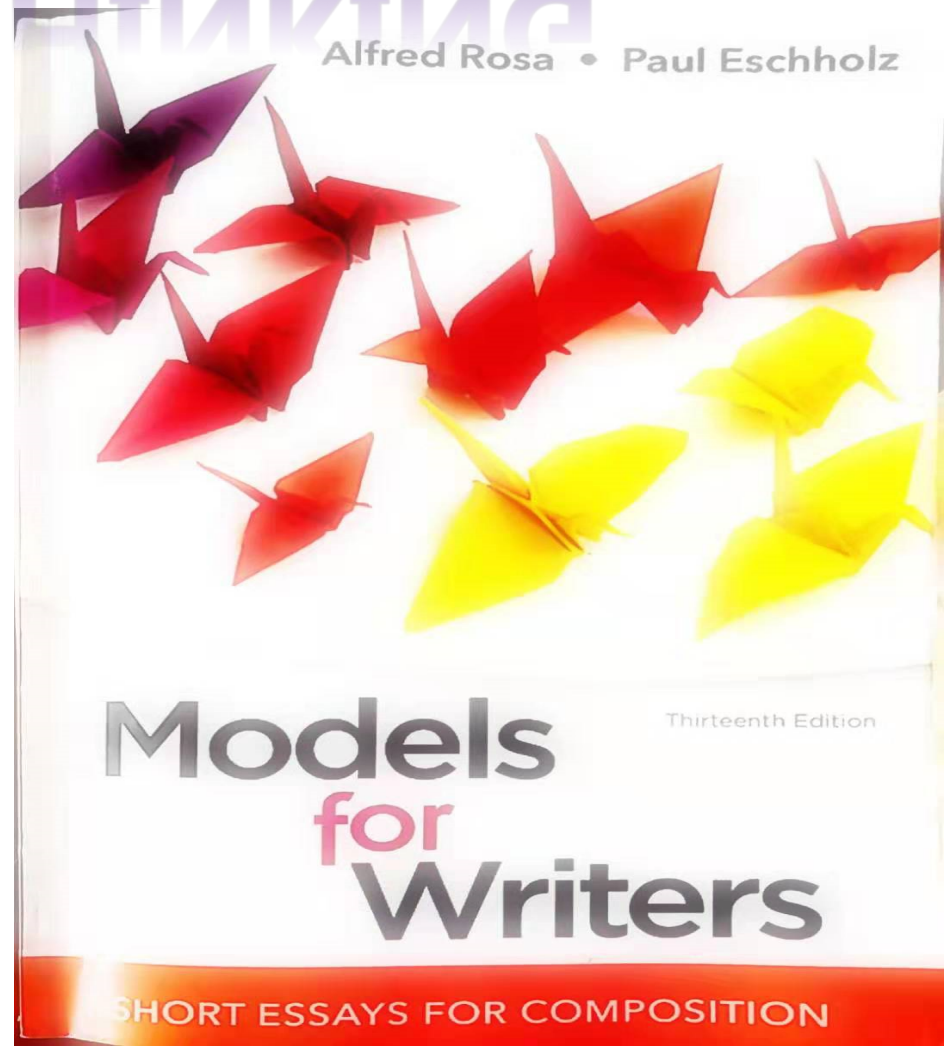


SHARING FOR MINDS THINKING ALIKE

潮恩教育
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杭州师范大学附属中学
毕小亮



The Introduction

| | |
|-------------------|---|
| ➤ Name | <i>Models for Writers</i> |
| ➤ Author | <i>Alfred Rosa • Paul Eschholz</i> |
| ➤ Edition | <i>Thirteenth</i> |
| ➤ Readers | <i>Students and instructors highly interested in essays writing</i> |
| ➤ Characteristics | <i>brief; practical; accessible; engaging; informative; abundant study materials; high-interest models of rhetorical elements, principles and patterns;</i> |

Models for Writers

FIVE PARTS

- ▶ **On Reading and Writing Well**
- ▶ **The Elements of the Essay**
- ▶ **The Language of the Essay**
- ▶ **Types of Essays**
- ▶ **Guides to Research and Editing**

