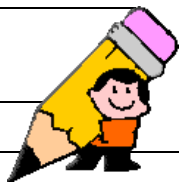


Writing Reference Packet



Extended Response OER (Open Ended Response) Outline

- I. **Thesis Statement: State the Author(s), Title(s), and Assertion you will prove in your essay** (Do not just restate the question – answer it you can do this easily by listing your three points here).
- II. **Transition, then clearly state your first point**
 - a. Introduce the quote you will use to prove this point Give quote (with proper MLA Documentation)
 - b. Analyze this quote, explaining how BOTH the content and word choice prove your point
- III. **Transition, then clearly state your second point**
 - a. Introduce the quote you will use to prove this point
 - b. Give quote (with proper MLA Documentation)
 - c. Analyze this quote, explaining how BOTH the content and word choice prove your point
- IV. **Transition, then clearly state your third point (if necessary)**
 - a. Introduce the quote you will use to prove this point
 - b. Give quote (with proper MLA Documentation)
 - c. Analyze this quote, explaining how BOTH the content and word choice prove your point
- V. **In one sentence, wrap up your argument** pushing your thinking further – answer “so what?” Tie back to THEME of text.

Formal Writer's Skills List

The following items are vital to a successful formal paper. Check your paper - you will lose points if you neglect these rules!

1. No sentence fragments or run-ons
2. Do not end sentences with prepositions (ex: of, for, near, on, beside, after, under, in, etc.).
3. No contractions (can't, won't, etc.)
4. Do not use slang or text messaging style (i.e. w/me; u; ur; b/c).
5. All proper nouns should be capitalized.
6. Make sure subjects and verbs are in agreement.
7. Make sure all words are used properly; especially those confusing homonyms (i.e. there, their, they're, principal, principle; to, too, two, etc.)
8. Stay in 3rd person (no “I,” “we,” “our,” “you,” etc.)
9. Stay in present tense when writing about literature (novels, poems, short stories, etc.)
10. Use proper MLA Documentation
11. Use transitions (for signal phrases and sentence bridges, refer to the “Transition Words” page of the packet).
12. Use proper punctuation for titles (Longer works like novels, plays or epics, are underlined when handwritten, and in italics when typed. The titles of shorter works like poems, songs, short stories, and articles appear in “Quotation Marks”).
13. Do not refer to the essay in the essay itself
14. Avoid sentences that begin “There is, “ “This is,” “This quote”
15. Upon the first mention of the author or character, use their full name and a brief description of their credentials (Why is he/she important? Who are they in the story? Why should their opinion matter?). Use only the last name of the author or character in all subsequent sentences.

The Three Parts of a Thesis Statement

A thesis statement is the main idea that your essay supports. It is similar to a topic sentence for a paragraph, only it speaks for the entire essay. A very complex thesis statement may take up a whole paragraph, but the standard freshman composition essay does the job in one concise sentence.

The thesis statement has 3 main parts: the limited subject, the precise opinion, and the blueprint (preview of points).

1. Limited Subject

The limited subject tells the reader exactly **on what, or whom the article focuses**. The book title (*Black Elk Speaks*) or a person (Homer Simpson) is the limited subjects of the thesis statements below:

- *Black Elk speaks* accurately represents the Indian lifestyle through its attention to cultural detail, its use of Indian language, and its direct quotes from Black Elk.
- Although *Homer Simpson* makes poor decisions and acts impulsively, he remains a role model due to his uncompromising love for his family and his innate desire to do what is right when he is faced with moral dilemmas.

2. Precise Opinion

The precise opinion gives your **answer to a question** about the subject. A good **precise opinion is vital** to the reader's comprehension of the **goal of the essay**.

- Black Elk speaks **accurately represents** the Indian lifestyle through its attention to cultural detail, its use of Indian language, and its direct quotes from Black Elk.
- Although Homer Simpson makes poor decisions and acts impulsively, **he remains a role model** due to his uncompromising love for his family and his innate desire to do what is right when he is faced with moral dilemmas.
- **Note:** a question without an answer is **not** an opinion: "Does *Black Elk Speaks* accurately represent Indian lifestyle?" or "Is Homer Simpson a role model?"

