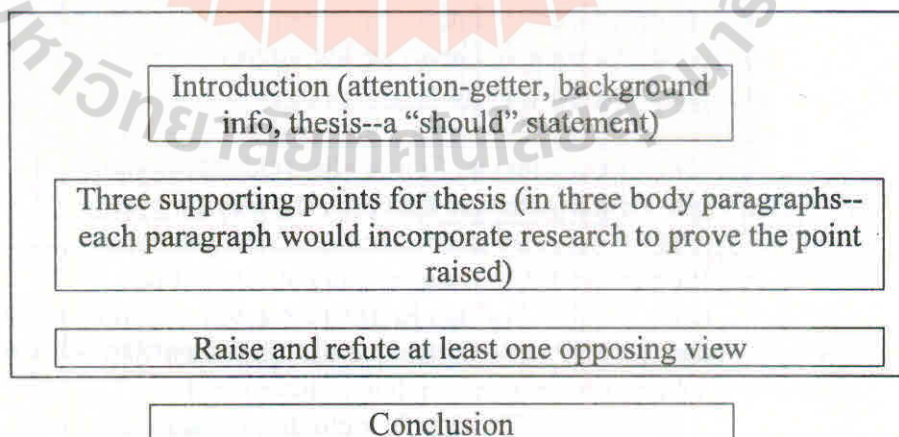
What is an outline?

An outline is an organized list of your main points of your essay. It is like its skeleton. If your outline is clear, you can see the organization of your essay clearly too.

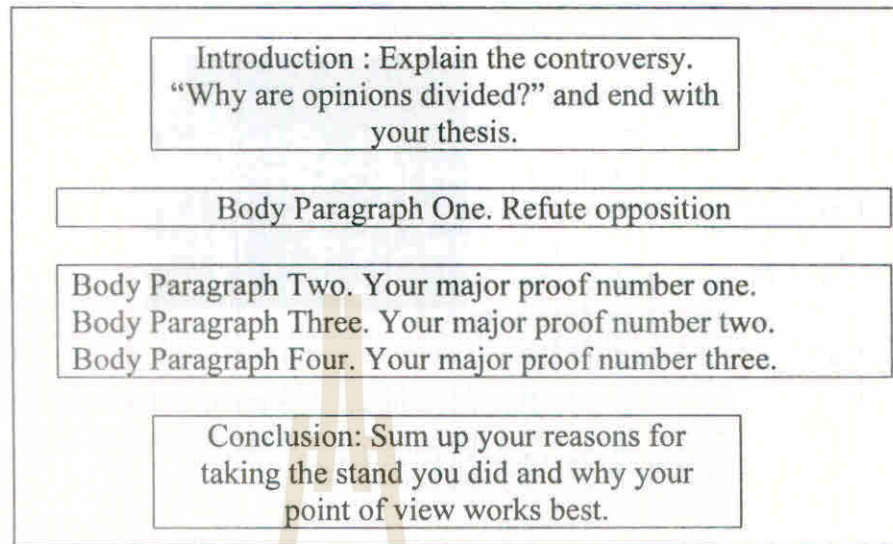
How to make an outline

Different patterns of organization have been used in argument essays.

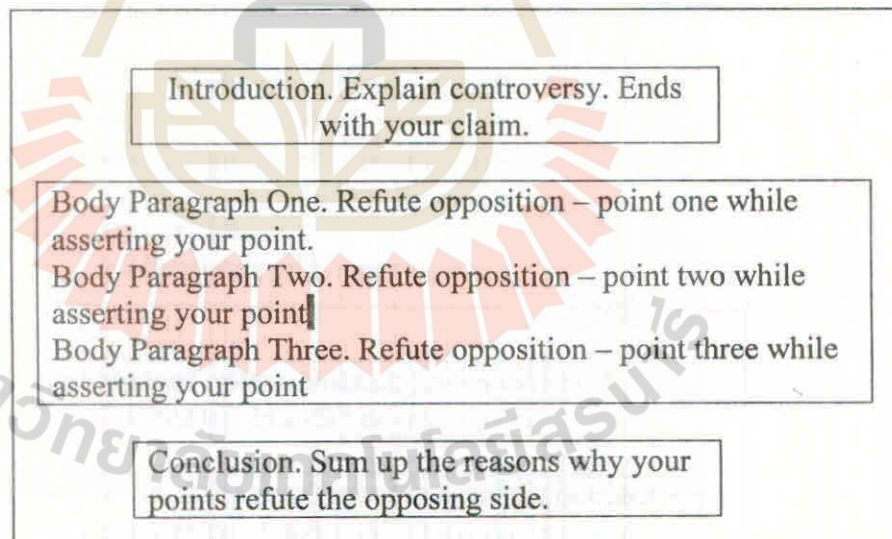
Pattern One: The standard one



Note: This pattern is used in the sample essay in Unit 1 and the sample outline in this unit.

Pattern Two:

Note: This organizational pattern is the opposite of Pattern One. That is, your body paragraph starts with the refutation then follows by your proofs whereas the first pattern starts with your proofs and follows by the refutation.

Pattern Three:

For this English 5 class, I recommend you use the first or the third since the second pattern is the reversed one.

The details including the essay, the analysis and the outline frame of the third pattern of organization can be seen below.

The model essay using the third pattern of organization

Marine Parks

The issue of whether we should allow marine parks to stay open has been widely debated in our community recently. It is an important issue because it concerns fundamental moral and economic questions about the way we use our native wildlife. A variety of different arguments have been put forward about this issue. This essay will consider arguments for having marine parks and point to some of the problems with these views. It will then put forward reasons for the introduction of laws which prohibit these unnecessary and cruel institutions.

It has been argued that dolphin parks provide the only opportunity for much of the public to see marine mammals (Smith, 1992). Most Australians, **so this argument goes**, live in cities and never get to see these animals. **It is claimed that** marine parks allow the average Australian to appreciate our marine wildlife. **However, as** Smith states, dolphins, whales and seals can be viewed in the wild at a number of places on the Australian coast. **In fact**, there are more places where they can be seen in the wild than places where they can be seen in captivity. **Moreover**, most Australians would have to travel less to get to these locations than they would to get to the marine parks on the Gold Coast. **In addition**, places where there are wild marine mammals do not charge an exorbitant entry fee - they are free.

Dr Alison Lane, the director of the Cairns Marine Science Institute, **contends that** we need marine parks for scientific research (The Age, 19.2.93). She **argues that** much of our knowledge of marine mammals comes from studies which were undertaken at marine parks. The knowledge which is obtained at marine parks, **so this argument goes**, can be useful for planning for the conservation of marine mammal species. **However, as** Jones (1991) **explains**, park research is only useful for understanding captive animals and is not useful for learning about animals in the wild. Dolphin and whale biology changes in marine park conditions. Their diets are different, they have significantly lower life spans and they are more prone to disease. **In addition**, marine mammals in dolphin parks are trained and this means that their patterns of social behaviour are changed. Therefore research undertaken at marine parks is generally not reliable.

It is the contention of the Marine Park Owners Association that marine parks attract a lot of foreign tourists (The Sun-Herald 12.4.93). **This position goes on to assert that** these tourists spend a lot of money, increasing our foreign exchange earnings and assisting our national balance of payments. **However,** foreign tourists would still come to Australia if the parks were closed down. **Indeed,** surveys of overseas tourists show that they come here for a variety of other reasons and not to visit places like Seaworld (The Age, Good Weekend 16.8.93). Tourists come here to see our native wildlife in its natural environment and not to see it in cages and cement pools. They can see animals in those condition in their own countries **Furthermore,** we should be promoting our beautiful natural environment to tourists and not the ugly concrete marine park venues.

Dolphin parks are unnecessary and cruel. The dolphins and whales in these parks are kept in very small, cramped ponds, whereas in the wild they are used to roaming long distances across the seas. **Furthermore,** the concrete walls of the pools interfere with the animals' sonar systems of communication. **In addition,** keeping them in pools is a terrible restriction of the freedom of fellow creatures who may have very high levels of intelligence and a sophisticated language ability. **Moreover,** there are many documented cases of marine mammals helping humans who are in danger at sea or helping fisherman with their work.

In conclusion, these parks should be closed, or at the very least, no new animals should be captured for marine parks in the future. Our society is no longer prepared to tolerate unnecessary cruelty to animals for science and entertainment. If we continue with our past crimes against these creatures we will be remembered as cruel and inhuman by the generations of the future.

Source: <http://www.eslplanet.com/teachertools/argueweb/modelmp.htm>

The essay analysis

The above model essay can be analyzed as follows:

Marine Parks	The explanation
The introductory paragraph contains 5 major points: introducing the topic, state its importance, state its controversial, state the stance, and the reasons.	
<p>The issue of whether we should allow marine parks to stay open has been widely debated in our community recently.</p> <p>It is an important issue because it concerns fundamental moral and economic questions about the way we use our native wildlife.</p> <p>A variety of different arguments have been put forward about this issue.</p> <p>This essay will consider arguments for having marine parks and point to some of the problems with these views.</p>	<p>The topic being introduced.</p> <p>Its importance.</p> <p>Different points of view on it</p> <p>The writer's side-against having it</p>
It will then put forward reasons for the introduction of laws which prohibit these unnecessary and cruel institutions.	How the essay is organized.

1st body paragraph

The first body paragraph consists of two parts: it starts with the opponent's point and then followed by the author's counter argument.	
<p>It has been argued that dolphin parks provide the only opportunity for much of the public to see marine mammals (Smith, 1992).</p> <p>Most Australians, so this argument goes, live in cities and never get to see these animals.</p> <p>It is claimed that marine parks allow the average Australian to appreciate our marine wildlife.</p> <p>However, as Smith states, dolphins, whales and seals can be viewed in the wild at a number of places on the Australian coast.</p> <p>In fact, there are more places where they can be seen in the wild than places where they can be seen in captivity.</p> <p>Moreover, most Australians would have to travel less to get to these locations than they would to get to the marine parks on the Gold Coast.</p> <p>In addition, places where there are wild marine mammals do not charge an exorbitant entry fee - they are free.</p>	<p>Con: the opponent's point</p> <p>The explanation</p> <p>Their reason for having the marine park.</p> <p>The author's reason #1</p> <p>Explanation</p> <p>Reason #2</p> <p>Reason # 3</p>

2nd body paragraph

The second body paragraph also has two parts: the first part is the opponent's point and then followed by the author's counter-argument.	
Dr Alison Lane, the director of the Cairns Marine Science Institute, contends that we need marine parks for scientific research (The Age, 19.2.93). She argues that much of our knowledge of marine mammals comes from studies which were undertaken at marine	The opponent's second reason for having it. The reason for having it.
The knowledge which is obtained at marine parks, so this argument goes , can be useful for planning for the conservation of marine mammal species. parks.	The explanation
However , as Jones (1991) explains , park research is only useful for understanding captive animals and is not useful for learning about animals in the wild. Dolphin and whale biology changes in marine park conditions.	The author's reason The explanation
Their diets are different, they have significantly lower life spans and they are more prone to disease. In addition , marine mammals in dolphin parks are trained and this means that their patterns of social behavior are changed.	The author's second reason
Therefore research undertaken at marine parks is generally not reliable.	The conclusion

3rd body paragraph

The third body paragraph again consists of two parts: The opponent's point starts first, and then the author's counter argument.	
It is the contention of the Marine Park Owners Association that marine parks attract a lot of foreign tourists (The Sun-Herald 12.4.93). This position goes on to assert that these tourists spend a lot of money, increasing our foreign exchange earnings and assisting our national balance of payments.	The opponent's third reason for having it. The reason for having it
However , foreign tourists would still come to Australia if the parks were closed down. Indeed , surveys of overseas tourists show that they come here for a variety of other reasons and not to visit places like Seaworld (The Age, Good Weekend 16.8.93). Tourists come here to see our native wildlife in its natural environment and not to see it in cages and cement pools. They can see animals in those	The author's reason to argue against it. The explanation.

condition in their own countries Furthermore , we should be promoting our beautiful natural environment to tourists and not the ugly concrete marine park venues.	The author's last reason
---	--------------------------

4th Body paragraph

The fourth paragraph consists only the author's thesis supporting with reasons.	
Dolphin parks are unnecessary and cruel. The dolphins and whales in these parks are kept in very small, cramped ponds, whereas in the wild they are used to roaming long distances across the seas.	The author's point The reason
Furthermore , the concrete walls of the pools interfere with the animals' sonar systems of communication.	Another reason
In addition , keeping them in pools is a terrible restriction of the freedom of fellow creatures who may have very high levels of intelligence and a sophisticated language ability.	The third reason
Moreover , there are many documented cases of marine mammals helping humans who are in danger at sea or helping fisherman with their work.	The fourth reason

The conclusion

In conclusion , these parks should be closed, or at the very least, no new animals should be captured for marine parks in the future.	The conclusion
Our society is no longer prepared to tolerate unnecessary cruelty to animals for science and entertainment.	The author's proposal
If we continue with our past crimes against these creatures we will be remembered as cruel and inhuman by the generations of the future.	The consequence if not accepting his/her proposal.

Its organizational pattern

Its organizational pattern of the model essay can be seen clearly from the following outline framework.

Topic: Marine parks

Thesis:

We should not allow to have marine parks stay open.
Or, we should no longer have any marine parks.

Introductory paragraph:

- Introduce the issue.
- State its importance.
- Indicate that there are different points of view about this topic.
- State the writer's side and the proofs.

Body:

2. (Con) It has been argued that _____

(Pro) However, _____

1.1 _____

1.2 _____

2. (Con) Dr. Alison Lane, ..., argues that _____

(Pro) However, _____

2.1 _____

2.2 _____

3. (Con) It is the contention of ...that _____

(Pro) However, _____

3.1 _____

3.2 _____

4. (Pro) _____

4.1 _____

4.2 _____

4.3 _____

4.4 _____

Conclusion

In conclusion, _____

The author's proposal: _____

His/her prediction? _____

The Formal Outline

How to write a useful outline for your argument essay

Not only the different patterns of organization you can choose for your outline, but also you can write it in many different ways such as listing, a formal outline, a word outline, a sentence outline, etc.

However, for an argumentative essay you write in this English 5 class, it is recommended that you write a formal sentence outline. It means that you have to write all points as sentences, not words or phrases.

Writing the sentence outline will prove beneficial for you because your ideas are more fully developed (Booth, Colomb, and Williams, 1995). Most importantly, you can incorporate these sentences into your draft, possibly as the topic sentences and other key sentences of your paragraphs in your first draft.

A Sample of the Outline Frame

Thesis: _____

Introductory paragraph:

- Introduce the topic:
- Define key terms (if any).
- State why the topic is important.
- Indicate that there are different points of view about the topic.
- State your side and describe how you would prove your point

Body:

1. **Main point 1** or the topic sentence of the paragraph. _____
 - 1.1 Sub point 1 _____
 - 1.1.1 Sub point 1 _____
 - 1.1.2 Sub point 2 _____
 - 1.2 Sub point 2 _____
 - 1.2.1 Sub point 1 _____
 - 1.2.2 Sub point 2 _____
 - 1.3 Sub point 3 _____
 - 1.3.1 Sub point 1 _____
 - 1.3.2 Sub point 2 _____

- 2. Main point 2** _____
- 2.1 Sub point 1 _____
- 2.1.1 Sub point 1 _____
- 2.1.2 Sub point 2 _____
- 2.2 Sub point 2 _____
- 2.2.1 Sub point 1 _____
- 2.2.2 Sub point 2 _____
- 2.3 Sub point 3 _____
- 2.3.1 Sub point 1 _____
- 2.3.2 Sub point 2 _____

- 3. Main point 3** _____
- 3.1 Sub point 1 _____
- 3.1.1 Sub point 1 _____
- 3.1.2 Sub point 2 _____
- 3.2 Sub point 2 _____
- 3.2.1 Sub point 1 _____
- 3.2.2 Sub point 2 _____
- 3.3 Sub point 3 _____
- 3.3.1 Sub point 1 _____
- 3.3.2 Sub point 2 _____

- 4. Main point 4** _____
- 4.1 Sub point 1 _____
- 4.1.1 Sub point 1 _____
- 4.1.2 Sub point 2 _____
- 4.2 Sub point 2 _____
- 4.2.1 Sub point 1 _____
- 4.2.2 Sub point 2 _____
- 4.3 Sub point 3 _____
- 4.3.1 Sub point 1 _____
- 4.3.2 Sub point 2 _____

- 5. Con paragraph**
- 5.1 Con point 1 _____
- Counter argument 1 _____
- 5.2 Con point 2 _____
- Counter argument 2 _____
- 5.3 Con point 3 _____
- Counter argument 3 _____

Conclusion

- Restate the thesis statement.
- Write a sentence or two to summarize your arguments that support your thesis statement.
- Give some warning of the consequences if not following the thesis statement that you suggest
- And state the benefits if following it.

Note: This is pattern One.

An example

Here is an example of a sentence outline constructed by a former student of English 5.

Title: Stop Migrating to big cities

The thesis statement: Even though some rural people think that migrating to big cities gives them more job opportunities, they should stop doing it since it creates many other unbearable problems.

Introduction: Poor Thai people, especially those who live in the rural area of Thailand face many problems. Among them, they cannot find good jobs in their hometown. Some of them want to solve the problem by migrating to big cities for job opportunities. Rural people have different points of view about concerning leaving their hometown to get jobs in big cities. Though varieties of jobs are available in big cities, the rural people face unbearable problems: hostel, ways of life, cost of living. Of all these problems, the rural people should stop migrating to get jobs in big cities for various important reasons.