What have been read

WHAT HAVE BEEN READ

★ ON READING AND WRITING WELL

CHAPTER 1: THE WRITING PROCESS (P49-59; P61-71; P72-80)

CHAPTER 2: FROM READING TO WRITING (P81-89; P98-111)

★ THE ELEMENTS OF THE ESSAY

CHAPTER 3: THESIS (p113-122; p128-133)

CHAPTER 4: UNITY (p134-142)

CHAPTER 5: ORGANIZATION (p155-167)

CHAPTER 6: BEGINNINGS AND ENDINGS (p181-191; p205-208)

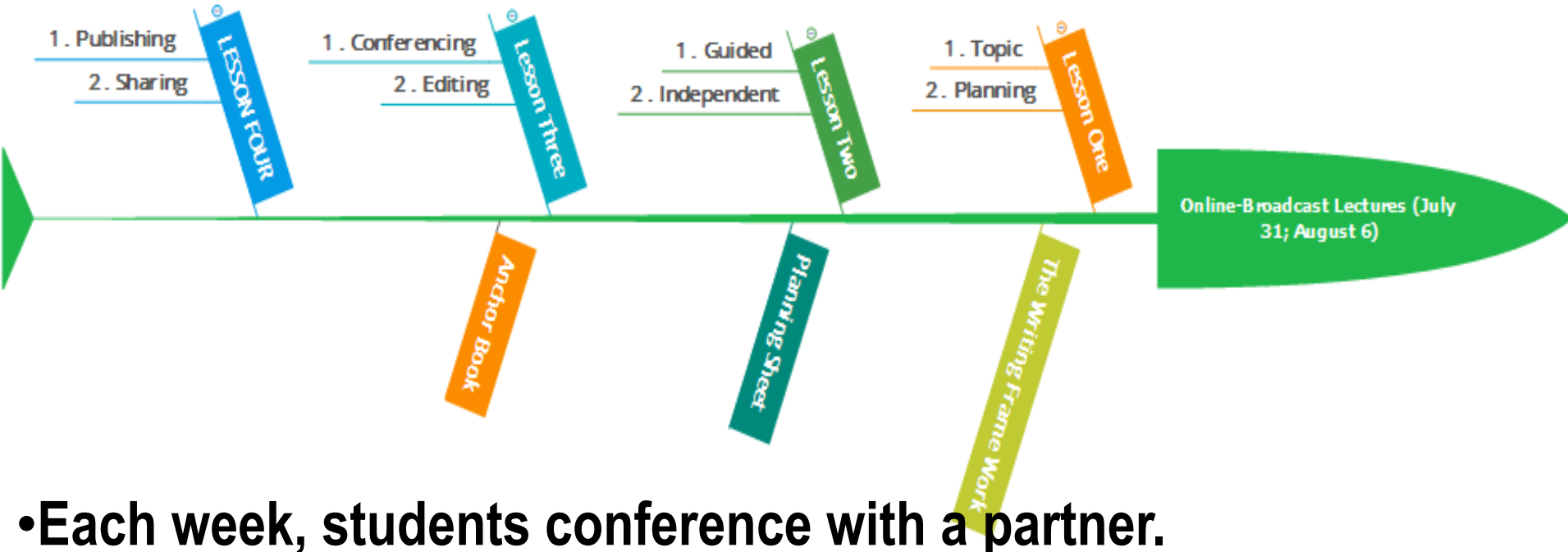
CHAPTER 9: EFFECTIVE SENTENCES (p253-263)

★ THE LANGUAGE OF THE ESSAY

CHAPTER 11: DICTION AND TONE (p322-337)

CHAPTER 12: FIGURATIVE LANGUAGE (p355-365)

Two online-broadcast lectures



- Each week, students conference with a partner.
- Read their writings out loud to their partners.
- The focus of this conference is not only to give compliments and suggestions, but also to practice their thinking.
- Give compliments, receive feedback and practice thinking, like:
A star, A wish and A thing
I really like...
Why don't you try...