The Three Parts of a Thesis Statement - Continued

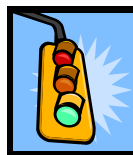
3. Blueprint (preview of points)

A blueprint is a plan for the essay. Just like the blueprint of a building tells you what the finished product is supposed to look like, the blueprint of an essay permits you to see the whole shape of your ideas before you start churning out whole paragraphs.

- In the blueprint, the author **signals an intention to support the precise opinion**.
 - Black Elk speaks accurately represents the Indian lifestyle through its attention to cultural detail, ***its use of Indian language, and its direct quotes from Black Elk.***
 - Although Homer Simpson makes poor decisions and acts impulsively, he remains a role model ***due to his uncompromising love for his family and his innate desire to do what is right when he is faced with moral dilemmas.***
- The author of the first example above introduces three different kinds of evidence: cultural detail, Indian words, and quotes from Black Elk. Informed by this blueprint, the reader expects to encounter one section (a paragraph or more) devoted to each subtopic.
- The second example above introduces two different kinds of evidence: love for his family and his innate desire to do what is morally right. This serves as a blueprint for the paper, and indicates that the reader can expect more in-depth sections on each of these points in the paper.

Note: Discuss the evidence (points) in your paper in the same order you mentioned them in your thesis. (EX: Homer Simpson's love of his family should be my first topic of discussion in my paper because it is listed first in my thesis). Remember to discuss all points made in thesis in paper.

Adapted from: 17 Oct 2000; by Nicci Jordan, UWEC Junior, Updated and maintained by [Dennis G. Jerz](#)



Signal Phrases (use when writing about non-fiction)

You MUST include a signal phrase with EACH of your quotes or paraphrases!!!

Signal Phrase: a phrase, clause, or even sentence which leads into a quotation or statistic. These generally include the **speaker/author's name** and **some justification for using him or her as an expert** in this context; it may also help establish the context for the quotation. See model in packet this packet (Formula for Integrating Quotes into a Research Paper) for more detail.

Model Signal Phrases

Phrases BEFORE the quote

- In the words of researchers Redelmeier and Tibshirani, "..."
- George Smith, Doctor of Psychology at Emory University, suggests that, "..."
- As best selling author Matt Sundeen has noted, "..."
- Noted political correspondent Stan Stanley argues that, "..."

Phrases written AFTER the quote

- "... writes Christine Haughney, "..."
- "... claims wireless spokesperson Annette Jacobs.
- Radio hosts Tom and Ray Magliozzi offer a persuasive counterargument claiming, "..."

Sample Verbs to **SPICE** up your signal phrases: ***For more SPICEY verbs see the "Other Ways to Say 'Says'" (non-fiction) section in this packet.**

According to	Confirms	Notes
Acknowledges	Contends	Observes
Adds	Declares	Points Out
Admits	Denies	Reasons
Addresses	Disputes	Refutes
Argues	Emphasizes	Rejects
Asserts	Endorses	Reports
Believes	Grants	Responds
Claims	Illustrates	Suggests
Comments	Implies	Thinks
Compares	Insists	Writes
	In the article	As stated by

Proper Use of a Quote (use when writing about fiction)

- Speaker** (who is saying the quote in the text?).
Context of quote (what is going on or happening in the text when the quote is used by the author?).
Introductory action verb (the tone of the speaker; i.e. warns, chides, challenges).
***For additional action verbs see the "Other Ways to Say 'Says'" handout in this packet.**
- Exact quote** in "quotation marks" with an internal citation at the end of the sentence.

For Novels or short stories: [the page number goes in the parenthesis at the end of the quote I.E. (54)]. When citing multiple works, include the author's last name before the page number.
I.E. (45). Or (Austin 45).

For Poetry: [the word "Line" and the line number I.E. (line 24)]. Remember that the **ONLY** period goes outside of the parenthesis!
- Analysis and Relevance of the quote** – Discuss specifically the word choice used, tone of quote and speaker, literary devices, character traits, and **HOW** this quote supports the theme of the piece.

Example

1.	2.	3.
After narrowly escaping the killer's grasp, Sarah exclaimed,	"Stan is a beast! I never should have trusted him with my secret" (54).	By using a metaphor to compare Stan to a beast, the author emphasizes his power and ferocity.

After narrowly escaping the killers grasp, Sarah exclaimed, "Stan is a beast! I never should have trusted him with my secret" (54).
By using a metaphor to compare Stan to a beast, the author emphasizes his power and ferocity.