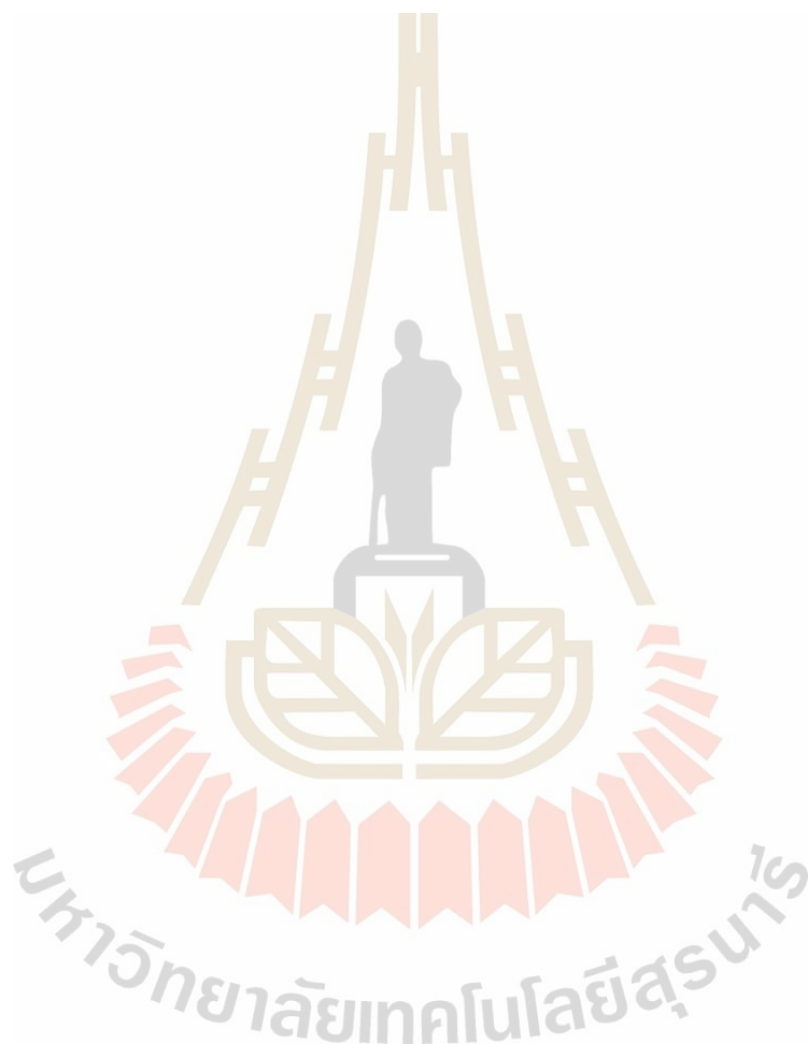
Body

1. Rural people who leave their hometown to get jobs in big cities or in factories do not earn enough to support their families.
 - 1.1 They do not have good jobs.
 - 1.2 They hardly save any money
2. Migrating to get jobs in big cities causes many social problems.
 - 2.1 They lack lodging.
 - 2.2 They weaken their family status.
 - 2.3 They cause serious problems for their children being left behind.
3. Migration to big cities causes their lives miserable.
 - 3.1 Living in big cities changes their ways of life.
 - 3.2 Living in big cities creates many unpredictable miseries.
4. Leaving their hometown is the main cause of losing rural technology.
 - 4.1 Rural technology that is the knowledge and skills of people in specific rural areas is neglected.
 - 4.2 If rural people continue leaving their hometowns, the continuation of the rural technology will disappear.
5. **Con paragraph:** Leaving ones' hometown for jobs in big cities can be possible but it creates unbearable problems.
 - 5.1 Some rural people can get jobs in big cities easily; however, almost all jobs are low paid ones.
 - 5.2 Few lucky people can save some money and send it home to support their elderly members; however, what the elder want not the money but warmth from their children.
 - 5.3 Some members of the families do not stay unemployed; however, this situation always creates a broken home.

Conclusion: It is not necessary to leave their hometowns to search for jobs nowadays.

Migrating to get jobs in big cities create serious problems. If rural people keep leaving their hometowns, many other serious consequences can occur.

There are many benefits for the rural people to get their jobs in their own hometowns.



Exercise 2.1

Finding a Topic and Locating Sources

What is your topic?

Write your tentative topic here.

Write your tentative sources of information in the blanks as shown below.

Source: A book

	author	year	Name of the book	Place of publisher	publisher
Sample	Beddow, C. G..	(1998)	Microbiology of Fermented Food.	London:	Champman and Hall
Yours					
Yours					

Source: A journal article

	author	year	title	Name of journal	Volume: Page no.
Sample	Manakasem, Yuwadee.	(1998)	Fish sauce.	Kaset Chaw- Ban.	69 (5):31
Yours					
Yours					

Source: A newspaper

	Author(s)	year	title	Name of newspaper	Day you retrieve	Web site
Sample	Azar, B., & Martin, S.	(1999, October).	APA's Council of Representatives endorses new standards for testing, high school psychology.	<i>APA Monitor</i>	Retrieved October 7, 1999,	from http://www.apa.org/monitor/oct99/in1.html
Yours						
Yours						

Source: The Internet (APA)

author	date	title	Date of retrieval	source	URL
Chou, L., McClintock, R., Moretti, F., & Nix, D. H.	(1993)	<i>Technology and education: New wine in new bottles: Choosing paths and imagining educational futures.</i>	Retrieved August 24, 2000,	from Columbia University, Institute for Learning Technologies Web site	http://www.ilt.columbia.edu/publications/papers/newwine1.html

No author and no date

title	date	Date of retrieval	source	URL
<i>GVU's 8th WWW user survey.</i>	(n.d.).	Retrieved August 8, 2000,	from	http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/

Exercise 2.2 Making Note cards

Prepare several note cards for your chosen topic following the guide on pages 45-47.

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Exercise 2.3

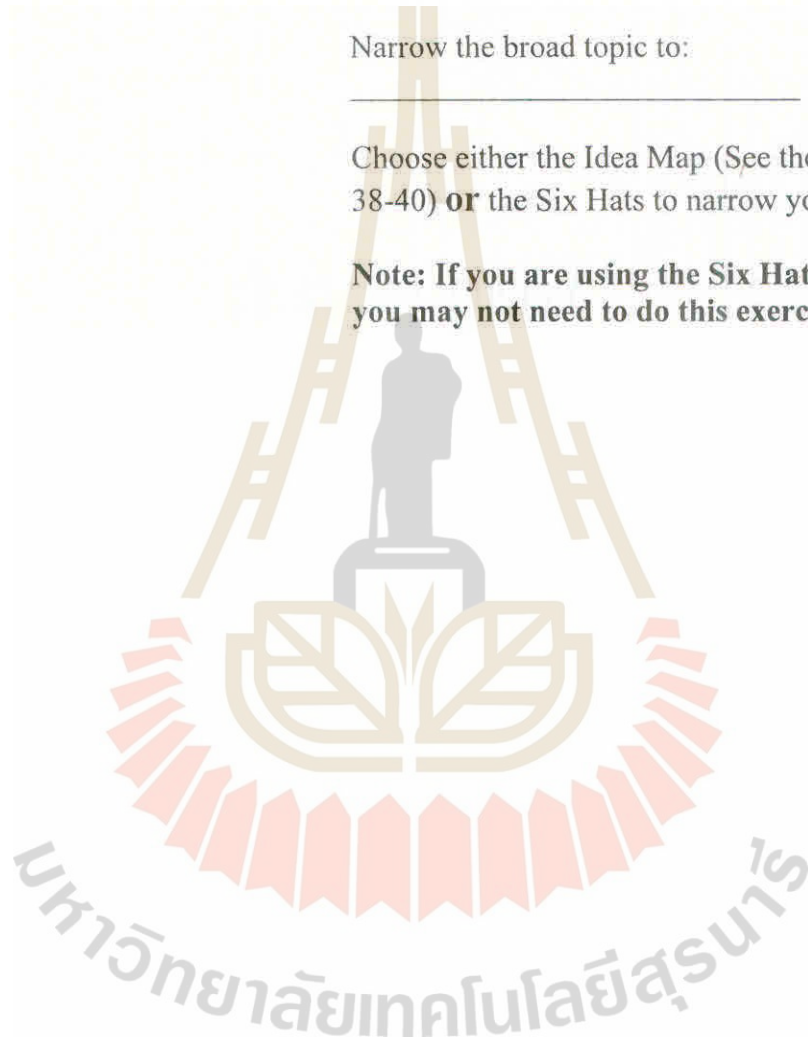
Narrowing your Topic

My broad topic:

Narrow the broad topic to:

Choose either the Idea Map (See the directions on pages 38-40) **or** the Six Hats to narrow your topic.

Note: If you are using the Six Hats (the next exercise), you may not need to do this exercise.



Exercise 2.4 **Using Six Hats** to narrow your topic and construct the thesis

Here are the steps:

1. Select a topic and write it above the boxes.
2. Read the direction in each box and complete it.
3. As you do your research, place your notes under each part. Try to use at least 7 sources.
4. Synthesize the information and write the tentative thesis.

Box 1 Your feeling RED HAT	Directions: Write how you currently feel about your selected topic. Do not think too long. You may write up to five sentences of how you feel about the topic. Do not give examples or justify your answer.
Box 2 Facts, facts, facts. WHITE HAT	Directions: In the space below, list the facts and other factual information about your chosen topic. <ul style="list-style-type: none"> • report somebody else's feelings; but not your own. • Describe your chosen topic. • Define your topic. <p><i>What information do I have?</i> <i>What others have said about this topic?</i> <i>What is relevant?</i> <i>What is the most important?</i> <i>How valid is this information?</i></p> <p>You can make note of all the information that is readily available.</p>


Box 3 Advantages , benefits YELLOW HAT	Directions: In the space below, list the values of an idea, its benefits. You must give reasons to support the idea. In other words, list the advantages and support each with examples. <i>What are the good points?</i> <i>What are the benefits?</i>
Box 4 Be caution. Errors. BLACK HAT	Directions: In the space below, point out difficulties and potential problems. <i>What are the risks or dangers involved?</i> <i>What may be difficulties and problems?</i> <i>What is wrong?</i> <i>What would be the consequences, who does it affect?</i> <i>Is the evidence support the thesis statement?</i> Here you must give examples or reasons for concern. In other words, list the disadvantages and give a reason for each.
Box 5 Creative, alternative ways of thinking. GREEN HAT	Directions: Write your new ideas and solution about your chosen topic. <i>What are some possible ways to work this out?</i> <i>What are some other ways to do with your chosen topic?</i>

Box 6 Monitoring your thinking. BLUE HAT	Directions: Write your focus and plan what you want to write about your chosen topic. <i>What are you thinking about your chosen topic now?</i> <i>What decision have I made so far?</i> <i>What would be the solution, conclusion, further plan?</i>

Finally, try to synthesize your ideas and put them in the following box similar to the sample.

	Sample	Yours
Topic	Eating junk food / elementary school children	
What for (Why)	to convince their parents or care takers to discourage them from eating junk food	
Why significance (reason)	because junk food can be risky for their health, cause bad eating habits, and deteriorate their diet.	

Exercise 2.5 Evaluating your Source of Information and Web sites

Use the following five criteria to evaluate your sources of materials by putting the check here 

Criteria	What to check	1	2	3	4	5	Etc.
#1: Accuracy (General)	<ul style="list-style-type: none"> How reliable and free from error is the information? Are there editors and fact checkers? 						
#2: Authority (General)	<ul style="list-style-type: none"> What are the author's qualifications for writing on the subject? How reputable is the publisher? 						
#3: Objectivity (General)	<ul style="list-style-type: none"> Is the information presented with a minimum of bias? To what extent is the information trying to sway the opinion of the audience? 						
#4: Currency (General)	<ul style="list-style-type: none"> Is the content of the work up-to-date? Is the publication date clearly indicated? 						
#5: Coverage (General)	<ul style="list-style-type: none"> What topics are included in the work? To what depth are topics explored? 						

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Exercise 2.6 Analyzing thesis Statements

Identify the three parts of the following thesis statements.

Topic: Gas Metal Arc Welding

The thesis: Even though, the GMAW process creates spatter (a small bead of electrode), smoke, and porosity in welding, welders should use the GMAW process to weld the aluminum and aluminum alloys because of its welding efficiency, high mechanical properties, and low cost.

1. The anti-thesis : _____
2. The Thesis: _____
3. The reasons: _____

Topic: Using a Hybrid Car

The thesis: Even though, a hybrid car is quite new for people to have full confidence in it, people should use it for their daily travelling since it does not generate pollution; it is highly economical; and it is carefree.

1. The anti-thesis : _____
2. The Thesis: _____
3. The reasons: _____

Topic: Utilizing Total Quality Management

The thesis: Despite the length of time for full operation and the high initial training cost, the production manager of Fly Manufacturer should use Total Quality Method (TQM) method to improve the production process since it can help reducing the quantity of defected leather goods, speeding the operation of the production process and increasing profits.

1. The anti-thesis _____
2. The Thesis: _____
3. The reasons: _____

Topic: Junk Food: Unhealthy for Elementary School Children

The thesis: Despite its quick and easy preparation as well as its availability, parents of elementary school children should not encourage their children to regularly consume it since it can cause many serious physical, social and mental problems.

1. The anti-thesis _____
2. The Thesis: _____
3. The reasons: _____

Exercise 2.7: Writing your tentative thesis

Topic: _____
 Issue: _____

The thesis: _____

Your audience: _____

Best arguments in support of your thesis (At least three):	Best arguments in opposition to your thesis (At least three):
_____	_____
_____	_____
_____	_____
_____	_____

Your full thesis statement:

(You may follow the following format.)

Although (the most reasonable objection[s], (your thesis) because of (your first argument in support of your thesis), (your second argument in support of your thesis), and (your third argument in support of your thesis).

Although _____,

_____,

because of _____,

_____ , and _____.

Exercise 2.8 Analyzing an Outline

1. To help you see clearly its outline, reread the model essay- Marine Parks as well as its analysis and answer the questions or fill in the blanks.

Introduction

1. What is the topic?

2. Is there any definition of key terms? If yes, what are they?

3. Why is the topic important?

4. What are the different points of view about the topic?

5. What is the author's stance or side ?

6. How would he/she prove the point?.

Body:

1st body paragraph

Copy the first sentence here.

What do you think is the function of this sentence?

What is the explanation?

It is claimed that _____

How is this sentence similar to the first sentence?

What is the function of the word, "However" ?

Does Smith agree or disagree with the author? How do you know?

How many reasons does the author give?

What are the transitional connectors used with in the paragraph?

2nd Body paragraph

What is the function of the first sentence and the second one?

If you were to combine these two sentences, how can you do it?

What exactly is Dr. Alison Lane's argument?

Does Jones agree with Dr, Lane or with the writer? How do you know?

How many reasons does Jones give?

What are the transitional connectors used with in the paragraph?

3rd body paragraph

What does the Marine Park Owners Association say?

What reasons do they give?

What reasons does the write use to argue against the Marine Park Owners Association?

What are the transitional connectors used with in the paragraph?

4th body paragraph

What is the topic sentence of this paragraph?

What is the first supporting detail?

What is the second supporting detail?

What is the third supporting detail?

Conclusion

1. Does the author restate the thesis statement.

2. Does the author summarize the arguments that support the thesis statement.

3. What warning of the consequences does the author point out if not following the thesis statement that he/she suggested

4. Did the author state the benefits if following it.

Exercise 2. 9: **Writing a formal outline. of your essay.**

Write your essay outline on a separate piece of paper.

2.9 Checking your progress

This is one of the most important units of this course. This is the unit that helps prepare you to write a successful first draft.

These are the list of things you have to make sure that you have completed.

1. Your note cards: Have you found enough information on your specific topic that you are interested in writing?
2. Your topic and issue: Have you narrowed your topic?
3. Your audience: Do you know who you are writing to?
4. Your thesis: What are you going to persuade your audience to act or do?
Do you think you know how to write your thesis statement?
5. Your outline: Have you tried writing your outline?
Which pattern of outline do you choose?

Is there any part of this unit that you do not understand? Write them here.

Is there anything in the above list that you do not know what or how to do?

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Unit 3

Writing the First Draft

Introduction	This unit is about writing the first draft of your argument essay. You are to write its introductory, body and concluding paragraphs.
The task	The students are going to write their own argument essay. During the process of writing the first draft, the students will be guided to write individual parts separately: <ul style="list-style-type: none">• the introduction,• the body paragraph,• the concession paragraph• the conclusion.
The process	The teacher will use the direct instruction as the method of teaching. The steps of teaching this process of writing the first draft will be as follows: <ul style="list-style-type: none">• Analyze the sample paragraph• Try to understand the model paragraph• Discuss, either in a big group or small groups whichever is appropriate.• Writes part by part until the first draft of the whole essay is finished.• Form small groups of 3-4 persons and have the small group conference with the teacher.• Be the same group and have peer revision
Advice	At least, the students have to make sure that their thesis and their outline are acceptable. Also, they have to gather enough information (in their note cards) to start their first draft writing.
Evaluation	These are the things that the students will be evaluated: <ul style="list-style-type: none">• The clear thesis• The sentence outline• The note cards with paraphrases, direct quotes, and summaries.• The finished first draft.• The conference• The peer revision
Closure	This is the draft that the students put their ideas in. After this, they will reread their draft and revise it until it is perfect.

3.1 What is the first draft writing?

Writing an effective essay, a writer should make use of the writing process. This means that writing can be constructed in a sequence of phases (Cooper, 1975; Freedman, 1993). Writing the first draft is one of the earlier phases of the writing process.

Some students sometimes get mistaken between the first draft and the finished essay. The idea of the first draft is to get the ideas out. This is the chance to see what insightful idea can emerge. Then, you can make changes in the content and turn it into a finished essay. You may need to write a number of drafts in order to get to that final draft. If you have really thought through your ideas and planned well, you may not need to make a lot of changes. It depends on what you put down in your first draft.

Students can not just sit and write an argument essay. It will not work. The good essay writing starts from ideas; and good ideas come from serious and wide range of reading.

Tasks students do for first draft writing

The following are the tasks the students should complete during the first draft writing (Gaudiani , 1981).

- compose the first draft with the clear thesis and sufficient supporting details.
- write the thesis statement expressing the stance clearly and correctly.
- make use of various sources indicating both sides of the issue.
- gather enough materials to support both side of the issue.
- organize the ideas to support one's point sufficiently and logically.

3.2 Writing **the Introduction** of an argument essay

From the last unit, you learn that the framework of an argument essay consists of three major parts:

- an introduction,
- a body
- a conclusion.

Each part has its own function(s), even though they form a unified essay.

Functions of the introduction

The introduction has two main functions:

1. to capture the reader's interest, and
2. to serve as a guide to the rest of the essay.

Specially, your introduction should,

- provide background information introducing the issue to the expected readers.
- state your position on the issue in your main idea or thesis
- show how the main idea relates to the rest of the essay
- indicate the scope of your essay

A sample introductory paragraph

Study the following introductory paragraph. Notice how the above functions of the introduction are illustrated and they relate to each other.

Topic: Stop constructing the Coal-fired Power Plants at Bo Nok and Hin Krut

In the past few months there has been a big dispute against the construction of two coal-fired power plants in Bo Nok and Hin Krut in Prachuab Khiri Khan . Many people living in these areas and the Green peace activists have made a strong demand that these two power plants should not be built in Bo Nok and Hin Krut. They fear that the coal-fired power plants will release toxic gases, sulfur dioxide which causes rain acid, and water releasing from the plants will effect the surrounding water temperature, quality of water, and marine life. Furthermore, the construction of the pier for unloading coal fuel will destroy a beauty coral reef and fertile of ocean ecology. would create to their environment. Since this issue is quite critical because it creates great conflicts among those who are involved. The Electricity Generating Authority of Thailand (EGAT) has signed a contract to purchase electricity from

Union Power Development Company (UPDC) and Gulf Electric Public Company Limited (GEP). Then the constructions of two coal-fired power plants were planned to be constructed at Hinkrut and Bonok. This plan has to take effects immediately since the increasing of electricity for the country development is in great demand. The Government then has to make wise decision how to deal with this issue. The protest can be violent if the government fail to hear the voice of the people. Despite some advantages from the construction of coal-fired power plants at Hinkrut and Bonok, the government should not built these two coal fired power plants at these two places because of the serious damages they would create to the environment.

The above paragraph can be analyzed as follows:

Text	Explanation
<p>In the past few months there has been a big dispute against the construction of two coal-fired power plants in Bo Nok and Hin Krut in Prachuab Khiri Khan .</p>	<p>This is the situation and the issue.</p>
<p>Many people living in these areas and the Green peace activists have made a strong demand that these two power plants should not be built in Bo Nok and Hin Krut which are the most fertile seashores of the province.</p>	<p>One side/the writer's.</p>
<p>They fear that the coal-fired power plants will release toxic gases, sulfur dioxide which causes rain acid, and water releasing from the plants will affect the surrounding water temperature, quality of water, and marine life.</p>	<p>Reasons for not building them.</p>
<p>Furthermore, the construction of the pier for unloading coal fuel will destroy a beauty coral reef and fertile of ocean ecology.</p>	<p>More reasons.</p>
<p>Since this issue is quite critical because it creates great conflicts among those who are involved.</p>	<p>The importance of the issue.</p>
<p>The Electricity Generating Authority of Thailand (EGAT) has signed a contract to purchase electricity from Union Power Development Company (UPDC) and Gulf Electric Public Company Limited (GEP). Then the constructions of two coal-fired power plants were planned to be constructed at Hinkrut and Bonok . This plan has to take effects immediately since the increasing of electricity for the country development is in great demand.</p>	<p>Another side.</p>
<p>The Government then has to make wise decision how to deal with this issue because the protest can be violent if the government fail to hear the voice of the people. Despite some advantages of the construction of coal-fired power plants at Hinkrut and Bonok, the government should not built these two coal fired power plants at these two places because of the serious damages they would create to their environment.</p>	<p>Audience. The thesis statement</p>

Here is another example introductory paragraph for you to consider.