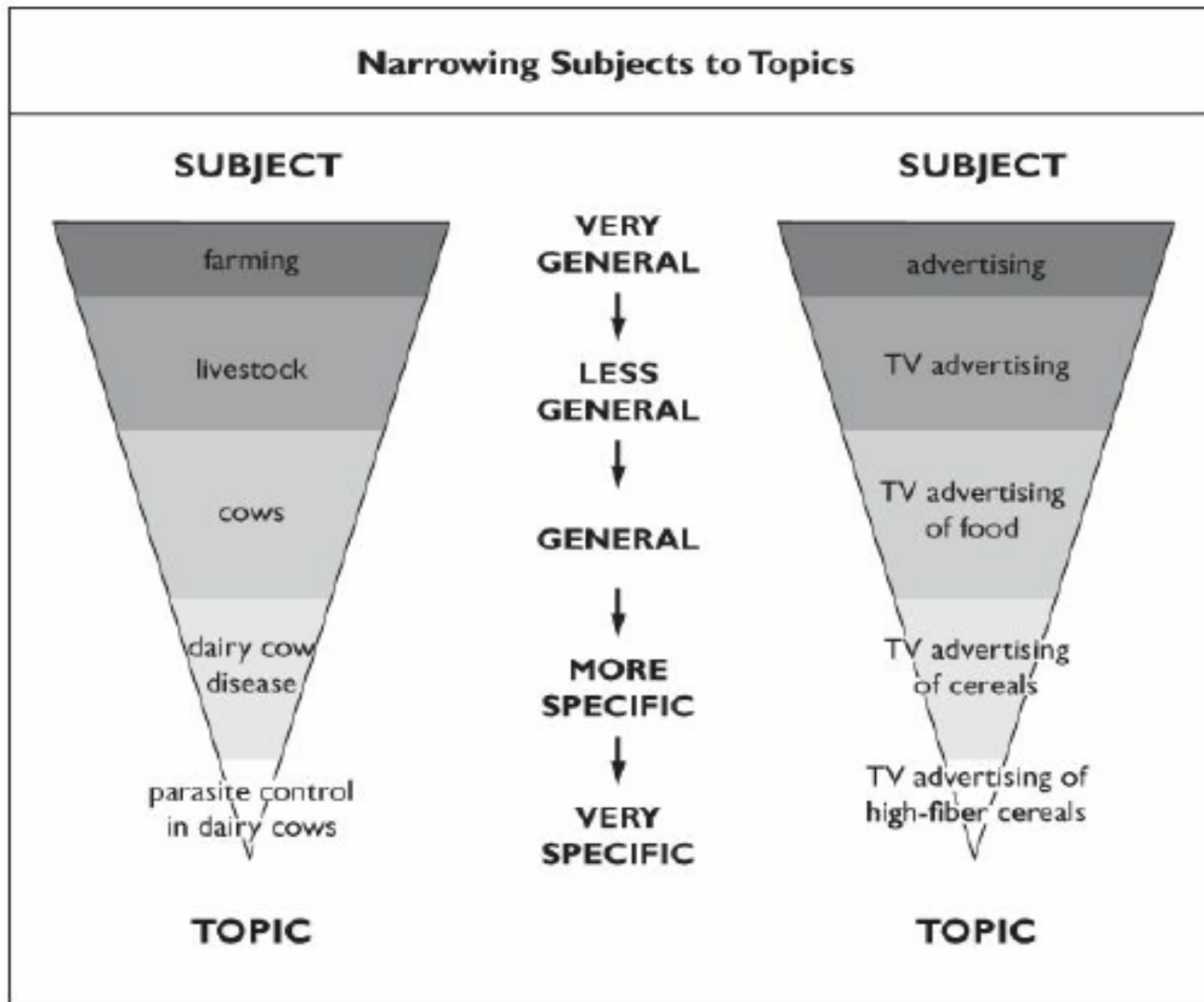
A successive topic:

Broad one

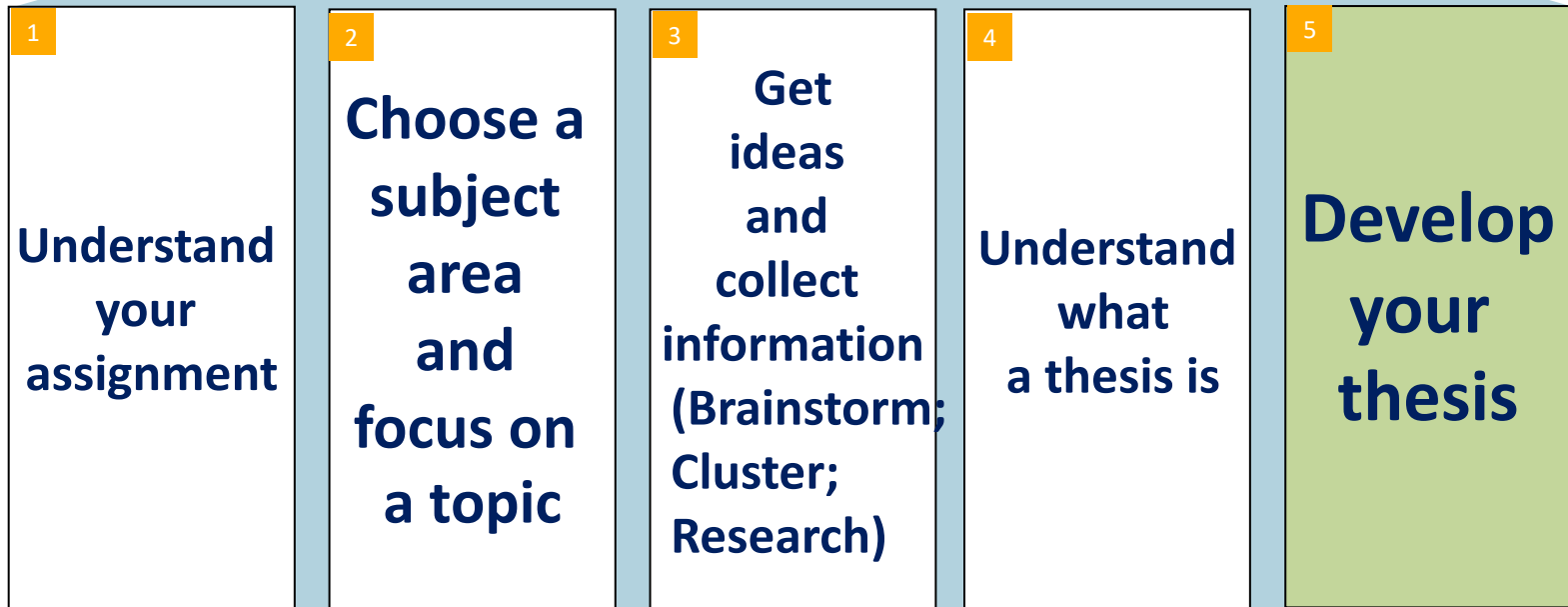
vs

Narrow one

u.com



Prewriting



Step 1: Ask Questions

Step 2: List Several Possible Thesis Statements

Step 3: Choose Your Direction

Step 4: Write Your Thesis Statement

Step 5: Revise Your Thesis Statement If Necessary

How to know your audience better?

Audience Questions

1. Who are my readers?
2. Is my audience specialized (for example, those in my geology lab) or more general (college students)?
3. What do I know about my audience's age, gender, education, religious affiliation, socioeconomic status, and political attitudes?
4. What do my readers need to know that I can tell them?
5. Will my audience be interested, open-minded, resistant, objective, or hostile to what I am saying?
6. Is there any specialized language that my audience must have to understand my subject or that I should avoid?
7. What do I want my audience to do as a result of reading my essay?