Quote Analysis

Always make sure to choose strong, well worded quotes. Once you have properly cited your quote, you now must analyze it – explaining exactly HOW it proves your claims.

Literary Quote Analysis:

Remember that with Literature, HOW something is said is just as important as WHAT is said, so make sure your analysis covers both *content* and *form*. Some questions to consider:

- What is being said in this quote? Is there something also being implied? What words or phrases prove this?
- What are the key words and phrases in my quote? These do not have to be literary devices, just any particularly striking word choice or emotional language.
- Are there any literary devices in my quote? If so, what are they and in what words/phrases do they appear?
- What is the EFFECT of each literary device? How does it shape your feelings towards the subject matter? How does it impact tone?
- What tone is evident in my quote? Why is this tone significant? Make sure to use appropriate tone words in your analysis.
- How does this quote reveal the character of the speaker, or of the character(s) being discussed? Make sure to use specific character traits in your analysis!
- How does this quote help to develop the theme of the text?

Research Quote Analysis:

In most cases, research quotes are valuable due to WHAT is being said (versus HOW it is being said). Make sure to point out to the reader

- How does this quote prove my claim(s).
- What new perspective or interesting information made me choose this quote versus any other?
- How do the credentials of the author further strengthen my argument?
- In what way does the information in THIS quote relate to my earlier point(s)?
- How does this quote best strengthen my overall thesis?

How to Write a Conclusion

Just as every essay has a clear beginning; it should have a clear ending. The last paragraph, also known as the *conclusion*, should make your essay sound finished.

The concluding paragraph typically has two parts:

1. The **summary statement** is one or two sentences which restate the thesis in a fresh way to reinforce the essay's main idea.
2. The **clincher** is a final thought which should create a lasting impression on the reader.

THE SUMMARY STATEMENT

The summary statement is an effective way to start your concluding paragraph because it helps to drive home the ideas you've expressed in your essay.

Look at your thesis statement again and rework it in a new way. **Avoid repeating key words and phrases from the thesis statement because you don't want the summary statement to sound boring or repetitive.** Using a thesaurus is a good way to find new, interesting words. Here is an example:

Thesis Statement: *Many Americans are buying the Toyota Corolla because of its competitive price, fuel economy, and high resale value.*

Summary Statement: *Reasonable pricing, low miles per gallon, and an attractive resale value have all contributed to the popularity of the Toyota Corolla in today's market.*

THE CLINCHER

The *clincher*, also referred to as the *closer*, is your last opportunity to connect with the reader. One way to make the most of this moment is to return to the technique you used for your grabber. Here are some ideas:

- Complete the Anecdote
- Make a predictive recommendation based on the facts or statistics
- Refer back to the opening quotation and say something new and insightful about it
- Continue the original description of the character, setting or object.

Attention Getting Devices



Transition Words

Attention Getting Devices (Hook) – a sentence (s) at the beginning of an essay that grabs the readers' attention and makes them want to keep reading.

Possible Attention Getting (Hooks) Methods

Challenge the audience: directly challenging the audience with a thought provoking or emotionally rousing statements

- **Example from Speech about need for Charity:** Each day millions of children across the world go hungry. What are you doing to help?

Humor: telling a joke or short, funny incident. You might chose to use tasteful humor which relates to the topic as an effective way to attract the audience both to you and the subject at hand.

Short Narrative: telling a brief story that has a natural connection to the topic. Touching stories or stories that make audience members feel involved with the topic serve as good attention-getters. You should tell a story with feeling and deliver it directly to the audience instead of reading it off your note cards.

- **Example from Speech about the Benefits of Charity Concerts:** The crowd was wild. The music was booming. The sun was shining. The cash registers were ringing.

Shock Technique: mentioning an unusual, frightening, or hard-to-believe statement or statistic that is closely related to the topic. As you research the topic you've picked, keep your eyes open for statistics that will have impact.

- **An example from a speech about slavery:** Today, John Elway's talents are worth millions, but in 1840 the price of a human life, a slave, was worth \$1,000.00

Quotation: Using a thought-provoking quotation to gain audience attention. A quotation from a famous person or from an expert on your topic can gain the attention of the audience. The use of a quotation immediately launches you into the speech and focuses the audience on your topic area. If it is from a well-known source, cite the author first. If the source is obscure, begin with the quote itself.

- **An example from a speech about slavery:** "No day dawns for the slave, nor is it looked for. It is all night--night forever . . ." (Pause) This quote was taken from Jermain Loguen, a fugitive who was the son of his Tennessee master and a slave woman.

To Begin to Support Your Point: To begin with, one of the most important, the first example, to illustrate, from the beginning, one example, one way, from the outset

To Introduce an Example/ Give Details: For example, for instance, to illustrate, thus, in other words, as an illustration, in particular, to demonstrate, specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including, the first (second, another, etc.) example/reason is...

To Add to Similar Information: In addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, again, further, last, finally, also, as well as, in the second place, next, likewise, similarly, not only. . . but, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise, similarly, likewise, in like fashion, in like manner

To Compare: accordingly, also, in the same way, in the same manner, just as, likewise, similarly, sometimes

To Show Contrast: On the contrary, contrarily, notwithstanding, but, although, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, as opposed to, conversely, at the same time, while this may be true

To Show Time: After, afterward, before, then, once, next, last, at last, at first, formerly, rarely, usually, another, finally, soon, next, soon, as soon as, meanwhile, at the same time, most important, later, to begin with, afterwards, generally, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously, at the beginning (middle, end, etc.)

To Concede a Point: Although, at any rate, at least, still, thought, even though, granted that, while it may be true, in spite of, of course

To Emphasize a Point: Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition, another key point, must be remembered, surprisingly enough, the most compelling evidence

To Show a Consequence or Result: So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then

To Summarize or Conclude: So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, in conclusion, then

Other Ways to Say “Says” (when writing about non-fiction/research)

adds	predicts	considers	comments
articulates	expresses	defends	tells
designates	agrees	charges	promotes
notes	proposes	introduces	wonders
contends	concludes	concedes	conjectures
pledges	reveals	claims	urges
cautions	recommends	challenges	advises
poses	reports	stresses	credits
questions	declares	asks	explains
expects	suggests	requests	emphasizes
approves	opposes	promises	backs
believes	demands	condemns	favors
maintains	argues	replies	identifies
holds that	regards	exhorts	spells out
attacks	insists	deplores	digresses
calls for	acknowledges	laments	refuses
calls on	describes	assesses	criticizes
indicates	singles out	boasts	praises
announces	points out	questions	fears
confers	cites	qualifies	outlines
estimates	lists	calls	pronounces
advances	debates	categorizes	speaks
states	concludes	testifies	talks
presents	rejects	assures	whispers
accuses	confirms		utters

Other Ways to Say “Says” (when writing about fiction)

accused	demanded	mumbled	scolded
assured	denied	maintained	shuddered
apologized	decided	murmured	sighed
addressed	eased	mentioned	smarted
asked	exclaimed	noticed	stated
advised	excused	offered	suggested
answered	encouraged	observed	spluttered
added	enthused	objected	snapped
agreed	effervesced	oscillated	snarled
argued	enticed	pondered	stressed
assisted	echoed	puzzled	shrilled
affirmed	finished	protested	stammered
acknowledged	figeted	pressed	screeched
applauded	fumbled	pip up	summarized
advocated	fumed	proffered	sobbed
beseched	greeted	pleaded	sniffed
boomed	grinned	pardoned	shrieked
bellowed	gulped	postulated	tutted
boasted	grumbled	proclaimed	threatened
began	groaned	rambled	teased
begged	giggled	returned	tittered
beamed	gaspd	repeated	taunted
butted-in	glowered	responded	urged
cackled	gurgled	ranted	ushered
cautioned	guessed	raved	uttered
contested	guffawed	relented	ventured
consoled	gawped	rescinded	vacillated
complained	hoped	released	wondered
corrected	hailed	requested	winked
cheered	humored	slurred	worried
cried	hesitated	smirked	whined
complemented	hollered	snorted	warned
continued	indicated	stared	whispered
commented	inquired	smiled	wincd
conceded	informed	spoke	waitd
complained	interrupted	stormed	yelled
chorused	insisted	sang	yodelled
chides	instructed	shouted	
dribbled	laughed	screamed	
dismissed	muttered	squealed	
	moaned		