

## Honors Literature and Short Stories

### Week 24

#### Expository Essay

We have will have completed steps 1-5 this week.

1. Choose a topic and the three or more main ideas you will be discussing. I suggest you choose a topic that will tie in with something you are learning in one of your other subjects – probably history. Remember, choose a topic that has depth, and will require YOU to find answers by reading many resources.
2. Write your thesis statement. What question are you going to be answering with your essay? The answer to this question will be your thesis statement. Your thesis statement must include your three (or more) main ideas that you will be discussing in the essay.
3. Gather your resources and list them in MLA format (Works Cited Page).
4. Take notes from all of your resources, following the **Note Taking** procedure. Be sure to choose good **quotes** to include in your essay.
5. Write topic sentences for each of your three (or more) main ideas.
6. Write your three (or more) supporting paragraphs, each beginning with one of your topic sentences.
7. Write your opening paragraph, ending with your thesis statement.
8. Write your closing paragraph, including a restatement (in different words) of your thesis statement.

### Writing your Supporting Paragraphs

Each paragraph will start out with your **topic sentences** that you have already created in the previous lesson. Remember the rule for paragraphs: every detail within the paragraph must relate back to your topic sentence. It also must relate to your thesis statement. In a formal essay such as this, everything you write must be attributed to a source. You have already written down the information from your sources, so you will be working these details into your paragraph. Just as you have learned from the Creative Writing class, you will vary sentence structure and use your thesaurus to create an interesting piece of work – one that will keep your audience wanting to learn more.

***The Main Idea***

A paragraph is simply several sentences that combine to tell one main idea. This main idea is typically presented in the first sentence of the paragraph. The rest of the sentences support that main idea.

***The Topic Sentence***

The main idea is presented in a single sentence, giving the main idea of the paragraph. The rest of the paragraph **MUST** relate directly to this topic sentence.

**"During the war, America had reached an amazing agricultural output."** That is the topic sentence. The whole paragraph to come is going to be **directly related** to that topic sentence.

***The Supporting Sentences***

Now that you have your topic sentence, you will need to answer the question, How did America reach this amazing agricultural output, and what was this output? Everything you write to answer this question will be your supporting sentences.

*"During **the war, America had reached an amazing agricultural output.** Farms became important places for people to live and to work. Farm income rose by four times from 1940-1945. American farmers raised 80 billion head of cattle in 1943. Egg production increased from 86 to 111 eggs per chicken."*

Once that is written, you have your basic paragraph -- each sentence supports the topic sentence.

**Revising and Making it More Interesting**

Now that you have your first draft of the paragraph written, it is time to make it even better! Take each supporting sentence and try to add more description. Make us SEE it!

"During the war, American had reached an amazing agricultural output. People began seeing farms as important places to both live and to work. From 1940 to 1945, the income for these farms rose by four times what it had been before the war. In 1943 alone, the American farmer raised 80 billion head of cattle, and egg production rose from 86 to 111 eggs per chicken."

***Person, Contractions, Voice***

- ❖ In a formal essay you will only write in the third person ("he", "she", "it", "they", "them") – you will write nothing in the first person ("I", "we") or second person ("you", "your").
- ❖ You will also only use full words – no contractions. This means you will not say "won't" or "didn't" or "can't", etc. You will say "will not", "did not", "cannot", etc.
- ❖ You will write in ACTIVE VOICE only – see instructions following the assignment page..

**Length of each paragraph**

Although I do not like to say how long a paragraph should be – it should be long enough to include all details about your main idea -- your paragraphs must consist of *at least* six sentences,

in addition to your topic sentence. I expect that your paragraph will include more than this, however.

### Citing your sources within your paragraph

Now, since all information in your paragraphs must be attributed to one of your sources, you will need to identify those sources each time. When you write a sentence with information that you got from one source, you will cite it before the end of the sentence by putting the author's last name and page number within a parenthesis. If you do not cite your sources, you are plagiarizing another's work.