Beginning and Endings

Questions for Beginnings and Endings

1. Does my introduction grab the reader's attention?
2. Is my introduction confusing in any way? How well does it relate to the rest of the essay?
3. If I state my thesis in the introduction, how effectively is it presented?
4. Does my essay come to a logical conclusion, or does it just stop short?
5. How well does the conclusion relate to the rest of the essay? Am I careful not to introduce new topics or issues that I did not address in the body of the essay?
6. Does the conclusion help underscore or illuminate important aspects of the body of the essay, or is it just another version of what I wrote earlier?

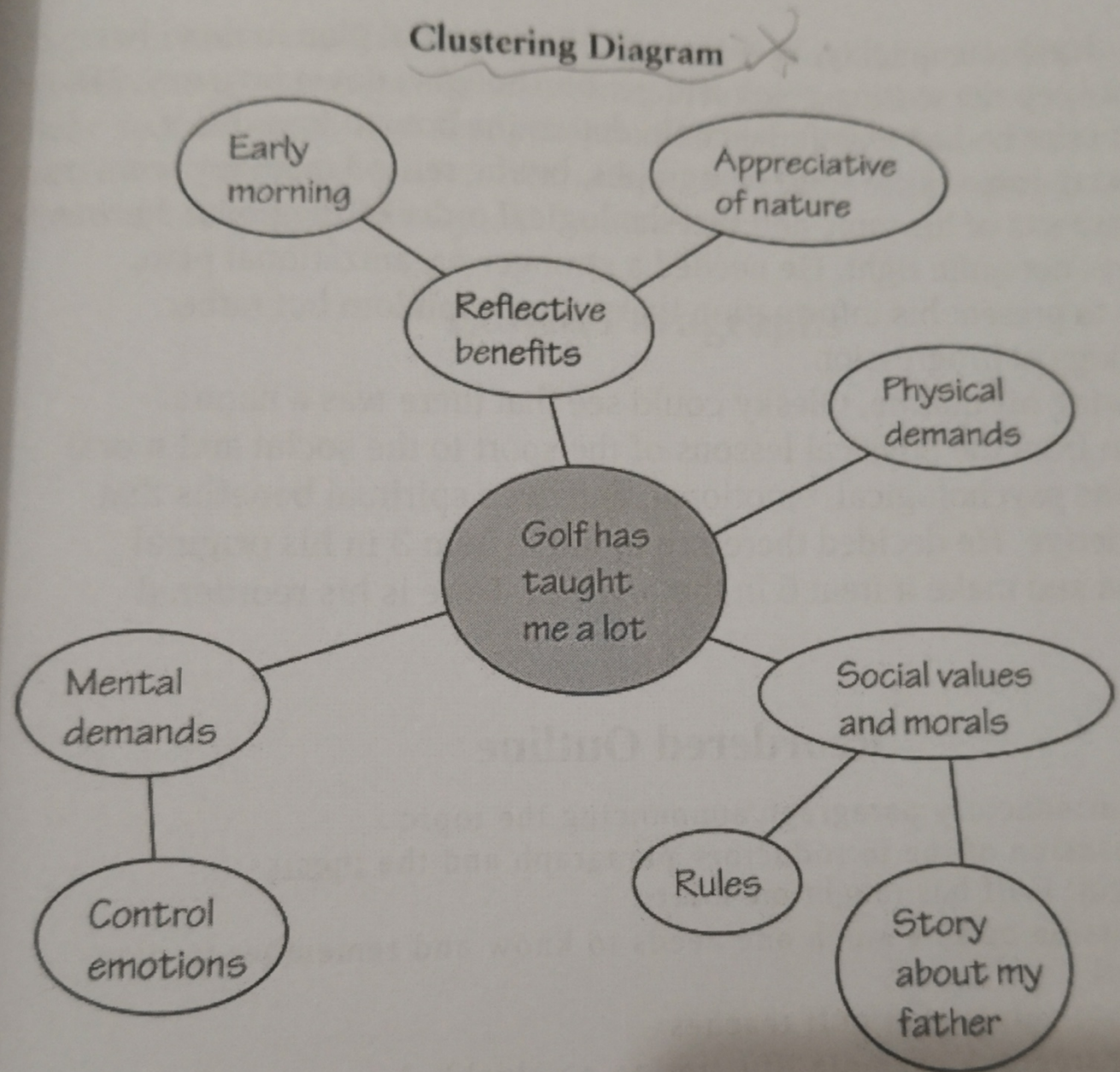
Questions for Revising

1. Have I focused on my topic?
2. Does my thesis make a clear statement about my topic?
3. Is the organizational pattern I have used the best one, given my purpose?
4. Does the topic sentence of each paragraph relate to my thesis? Does each paragraph support its topic sentence?
5. Do I have enough supporting details, and are my examples the best ones that I can develop?
6. How effective are my beginning and my ending? Can I improve them?
7. Do I have a good title? Does it indicate what my subject is and hint at my thesis?

Questions for Editing and Proofreading Essays

1. Have I checked my essay for common grammatical or style errors that I am prone to make?
2. Have I corrected my editing errors with the help of my handbook?
3. Have I printed a hard copy of my essay for proofreading?
4. Have I misspelled or incorrectly typed any words? Has my spell-checker inadvertently approved commonly confused words such as *its* and *it's* or *their*, *there*, and *they're*?
5. Have I checked my essay for errors I make often?
6. Do all my edits and corrections appear in my hard copy?
7. Have I formatted my essay according to my instructor's directions?
8. Have I given the hard copy of my final draft a thorough review before turning it in?

A Cluster Example



Read Critically

1. Prepare to read the selection.

(title; headnote: biographical note, publication information, rhetorical highlights; writing prompt)

2. Read the selection. (get acquainted with the essay and to form your first impression of it.)

3. Reread the selection. (test your first impression; pay special attention to the author's purpose and means of achieving that purpose; look for features of organization and style.)