Topic: Dark Side of the Diet Pills

At present, with images of thin models in fashion magazines, teenagers in Thailand see themselves as being too heavy when compared with those slim models (Pongsomboon, 2000). The teenagers who are heavy normally gain their weight because of a low metabolic rate. Besides, they fail to do appropriate exercises. Also, some of them take in more calories than the body needs. To solve the problem of being too heavy, these young people choose the method of taking diet pills to reduce their weight. They can find those diet pills conveniently because they are sold in the stores without any prescription. And they seem to lose their weight rather quickly after taking them. These young people might not realize that diet pills are extremely dangerous to human. In deed, experts consider taking diet pills a risky way to reduce weight because they can interfere with the normal bodily functions (Mercola, 1977; Hickcox, 2000; Schneider,2000). The consequences can be the heart problems, kidney diseases, aggravate glaucoma and even death. In fact, a simple and effective method to reduce their weight is to change their eating habits or to exercise regularly to increase metabolism. With all of the above mentioned harmful effects from taking diet pills, young people should stop taking them.

The above introductory paragraph can be analyzed as follows:

The text	The explanation
<p>At present, with images of thin models in fashion magazines, teenagers in Thailand see themselves as being too heavy when compared with those slim models (Pongsomboon, 2000). Being desperate of getting rid of their weight , many of them turn to diet pills.</p>	<p>The background information indicating the issue (taking diet pills) and the expected readers (the teenagers), and their problem</p>
<p>The teenagers who are heavy normally gain their weight because of a low metabolic rate. Besides, they fail to do appropriate exercises. Also, some of them take in more calories than the body needs.</p>	<p>The causes of their problem</p>
<p>To solve the problem of being too heavy, these young people choose the risky method of taking diet pills to reduce their weight.</p>	<p>The dangerous way of solving their problem</p>
<p>Taking the diet pills seems to make them lose weight quickly. Besides, it is quite convenient to buy them without any prescription.</p>	<p>The positive side of taking the diet pills.</p>

<p>These young people might not realize that diet pills are extremely dangerous to human. In deed, experts consider taking diet pills a risky way to reduce weight because they can interfere with the normal bodily functions (Mercola, 1977; Hiccox, 2000; Schneider,2000). The consequences can be the heart problems, kidney diseases, aggravate glaucoma and even death.</p>	The negative side of taking the diet pills.
<p>In fact, a simple and effective method to reduce their weight is to change their eating habits or to exercise regularly to increase metabolism.</p>	The writer's suggestion
<p>With all of the above-mentioned harmful effects from taking diet pills, young people should stop taking them.</p>	The thesis statement

In this introductory paragraph, the student writer gives the background information stating the fact that teenagers are favor of taking diet pills to reduce their weight. She also states both sides of the issue, that is, those who favor diet pills see that the diet pills can be easily found, very quickly to help reduce their weight. However, negatively, taking them regularly is destructive to the body Then, she closes with the thesis statement indicating her point of view on the issue.

As you can see, both of these introductory paragraphs are not written the same way; however, their contents include certain necessary components and they are explicitly stated:

- The background information or context.
- A controversial issue
- An expected audience
- Reasons for both sides of the issue
- The writer's point of view/stance
- The thesis statement

The above information seems quite complicated; in fact, it can be seen as having three main parts (Booth, Colomb, and Williams, 1995):

1. Background information or context
2. Statement of problems
3. Statement of responses

3.3 The relationship : The thesis and other parts of the essay

In the introductory paragraph, you have already stated the thesis. This thesis statement states your point of view about the issue and will also indicate the structure of your argument.

To illustrate:

The thesis – Thai farmers should raise ostriches for commercial purposes.

Thesis:	Despite its high initial cost of setting up an ostrich farm, Thai farmers should raise ostriches for commercial purposes because of its meat becoming popular to consumption, no serious diseases, and local availability of food.
1st Topic sentence:	To begin with, farmers can make high profits from the ostrich meat which is becoming quite popular.
2nd topic sentence:	In addition, ostriches are not difficult to raise since there is no serious disease attached to them.
3rd topic sentence:	Finally, ostriches can be raised locally with available food all year round.
Con paragraph	Some farmers may argue that the cost of setting ostrich farm is quite high.

This example shows how the thesis and the topic sentences- its supporting details are related. As shown by the arrows, each topic sentences refers to a specific part of the thesis.

In the example, the writer placed the thesis statement at the very end of the introductory paragraph. In it, he/she provides the main reasons for the support of the thesis as well as the opposition. Each of these reasons and its opposing view then will be written as the topic sentence of the individual body paragraph of the essay.

How to make the thesis relate to the body paragraphs

To make a linkage between the thesis and the supporting details in the body paragraphs, you can follow these two steps:

1. Look at the thesis carefully to see whether it acts as the guideline for the rest of your paper or not.
2. Check all of the topic sentences in each body paragraph to see whether they are all related and ordered correspondingly to the points stated in the thesis or not.

3.4 Writing **body paragraphs**

The components and their main functions of the body paragraphs can be analyzed as composing of the following parts:

Component	Function
• The topic sentence	the main idea
• Developing sentences	Details to support the topic sentence—e.g. description, examples, experts, explanation, etc.
• Interpretation	Your own explanation how the evidence support the topic sentence
• The clincher or conclusion	Conclusion or link to the next point

Some characteristics of a good paragraph

If a paragraph has included all of the above components, it is said to be a fully developed paragraph. And if it contains a clearly written topic sentence with all other developing sentences related to it, it is said to be unified. These three characteristics-unified, coherent, and fully developed, are aimed at when one writes a paragraph (Guilford, 1996).

Writing the Topic Sentence

What is a topic sentence?

Most paragraphs have one specific sentence called a topic sentence that summarizes the content of the whole paragraph. This topic sentence expresses the main point and gives direction of that paragraph.

It is often the first sentence in the paragraph, but not always.

Here are some examples of topic sentences and their functions.

<p>A topic sentence can refer to SIMILARITIES.</p>	<p>e.g. Raising babies and puppies has certain things in common.</p>
<p>A topic sentence can refer to QUALITY.</p>	<p>e.g. Using SAN to manage data is <i>easy</i>. A kind of protein in milk called casein is <i>difficult</i> to digest. Most SUT students find learning English <i>difficult</i>.</p>
<p>A topic sentence can refer to EFFECTS.</p>	<p>e.g. Consuming junk food <i>has changed</i> some young school children eating habits.</p>
<p>A topic sentence can refer to TIME.</p>	<p>e.g. E-commerce has gained more popularity <i>in the last five years</i>. <i>For the last few years</i> many orchids exporters have stopped exporting orchids.</p>
<p>A topic sentence can refer to LISTS.</p>	<p>e.g. An organization using Storage Area Network (SAN) for data management can gain <i>many benefits</i>.</p>
<p>A topic sentence can refer to DIFFERENCES.</p>	<p>e.g. The meat preserved by the Liquid Smoke has been proved to be <i>safer</i> for consumption <i>than</i> the one preserved by the Wood Smoke.</p>
<p>A topic sentence can refer to CAUSE or REASONS.</p>	<p>e.g. Milk can <i>cause</i> overweight in human. <i>The quality</i> of meat preserved by Liquid Smoke is <i>quite high</i>.</p>

Why is the topic sentence significant for your paragraph?

A topic sentence has at least three important functions in a paragraph (Darling, 2002):

- it supports an essay's thesis statement;
- it informs readers of the point being discussed.
- it directs the order of the sentences and helps create the unity of the content.

Your readers generally look at your topic sentence to find out what the paragraph is all about. That's why it's often best to put the topic sentence at the very beginning of the paragraph.

An example of the topic sentence and its specific details.

This paragraph is taken from a former English 5 student's essay.

First of all, the TQM method can be used in the Fly manufacturing to reduce the quantity of defected leather goods. The TQM method is comprised of variety of techniques that can prevent and control the defects of the products. *For example*, one of its techniques is “the statistic process control (SPC)” This SPC can do two things: to minimize variances in the quality of the products, and at the same time to determine if the quality of products reaches its accepted standard range. During the production process, this SPC technique is used to detect the causes of defected products such as scratches, untidy sewing, and irregular shapes. The product line workers then can delete, substitute or correct the defects immediately before they reach the finishing line. The SPC can be used continuously to control the line of the products until they reach acceptable standard range. This SPC technique is highly effective; therefore, many companies have used it successfully. Ford USA, *for instance*, uses this SPC technique and it is able to reduce its defected automobiles from 2790 in 1984 to 2000 in 1989 (Schmidt and Finningam, 1993). *Another technique of the TQM method* is Six sigma that can be used to prevent the errors that can occur in the products. For example, Motorola has used Six sigma and it can decrease up to 3.4 parts per million (PPM) defects of the telephone products. *The above examples reveal that*, the techniques of the TQM method can both prevent and control the defected products. *Thus*, if the Fly manufacturing wants to prevent and control the defects of the products, the TQM should be beneficial.

The topic sentence of the above paragraph indicates that the production manager can use the TQM method to reduce the quantity of the defected leather goods.

How is a topic sentence structured?

The above topic sentence consists of two parts: a topic and a controlling idea (what the topic is about).

a topic ↓	a controlling idea ↓
The TQM method	can be used to reduce the quantity of defected leather goods.

From the topic, the readers will know that this paragraph will be about the TQM method. And from the second part, the controlling idea, they will learn how the paragraph will fully develop and discuss. That is, it will illustrate how the TQM method is used to reduce the numbers of defected goods.

How to check whether it is a good topic sentence or not.

Your topic sentences should have the following special characteristics: focused, unified, and precise. Since you are writing an argument essay, your topic sentence has to be an opinion, not a fact.

1. Focus: Your topic sentence has to be focused enough to be supported specific evidence.
2. Unified: it means that there is only one idea in your topic sentence.
3. Precise: It means that your topic sentence clearly states what you are going to argue in that paragraph.

Look at the following samples of the topic sentence.

Acceptable	The topic sentence	Explanation
No	Watching sports makes me excited.	- too broad, not focus enough
Yes	Watching a football game on TV between the Thai team and the Arab Imirate one in the Asian Games in Busan made me excited.	-focus, specific
No	Replacing the incandescent lamp with the fluorescent, house owners can save the electricity cost and yield high quality of electric light.	-not unified since there are two points.
Yes	Replacing the incandescent lamp with the fluorescent one, house owners can save the electricity cost. Or, a fluorescent lamp yields higher quality of electric light than a incandescent one.	-Unified, only one main point
No	I am against using diet pills to lose weight	-Imprecise -fact
Yes	Using diet pills to lose weight is harmful to your physical health	-Precise - opinion

Ways to create a good topic sentence

You can create your topic sentence using one of the following ways:

- In your thesis statement, you have indicated some reasons to support your main point. To create the topic sentence for each of the body paragraphs, you may consider the details or examples that you are going to use in that paragraph and try to reach the conclusion from them. That conclusion can be turned to the topic sentence.
- Another way of creating your topic sentence is to start with a key word in each of your reasons and write it as a sentence. To help you develop some ideas to write a complete topic sentence, you can consider examples that you are going to use to support your point. You can also ask yourself certain questions starting with “why” or/and “how” so that you can generate new ideas for your topic sentences.

Developing Supporting Details

Once you have a topic sentence for each paragraph, the next thing you have to do is to prove your point stated in the topic sentence. Thus, in your paragraph, you have to write sufficient number of supporting sentences and references.

You can use one or more of these:

- Define certain important terms
- Add examples
- Cite experts in the field
- Discuss a process
- Explain cause and effect
- Use comparison and contrast

Integrating Outside Sources

There are two ways you can integrate the outside sources as your evidence into your paragraphs. This is called in-text citation. The following examples are written in American Psychological Association (APA) style (Using, 2001).

1. *Introduce a quote, paraphrase, or summary.*

You should also state the qualifications of the author of your source indicating his/her being an “expert” on the subject you’re discussing.

For example:

According to Wile (1995), an electrical scientist at one of the General Electric (GE) plants, who has tested a large numbers of different electrical lamps, points out that the 15 Watts of the fluorescent lamp gives 450-4,600 lm. of light whereas the incandescent counterpart gives 90-3,150 lm.

In this example, you do not need to put the name of your authority in the parenthesis again since you have already stated his name at the beginning of your citation.

In certain cases where you cannot find the author of the source because it is from an organization, you use only the first one or two words of the title in the in text.

Here are common phrases that you can use to introduce your outside source of information:

According to . . .

Bob Wile (1995) describes . . .

In an article published in *Time* magazine, Bob Wile (1995) explains

In his book *Electrical Goods*, Wile (1995) explains .

As Wile (1995) states . . .

Wile (1995) claims that . . .

Wile (1995) believes that. . . .

In a recent study Bob Wile (1995) found that . . .

2. A **“blind” quotation**. You write the citation in your text and put the reference in the parentheses at the end.

For example:

The 15 Watts of the fluorescent lamp gives 450-4,600 lm. of light whereas the incandescent counterpart gives 90-3,150 lm. (Wile, 1995).

In the above example, the name of the author and the year of the work are put in the parentheses at the end of the citation. Notice also the punctuation mark is put outside of the parentheses.

Organizing Ideas in a Body paragraph

There are three -four parts in a body paragraph:

- the topic sentence : you tell your reader your point.
- sufficient number of supporting sentences and references: the evidences to prove your point stated in the topic sentence.
- The interpretation- your own explanation about the details.
- The concluding sentence or the clincher: This rounds up what you have said.

To illustrate:

The text	The explanation
<u>First of all</u> , there have been several successes in implementing the “whole method” of teaching reading, since the project began in the Northeastern part of Thailand in 1994.	Topic sentence (Guess what?)
<u>To begin with</u> , school children who first learn to read by this approach , once among the lowest in the nation, now significantly gain their marks higher than the national average of 7.4% (Maneerat, 1999).	Prove it #1 with reference of respected expert in the field and statistics.
<u>Currently</u> our research shows that their marks stands at just 10.1%, compared to 8.4% six years ago (Intraprawat et al., 2001).	Prove it #2 with reference of respected expert in the field and statistics.
<u>In addition</u> , there have been significant advances in female literacy, which has more than doubled since 1994. At that time, the number of women who could read was just 9% (again, poor by national standards), while presently that figure is now 19% (Sitti, 2001).	Prove it #3 with reference of respected expert in the field and statistics.
<u>The above figures</u> reveal reading growth in those who are in the formal school system as well as those who are part time learners.	Interpretation (This is what it mean.)
<u>Thus</u> , it is clear that reading teachers should implement this whole approach in their teaching	Concluding (So, what)

Creating Coherent Paragraphs

Two important qualities of a good paragraph are coherent and validity. Being coherent means ideas in a paragraph flow smoothly. This flow can be created effectively by having the clear main idea as shown in the topic sentence and the use of the transitional connectors to show their relations among the main idea and the supporting ones. As it can be clearly seen in the above sample:

The text	The explanation
<u>First of all</u> , there have been several successes in implementing the “whole method” of teaching reading ...	The topic sentence is clearly stated. “First of all” indicates the first topic sentence and also the first body paragraph.
<u>To begin with</u> , ...	Indicate the first evidence.
<u>Currently</u> ...	Indicate the second evidence.
<u>In addition</u> , ...	Indicate the third evidence.
<u>The above figures</u> reveal ...	Show the interpretation of all the evidences.(This is what it mean.). Note that this phrase has to be changed depending on your own points.
<u>Thus</u> , it is clear that ...	Indicate the conclusion. (So, what)

Additional transitional connectors to highlight your argument

Transitional connectors can make it evident to the reader where the argument begins, proceeds, and ends.

The following list contains common transitional connectors in argumentative writing.

Function	Samples of connectors
Addition	furthermore , also, in addition, besides, and, moreover, next, last, lastly, finally, first, second, secondly, the first point is that . . . , the final reason is that ...
Exemplification or Illustration:	to illustrate , to demonstrate , specifically , for instance , as an illustration, e.g., (for example) , for example
Cause	because, since, for that reason,
Effect	therefore, thus, consequently, as a result
Purpose	in order to, in order that, so that, for this purpose
Qualification	almost, perhaps, nearly, maybe, always, probably, frequently
Contrast:	but , however , though, otherwise , on the contrary , in contrast , on the other hand, yet , nevertheless, after all, at the same time
Intensification	Indeed, undoubtedly, in fact, certainly, surely
conclusion	in conclusion , to conclude

3.5 Constructing a Concession Paragraph

One of the powerful strategies used in an argument essay is to anticipate your readers' objections and then make concessions (Grabe and Kaplan, 1996; Omaggio, 1993; Flower, 1985)

Anticipating your readers' objections to your argument, you state others' viewpoints. You want to show that you are interested in what your readers want to say about the issue. Also, you realize that there are always different points of view. But, in the argument you are making, other views might not be valid. You can prove that your point of view is the stronger one; The next part after you state the others' view, you then make a concession to show that you really have sufficient information about the issue being discussed. You may admit that the others' opinion on the issue is partly true or valid. After that you present your better reasons or solution.

Example:

You are writing an argument essay about a hybrid car. You write your introduction and the thesis. Then, you write three paragraphs discussing the reasons why people should use a hybrid car to support your thesis. After that, you anticipate your readers' objection and counter-argue it in a con paragraph like the following:

The text	The explanation
While using a hybrid car is beneficial to users in many ways, <i>some of the concerned car owners may have valid points</i> when they object that a hybrid car is not capable of driving on highways because of its lightweight and incapability of storing energy	Here the writer anticipates the objection in one sentence.
<i>In deed</i> , they state that this kind of car is good only on the street since its body is made of lightweight aluminum with minimum turbulence air flow. <i>However</i> , professional car drivers have tested its capacity and proved that drivers of hybrid cars can go with high speed by having two engines combined for maximum torque to reduce drag force.	The explanation of the opponent's point. The counter-argument.
<i>As for its incapability of storing energy, the opponents may have misunderstood</i> about this point because hybrid cars are installed with highly efficient battery with high-energy storage capability per unit weight because it has the combination of a battery and super-capacitors (Holden, 2000). <i>Besides</i> , its internal combustion engine has been designed to	Here the writer offers his/her argument with reasons and quotes of experts..

recharge the battery at high speed (US Department of Energy and Technology, 2000; Leslie. 2000).	
Another argument is that some people may be worried about unsafety from electrical short- circuits and inconvenience in switching from the internal combustion engine to the electric motor. In fact , they should not be worried because a hybrid car has been very well designed with all the precaution. According to American Honda Motor, it is stated “ hybrid cars have combined the solid-cell that design and central placement of the nickel-metal hydride (Ni-MH) battery pack keep it safe and secure”(2002, p.3).	This is another argument that the writer anticipates. The writer’s counter-argument using a reason and expert’s quotation.

Another example of a concession paragraph.