Let's look at an example using Lesson 1 and 2. The following are two of the resources we used:

Works Cited
Caduto, Michael J. and Joseph Bruchac. <u>Keepers of the Animals</u> . Colorado: Fulcrum Publishing, 1991.
Whales in Danger Information Service. <u>The Humpback Whale</u> . <a href="http://whales.magna.com.au/DISCOVER/HUMP/humpg.html">http://whales.magna.com.au/DISCOVER/HUMP/humpg.html</a> .

And this is a sample of on main idea #1:

Main idea #1: Humpback Whale
Most commonly seen of the large whales. Caduto pg. 212
Strongly migratory, seasonal migration from polar feeding grounds to warmer breeding grounds. Whales

### Using the notes and citing the source:

Using the notes we have taken from our resources, we write this into the beginnings of a paragraph, and cite the sources: (the colors are simply to help you see this more clearly)

The humpback whale is the largest whale that most people commonly see (Caduto 212). Strongly migratory, this immense creature seasonally travels from its polar feeding grounds to warmer breeding grounds (Whales).

**NOTE 1:** The second reference (Whales) is referencing the internet article shown on card number 2. If there is no author shown for an internet article (and you need to really check

this first – scroll to the bottom of the site to see if there is a name), you will simply use the **first word** of the entry on your Works Cited page.

**NOTE 2:** There is no comma between the author’s name and page number. Notice that the period at the end of the sentence comes **AFTER** the citation.

- ❑ ALL information in your essay will come from your resources.
- ❑ Therefore, **all** information will be followed by a parenthetical citation (reference) as shown in the example above.
- ❑ The parenthetical reference is the **FIRST WORD** of your resource as listed on your resource list.
- ❑ If you have more than one sentence from the same resource, you will put the citation at the end of the sentences cited to that source.
  - If the information is from a book, and from different pages, you will put the parenthetical reference with the page number after the first sentence from the source, and then simply the page number in parenthesis after the next sentences – until you change sources.
- ❑ **If you have more than one entry that DOES begin with the same word, you will use the FIRST WORD of the entry, and then the first word that is DIFFERENT between the entries.**

Example:

"Methamphetamine: What Child Welfare Workers Should Know."

"Methamphetamine." Drug Warehouse.

- ❑ The first parenthetical reference would be (Methamphetamine-What)
- ❑ The second parenthetical reference would be (Methamphetamine - Drug)

### Including quoted material within your essay

In this essay you will also be required to include **at least two exact quotes** for each of your supporting paragraphs.

- ❑ A quote from a source is NOT something already in quotation marks in the source. You can only quote something that is the original words of the author of your source.
- ❑ That is, you can only quote the **primary source**.

These quotations must be introduced with the source, and then worked into your writing so that they are a smooth part of your paragraph. Here is an example:

**Humpback whales have some interesting communications methods. According to the Whales In Danger Information Service, in breeding season, male humpback whales “are known for singing the longest and most complex songs in the animal kingdom.”**

**NOTE 1:** The original complete quote from the website was:

During breeding season the Humpback males **are known for singing the longest and most complex songs in the animal kingdom.**

- Notice that I only used a portion of the sentence. You may use **any** or **all** of a quote.

**NOTE 2:** Notice that the quote is introduced with a line beginning with According to..... Use this or something similar to introduce all quotes. Other ideas might be:

**As so and so, author of Such and Such, explains, ....**

**So and so, author of Such and Such, clarifies.....**

**NOTE 3:** Notice that I did not put a citation in parenthesis after this quote. This is because I identified the source within my essay prior to the quote. If I had not done this, I would have put the source (Whales) in parenthesis after the quotation mark and before the period.

## Adding transition sentences

You have created three distinct paragraphs – one for each of your main ideas (subtopics). However, they cannot just stand alone. There must be a transition from one paragraph to the next. This will be accomplished by adding some words to the topic sentence of paragraph 2 and paragraph 3 (and each additional supporting paragraph, if longer than three supporting paragraphs) to make it smoothly blend from the previous paragraph. Usually, something like In addition to.... or While such and such [from the previous paragraph] is true, .....

### Example:

(Note the bolded – do you see the transition in that topic sentence?)