4. Annotate the text with marginal notes.

(annotate things that work best.)

5. Analyse and evaluate the text with questions.

(learn from an example of annotating Abraham Lincoln's *The Gettysburg Address*.)

What to Annotate in a Text

- Memorable statements of important points
- Key terms or concepts
- Central issues or themes
- Examples that support a main point
- Unfamiliar words
- Questions you have about a point or passage
- Your response to a specific point or passage

Questions to Ask Yourself as You Read

1. What does the writer want to say? What is the writer's main point or thesis?
2. Why does the writer want to make this point? What is the writer's purpose?
3. Does the writer take a position on the subject and adequately support it?
4. What pattern or patterns of development does the writer use?
5. How does the writer's pattern of development suit his or her subject and purpose?
6. What, if anything, is noteworthy about the writer's use of this pattern?
7. How effective is the essay? Does the writer make his or her points clearly?

What's the thesis statement?

- ◆ the most important point you make about your topic;
- ◆ debatable, or open to an opposing argument;
- ◆ more general than the ideas and facts used to support it;
- ◆ appropriately focused for the length of your paper.

Planning Sheet Model-1

Connecting to a Friend Planning Sheet

Name: _____

My friend's name: _____

We met _____ (when and where)

Things I like to do with my friend:

Four triple-scoop words I would use to describe my friend:

My friend is special to me because

A special memory I have with my friend was the time when we

A Problem I once had with my friend:

This is how we solved the problem:

Planning Sheet Model-2



Connecting to a Special Grown-Up Planning Sheet

Name: _____

My _____'s name is _____

My _____ was born in _____ (country)

Hair: _____ Eyes: _____

Good at _____

Something I like to do with _____

Something interesting that you might not know about my _____

It makes me laugh when my _____

My _____ always says (favorite saying or expression)

“ _____ ”

Tips for Unity

In order to have an effective unity, whether an essay is long or longer, it must avoid digressions and remain close to the author's main idea and make sure each paragraph in your essay is related to the thesis.