The following sample con paragraph is taken from another essay about raising ostrich for sale. The writer wanted to persuade farmers to raise ostriches in their livestock farms for commercial purposes. He began with an introduction and thesis.. After writing three paragraphs giving reasons why the farmers should change their mind and turn to raise the ostriches. He then added the following con paragraph in his argument essay.

The text	explanation
<i>It has been argued that</i> the initial cost of investment in an ostrich farm is high. It is, therefore difficult to gain much benefit from it.	The first argument for raising ostriches.
<i>This argument can be further explained that</i> the ostrich farmers have to buy the lived ostriches that are rather expensive to start with. <i>Also</i> , they have to have some more money for the cost of the preparation for the place for the ostriches to live in . The areas to raise them and the houses where they live require a large amount of money too.	The explanation of the argument.
<i>The point being raised here is true</i> that the farmers have to use a large sum of money to begin with. <i>However</i> , since this is a kind of investment which is fully supported by the government; the farmers can get funded with no difficulties. Besides, this initial cost would pay off before long because the ostrich meat yields high profits because at the present time, the demand of ostrich’s products is greater than the ostrich farms can provide (Intimon, 2001)	The agreement The counter-argument and the two reasons that the writer gives.

<p><i>It is definite that</i> once the ostrich farmers have their produces, they can make good profits. Monthon, one of the famous ostrich farmers in the country, stated that he got his money back within one year and a half (2001).</p>	<p>The interpretation. The expert's quotation.</p>
<p><i>Another argument against raising the ostrich farm is that</i> Thai farmers lack experiences in raising this kind of bird. They often need someone who is expert to help them to improve the ostrich farm. <i>This argument assumes that</i> it is difficult to look after a large number of ostriches.</p>	<p>The second argument that the writer anticipates. The explanation.</p>
<p><i>As Direk Panitphong, the newly appointed Director of the Small Management Economy (SME) project, (2001) has promised that</i> raising ostrich farms can be considered as a part of SME which is fully supported by the Thai government. If the farmers ask for monetary help, the officers who are in charge would be willing to help out immediately. <i>Besides,</i> the Thai government has already set up the organization named Department of Livestock Development, Ministry of Agriculture that gives more information and takes care of the process of ostrich farms. <i>Thus, if</i> the ostrich farmers reconsider their so-called problems carefully, they can see clearly that they should have nothing to fear to start an ostrich farm.</p>	<p>The writer's counter-argument. Another counter-argument. The conclusion.</p>

3.6 Writing the conclusion

A good conclusion is just as important as a good introduction. Without a conclusion your essay would be incomplete, and would have no ending.

The purpose of the conclusion is to

- draw together the different strands of your discussion;
- summarise the main points of the essay;
- restate your thesis;
- bring the essay to a close.

You should not introduce any new information in the conclusion. But, you can make predictions, or indicate further investigation.

Notice how a following conclusion is written. Note also how it relates to the sample introduction, and essay outline provided.

What to include in a conclusion of an argument essay

You can use one or more of the following in your conclusion:

- include a brief summary of the main points.
- ask a provocative question.
- call for some action.
- end with a warning if not following the writer's suggestion.
- suggest results or consequences.

It is always wise to look back at the introductory paragraph to make sure that the concepts stated in it and in the conclusion are not different.

An example

Again, this concluding paragraph is taken from the essay on “ostrich farms”.

Text	Explanation
<p>In conclusion, an ostrich is considered to be a new economic animal because its meat is unbelievably popular. Farmers then should be interested in raising ostriches for commercial purposes since it can offer much prosperity now and in the future. Besides, many people who used to eat beef find an alternative—ostrich meat rather satisfying to consume since it is safe from diseases, even if the price is a little high.</p>	<p>Going back to the thesis statement.</p>
<p><i>In terms on safety</i>, the ostrich meat has not been known to be attached to any serious diseases. Those beef-eaters can be sure that they do not need to be afraid as if they are with the beef.</p>	<p>The reason used to support the thesis.</p>
<p><i>As for the benefits</i> from raising ostriches, the farmers can be sure that it is prosperous because the price of ostrich meat is high. The farmers can make great profits. Besides, since the ostriches are not susceptible for serious diseases, they are easy to raise and the farmers can decrease the cost of medicine and vaccine for curing them.</p>	<p>Another reason</p>
<p><i>Moreover</i>, if they need any other extra help in terms of specific knowledge in raising ostriches, there will be always some special government officers ready to give them advice..</p>	<p>Another reason</p>
<p><i>While</i>, it is true that that the price of ostrich meat is high as some people argue. This high price of meat occurs because the initial cost of raising it is high. However, it is still worth for the farmers to invest on it because the yields will not be very long.</p>	<p>The concession</p>
<p>Thus, the Thai farmers should raise ostriches for commercial purposes.</p>	<p>The clincher</p>

Exercise 3.1 Planning to write your introduction

Answer the following questions:

1. What is the background information of your issue?

2. What is the controversial issue?

3. Who is your expected audience of this issue?

4. What reasons regarding the issue do your audience have?

5. What is your point of view?

6. What are your reasons to support your point?

7. What is your thesis statement?

Exercise 3.2 Showing relationship: **the thesis** and **the body paragraphs**

Your thesis:

1st
Topic sentence: _____

2nd
Topic sentence: _____

3rd
Topic sentence: _____

Con paragraph-
Topic sentence: _____



Exercise 3.3 Writing the introduction

Write the introductory paragraph. You may, if you wish, use the frame below as your guide.

The issue: _____

The thesis statement: _____

The explanation	Your text
This is the situation and the issue. Audience can be stated here.	
The importance of the issue.	
One side of the issue	
Reasons for the first side.	
The opposite side of the issue.	
Reasons of the opposite side.	
The thesis statement	

Here is another frame you may use.

The issue: _____

The thesis statement: _____

The explanation	The text
Background information indicating the issue, the expected reader (s) and the problematic situation.	
Some causes of the problem.	
Inappropriate ways that the reader(s) uses in solving the problem.	
The positive side of the issue.	
The negative side of the issue.	
Your suggestion.	
Your thesis statement.	

Exercise 3.4 Writing the body paragraphs

Write the draft of your body paragraphs of your argument essay. Use your sentence outline as your guide.

Your thesis; _____

Write the three topic sentences here.

What in-text citation do you plan to use in this paragraph?

Paraphrase	
Summary	
Direct quote	

Note: Please use each separate piece of paper for each citation.

The frame you can use to write the draft of your the **first** body paragraph.

	The text	The explanation
1.	First of all,	The topic sentence
		A definition (if any)
1.1	To begin with,	Developing sentences
1.1.1	For example,	
1.1.2	Another example is that ...	
1.2	Besides,	
1.3	Finally,	
	All of these(examples) indicate that	Interpretation
	Therefore,	The clincher

Note: The other two of the body paragraphs can be written similarly.

- Please use separate pieces of paper for the individual paragraphs.
- Observe the use of various transitional connectors within and between the paragraphs.
- Please note how to use the in text-citation.

Exercise 3.5 Writing the con paragraph

From your outline, copy the con part here.

The explanation	The text
The reader(s) first argument and its clarification	Those ... may argue that ...
The writer's counter-argument and reason (s)	However,
Another argument from the expected reader(s) and the clarification	Another argument is that
The writer's counter-argument and the reasons	However,

Note: Please make sure that the in-text citation is used correctly.

Exercise 3.6 Writing **the conclusion**

Construct your conclusion. You may use the following frame as your guide.

The explanation	The text
Referring to the thesis	
The different reasons used to support the thesis.	
The concession	
The clincher	

3.8 Checking your progress

Have you finished your exercises successfully?

You should turn to the content and the objectives stated on the first page of this unit. Make sure that you have completed what you are expected to do.

Checklist for Unit 3

Finish writing the first draft composing of:

- The introductory paragraph
- Three body paragraphs
- The con paragraph
- The conclusion.

Do you have any problems?

Have you had problems writing your ideas down?

Have you had problems organizing your ideas?

You can write them here. You should also think of what you should do in order to solve your problems.

Again, I am always available for your consultation.

Unit 4

First Draft Revision

Introduction

This unit is about revising your first draft so that the students can improve the content of the essay including in-text citation, the organization, and the use of transitional connectors to facilitate their expected readers' understanding of their argument essay.

The Task

The three major circular activities that the students have to do in this unit are:

1. Having a small group conference with the teacher.
2. Having peer revision.
3. Revising one's own first draft.

The Process

Since the writing process is always cyclical, the students have to go back and forth writing and revising. However, revising the first draft, the students can take the following steps:

- Go through their own draft, individual students ask themselves specific questions dealing with the content of each paragraph.
- Form a small group and have a conference with the teacher.
- Revise each paragraph as necessary.
- Bring the revised draft for peer revision so that the students can exchange their first draft, read each other essays, and make comments on them.
- Revise one's own draft in order to make the second draft.

Advice

Revising is not just only correcting surface errors, punctuation or spellings. The students have to revise many times- first draft revision, second draft revision, and third draft editing. Each time they have a different goal of revising. During the first draft revising, they focus on your essay content or ideas; but when they do the third draft editing, they have to check the sentence varieties, the grammar points as well as the spellings and punctuation, for example.

Evaluation

The students will be evaluated on:

1. Their full participation in the conference and peer revision.
2. The comments given to their peer
3. The revised first draft or the second draft.

Closure

The students can better understand the process of revising and what they have to do to help improve their piece of writing.

4.1 Introducing Revision

In this section, after you have learned what revision means, we will start revising to improve your first draft.

Writing is revision.

(Murray, 1982)

How often do you revise when you write?

The answer is that you revise every time you write. This is what it means by “ Writing is revision.”

When we revise, we constantly insert, delete, and change around what we have written.

Why do we have to revise?

We have to revise so that our readers will understand our ideas very clearly.

There are two important things that we have to keep in mind when we revise: one is the ideas or contents. The readers usually expect certain types of ideas in an argument essay.

Another important thing is the convention of the argument essay. This includes the format of how the ideas are organized in the essay as well as the use of the English language in the essay. The readers often expect that the main idea of the essay has to be stated explicitly and all of the supporting details have to follow one another logically. The language itself has to be precise and correct grammatically. Thus, when the students revise, they have to fulfill their readers' expectation.

Revising at a different stage of writing requires different goals (Gaudiani, 1981 cited in Omaggio-Hadley, 1993). For example, revising the first draft, we often focus our revision on the ideas or content to make sure that the main idea that we want to discuss is clear. Also, we check the supporting details of that main idea to see whether they relate to each other and are organized logically. For the second draft revising, the writer normally work on the varieties of sentences, the use of more complex sentences such as various types of embedded sentences as well as the word choice including the in-text citation format. Then, by the time the writer gets to the final draft, he/she has already edited the grammar and the punctuation to make sure that there are no grammar and punctuation mistakes.

To summarize, the revision involves ideas or content, organization, sentences fluency and editing deals with word choice and convention (grammar and mechanics)

What to revise in the first draft

We have to revise the first draft at two levels: at the level of the whole essay and the paragraph level.

At the whole essay level, we revise:

- The rhetorical situation including the audience, the writer, the purpose and the context or problematic situation.
- The thesis of the essay
- Its organization
- Its unity
- Its coherence

At the paragraph level, we revise:

- The topic sentence or the main idea
- Its supporting details
- Its organization
- Its unity
- Its coherence

Thus, in revising the first draft, we will try to improve the following points in the essay (Barnett, 1989 cited in Omaggio-Hadley, 1993):

- The rhetorical situation
- The main idea and its supporting details at the whole essay and its paragraph levels
- The organization of ideas in the essay
- The unity
- The coherence

4.2 Steps of Revising your first draft?

1. Read through the whole argument essay for focus, purpose, audience, and organization.

Guided questions	Your essay analysis
<p>What is the topic and controversial issue about your topic?</p>	<p>The topic is _____</p> <p>The issue is whether or not _____</p> <p>_____</p>
<p>Who is your audience?</p> <p>And, what do you expect your audience do or act?—This is your purpose.</p>	<p>The audience is _____</p> <p>I expect the audience to _____</p>
<p>How do you state the focus, audience and purpose clearly?</p> <p>What is the focus of the essay?</p>	<p>Writers always state the focus, the purpose and the audience in the thesis statement of their essay.</p> <p>To check your thesis statement whether it includes all of the above points or not, copy your thesis statement here:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What is your purpose? In other words, what do you expect your readers to do or act? And why?</p>	<p>Go back to take a look at how to write a thesis statement.</p> <p>Antithesis _____,</p> <p>_____ (your audience) should _____</p> <p>because of _____,</p> <p>_____, and _____</p>

<p>In an argument essay, you need to look at the issue in both directions. What is your side of the issue? How do you support your side of the issue?</p>	<p>I consider _____</p> <p>Here are my supports:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What is another side?</p>	<p>My audience consider _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>How would you respond to these objections? (your counter argument)</p>	<p>My counter-argument _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

2. Improving the thesis

Look at your thesis again carefully.

Is it a good one?

How do you know that it is a good one?

If not, how are you going to improve it?

Look at this student's thesis:

Although most farmers use a lot of chemical insecticides, they should use the insecticide made from a neem tree because of no negative effect to the ecology, many benefits, and low cost.

Is there anything wrong with this thesis statement? –

Many things.

Let's us analyze it.

Question	Answer
Is it arguable?	Maybe not.
Who is going to challenge the writer's assertion of using the insecticides made from a neem tree.	Maybe none.
Who is going to deny that use of a neem tree	Maybe none.
Now, let's ask these questions:	
What kind of trees or plants that farmers are going to use this kind of insecticide?	
In what specific ways have farmers challenge the use of a neem tree as insecticides?	e.g. a large quantity of it has to be used in order to be effective.
Do these ways seem reasonable or persuasive to the writer? Why or why not?	It takes too long time to get effects.
What argument does the writer intend to make about this topic?	
Why does he/she want to make it?	
To whom does he want to make it, specifically? In the above thesis statement, "farmers" is mentioned as the readers. Do you mean "all kinds of farmers"?	

The writer has to think about these questions so that he/she can be very clear of what he/she wants to argue in the essay.

The next thing that the writer has to consider is the structure of the essay.

From the original thesis, what were the supporting details?

Were they clear and logical?

If the thesis is not clear, the supporting details tend to be ramble.

The strong thesis often helps to create strong supporting details stated in the topic sentences of the body paragraphs.

Thus, it is necessary that what the students have to consider carefully in the first draft are the thesis and the details.

Although farmers have long regarded natural insecticides from certain trees or plants as the slow and long process of, members of the local farming association have challenged this view in terms of ecological balance strongly, arguing XYZ.

The writer should now be able to see that he needs to go one step further -- he needs to reveal his own position on the ecological balance. The rest of the essay will develop this position.

If your thesis is strong, persuasive, and thoughtful, your essay will become unfocused, weak, and uninteresting to read.

Remember your thesis statement has to assert, control and structure your essay (Gocsik, 1997)

Does your thesis statement have these functions?

Checking your Own Thesis Statement

Points to check	How and where to check	Yes/ no
<p>1) The thesis sentence must contain an arguable point.</p> <p>What is the point? Does it raise a controversy? If it does, it is arguable. If it does not, then it is not arguable.</p> <p>Who is the audience? What claim does the audience have?</p> <p>Who is the writer? Be specific. What claim does the writer have? In short, is there any point about the topic that anyone can argue with?</p>	<p>What is your thesis statement. You can rewrite it again here:</p> <hr/> <hr/> <hr/> <p>You can answer the questions here.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>2) The thesis sentence must control the entire argument.</p> <p>Is there any part in your essay that you have not mentioned in your thesis? If there is, you either discard it or rewrite your thesis in order to cover that extra part.</p>	<hr/> <hr/> <hr/>	
<p>3) The thesis sentence provides a structure for your essay.</p> <p>Does your thesis statement inform the readers how the essay is organized?</p> <p>How many points is the essay going to cover?</p> <p>And in what order are these points organized?</p> <p>Are these ideas in the essay in the order as stated in the thesis statement?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Is your thesis statement a good one? Yes No
 Does it contain all the functions? Yes No

If the answers are all “No”, you have to revise your thesis by using the format and the guided questions provided above

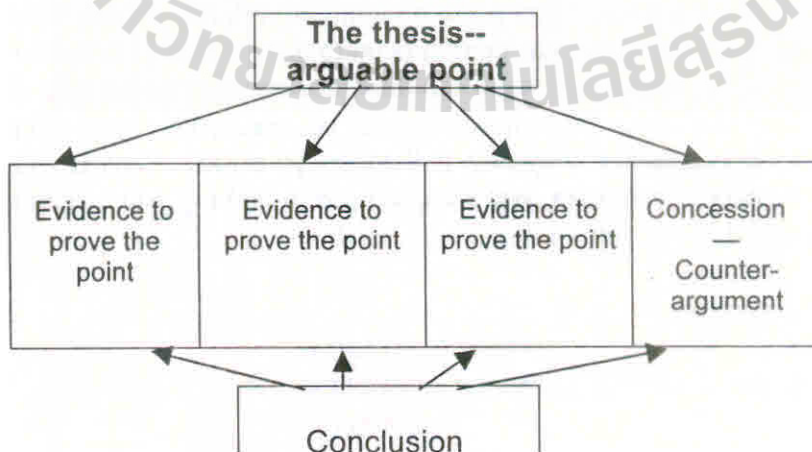
3. Checking the convention of the argument essay

Besides the ideas that you have to include in your argument essay, another important point that you have to keep in mind is that your ideas for your argument essay have to correspond to its convention or format of arranging the ideas.

Let me give you an analogy: The ideas you write for an informal letter to your friends (one format) should be different from the ideas you would put in your chemistry lab report (another format). Similarly, certain ideas and format of arranging the ideas are expected in your argument essay.

It means that you need to know what ideas you should put in your argument essay. If you are still puzzling, you can review it by going back to study the analyses of the sample essays you have done in earlier units. From the analyses, you would see that certain information, for example, your thesis statement, needs to be put in the introduction. In the body paragraphs, you have to provide the supports for your thesis as well as the concession paragraph where you state the readers’ arguments and your counter arguments. And in the concluding paragraph, you should offer a resolution or conclusion. Besides, the transitional connectors used in connecting the ideas both between and within paragraphs should be appropriate for the argument essay too.

Thus, the convention of an argument essay can be simply shown below.



4.3 Revising your Own First Draft

This revision can be done at two levels: at the level of the whole essay and at the level of paragraph

Revising at the level of the whole essay

At this level, you have to revise the rhetorical situation, your thesis, the organization of your ideas in the essay, the unity and the coherence of the essay.

Revising the Rhetorical Situation

What is the rhetorical situation?

The rhetorical situation normally involves the following four elements- audience, purpose, context, and writer. Each of these elements should operate harmoniously in your argument essay.

Let's review again how each element of the rhetorical situation operates in a piece of argument writing.

When you compose your argument essay, the important things that you have to consider before you start writing are the topic- what you are talking about, and its controversial issue, which deals with different points of views. You have to think about the topic because if it does not have anything meaningful to expected readers, they probably lose interests in reading it. You have to think of your expected readers and their view because your purpose of writing about this particular topic is to persuade them to agree with your idea on the issue being discussed. It is assumed that your readers are the skeptical ones. They probably would agree with you only when you present them with reliable evidence that support your point or your idea. It is quite natural that your readers would listen to your advice when they face certain problematic situation and they are looking for ways to solve it. And if you offer them a better choice, they then will accept your idea. Only if your readers accept your idea, you then succeed in making your argument.

How to reconsider the rhetorical situation in your first draft

It is quite important that you create an appropriate rhetorical situation in your argument essay since it controls your purpose of writing the argument essay. Without the clear idea of what the rhetorical situation is and how its elements operate, the main point that you are going to state and the supporting details would be vague and too broad.

To help make the rhetorical situation in your first draft very clear, You reconsider the thesis statement that you want to prove, reasons to support the thesis, evidence to support the reasons, and analysis of the evidence.

In order to analyze your own draft to see how clearly you have considered the rhetorical situation, you can use the following questions as your guide.

The thesis or the main idea of the argument essay

1. Is the thesis focused, more specific?
2. Do all the topic sentences in the body paragraphs relate in some way to this thesis?
3. If not, explain what you should do to revise them so that the supporting ideas stated in the topic sentences relate to the main idea or the thesis.

Audience

1. Is there any hint (s) demonstrating the audience awareness in your essay?
2. What is it? Please a detailed example(s)

Organization

1. Does one paragraph leads into the next paragraph?
2. If not, how are they ordered?
3. If you were to change the order, in what way would you change it?
4. How would this new change in # 3 help your readers?

Paragraph development

1. How do you develop your paragraphs-using facts, examples, opinions of authorities, etc.?
2. Is there any paragraph that needs better development? And, how?
3. Is there any paragraph that needs clarification of key words or phrases?
4. Is there any paragraph that needs examples, authorities ' opinions?

Sample: Revising your ideas
at the essay level

Since your ideas is the most important thing in your essay. The first question you have to ask yourself is:

What is it that you are writing?
 Is it important for anyone?
 Why is it important?

Question	Answer
What is it that you are writing?	<p>I am writing about raising ostriches for commercial purposes.</p> <p>This topic is rather controversial because a number of people think that we should not invest on this kind of farm because it is quite new in Thailand; Thai farmers do not have much experience running it. Besides, it requires a large amount of money for the initial investment.</p> <p>However, other farmers have been informed that ostrich meat is becoming popular since beef eaters dare not eat beef because of the cow hazardous disease-anthrax. They also learned that they can find monetary support from the government's SME fund.</p> <p>Furthermore, they have heard that some farmers have tried raising ostrich farms and made good benefits.</p>
Is it important to anyone? Why is it important?	<p>It is quite important for those who are looking for new opportunities to earn their livings, especially those who used to raise cattle.</p> <p>These farmers are having problems of selling cows for beef because of the disease-anthrax. And if some cows are ill and die with this disease, it can be sure that the whole herd will be collapsed. That means that the farmers who own them will be bankrupted.</p>

<p>What benefits do you think your audience would get from the issue being discussed?</p>	<p>Raising ostriches for commercial purposes can be meaningful for farmers for a number of reasons:</p> <ul style="list-style-type: none"> • Ostrich farmers can gain big benefits by selling the ostrich meat since its meat is becoming popular among those who give up eating beef and try to find other alternatives for meat. • Furthermore, ostriches can eat any kind of food; they are easy to feed with any food that we can find locally. This will help save the cost of the farmers too. • Raising ostriches does not need a special training because they are easy to raise once the farmers know their eating and sleeping habits. In addition to this, we can say that ostriches are strong animals; they hardly have any serious diseases. And this is one main reason why their meat is popular among meat eaters.
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It can be clearly seen that the most important three points are clear for an argument essay:

1. the controversial issue-whether raising ostriches for commercial purposes or not
2. The audiences who the writer wants to persuade – farmers, especially those farmers who used to raise cattle and are now looking for ways to earn their living.
3. Some good reasons why they should raise ostriches are:
 - Its meat is becoming popular since many meat eaters turn to ostrich meat as the alternative for beef because they are afraid of vital diseases attached to cows.
 - Ostriches seem to be free from serious diseases; therefore, the farmers can save expenses for their medication and care.
 - Ostriches can eat varieties of local food. This makes it convenient for farmers to feed them.
 - Etc.

Revising at the Paragraph Level

After you reconsider and revise the ideas that you need to put in the whole essay and how you should put them. By this time, you know for sure that the main ideas stated as the thesis statement and the supporting one stated as the topic sentence of the individual paragraphs related to each other and unified.

Now, you have to revise the individual paragraphs.

The purpose of revising the individual paragraphs is to make sure that the ideas in each paragraph are coherent and unified too.

Revising the Introduction

When you revise your introductory paragraph, there are certain questions conforming to the argument essay that you can ask yourself to review your draft.

1. Have you informed your readers the background information related to your issue -- the history, people, events to help readers better understand your issue and /or help you better achieve your writing purpose?
2. Are there any key terms in your introduction that need to be defined?
3. Are there subcategories associated with your topic that need to be discussed to improve your discussion?
4. Should you include a discussion of the causes or effects-consequences, results (or both) of some situation related to your topic?
5. Have you identified the two sides of the issue and their reasons?
6. What is your stance or your side of the issue?
7. Is your thesis statement clearly stated to cover the anti-thesis, the thesis, and the reasons?

Example:

Here is the first draft written by an English 5 student and the teacher's comments.

The issue: To use or not to use a digital camera.

The thesis: Newspaper photographers should use a digital camera in their work.

The explanation	The text	Teacher's comment and some revised parts
Background information indicating the issue, the audience, and the problematic situation	<p>Newspaper is perhaps the most readily understood are of photography and photography is a major source of news gathering.</p> <p>Certainly newspaper are extremely competitive (Graham, 1998)</p>	<p>There are, I think, two ideas here.</p> <p><i>Newspaper is perhaps the kind of media that makes the full use of photography</i> <i>In deed, the photography is a major source of newsgathering.</i></p> <p>This is the problematic situation that you want to point out to the readers. This part is quite important, you, therefore, need to give more details.</p> <p><i>These days, newspapers belonging to different companies are extremely competitive in gathering and presenting their news (Graham, 1998) In doing so, many try to make use of any efficient tools they can find in order to produce their news as quickly as possible with the most attractive pictures to present to the public.</i></p>
Some causes of the problem.	Film is so last-century photo processing so passed (Kooser, 2001)	<p>I do not understand what you mean here. Maybe, what to want to state is:</p> <p><i>Using regular films is outdated for newspapers.</i></p>
Inappropriate ways that the reader(s) uses in solving the problem.	Most journalists still use film cameras to create their image.	What are you trying to say here?
The positive side of the issue.	The prime advantages of a digital camera are its rapid speed (Graham, 1998), its worth when using it for a long time, its direct transmission of recorded images onto a computer without any processing (Philip, 1997).	<p>Good. You are pointing out the advantages of using a digital camera. The sentence can be rewritten later for correctness.</p> <p><i>Using a digital camera, newspaper photographers can</i></p>
The negative side of the issue.	However, the cost of a digital camera is quite expensive.	OK. You are talking about the negative side of the digital camera.
Your suggestion.	But if you want to succeed in competing with others in your business, you should provide your photographers with a digital camera to do their work.	<p>When you say, "you" here, are you talking to the newspaper reporters themselves or are you talking to their boss? Who are you talking to?</p>
Your thesis statement.	Newspaper photographers should use a digital camera in their work.	<p>Try to use the following format for your thesis statement: <i>Despite _____, (the thesis) because _____, _____, and _____</i></p>

The convention of the introductory paragraph

Certain convention is required. This means that readers expect to find certain information in this part of your argument essay such as the issue, the background information, the main idea, etc.. It is necessary that you include them in the introduction and organize them logically. In the example above, in the first column, you can see the order of information included in the introductory paragraph.

Revising the Body Paragraphs

Since your body paragraphs are “the core” of your essay. they have to be well-developed with unity and coherence. That is, a paragraph has to contain one main idea and other details to support that main idea. Having this quality, the paragraph is defined to have its unity. For coherence, all ideas in the paragraph have to be arranged in a logical order or have a definite plan for development.

The diagram below reveals these two qualities of a well-developed paragraph.

For unity, there are one main idea and three supporting details with evidence. No. 1 represents the main idea and it is the only one. Nos. 1.1, 1.2, and 1.3 represent supporting details of No. 1. And Nos. 1.1.1, 1.1.2 represent the details of 1.1. Nos. 2.1.1, 2.1.2 represent details of 2.1, and so forth.

For coherence, the ideas shown in the diagram are arranged in hierarchical order. That is, it starts with the topic sentence or level 1, which is the highest level and the only one. The next level is level 2. This level consists of the details of the topic sentence. It can be 3-4 of them. And the following level is level 3 functioning as the details of level 2. These details can be varied in numbers depending on the needs of each idea of level 2.

1. _____
 - 1.1 _____
 - 1.1.1 _____
 - 1.1.2 _____
 - 1.2 _____
 - 1.2.1 _____
 - 1.2.2 _____
 - 1.3 _____
 - 1.3.1 _____
 - 1.3.2 _____

Revising the levels of ideas

The ideas and their different hierarchical levels explained above are not new; the students normally see them in an outline. If you look at your outline, you will see the similar diagram.

When you revise the body paragraphs, it is necessary to reconsider the ideas presented in the hierarchical levels so that you can create your well-developed paragraphs.

Example:

Original	First draft revision	Explanation
<p>First of all, videoconference may be alternative to saving costs from a meeting of people from different office.</p>	<p>1. First of all, using videoconference for business meetings can help save travelling expenses as well as time and energy of the employees of the company.</p>	The topic sentence
<p>To begin with, using videoconference can save money from travel. A typical business of people from different locations, even a short one can easily cost thousands of dollars for travel and lodging. (Marlow, 1995). If a company use videoconference for their meeting, they can reduce this cost because people can get meeting in their office.</p>	<p>1.1 To begin with, using the videoconference can help save the company's travelling expenses including lodging.</p>	1 st supporting detail
<p>Besides, a company can save money from lodging. In a company meeting must have a lot of people to meeting so a company want to have a big lodging, then they will rent a lodging for meeting. If they use videoconference, they can save this cost.</p>	<p>1.1.1 For example, (name of a company) with two branches hold weekly executive board meetings used to spend ..25,000. for the travelling expenses each time they called for a meeting.</p>	1 st evidence
<p>Finally, a company can save money from other costs. For example, the time the participants spend travelling. The time is much important because a company want to have summarizer's agenda to develop a company quickly.</p>	<p>1.1.2 For instance, a company,) spends yearly for the travelling expenses.</p>	2 nd evidence
	<p>1.2 Besides, using videoconference can make it convenient for the employees to attend the meeting.</p>	2 nd supporting detail
	<p>1.2.1 1.2.2</p>	
	<p>1.3 Finally, using videoconference can reduce the fatigue the employees have from long distance travelling.</p>	3 rd supporting detail
	<p>1.3.1 ...</p>	
<p>The above figures reveal using videoconference can save money which a company spend for a meeting in many ways.</p>		Interpretation
<p>So, a company with few branch offices should use videoconference to save costs of their meetings.</p>		Conclusion

From the above example body paragraph, the topic sentence is level 1 because it is the generalization of 1.1, 1.2, and 1.3. These three sentences functioning as the supporting details of the topic sentence belong to the same level of 2 since they are deeper than level 1. And, those sentences starting by

“For example or for instance” are level 3 because they are the example of 1.1

If you look at each of the sentences in your paragraph, you should be able to locate their different levels. These different levels also indicate the places in the paragraph where they belong.

By looking at the structure of a paragraph in this way, you can check its organization and can get a lot of good ideas about how to improve the content of your paragraph. For example, you can add more sentences with the same level or deeper-level where they are needed since you can see them easily if they are missing. In addition, you have enough and right details of all levels; but, they might not be in the right place. You can then rearrange them so that they can be in a better sequence.

The unity of a paragraph

One of the good characteristics of a good paragraph is its unity as mentioned above. Your paragraph should have only one main idea; the rest of the paragraph has to be the supporting details of that main idea.

Example:

The text	Levels
<i>First of all</i> , using PCT mobile phone for communication among members of the household can be quite convenient for a number of ways. They can dial only one number; have many extra lines to be used at the same time, and can be taken anywhere.	Level 1-being the topic sentence of the paragraph. “Using PCT is convenient for users.” This topic sentences is built around three subordinate points-dial only one number, have extra lines, can be taken anywhere.
<i>To begin with</i> , using PCT allows customers to call up the family members by dialing the same number.	Level 2 – the first supporting detail
<i>In addition</i> , the family members using the PCT service can have many telephone lines extended from the same home phone number.	Level 2- the second supporting detail
<i>To illustrate</i> , subscribers of PCT can have as many as nine additional lines from the current home phone. It means that at least nine household members can use the same phone number communicating with each other simultaneously.	Level 3—an example of level 2

Besides , PCT acts like a mobile phone that can be taken anywhere in Bangkok because its signal can be transmitted from a vehicle with a speed not exceeding 50 km/hr. It can cover the area of a 100 meters of HBU ???radiant.	Level 2- the third supporting detail
To illustrate , a mother can take PCT to the Sunday market and calls up a father coming by car to pick her up. These two persons can locate each other very easily.	Level 3—the illustration of the third supporting detail
The above details indicate that household members can get extra services from their home phone if they use PCT service.	Interpretation
Thus, it is wise that families living in Bangkok can make their communication among the members rather conveniently by using PCT.	The clincher

This paragraph is unified because

- it has only one main idea stated clearly as the topic sentence;
- the rest of the paragraph functions as the supporting details of that main idea
- The supporting ideas relate to each other.
- There is no irrelevant sentence.

It is very important that when you write your paragraphs, you have to make sure that each of the paragraphs is unified.

The coherence of a paragraph

Another important quality of a good paragraph is coherence as mentioned above. To create a coherent paragraph, you have to rearrange the sentences in your paragraph logically.

In the example shown above the topic sentence (level 1) is explained fully with definition. Then, details, examples, and relevant quotations (with the writer comments) are offered. All of these ideas are arranged in a logical sequence with transitional connectors connecting the ideas in a recognizable pattern.

4.4 Conferencing with the teacher

What is the first draft conference?

Having the first draft conference with the teacher, the students can try to point out some difficulties they have with their writing argument essay. For example, they can inform the teacher about their materials they have gathered. They can discuss about the thesis and the supporting details. They can talk about their expected readers, etc. Talking about these problems can help the students clarify their ideas about some points in their essay. Then, later they can try to revise them accordingly so that their essay can become a strong one.

What to prepare for the first draft conference

Before you have the first draft conference with your teacher, you should try to answer the following questions.

1. Reconsider your rhetorical situation: reader, writer, purpose and the problematic situation.
 - What is the issue?
 - Who is the audience?
 - Who is the writer?
 - What is the problematic situation and where?
2. Check your thesis statement.
 - Is it arguable?
 - Is it interesting? For whom?
 - Do you include all the necessary parts of the thesis statement?
3. Check each body paragraph.
 - Do you have the topic sentence clearly stated for each paragraph?
 - Do you provide adequate evidence to support each topic sentence?
 - Do you include both the second level of ideas and the third ones for each paragraph in order to make it well developed.
 - What evidence do you use: facts, explanations, examples, statistics, opinions of authorities?
 - Are all sources of your evidence reliable?

4.5 Peer Review

What is peer review?

Peer review is a method of getting feedback on the first draft of your essay. It involves sharing your first draft with a group of peer readers who offer feedback and suggestions so that you can improve your draft.

Doing peer review can be beneficial for both the draft writer and the readers in many ways.

For writers, peer review can:

1. provide more audience for the writer of the draft, besides the teacher.
2. Offer more feedback on the strengths and weaknesses on the first draft.
3. Motivate substantial revision.
4. Provide problem solving strategies

For readers, peer review can:

1. learn how to analyze the draft critically.
2. Learn how others write the same type of essay that one is doing.
3. Get the sense of how to revise their own draft.
4. Give feedback to others
5. Promote active participation in class activities.

What do you do when having peer revision?

The first and the most important thing is for everyone in the group to read your peer's draft and make comments on it.

The next activity is to present your peer revision to the class. We can do this in several ways; but the useful one is for a group to model peer response while the rest of the class critiques their work.

Guideline for Peer Revision

As you know that revision can be done at several levels. At the global level for your first draft, you should respond to a rhetorical situation consisting of a problematic situation, audience, writer, and purpose, implicitly or explicitly indicated in your peer's first draft.

Feedback form

In your small peer group, exchange your essay with your peer. While reading your peer's essay, you should focus on the following questions:

The situation:

1. In what situation does this argument occur?
2. What is a problem?
3. Who is involved?

Audience:

1. Who are the expected readers of this essay?
2. What do the readers feel about this topic?
3. Does the writer correctly anticipate what her/his readers know or needs to know?
4. How can the writer better address the needs of his/her readers? In other words, do you think the writer should provide new and more appropriate evidence, supporting details?

The purpose:

What does the writer want the readers to act or do?

The writer:

1. Who is the writer?
2. What is this writer's thesis? Does that thesis indicate a clear point of view about the topic?
3. What supporting details or evidence does the writer use to support his thesis?
4. Does the writer present his/her argument in a way that makes it easy to read?

Overall impression:

1. What part (s) of the essay do you like most? Why?
2. What do you think needs more attention? Why?

Exercise 4.1 Revising your ideas

at the essay level

1. Using the information from your first draft, you try to answer the following questions as fully as possible.

Question	Answer
What is it that you are writing? Is it a controversial topic? How do you know?	
Is your topic important to anyone? Why do you think this topic is important for them?	
What benefits do you think your audience would get from the issue being discussed?	

2. Is there any thing that you think you should have put in your essay? Write them here.

Exercise 4.2 Outlining your first draft

Fill in the blanks or answer the questions:

1. Your topic: _____

2. Your thesis: _____

1st Topic sentence _____

1.1 _____

1.2 _____

1.3 _____

2nd Topic sentence _____

2.1 _____

2.2 _____

2.3 _____

3rd Topic sentence _____

3.1 _____

3.2 _____

3.3 _____

Con paragraph _____

1st concession _____

1st counter-argument _____

2nd concession _____

2nd counter-argument _____

3rd concession _____

3rd counter-argument _____

Note: Make sure you write the appropriate transitional connectors in the above outline too.

Exercise 4.3 Considering the paragraph unity and coherence

This paragraph analysis exercise will help you see whether you have included different levels of ideas in your body paragraph and have arranged them logically or not. These two qualities known as unity and coherence show the sign of a well developed paragraph.

Checking the unity and coherence of each paragraph

1. In each of your body paragraphs,
 - find the sentence of level 1 which is the topic sentence of the following paragraph.
 - Find the sentences of level 2 which are the supporting details of sentence level 1.
 - Finally, find the sentences of level 3 which are the supporting details of sentences level 2.
2. Write each of them in a format similar to the one below.

1 st body paragraph
1. _____
1.1 _____
1.1.1 _____
1.1.2 _____
1.2 _____
1.2.1 _____
1.2.2 _____
1.3 _____
1.3.1 _____
1.3.2 _____

3. Make sure you write the transitional connectors and underline them.
4. When you finish, see whether you need to
 - clarify or define any term in the topic sentence,
 - add more ideas for level 2 and 3,
 - interpret what you have stated,
 - conclude what you have stated.

Exercise 4. 4 Peer Revision

Peer revision is a natural part of writing in the real world. Your main job of revising your peer's first draft is to comment on content.

1. In groups of three, please read the following instructions very carefully :

1. Exchange your draft with someone in your group.
2. Read the whole draft
3. Ask the writer questions
4. Make notes in the margins about things you don't understand
5. Compliment the writer on specific things he/she does well.
6. Answer the following questions about your peer's draft:

The questions	Write your answers as fully as possible	Compliment and/or comments Make at least 5 of them
Is it clear what the topic of the paper is? What, in your opinion, is the topic of the paper?		
Does the writer provide a thesis statement? Is it argumentative?		
What side of issue does the writer take ?		
Write the thesis statement here.		
If there is no thesis statement, can you locate the sentence or sentences that best express the thesis and write them here. Or write a thesis statement for this paper yourself .		
Does the writer include all the three parts in the thesis statement? Can you write down each part here?		
What are the reasons the writer use to prove or support the main point stated in the thesis?		

Does the writer organize the ideas in a way that correspond with the thesis statement?		
<p>In the introduction, does the writer provide the problematic situation of the topic?</p> <p>Who is the expected audience of the essay?</p> <p>What is the readers' point of view?</p> <p>What does the writer expect the readers to do or act?</p> <p>What is the writer's point of view and why?</p>		
<p>In the body of the essay, does the writer provide smooth and helpful transitions between and within the paragraphs?</p> <p>Can you see the three levels of hierarchical levels in each body paragraphs?</p>		
Does the paper end with a satisfying conclusion? Why or why not?		



2. In your same peer group, analyze one of friend's essays using the following framework.

Title of essay: _____

Author's Name: _____ ID: _____

Reader's Name: _____ ID: _____

1. Content:

a). Identify at least one place where the support seems to be strong. Explain why.

*I found the information about in paragraph, which showedto be complete and persuasive.
(The writer)..... offers specific information about*

b). Identify at least one place where you think needs more specific support. Explain why.

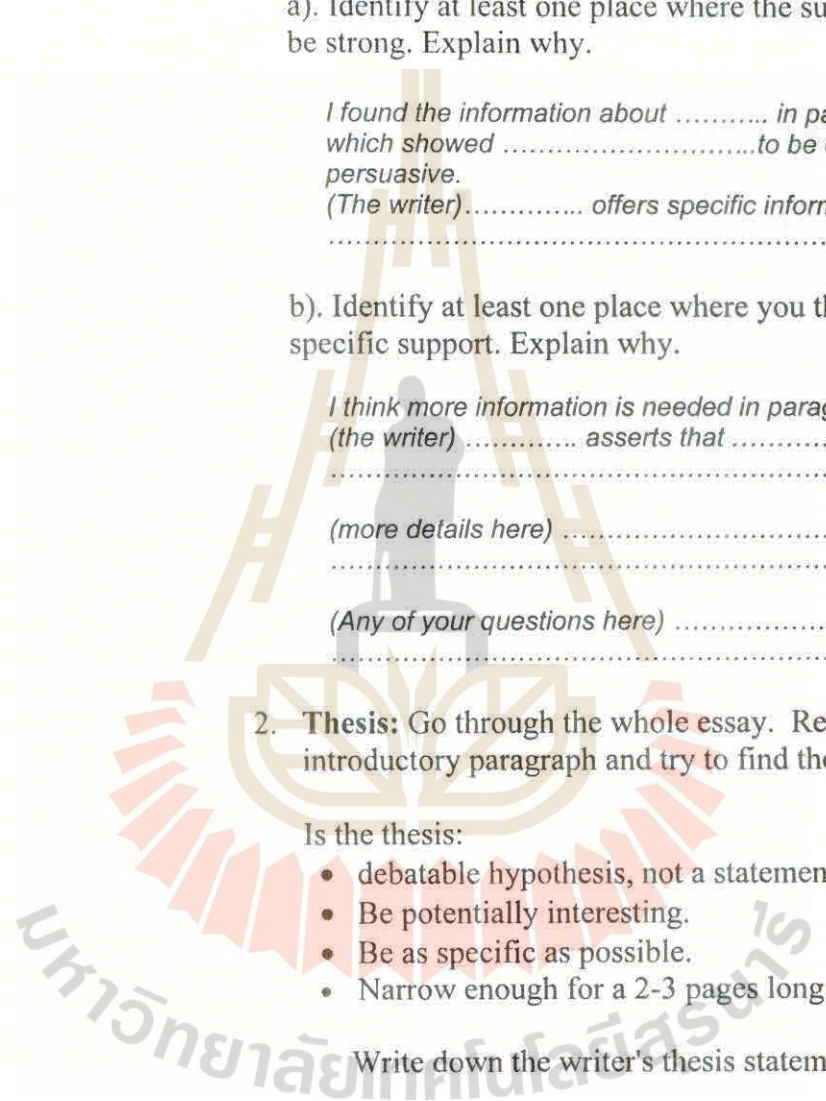
I think more information is needed in paragraph, where (the writer) asserts that
(more details here)
(Any of your questions here)

2. Thesis: Go through the whole essay. Re-read the introductory paragraph and try to find the thesis.

Is the thesis:

- debatable hypothesis, not a statement of fact.
- Be potentially interesting.
- Be as specific as possible.
- Narrow enough for a 2-3 pages long

Write down the writer's thesis statement.



2.2 Is the thesis debatable? Explain why or why not.

2.3 Is the thesis interesting? Why or why not?

2.4 Is the thesis statement specific, and manageable. Explain how and how not.

3. Organization: Now continue re-reading the whole paper to think about the logic of the writer's organization.

a) List the main point of each paragraph.

para 1 _____
para 2 _____
para 3 _____
para 4 _____

b) Identify one place where the argument was particularly clear to you and explain why.

c) Identify one place where the argument was confusing or puzzling to you and explain why.

4. **Understanding:** Go through the draft one more time. Underline any sentences that you do not understand what they mean.

5. Finally, **discuss** your comments with the writer .

Note: You should try to get the responses of all three people in your peer group.

Exercise 4.5 : **Revising the whole first draft**

This exercise is for you to notice the improvement of your draft. Put all of your original draft of each part of your argument essay in the left side column and the revised one on the right one.

Please use separate sheets of paper.

Original Draft	Revision
The introduction	
1 st body paragraph	
2 nd body paragraph	
3 rd body paragraph	
Con paragraph	
Conclusion	

4.7 Checking your Progress

Revising is an effective way to think back of what you have written so that you can improve your writing. Revising for different things is always wise to do one at a time. Revising the first draft aims at revising your ideas. For example, you can ask yourself whether your ideas are appropriate for your audience or not. Are your reasons to support your thesis sound? Do you think you have enough evidence to prove your specific points, etc.

How have you felt after you have done your first draft revision?

What did you revise?

What ideas did you get from having the conference with the teacher?

Is it more beneficial to have a small group conference or do you think it would be more beneficial if you go to have the conference with the teacher alone?

Do you get any helpful suggestion or information from your peer review?

Do you think you have contributed any useful information or suggestion for your peer review?

Here is two major tasks you are expected to complete for this unit.

1. Have you participated in all three major activities for your first draft revision: having the conference with the teacher, having peer review, and revising your own first draft?
2. After the first draft revision, have you come up with the second draft?

Unit 5

Editing

- Introduction:** This unit is about final editing your essay. You will revise some minor parts of your essay as well as surface errors like grammatical errors, misspellings, and wrong punctuation.
- The task:** To edit the essay, you will be engaged in doing the following activities:
1. Having the conference with the teacher
 2. Having the peer editing
 3. Editing one's own essay.
- The process:** To edit the essay in each activity mention above, you have to:
- Locate your main weaknesses regarding grammar points and usage by separating each paragraph of your essay into sentences and check them for correctness according to the rules.
 - To check the accuracy of their sentences, you can follow the teacher's guidance provided in their course book and the use of grammar books as well as reliable dictionaries.
 - If in doubt, ask the teacher or your peer.
- Evaluation:** You will be evaluated on:
1. Your participation in in-class activities, especially the peer editing and the conference with the teacher.
 2. Your editing your own essay
 3. Your final draft
 4. Your portfolio
- Advice:** The students need to first understand what their main weaknesses regarding their English grammars and usage. They also need to study the grammar points and language usage in the course book or other reliable grammar handbooks so that they will know how to correct their errors. If they need help in understanding any grammar points and usage, they can come to ask for help from the teacher.
- Closure** The students should be proud of their so much effort that they are able to bring their work to completion with no errors.

5.2 What to do to edit your second draft

The strategies of how to edit the second draft successfully can be done in three circular stages:

1. Having a conference with the teacher
2. Having a peer editing.
3. Editing your whole essay.

During each of the above stages, there are at least 4 important things that you try to check for accuracy:

1. grammar
2. spelling
3. punctuation
4. appearance of the whole essay

Having the conference with the teacher

Different students seem to have different patterns of writing and make different types of mistakes.

Having the conference with the teacher at this stage will give you a chance to see how you can give a final touch to your essay. Also, you can ask for further explanations of the grammar rules that you are still puzzling. So, when you go to have the conference with the teacher, you then should go well prepared to seek for help about those grammar errors in your own writing.

Peer editing



The peer editing process you are going to do is based on the writing comments of your peer. In your peer group, every one has to make comments on others' essay. At the same time, the writer is also allowed to return to those comments whenever he or she needs them.

Here are the steps:

1. Be in groups of 3-4 persons.
2. Each person brings in his/her own second draft and a blank sheet of paper attached to that essay.
3. Exchange the second draft with someone else in your group (you should now have another person's

second draft and the handout on grammar points or a grammar book).

4. Read the essay carefully. Whenever you find any technical problems (spelling, punctuation, run-on sentences, comma splices, etc.), mark them directly on the essay.
5. On the separate sheet of paper, make any other comments you have:
e.g *Line ... Paragraph..., I think you need an example here.*
Line ... Paragraph ...please see whether you can rewrite the sentence. I do not quite understand it
6. Once everyone in the group has finished writing their comments, exchange papers with another person in the group.
7. Take a look at the comments your group members made on that essay, especially those on the separate sheet of paper, and write down whether you agree or disagree with them (and why).
8. Keep exchanging papers until everyone in the group has had a chance to comment on every paper.
9. Now, return all the essays to their writers. You should now have a lot of comments about how to revise your essay, all written down so that you can use them to correct on your own.

Proofreading your own essay

To proofread successfully, you have to know what mistakes or errors in your essay are, and then correct them.

The mistakes are the ones that occur because of your carelessness; the errors are those that you make because you do not have the knowledge of.

How to proofread your second draft

You should find out what your typical problem areas are and look for each type of error individually. Here's how:

1. Find out what errors you typically make. Review instructors' and your peer's comments about your

writing and/or review your paper with your peer group.

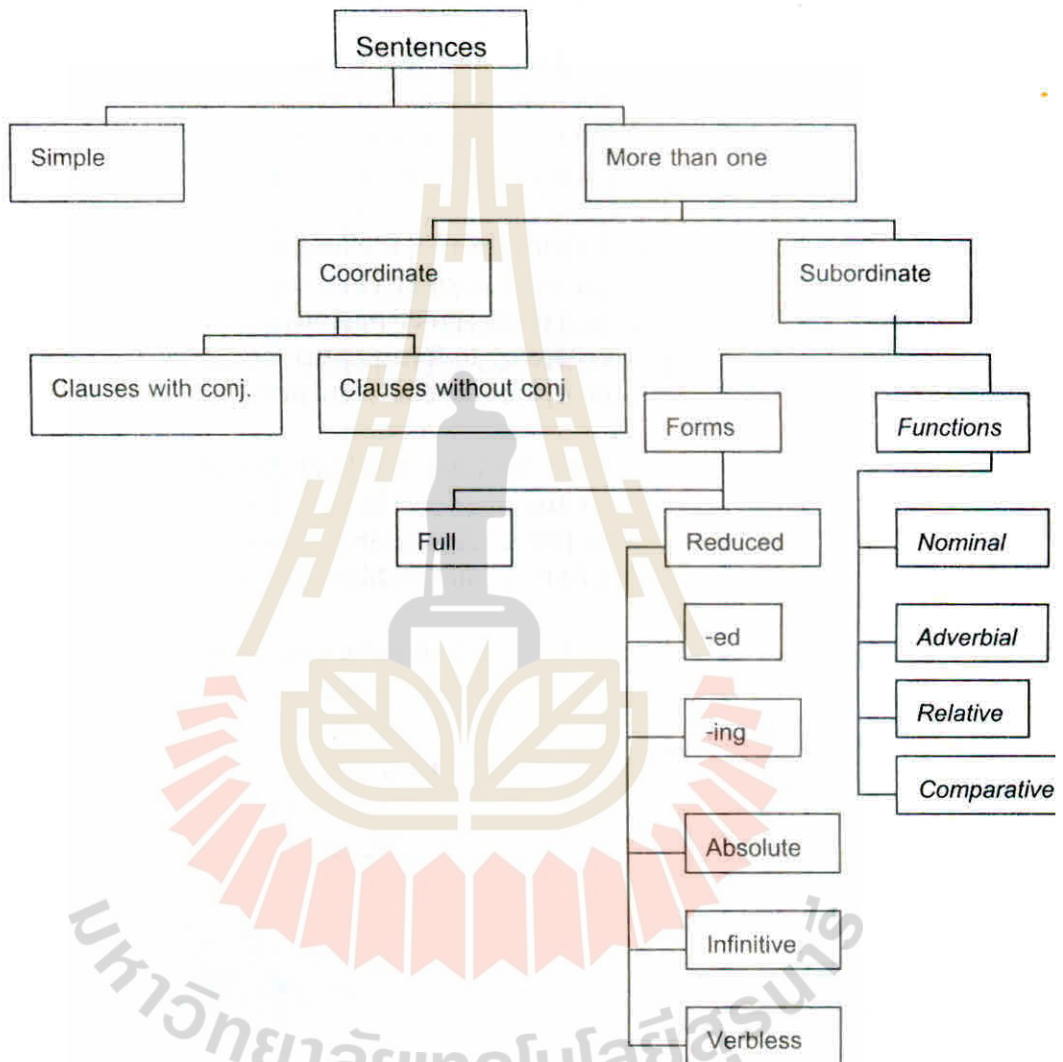
2. Learn how to fix those errors. The following ways can prove helpful:
 - Talk with your instructor and/or with your peer.
 - Look for the explanation of each grammar problem provided in this English 5 course book as well as other reliable grammar books.
3. Use specific strategies. Use these strategies to find and correct your particular errors in usage and sentence structure, and spelling and punctuation.

Proofreading strategies

- Proofread for only one kind of error at a time. For example, you go through the whole essay and try to focus on the types of sentences- simple, compound and complex sentences. The next reading, you check whether your simple sentences are all correctly written based on the provided patterns. The following reading will focus on the compound sentences and so on.
- To start editing, separate each paragraph of your essay into individual sentences. This way will help you go through each sentence carefully. What to do is finding the period at the end of your sentences and separate them.
- Go through every sentence carefully, with a pencil in hand. It is even better if you know what types of errors you tend to make so that you can concentrate more on them.
- Make use of a reliable dictionary and a grammar book as the references to check your spelling and grammar points.
- Discuss each questionable grammar points with your teacher or friends.

5.3 Grammar review

In this section, we will review a number of grammar points that would help you proofread your second draft successfully.



Adapted from: http://papyr.com/hypertextbooks/engl_126/complex.htm

From the above diagram, it can be explained that **sentences** can be classified into two sets: simple sentences and multiple ones.

Simple sentences contain only one clause.

Multiple sentences can be further divided into coordination and subordination.

The coordination are of two types: one with conjunctions such as *for and, nor, but, or, yet, and so*. and one without conjunctions. This latter one requires semicolon to separate parts of the sentences.

It is important to emphasize here that when you write a coordination or a compound sentence, you have to use either certain conjunctions mentioned above or use semicolon to separate parts of the sentence.

Subordination, if classified according to their functions, can be categorized into 4 groups: nominal, relative, adverbial, and comparative clause. If classified according to forms, it can be categorized first into two groups: finite (full) and non-finite (reduced)

Then, the finite one is further divided into full and relative clause. The non-finite or the reduced ones can be further divided into 5 groups: *-ed, -ing, absolute, infinitive, and verbless clauses*.

The details of each of these clauses will be explained later.

Basic Sentence Concepts



In English, it can be simply said that every sentence has a two-part structure based on its functions as shown below.

subject	predicate
----------------	------------------

The **subject** being a noun or a pronoun tells who or what does something.

The **predicate** consisting of a verb and its complement tells what the subject does.

Examples

subject	predicate
A dog	barks.
Children	were in the football field.
My father	cannot stay up late.
We	called up our friends in Bangkok yesterday.
Those golfers	are rich.

This two-part structure is quite basic; but, it is important to learn because most complex sentences are based on this two-part principle.

Thus, it is necessary to look at the forms and functions of these two parts- subject and predicate, in more details before we continue to the more complicated parts.

Simple sentences

Simple sentences can be classified based on their forms into 7 patterns:

1. Subject + verb (SV)
2. Subject + verb + adverbial (SVA)
3. Subject + verb + complement (SVC)
4. Subject + verb + direct object (SVO)
5. Subject + verb + indirect + direct object (SVOO)
6. Subject + verb + direct object + adverbial (SVOA)
7. Subject + verb + direct object + complement (SVOC)

(Quirk, Greenbaum, Leech, and Svartvik, 1972)

The sample sentences of these patterns are shown below.

Functions	Subject	Verb	Indirect object	Direct object	Adverbial	Complement
1.	<i>A dog</i>	<i>barks.</i>				
2.	<i>The dog</i>	<i>was</i>			<i>in the field.</i>	
3.	<i>The dog</i>	<i>was</i>				<i>happy.</i>
	<i>The dog</i>	<i>is</i>				<i>our male dog.</i>
4.	<i>A snake</i>	<i>bit</i>		<i>our dog</i>		
5.	<i>A doctor</i>	<i>gave</i>	<i>the dog</i>	<i>some medicines.</i>		
6.	<i>We</i>	<i>took</i>		<i>the dog</i>	<i>to the hospital.</i>	
7.	<i>This incident</i>	<i>made</i>		<i>my mother</i>		<i>worried.</i>

“A” refers to an adverbial (e.g “ in the room”, “ here”). It is an answer to “when why, in what manner, in what way, how, or where”.

“C” refers to a complement which consists of two types: a noun and an adjective.

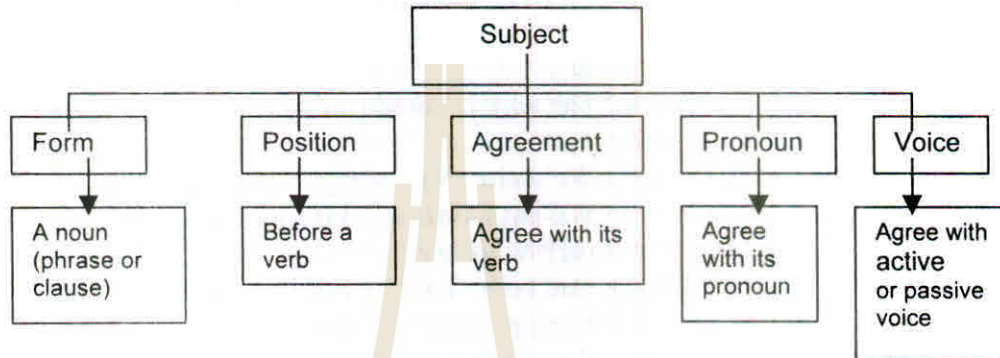
“O” refers to an object of the sentence-a noun or a pronoun.

Sample verbs used with the above SV/A/C patterns

Intransitive verbs	copula (to be and linking verbs)		Transitive verbs			
	SVA	SVC	SVO	SVOA	SVOC	SVOO
Smoke	To be	Appear	Catch	To be	Find	Give
Arrive	Live	(happy)	Carry	Put	Paint	Promise
Matter	Stay	Feel	Test	Place	Consider	Call
Read	Get	(annoyed)	Report	set	Make	Buy
Stop	(through the door)	Remain	Like		Keep	Tell
Go		(silent)	Support		Thin	Offer
Eat	Keep	Sound	Help			Provide
Drink	treat	(delicious)	Impress			Refuse
leave		Turn (red)	Save			Bring
		Become (older)	Accept			Hand
		Get	Discuss			Lend
			see			Read

Subject : Forms and functions

The subject part of a sentence consists of mainly a noun (phrase). However, its relationships with its predicate (as shown in the diagram) are very important.



Adapted from: http://papyr.com/hypertextbooks/engl_126/cl_subj.htm

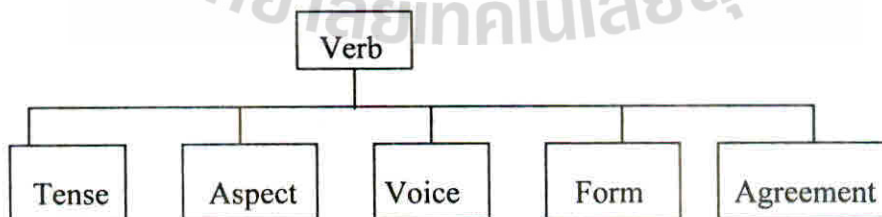
Predicate : Forms and functions

The predicate part consists of four obligatory parts: verb, object, adverbial, and complement.

Verbs

Students usually find that verbs create difficulty for them. This is not surprising since they deal with many difficult concepts such as the tenses, types of verb (transitive, intransitive, copula), different functions of the main verbs (base, simple, past simple, present, and past participle), active and passive voice, their reflections, time relationship (present, past, future), etc.

The chart below indicates the relationships among various components of the verb part.



Form, Tense, and Aspect

A form of verb refers to its composition of helping and main verbs. (e.g. Column 4 verb + V. to be, Column 5 verb + v. to have)

Tense refers to present or past.

Aspect refers to modal, perfect, and/or progressive.

Examples:

Form. The verb is composed of a main verb with or without auxiliaries.

We **write (V)** quickly. [No auxiliary or helping verb]

We **have finished** our first draft early. [with helping verb-v. to have]

Tense. The verb of a sentence is marked for tense. There are two of them: present and past.

We **study** English 5 this term. [present]

We **studied** English 4 last term. [past]

Aspect. The verb can be marked for aspect. There are three of them: modal, perfect, and progressive.

Our team **may edit** our second draft today. [modal]

We **have already finished** our second draft. [perfect]

Some students **are editing** their second drafts now. [progressive]

In terms of form, tense, and aspect, the following chart indicates their relationships.

<i>Helping Verbs</i>				<i>Main Verbs</i>				
V to do	Modals	V to have	V to be	1. Base	2. Present simple ***	3. Past simple ***	4. Present participle	5. Past participle
do	will	have	is	to sing	sing(s)	sang	singing	sung
does	would	has	am	to work	work(s)	worked	working	worked
	shall		are	to blow	blow(s)	blew	blowing	blown
did	should	had	was	to bring	bring(s)	brought	bringing	brought
	may		were	to build	build(s)	built	building	built
	might			to be	is, am, are	was, were	being	been
	can			to do	does, are	did	doing	done
	could			to have	do, have, has	had	having	had
	must							
	ought to							
	used to							
	need							

This is how you can make use of this chart.

1. There are two sets of verbs: the helping verbs (on the left) and the main verbs (on the right).
2. The two columns of main verbs that do not need the helping verbs when they are used in affirmative sentences are present simple and past simple. These two columns are marked with * (asterisk)
3. If you want to use continuous tenses, you have to combine verbs to be with present participle verbs. If you need present continuous tenses to show the activities that is going on at the present time, you use **is, am, and are** and **present participle verbs**. If you want to express what you were doing then you have to use **was / were** and **present participle verbs**.
4. If you want to use perfect tenses to express what you have done, you have to use **have** and **has** and **past participle verbs**. But if you want to express what you had done, then you have to use **had** and **part participle verbs**.

Note: There are two specific functions of the past participle: with the perfect tenses and the passive voice.

The present perfect tense:

Some students have finished writing the first draft.

The past perfect tense:

Many students had finished their first draft before they started working on their revision.

The passive:

Their first draft is revised for ideas by their friends.

5. If you want to talk about something in the future or ability or obligation, etc. You have to use modals and the verbs in the base form without "to".
6. Verb to do is presented here to show two things: one is to show that there are altogether 4 sets of helping verbs. Another is to indicate that in any sentence with out any helping verbs. Specifically, if the sentences contain present simple verbs, or past simple verbs, you need to use verb to do to make questions or negations.

Voice: active and passive

The verb can be formed to indicate whether the subject is the actor or the receiver of the action. The difference between the active and the passive one is that in the active voice, the subject is the actor of the verb; and in the passive one, the subject is the receiver. Please observe the chart below:

Example:

	subject	V. to be	Main verb	object	“by”	New object
Active voice	The writer		explains	The benefits of the BTS		
Passive voice	The benefits of the BTS	are	explained		by	the writer

added

added

The verb “are explained” is marked for passive voice whereas the verb “explains” is marked for active voice.

The reason why the active voice is changed into the passive one because the emphasis is on the on the object of the sentence.

Students' Problem

Students have the problem with the passive voice because they do not understand its meaning. For example,

*The writer should be explained the benefits of the BTS.

(The asterisk * indicates the ungrammatical sentence.)

How to solve this problem is for the student to ask him/herself:
Who does what to whom?

Someone does this thing.—**active voice**

This thing is done by someone—**passive voice**

Another example of active and passive voice

Active voice :The firefighters *have extinguished* the blazing fire.

Passive voice: The blazing fire have been extinguished by the fire fighters

Agreement

In a sentence, its verb corresponds in number (singular or plural) with the subject.

subject	verb	explanation
A student	works hard.	Subject--singular, third person
English 5 students	work hard	Subject--plural

Other Parts of Predicate

What has been explained is only one part of the predicate: the verb, the most important part.

There are, however, other 4 obligatory elements: indirect object, direct object, adverbial, and complement as shown in the chart below.

functions	subject	verb	Indirect object	Direct object	adverbial	complement
1.	<i>A dog</i>	<i>barks.</i>				
2.	<i>The dog</i>	<i>was</i>			<i>in the field.</i>	
3.	<i>The dog</i>	<i>was</i>				<i>happy.</i>
	<i>The dog</i>	<i>is</i>				<i>our male dog.</i>
4.	<i>A snake</i>	<i>bit</i>		<i>our dog</i>		
5.	<i>A doctor</i>	<i>gave</i>	<i>the dog</i>	<i>some medicines.</i>		
6.	<i>We</i>	<i>took</i>		<i>the dog</i>	<i>to the hospital.</i>	
7.	<i>This incident</i>	<i>made</i>		<i>my mother</i>		<i>worried.</i>

Complements

In a simple sentence the complement can be a noun or an adjective. (In a complex sentence, it can be a noun clause (phrase) or an adjectival clause (phrase) which will be explained later)

Examples:

subject	verb	Indirect object	Direct object	adverbial	complement
He	proved (to be)				a good student. (n)
He	became				a well known scientist. (n)
She	appears (to be)				exhausted. (adj.)
The answer.	is				correct. (adj.)

Adverbials

In a simple sentence, the adverbial is an adverb of various kinds. The most common ones are an adverb of place, and an adverb of time.

Actually there are three main types of adverbial: adjunct, disjunct, and conjunct.

1. **Adjunct:** time, place, manner, reason, condition, etc. It can be obligatory or optional part of a sentence.
2. **Disjunct:** Always optional. The speaker's comment on the content of the sentence, or on the truth of it (e.g. *obviously, always, maybe, probably, certainly, in fact, as a matter of fact, frankly, in a way ...*). This is
3. **Conjunct:** Always optional. It links sentences or paragraphs together (e.g. *to begin with, in addition furthermore, however, secondly, in conclusion, to conclude ...*)

(All of the adverb clauses (or phrases) in a complex sentence will be explained later)

Examples:

subject	verb	Indirect object	Direct object	adverbial	Complement
Tom and his family	is			in Pakistand. (adv. of place)	
His friend	studies			at Thammasart University. (adv. of place)	
The faculty meeting	will be			at one o'clock. (adv. of time)	
I	am			at the office at 1-3 p.m. today. (adv. of time)	
Her wedding	will be			in March. (adv. of time)	
My teacher	put		the note	on the office door (adv. of place)	
The students	were			in a hurry. (adv. of manner)	

Objects

In a sentence, objects are classified into two types: a direct and an indirect object.

A direct object is the object that receives the action of its verb. It is the answer of answers of "what or who". An indirect object is normally an animate object such as a person or an animal that indirectly receives the action of a verb.

In a simple sentence, a direct object or an indirect one is normally a noun (or pronoun).

Examples:

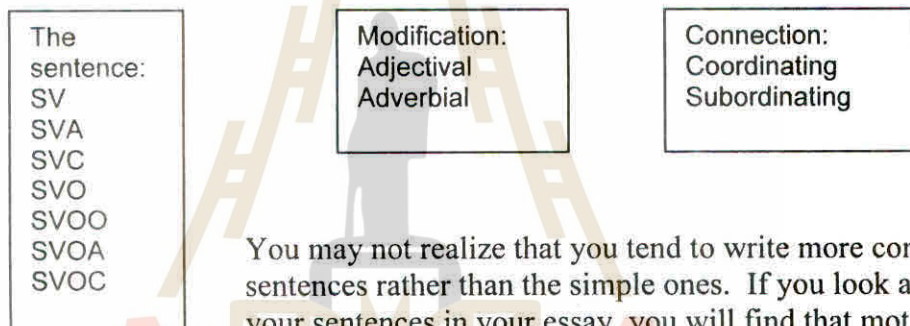
Type of object	Sentence	Explanation
Direct object	The students finished their assignments early.	The assignments- the direct object
Indirect and direct object	The teacher is passing the students the paper.	The students-indirect object The paper-direct object

Verbs that typically take a direct and an indirect object include:

ask	buy
tell	bring
write	give
explain	borrow
show	lend
answer	return

Sentence expansion

The framework of sentence expansion includes the three main parts: the sentence, its modification and its connection.



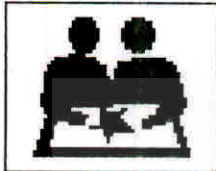
You may not realize that you tend to write more complex sentences rather than the simple ones. If you look at your sentences in your essay, you will find that most of them are complex ones.

Thus, it is necessary that we have to continue studying how sentences expand; that is, we have to study the coordination and subordination.

In this section, the students have to pay careful attention to three important elements of the expanding sentences together: One element is the typical features of each kind of expanding sentences. Another is the use of conjunctions showing the relationship between ideas in the expanding sentences. The third element is the punctuation used in connecting parts of the expanding sentences.

Two Principles of Sentences Expansion

Any simple sentence can be expanded to include more clauses by two principles: Coordination and subordination



The principle of coordination is for sentences with equal importance to join one another. It can also be further divided into two more types: the clauses with a conjunction and the ones without a conjunction.

The principle of subordination is for sentence with unequal importance to modify one sentence into another.

Subordination can be classified according to its forms or functions. If it is classified according to forms, it can be classified into full forms (relative clauses and full clauses) and reduced ones (-ed, -ing, absolute, infinitive, and verbless clauses). If the subordinate clauses are classified according to functions, there are four functions: nominal, adverbial, relative, and comparative.

Coordinating sentences : Forms and functions

Coordinating or compound sentences consist of two clauses. Or we can say that they contain two units of thought that are related. The compound sentences can be classified based on form into two types: one with a conjunction (which is quite commonly used along with a comma) and another with the punctuation-semicolon (which is quite rare).

Popular conjunctions are:

for	and	nor	but	or	yet	so
-----	-----	-----	-----	----	-----	----

By combining "so" or "yet" with "and", two word coordinators can be formed: and so, and yet.

The sentence frame + punctuation

A clause (subject + verb)	(,)	but	Another clause (subject + verb) (.)
		or	
		yet	
		so	
		for	
		and	
		nor	

Examples:

A clause	Comma	Conjunction	Another clause	Period (full stop)
The teacher warned the students about attending the class	,	but	she did not punish them	.
The students knew that English 5 is tough	,	so	they really come to class well prepared	.
The students work hard	,	and	they are happy that they did	.

Conjunctions and their meanings

Conjunctions and meaning	Sample sentence
For (result-cause relationship)	The students did not regret taking English 5 this term (result) for they always prefer to get over with as soon as possible (cause).
So (result-cause—opposite of ‘for’)	The students knew that English 5 is tough (cause), so they really come to class well prepared (result).
And (addition)	The students have taken English 5 this term and they are happy they did.
Nor (negative addition)	They did not like gathering the information for their essay nor did they like taking notes.
But (opposite ideas)	They tried to postpone submitting the first draft but the teacher did not let them.
Yet (opposite ideas—similar to “but”)	Some students tried to take English 5 again last term, yet there was not any chance.
Or (alternative ideas)	It was a good thing that the students took English 5 this term, or they might have missed the chance to ...

From the above examples, there are three important points worth mentioning.

1. The ideas used in the two clauses: They are balance, of equal importance and related logically.
2. The meaning of the conjunctions: The ideas relate to each other logically by the use of explicit conjunctions with specific meanings. It seems like there are three pairs. One pair, “for” and “so” show the result and cause. Another pair, “and” and “nor” show the addition of ideas. The last pair, “but” and “yet” have similar meaning showing opposite ideas. Only “or” shows alternative ideas in the two clauses.
3. The punctuation, the comma, is used along with the coordinating conjunctions in each of the compound sentences to separate the two clauses.

Coordination without Conjunctions

Besides sentences with conjunctions, there are some sentences that have no conjunction that are still translated as adversatives, as with the sentence below. The semicolon (;) is used to separate the two clauses. In this case, readers have to rely on the meanings of the clauses alone.

Examples:

The teacher waned the students about attending the class	;	she did not punish them
My friends do not take Calculus I this term	;	they take Physics 1.

Subordinating Sentences: Forms and Functions

Subordinating sentences based on function can be divided into four types: relative, nominal, comparative and adverbial. If they are classified based on form can be divided into five types: -ed, --ing, absolute, infinitive, and verbless.

Some of you may get confused between the word “adverbials” and “adverbs”. Let’s take a look at the following sentences:

*My students handed in theirtheir first draft this morning.
Students did their assignment very quickly.*

“This morning” is not an adverb but it functions as an adverb; it is therefore, an adverbial.

“Very quickly” is an adverb and it modifies a verb “did”.

Adverb refers to a part of speech (e.g noun, verb, adverb, adjective, etc.) . Adverbial, however, refers to the function of a word or group of words in a sentence. That word or group of words can or cannot be the adverb.

Subordinate conjunctions and their meanings

Type of Clause	Typical Subordinating Conjunctions
nominal	That the fact that* Who whoever what why which where how whether
Relative	who, whom, which, whose, that
Adverbial	
Time	when, whenever, before, after, until, since, while
Place	where, wherever
Cause/Effect	because, as, since
Purpose	so that, in order that
Result	so. . . that, such. . . that, with the result that,
Condition	if, unless
Concession	although, even though
included	statement or question that, what, why, how, where, when, who, whom, which, whose, whether, if
Comparative	
Same level	As ...as
...	-er than, more than , less than
superlative	-est, most

Adapted from Ann Raimes, *Exploring through writing*. New York: St. Martin's Press.

Subordinating sentences , their use of conjunction, and the specific punctuation.

Connector	A subordinate clause	Comma	The main clause	Period
If	A subordinate clause (subject + verb)	(,)	The main clause (subject + verb)	(.)
Because				
Since				
When				
While				
Although				
After				
Even before				
As long as				
Whenever				

Example:

Connector	A subordinate clause	Comma	The main clause	Period
Although	the teacher warned the students about attending the class	,	She did not punish them	.

Another sentence frame

The main clause	Connector	A subordinate clause	Period
The main clause (subject + verb)	If	A subordinate clause (subject + verb)	(.)
	Because		
	Since		
	When		
	While		
	Although		
	After		
	Even before		
	As long as		
	Whenever		

Example:

The main clause	Connector	A subordinate clause	Period
The teacher did not punish the students	Even though	she warned them about attending the class	.

Relative clause

What is a relative clause?

A relative clause or an adjective clause is a clause that modifies a noun in a sentence. It usually begins with pronouns like *that*, *who*, *whose*, *which* and *in which*.

How it works

Example 1: Regular modification.

sentences	transformation	Explanation
1. I have five <u>puppies</u> . 2. One of <u>the puppies</u> was given away.		Two sentences
	One of which	The same word can be replaced with “which”.
I have five puppies one of which was given away to a friend.		A new sentence
Or, one of my five puppies was given away to a friend.		A rewritten sentence
The police approach the insane man <u>who stands on top of the statue</u> . Manat, who is the founder of this company, is always beloved by his employees.		Other examples.

Example 2: Reducing Modification

sentences	transformation	Explanation
1. Binary compound are <u>substances</u> . 2. <u>The substances</u> contain two elements.		Two sentences
	which/ that	The same word can be replaced with “which” or “that”.
Binary compounds are substances <i>that contain two elements</i> .		A new sentence with one clause modifying another one.

Or, binary compounds are substances <u>containing</u> two elements.	A sentence with a reducing clause (that contain → containing)
The little girl was watching her mother <u>preparing her lunch</u> . (The little girl was watching her mother. The mother was preparing her lunch) The little girl was watching her mother. who was preparing her lunch)	
Fabrics are made from different fibres. Fabrics have varying qualities and uses. Fabric which are made from different fibres have varying qualities and uses Fabrics <u>made from different fibres</u> have varying qualities and uses.	

Example 3: Modification with deleting elements

sentences	transformation	Explanation
1. You saw a man at my house yesterday. 2. That is <u>the man</u> .		Two sentences
	Who (m)	The same word can be replaced with “who” (a person).
That is the man <u>who(m)</u> you saw at my house yesterday.		A new sentence with one clause modifying another one.
Or, that is the man you saw at my house yesterday.		A related pronoun, “who(m)” is deleted.
The shirts <u>I bought yesterday</u> were discounted. The shirts that <u>I bought yesterday</u> were discounted.		A related pronoun, “that” is deleted.

Adverbial clauses

There are many kinds of adverbial clauses. The ones shown here are common ones.

Adverb of condition

Examples:

Type 1

If it rains, school children will not go outside.

If you throw a ball in the living room, your ball can break the glass.

If the ball hit the glass, it will break.

If the glass breaks, you will get spanked.

Type 2

If you want to finish your homework in time, you should start doing it now.

If my friends visit me today, we would go to see the movie.

Type 3

If I had not dropped some courses last term, I would have graduated this year.

Adverb of concession

Examples:

Even if she is young, she is nevertheless wise.

Even though I'll be driving, I'll call you.

Adverb of reason

Examples:

He lives peacefully, because he is respectful.

You should not buy lotteries because you never win.

He didn't come to class yesterday because he was sick.

Since the workers are hired by the hour, they have to come on time.

The little girls are happy because the bed time stories please them.

It is important to eat food from all the food groups as they contain the nutrients required to stay alive and healthy.

Adverb of purpose

Examples:

I have to go to the shopping mall in town so that I can buy a nice jacket.

The gardeners come early so that they can finish growing their plants in the morning.

Adverb of time

Examples:

Whenever she finished eating she used to sleep.

Whenever it rained, it was slippery.

Before I go to town, I'll clean the house.

As soon as I arrive home, I play with the dogs.

Noun clause

What is a noun clause?

It is a clause that function as a noun. A noun can function as a subject, an object, or an object after a preposition. The noun clause can have more or less the same functions.

Examples:

Type of noun clause	Example	Explanation
Statement-- object of the sentence	1. Many economists said something. 2. The current state of the economy is the worst in this century. 1 + 2 Many economists said (something.) that the current state of the economy is the worst in this century.	1 st sentence 2 nd sentence No. 2 is embedded as the object of No. 1. “That” is added to be the connector.
yes-no question— object of the sentence	1. Students asked one of the economists something. 2. Was the present economy becoming worse? 1 + 2 Students asked one of the economists if the present economy became worse.	1 st sentence 2 nd Yes-no the question “if” is added to be the connector. 1. Notice the change of the verb form. 2. Notice also that the whole sentence is a statement.
Yes-no question— object of the sentence	1. Students asked one of the economists something. 2. Was the present economy becoming worse? 1 + 2 Students asked one of the economists if the present economy became worse.	1 st sentence 2 nd Yes-no the question “if” is added to be the connector. 1. Notice the change of the verb form. 2. Notice also that the whole sentence is a statement.
Wh- question- object of the sentence	1. Students asked another economist something. 2. How should we improve the present economic situation? 1 + 2 Students asked how we should improve the present economic situation.	The same procedure above applies. The new sentence is no longer a question.

Verbs used with noun clauses

The following verbs are commonly used with noun clauses

Verbs of saying	Verbs of belief	Verbs of pretending	Verbs of knowing
Say Tell Promise Ask Report Argue Persuade request	Believe Think Guess Imagine	Pretend Fool	Know Discover Learn Realize Find out Forget Dream See Understand hear feel

Comparative clauses

Comparative clauses are used when we want to compare two or more things, usually with comparative adjectives or adverbs..

Examples

If you use a one-syllable adjective to compare two things, you add “-er ... than”.

Sentences	Explanation
Some of my students have good ideas for their essays. The others students have good ideas for their essays.	Sentence # 1 Sentence # 2
<i>Some of my students have better ideas for their essays than the others.</i>	“good” is a monosyllable word. “-er ... than” is added.
<i>A 100-watt globe will produce brighter light than a 60-watt globe.</i>	Another example
<i>My students finish their homework sooner than I expect.</i>	Another example with an adverb

Examples:

If you use two- syllable adjectives or adverbs, you add “more ... than”.

Sentence and its process of comparison	Explanation
This kind of car from Japan is expensive. That kind of car from Germany is expensive <i>This kind of car from Japan is more expensive than that kind from Germany.</i> <i>I drive more slowly than my daughter does.</i>	Sentence # 1. Sentence # 2. 1+ 2— “more... than ..” is added. Another sentence using an adverb

Sentence reduction

Sentence reduction is a way to remove non-essential information from a sentence in order to avoid redundancy. (Quirk and Greenbaum, 1973)

In subordinate clauses , there are five reducing forms:

- -ed
- -ing
- absolute
- infinitive
- verbless .

There seems to be at least two major rules in the reduction operation :

Rule	Form	Reduction
1.	(Subject) is (am, are, was, were)	Delete entirely.
2.	(Subject) sings (sing, sang, etc.)	Change to “singing”

Look at the following examples:

Types	Example	Full sentence
-ed clause	<p>If punished, they will not cooperate.</p> <p>Well known as a wise headman, Bin leads his group to participate in many community activities.</p> <p>Shocked by the news, she left early. (she was shocked by the news, she left early)</p>	<p>(If they were punished, they were not cooperate.)</p> <p>Bin is well known as a wise headman. + Bin leads his group to participate in many community activities.</p> <p>She was shocked by the news. + She left early.</p> <p>Who was-deleted</p>
-ing clause	<p>Although busy, she attended the linguistic seminar.</p> <p>The students having overdue book will be fined.</p> <p>Hearing the news, she left early. (She heard the news, she left early)</p>	<p>Although she was busy, she attended the linguistic seminar.</p> <p>The students have overdue book + The students will be fined. Who + have = ing</p> <p>She heard the news. + she left early.</p>
Absolute	<p>John having watched Pete play tennis, he admired the player's talent.</p> <p>Her hearing the news, she left early.</p>	<p>John have watched Pete play tennis, he admired the player's talent.</p> <p>She heard the news, she left early.</p>
Infinitive	<p>To hear the news, she left early.</p>	<p>she heard the news, she left early.</p>
Verbless	<p>While living in Bangkok, he was an active participant of the Siam Society.</p> <p>Anxious and fretful, she left early.</p> <p>If necessary, try the following method.</p> <p>When in doubt, consult the teacher.</p>	<p>While he was living in Bangkok, he was an active participant of the Siam Society.</p> <p>She was anxious and fretful. + She left early.</p> <p>If it is necessary, (you) try the following method.</p> <p>When you are in doubt, (you) consult the teacher.</p>

Exercise 5.1 How to Edit

Using the word processor, you can edit your paper easily using the following strategies and steps:

Strategies:

1. Edit one paragraph at a time.
2. Focus on a specific point at one time.

Steps:

1. Separate each sentence of the paragraph by using the period (.) as a hint.
2. In each sentence, find connectors such as *when, after, if, as long as, who, that, and*, etc. so that you can locate the clauses easily.
3. Now that you can tell whether the sentences you have separated are simple, coordinate or subordinate sentences. The next thing you should do is to look for the verb in each clause. Check the verb whether its form is correct or not using the verb chart in the course book as your guide.
4. Determine the relationship among the clauses in each sentence and change them accordingly if necessary.
5. Then, check whatever grammar point you want to focus on.

Note: Whenever, you want to edit, you should follow steps # 1- 4. However, if you find difficulties checking the grammar points, I recommend you try to do other exercises first in order to review yourself with specific grammar points.

The example below illustrates how the process of editing is done.

A student's text	Explanation
<p>The introduction</p> <p>Boy students in the University <u>who</u> never <u>used to drink and lived</u> far away from parent <u>that</u> free to do all thing.</p> <p><u>And</u> teenagers <u>are like to do</u> the forbidden thing <u>and</u> now they <u>are</u> free to do that.</p> <p>Many boys <u>want to show</u> them <u>are</u> macho man <u>and</u> <u>want to be</u> the leader of group <u>or</u> some boys <u>like to party</u>, they let's new friends to Disco tech <u>after that</u> they <u>start</u> drinking.</p> <p>They <u>said that</u> "Drink for friends"</p> <p>A lot of effect from alcohol, drunk, disease, uncontrolled mind <u>and</u> alcohol <u>are</u> the first step to drugs, how <u>can they do?</u></p> <p>Drink wine, <u>but</u> a lot of boy students <u>think</u> that wine <u>is</u> fashions for women <u>so</u> they <u>don't like</u> wine.</p>	<p>In this portion of a paragraph, the individual sentences are separated.</p> <p>The coordinators (e.g. and, or, but) and subordinators (e.g. that, after, so) are marked so that the students can see the clauses clearer.</p> <p>The verbs of the individual clauses are marked so that the students can check whether each clause is written correctly or not.</p> <p>Some words can be changed, if necessary.</p>

This is the sample of the final outcome of the revised paragraph.

<p>The introduction</p> <p>Teenagers like to do forbidden things, especially the kinds of thing that their parents do not want them to do.</p> <p>When they attend a university, they live in a university dorm; they are free to do whatever they want.</p> <p>For example, boy students in a University who have never drunk when they were with their parents try to drink.</p>
<p>Many college boys want to show that they are macho men and want to be the leader of a group.</p> <p>Or, some boys like to party, they let their new friends take them to the Discoteque and start drinking. They said that "Drink for friends"</p>
<p>Drinking in colleges is a serious problem. The college students get a lot of effects from alcohol such as drunk, diseases, uncontrolled mind.</p> <p>Indeed, drinking alcohol is the first step to drugs. (.....). Some college students do not know this fact. How can they do?</p>
<p>An alternative way for socializing is to drink wine. However, a lot of boy students think that wine is like a fashion for women, not for men. So, they don't take wine.</p>
<p>In fact, in many countries, wine is quite popular because of its good smell and taste. Many others prefer wine for good health. Thus, wine has been accepted in many societies.</p>
<p>All of above reasons indicate that college students should drink wine for socializing although....</p>

Exercise 5.2 The Concept of Sentence Sense

Look at this funny sentence:

S	V	O	A	Explanation
*Colorful stones	eat	breakfast.		What is wrong with it? “The stones” cannot eat anything. How can you correct it? Two ways:
<u>Dogs</u>	were put		in a glass jar.	Change the subject. Change the predicate. If necessary, you may have to change both.

Now, try to correct the following wrong sentences. They are taken from some of your essays.

	S	V	O	O	A	C
1. At present,	Thailand	has	economic problems.			
2. To begin with,	E-learning	does not use	time	for traveling to attend classes	at his/her university.	
3.	E-learning	can study			anywhere or any time.	

4.	<i>A mobile phone with the pre-paid system</i>	<i>has not</i>	<i>monthly fee.</i>			

Look for this type of error in your second draft. Write the original ones on the left column, and the corrected ones in the right column.

Please use a separate sheet of paper.

<i>The original sentence</i>	<i>The corrected one</i>

Exercise 5.3 **Recognizing Subjects and Predicates**

1. Notice the two parts of the following sentence. Certain part(s) of the sentence is missing.
2. Go through your paragraphs to see whether you have made any similar errors and correct them.

1. Subject	2. Predicate	Explanation/ comment
*SUT students	complain.	What do they complain about?
SUT students	complain that there are not enough books for them in the library.	The object is added to make the sentence complete.
*SUT students	try to use	What do they try to use?

Exercise 5.4 Practicing Writing Basic Types of Simple Sentence

1. Put the right part of each of the following sentences in the right blank.

The first two sentences have been done for you.

1. Van drivers of the tour services face a serious problem of poor vision at night.
2. In fact, the causes of flood can vary in different parts of the country.
3. Kang Sua Ten Dam can reserve water from the Yom River.
4. To begin with, allergic reactions have been considered the most common health problem with in-door air quality.
5. Certain types of air cleaner can eliminate some viruses.
6. Today, many web page builders use ...(PHP) to build dynamic web pages.
7. Many Internet users can get many benefits from using ADSL modem.
8. In the past few years, many gardeners tend to increase the use of chemical insecticides.
9. They, therefore, have spent a lot of money on them.
10. Chemical insecticides are dangerous to users.
11. They also cause the imbalance of the ecological system in the environment.
12. First of all, using LCD monitor for computerized graphic design, the designers can create very attractive images.

	S	V	O	O	A	C
1.	Van drivers of the tour services	face	a serious problem of poor vision		at night.	
2. In fact,	the causes of flood	can vary			in different parts of the country.	
3.						
4.						
5.						
6.						

7.						
8.						
9.						
10						
11						
12						

2. Locate your simple sentences and see which pattern each of them belongs to. If there are some mistakes, please correct them before you put them in the blanks.

The first one has been done for you as an example.

	S	V	O	O	A	C
1. Nowadays	a single-line telephone	has been used			in some business companies	
2.						
3.						
4.						
5.						
6.						

Exercise 5.5 Practicing Basic Types of Subordination

Relative clauses or adjectival clauses

1. Identify the adjectival clauses in the following sentences.
Indicate which noun it modifies.

The first sentence is done for you.

Adjectival clause	Noun it modifies.
1. The students <u>who have just graduated from secondary schools</u> find their life challenging when they attend a university.	The students
2. Students who drink alcoholic drinks for the first time feel that the drinks have terribly bitter taste and horrible smell.	
3. Graphic designers who use LCD monitor for computerized graphic design can create very highly attractive images.	
4. Gardeners should use insecticides that are extracted from neem trees because these insecticides do not produce any negative effects to the ecological balance.	
5. Internet users who use ADSL modem to connect their computers with the computer network do not have any limitation in using the telephone line because of its multiple functions.	
6. Have you ever come across any web page that is very slow to get accessed?	
7. This web page may be created by a web builder who uses PHP program.	
8. It is true that web builders can create web pages that are interactive; but the builders are annoyed because it is not easy to build the web pages in the first place. Besides, it is complicated to edit after building them.	
9. Another reason why the air cleaner should be installed in the air-conditioned office is that it can prevent certain diseases that cause the workers' allergic reactions.	
10. Allergic reactions are the most common health problems of those who have been working continuously in an air-conditioned office with no or minimal air circulation.	

2. Find the adjectival clauses in your paragraphs and see whether they are written correctly or not. If not, correct them.

The first two sentences are done for you.

Original sentences with adjectival clause	Rewritten sentences	Explanation
<p>1. All of the above reasons drinking alcohol have many effect so students who never use to drink alcohol and must to choose some thing to drink should to drink wine.</p>	<p>All of the above reasons indicate that drinking alcohol drinks can cause many undesirable effects to those students <u>who are not used to drinking them.</u></p> <p>These students, therefore, should drink wine while socializing with their friends.</p>	<p>The first part is not written as a sentence. It is then has to be rewritten as a sentence. There might be more than one ways of writing it. The first sentence includes the adjectival clause. The second one stands alone and becomes the thesis.</p>
<p>2. In the dry season, farmers and farm workers in the northeastern part of Thailand (Isan) to leave their land and head for the cities where labor-intensive jobs and independent occupations are still available.</p>	<p>In the dry seasons, farmers and farm workers in the northeastern part of Thailand (Isan) usually leave their land and head for the big cities <u>where intensive jobs and independent occupations are still available.</u></p>	<p>Notice the use of comma here.</p> <p>The adjective clause starts here. The noun it modifies is “the big cities”.</p>
<p>3.</p>		
<p>4.</p>		
<p>5.</p>		

Note: You may need to use a separate sheet of paper to do this exercise.

Adverbial clauses

- Underline the adverbial clauses in the following sentences.
Also, indicate the types of these adverbial clauses.

The first two sentences have been done for you.

Adverb clause	The function
1. In some areas of the country, flood occurs <u>because it rains heavily and continuously for many days.</u>	Adv. clause of reason—it explains why the flood occurs. The connector, “because” is used.
2. The Royal Irrigation department decides to construct Kang Sua Ten Dam <u>so that it can become a very big reservoir in Phrae</u> that reserves water from the Yom River.	Adv. clause of purpose—it states the purpose of building the dam. The connector, “so that” is used.
3. Drivers of the van service groups always face the problem of not having a clear vision while they are driving a long distance at night.	
4. The cost of the web mail services is minimal because it is calculated according to the cost of the Internet hours that the users use.	
5. If you make a 10 minute long distance call from Thailand to Italy, it will cost you about 420 baht since the international call costs about 42 baht a minute.	
6. At the beginning, the cost of the installation of the PBX is quite expensive because its equipment is costly.	
7. Although the initial cost of installation of the Private Branch Exchange (PBE) is high, executives of a business company should have it installed in the workers’ offices because of its convenience, its fast services, and its saving cost of the daily telephone calls.	
8. If a company does not have to pay for the travelling cost and the cost of lodging, they would save a large amount of money annually.	

9. Lately, filmmakers in Thailand have a serious problem when they record their movies using video compact disks (VCD) since the disks can be copied very easily.	
9. Even though many filmmakers try in many ways to protect the disks from being copied, they have not been successful because the VCD is equipped with little capacity for copy protection.	

2. Find the adverbial clauses in your paragraphs and see whether they are written correctly or not. If not, correct them.

Original sentences with adverbial clause	Rewritten sentences	Explanation

Note: You may need a separate sheet to do this exercise.

Noun clauses

1. Underline the noun clauses in the following sentences.
2. Indicate whether it is the subject or the object of the verb.
3. Circle the verb.

The first two sentences have been done for you.

The sentences with a noun clause	Explanation
1. The executives <u>find</u> <u>that the expenses of communicating via telephone calls among their workers both within and outside the company increase enormously in the past few years.</u>	The noun clause is the object of the verb, "find".
2. To solve the <u>problem</u> of high telephone bills, all workers <u>are ordered</u> <u>that they keep their telephone calling to the minimum.</u> This practice makes it quite inconvenience for completing their assigned work.	The non clause is the object of the verb, "are ordered"
3. Many SUT students always complain that there are not enough copies of books in the University library for them to use so that they cannot get their assignments finished on time.	
4. Some people do not like the idea of having e-books. They point out that reading e-books for a long time on the computer screen can strain a reader's eyes.	
5. All of these examples reveal that graphic design with high resolution on a LCD monitor can show very bright, clear and sharp pictures.	
6. The above details indicate that the human resource department can manage employees' personal information easily and conveniently if they make use of the Human Resource Information System.	
7. Another argument is that some managers of the human resource departments may not fully understand the HRIS system and its process.	

4. Find the noun clauses in your essay and see whether they have been written correctly or not.
You may need a separate sheet for this exercise.

Exercise 5.6 Checking your in-text citation and references

In-text citations

As you now know that we use an in-text citation in your text so that your readers will know from where the information is. There are some conventions in writing the in-text citations as explained on page 86.

Here are the steps of how to check your in-text citation:

1. Go through your essay paragraph by paragraph.
2. In each part of the paragraph, think carefully whether you have left out the citation or not. If not, you may commit plagiarism – take others' ideas as your own. Make sure you add the citation.
3. If you have already had the in-text citation, see whether you have followed the conventions of how to write it. (See page 86 of your course book.).
4. Correct the errors (if any). Many students normally make mistakes on the use of punctuation and the sentence pattern. So, make sure that you check them both.

Examples

Student's text	Corrected	Explanation
<i>Nowadays, the need to get accessed to the Internet at a very high speed is increasing.</i>	<i>According to Anderson (2002), nowadays, the need to get accessed to the Internet at a very high speed is increasing.</i>	This person mentioned it in his article that you paraphrased. You have to give credit to him. Notice the comma (,) after the parenthesis. Notice also that only the last name of the author is used.
<i>Using ADSL modem has been proved that users can get accessed to the Internet faster and more efficiently than an analog modem.</i>	<i>Using ADSL modem has been proved that users can get accessed to the Internet faster and more efficiently than an analog modem (Anderson, 2002).</i>	This author also stated this information. Notice the full stop (.) after the parenthesis.

	<i>Anderson (2002) stated that Using ADSL modem has been proved that users can get accessed to the Internet faster and more efficiently than an analog modem.</i>	This is another way of writing an in-text citation. Notice that there is no punctuation, except at the end of the sentence.
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References

On a separate page- the last page of your essay, you will have your references.

Any in-text citation you have put in your essay should have its corresponding reference.

When you write a reference, the first thing you have to do is to check the source – is it from a book, an article, a web, etc. Each of these sources has its own convention of writing it. Observe the conventions on page 46 of your course book.

5.5 Checking your Progress



Are you pleased with your argument essay?
 Do you think you have written an interesting essay?
 Have you finished all the exercises on time.

By now, you should be ready to put all your exercises into a folder.
 This will become your portfolio.

Here is a list for you to check.

1. Your final draft with the cover and the reference
2. All of your exercises including all of your drafts.

Questions for you to think about

Is there any part(s) that you think you have done well?

Is there any part(s) that you think you should have tried harder?

What are the important things you have learned in this course?

What are you proud of?

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