Other extraordinary techniques for diagnosing the possibly fatal condition include the stress test, which monitors the volunteer’s heart as he or she exercises and genetic testing, which is able to detect some forms of Long QT by a blood sample (Long QT Syndrome-National). Yet, as Taggart and colleagues, authors of *Diagnostic Miscues in Congenital Long QT* explains “LQT continues to pose a significant diagnostic challenge” (2613). Although diagnosing Long QT may be difficult, it is important to recognize the symptoms, since they can be life-threatening.

Now, you notice that earlier I said this is between supporting paragraph 1 and supporting paragraph 2, and supporting paragraph 2 and supporting paragraph 3. Since we do not have our opening paragraph or our closing paragraph yet, do not worry about any transitions there. We will discuss this later.

## Assignments

1. Continue work for your Expository essay. Send me the work from step 6 above. **Due this week. 10 points (for progress – you will receive final essay points upon completion)** *Final Draft due week 27: 200 points*
2. Weekly Shorts: **5 points**
3. **Journal 10 points** Continue reading either *Frankenstein* by Mary Shelley or *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson. **You will finish this book by the end of this week.** Use your close reading guide to respond each week. Don't forget to also include other things on which you will need to focus and respond as you read the story (these will be over the course of the book, so you don't need to include everything this first week): **Journal Entry #3 Due.**

### *Dr. Jekyll and Mr. Hyde*

Discuss the method of narration used for this story. How does it affect the development of the story?

Discuss techniques used to create the mood of dread. Be specific.

Discuss the development of the characters. How do the minor characters contribute to the story?

### *Frankenstein*

Discuss the novel's shifts in narrative perspective. What is the effect of presenting different characters' viewpoints, especially those of Victor and the monster?

Does the monster's eloquence help you to develop sympathy for the monster? In most movies the monster is portrayed as being mute or inarticulate. Why do you think this was done?

Discuss the role of suspense and foreshadowing in the novel. Is it used effectively, or is the foreshadowing too obvious?

## Active vs. Passive Voice

You will be writing this essay in the **active voice**, and avoiding passive voice. For most of you this is probably a new concept, so be sure to read this carefully.

Sentences are often switched around for reasons of emphasis so that the object comes before the **past participle form** of the action verb.

**Example:** The stick **was grabbed** by the dog.

- The *object* (stick) comes before the action, and the subject (dog) is now expressed in a prepositional phrase (by the dog).
- The verb phrase is in the past participle form: *was grabbed*.
- Verbs that express action performed *upon* their subjects are said to be in *passive voice*.
- **A passive verb is always a verb phrase consisting of some form of *be* (*is, was, were, will be, should have been, will have been, etc.*) before the past or past participle form of the action verb.**
- Although passive voice is used for a variety of reasons, in an essay you must avoid passive voice and **write only in active voice**.

In most sentences in English the *subject* performs the action of the verb.

**Example:** The dog **grabbed** the stick.. [The subject *dog*, performs the action; the object, *stick* tells what was grabbed.]

This format is known as *active voice*. The verb expresses the action performed by the subject.

Here are a few more examples:

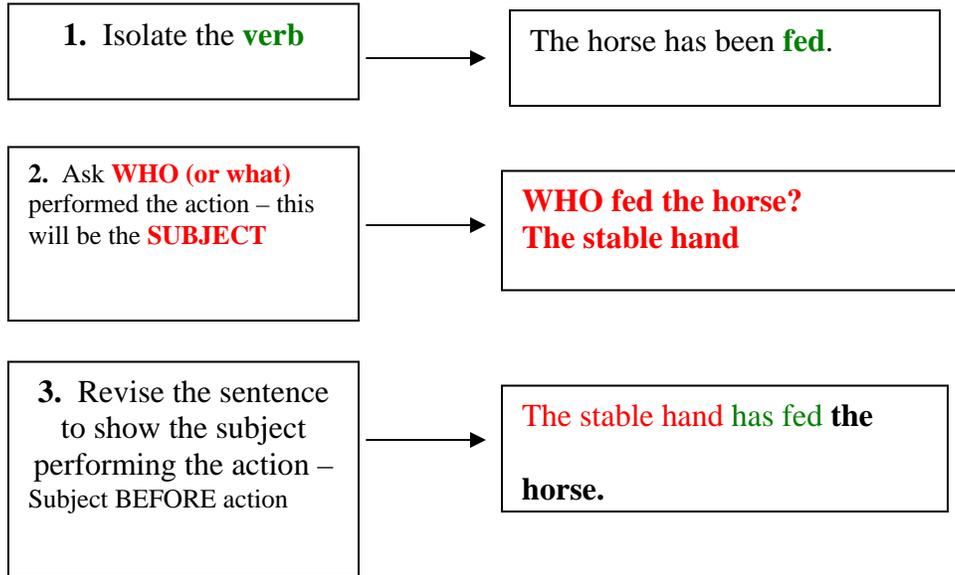
**Active:** She plays basketball and baseball in her backyard.

**Passive:** Basketball and baseball are played in her backyard.

**Active:** He will play basketball in her backyard.

**Passive:** Basketball will be played in her backyard.

## Steps to change a passive voice sentence to active voice



Here are some more examples of passive voice changed to active voice.

**Passive:** He *was falsely accused* of the murder.

1. Isolate the **verb: accuse**
2. We ask the question: *Who did the action (accused)? we'll say: the townspeople*

**Then rewrite.**

3. Active: The **townspeople** falsely **accused** him of the murder.

**Passive:** The children *were readily believed* when they told their story.

1. Isolate the **verb: believed**
2. We ask the question: *Who did the action (believed)? we'll say: the parents*

**Then rewrite.**

3. Active: The **parents** readily **believed** the children when they told their story.

**Passive:** The animals *were controlled* by an unseen force.

1. Isolate the **verb: controlled**
2. We ask the question: *Who did the action (controlled)? An unseen force*

**Then rewrite.**

3. Active: An **unseen force** **controlled** the animals.

## Setting up your Spell Checker to check for passive voice

Running your spell checker will call instances of passive voice to your attention. You will then need to fix them by following the steps shown above:

We ask the question: *Who or what did the action?* Then rewrite.

**After you have finished typing your document:**

1. Click on **Tools**
2. Click on **Options**
3. Click on the **Spelling and Grammar** Tab
4. Towards the bottom you will see **Grammar....**
5. Under **Writing Style**, choose **Custom**
6. Click on the button that says **Recheck Document**, and then answer **Yes** to the question that it asks, and then click **OK**.
7. Run your Spell Checker.
8. Now, when you run **Spell Check**, it will alert you to Passive Sentences. **It will not correct them, but it will show you where they are.**

### Word 2007 differences:

From the *Review* command tab, in the *Proofing* group, click **SPELLING & GRAMMAR**

Usually you do not want the grammar checker to be active as you are typing – it is too distracting.

- To deactivate *Automatic Grammar Check*, deselect *Check grammar*
- NOTE: The option is selected if a checkmark appears in front of it.

### Conjugations of the verb **to be**

*Infinitive form: to be*

#### Present:

I am                      we are

You are

He, she or it is      they are

#### Past:

I was                      we were

You were

He, she or it was      they were

#### Future:

I will be                      we will be

You will be

He, she or it will be      they will be

#### Present Perfect:

**I have been**

**we have been**

**You have been**

**He, she or it has been      they have been**

#### Past Perfect:

**I had been**

**we had been**

**You had been**

**He, she or it had been      They had been**

#### Future Perfect:

**I will have been**

**we will have been**

**You will have been**

**He, she or it will have been      they will have been**

When some form of the verb “to be” is used as a helping verb with the past participle form of the action verb, you will see it in one of the above forms before the action verb.

The dough *is taken* to the baker.

This example uses the third person singular, present tense: *it is*. In this case, “is” is the helper verb for the past participle form of the action verb: **taken** In this form, it is **passive**.

The cars *will be driven* to the dealership.

This example uses the third person plural, future tense. In this case, “will be” is the helper verb for the past participle of the action verb: **driven** In this form it is passive.

Our dog *has been washed* by the groomer.

This example uses the third person singular, present perfect tense. In this case “has been” is the helper verb for the past participle form of the action verb: **washed** In this form it is passive.