Vivid descriptive languages from *A View from the Bridge*

- 1.He was a lumpy little guy with baggy shorts, a faded T-shirt and heavy sweat socks falling down over old sneakers.**
- 2.Partially covering his shaggy blond hair was one of those blue baseball caps with gold braid on the bill and a sailfish patch sewn onto the peak.**
- 3.With my hands on my hips and the sweat dripping from my nose I asked...**
- 4.His belly is almost white and his back is a gunmetal gray. When he jumped he came out of the water about six feet, and his scales caught the sun and flashed it all over the place.**
- 5.I watched as the tarpon began to slowly swim away, tired but still alive.**

Effective Ways of Beginnings

- ❑ Anecdote (a brief narrative drawn from current news events, history, or your personal experience)
- ❑ Analogy and Comparison (getting readers to think about a topic they might otherwise reject as uninteresting or unfamiliar.)
- ❑ Dialogue/Quotation (briefly illustrating a particular attitude or point you want to discuss)
- ❑ Facts and Statistics (supporting your argument by presenting brief and startling facts or statistics)
- ❑ Irony or Humor (for entertainment or for unexpected approach to your topic)

Inappropriate Ways of Beginnings

Beginnings to Avoid

Apology

I am a college student and do not consider myself an expert on intellectual property, but I think file sharing and movie downloads should be legal.

Complaint

I'd rather write about a topic of my own choice than the one that is assigned, but here goes.

Dictionary

Webster's New Collegiate Dictionary defines the verb *to snore* as follows: "to breathe during sleep with a rough hoarse noise due to vibration of the soft palate."

Platitude/Cliché 陈词滥调

America is the land of opportunity, and no one knows that better than Martha Stewart.

Reference to Title

As you can see from my title, this essay is about why we should continue to experiment with embryonic stem cells.

**Say farewell to “In summary, Finally, In conclusion...”
but check for a strong and an effective conclusion as
follows:**

- summarize
- inspire the reader to further thought or action
- return to the beginning by repeating key words, phrases, or ideas
- restate the thesis
- predict an outcome
- recommend a course of action or way of thinking
- surprise the reader by providing a particularly convincing example to support a thesis

Tips for various effective sentences

- Subordination 从句 (deemphasizing some ideas but highlighting something important. Trying to place the important ideas in main clauses and other ideas go into dependent clauses.)
- Periodic and Loose Sentence 圆周句和松散句 (The main idea is placed at the end, which is called a periodic sentence; Its main idea put at the beginning, which is called a loose sentence)
- Dramatically Short Sentences 短句 (helping drive a point home)
- Active and Passive Voice 主动和被动语态 (Using passive voice when necessary. Remember that active verbs are more vigorous and vivid.)
- Coordination 并列 (simplifying on several facts or ideas)
- Parallelism 平行结构 (Using it when it is coordinated and grammatically the same)

How to be a Master of Diction

- **Diction**: choosing and using precise and appropriate words.
- **Connotation and Denotation**: denotative meaning is usually facial and literal, while connotative meaning is usually associative or emotional.
- **Abstract and Concrete Words**: abstract words name things nobody can touch with your own feeling existing in your mind, while concrete words name things we can touch.
- **General and Specific Words**: move back and forth from one to another.
- Use more fresh language rather than Cliches(陈词滥调).
- Sparingly and carefully use Jargon(术语、行话), easy and interesting languages are preferable.
- Tell the situation whether it is formal or informal.

Different kinds of tone

- a. Nostalgic(怀旧的);
- b. Angry(愤怒的);
- c. Sarcastic(讽刺的);
- d. Objective or Academic(客观的; 学术的);
- e. Business or Professional(职业性的);
- f. Dramatic(戏剧性的);
- g. Ironic(嘲讽的)

Examples of Figurative Language

Essay One: *The Flight of the Eagle* by N. Scott Momaday

Main idea: the intricate movement of two golden eagle

Vivid descriptive language:

cavort(欢跃), spin(旋转), spiral(盘旋), swoop(俯冲),
hover(翱翔), lean(斜靠), swing(转向), feint(佯攻),
scream(尖叫)

Essay Two: *The Barrio* by Robert Ramirez

Features: 20 paragraphs with plain language but profound hidden meaning.

Figures of speech: simile; metaphor; extended metaphor; personification

Reading for:

