

# Unit 3: Writing Techniques

## **Lesson 5 Writing Techniques Wrap-Up**

In this lesson, you'll review the materials covered in the unit, put yourself in test preparation mode, and then take the Unit Test. As you review to take the Unit Test, raise any questions you have with your instructor. And remember, the study techniques you begin using now will affect how well you do on the AP Exam.

## **Sentence Combining**

**Using coordination and subordination together, make one sentence from each of the following sets of sentences. Include all the information given, but feel free to change the wording or arrangement of the sentences.**

**1.**

The Spaniards came to the region of New Mexico in the early sixteenth century.

Then they explored the region.

They conquered the Pueblo Indians.

They founded Santa Fe.

Santa Fe is now the state capital.

After the Spaniards came to the region of New Mexico in the early sixteenth century, they explored the region, conquered the Pueblo Indians, and founded Santa Fe, which is now the state capital.

**2.**

The Pueblo Indians revolted in 1680.

They drove the Spanish out of the region.

The Spanish soon reconquered it.

Though the Pueblo Indians revolted in 1680 and drove the Spanish out of the region, the Spanish soon reconquered it.

**Use parallelism to combine each of the following sets into one or, at most, two sentences.**

**3.**

In different states condemned prisoners have been electrocuted.

They have been gassed.

In Utah they can choose to be hanged.

In Utah they can choose to be shot.

In different states, condemned prisoners have been electrocuted, hanged, and gassed; but in Utah they can choose to be hanged or shot.

**4.**

The phrase "James brothers" means one thing in the history of the Wild West.

It has a different meaning in the history of American culture.

Frank James was a notorious outlaw.

Jesse James was a notorious outlaw.

William James was a celebrated writer.

Henry James was a celebrated writer.

The phrase "James brothers" means one thing in the history of the Wild West but another thing in the history of American culture. Frank and Jesse James were notorious outlaws; William and Henry James were celebrated writers.

**Combine the sentences in each of the following pairs by transforming one sentence into an adjective clause and using it in the other.**

**5.**

The steady flow of poppy sap from Afghanistan to neighboring Pakistan is having negative effects on large numbers of people.

In Pakistan the sap is converted into heroin.

The steady flow of poppy sap from Afghanistan to neighboring Pakistan, where the sap is converted into heroin, is having negative effects on large numbers of people.

**6.**

Laboratory technicians knowingly flout the laws forbidding the operation.

The technicians oversee the conversion process.

Laboratory technicians who oversee the conversion process knowingly flout the laws forbidding the operation.

**Combine the sentences in each of the following pairs by changing one of them into an adverb clause. Use a comma as needed.**

**7.**

After ten years of fighting, the Trojans were defeated for a reason.

They failed to guard against Greek trickery.

After ten years of fighting, the Trojans were defeated because they failed to guard against Greek trickery.

**8.**

The Greeks hid themselves and their ships behind an island near Troy for a purpose.

They wanted the Trojans to consider themselves victorious and safe from further attack.

The Greeks hid themselves and their ships behind an island near Troy so that the Trojans would consider themselves victorious and safe from further attack.

**Scanning Exercise to keep in mind:**

1. Before reading the assigned essay, scan the first two paragraphs and write down what you think the piece will be about.
2. Read the assigned essay.
3. Were you right? Which words or sentences revealed the subject matter? Which words or sentences threw you off course?

**Reading Assignment Study Questions to keep in mind:**

1. **What is this piece about?**
2. **How is the piece structured?**
3. **How would you describe the language of the piece?**
4. **To whom is the piece addressed?**
5. **What effect does the piece have on the reader?**
6. **What is the purpose, or goal, of the piece?**
7. **Is the piece effective at its goal? Why?**
8. **If someone were writing the answer to number seven for you, what would you look for in a good answer? Create a 1-10 (ten being the highest) rating system with a key to explain the justification for each rating. How would an answer given a 10 be different from an answer that scored a 1?**

### **Text Reconstruction Exercise:**

The order of the sentences in the following paragraphs is incorrect. In each paragraph, rearrange the sentences in the sequence you believe is correct. List the numbers of the sentences in the order you believe they should appear. Compare your rearrangement with the sample answers on the answer sheet.

#### **Paragraph A**

(1) They that are the first raisers of their houses, are most indulgent towards their children; beholding them as the continuance, not only of their kind, but of their work; and so both children and creatures. (2) Children sweeten labors; but they make misfortunes more bitter. (3) The perpetuity by generation is common to beasts; but memory, merit, and noble works, are proper to men. (4) They cannot utter the one; nor they will not utter the other. (5) So the care of posterity is most in them that have no posterity. (6) And surely a man shall see the noblest works and foundations have proceeded from childless men; which have sought to express the images of their minds, where those of their bodies have failed. (7) The joys of parents are secret; and so are their griefs and fears. (8) They increase the cares of life; but they mitigate the remembrance of death.

#### **Paragraph A**

from "Of Parents and Children," *Essays*, by Francis Bacon  
Paragraph A: 7, 4, 2, 8, 3, 6, 5, 1, or as follows:

(7) The joys of parents are secret; and so are their griefs and fears. (4) They cannot utter the one; nor they will not utter the other. (2) Children sweeten labors; but they make misfortunes more bitter. (8) They increase the cares of life; but they mitigate the remembrance of death. (3) The perpetuity by generation is common to beasts; but memory, merit, and noble works, are proper to men. (6) And surely a man shall see the noblest works and foundations have proceeded from childless men; which have sought to express the images of their minds, where those of their bodies have failed. (5) So the care of posterity is most in them that have no posterity. (1) They that are the first raisers of their houses, are most indulgent towards their children; beholding them as the continuance, not only of their kind, but of their work; and so both children and creatures.

#### **Paragraph B**

(1) Is this to be allowed? (2) Not certainly in every case, and yet perhaps in more than rigourists would fancy. (3) There are a thousand different humours in the mind, and about each of them, when it is uppermost, some literature tends to be deposited. (4) It were to be desired that all literary work, and chiefly works of art, issued from sound, human, healthy, and potent impulses, whether grave or laughing, humorous, romantic, or religious. (5) The second duty, far harder to define, is moral.

#### **Paragraph B**

from *The Art of Writing*, by Robert Louis Stevenson  
Paragraph B: 5, 3, 1, 2, 4, or as follows

(5) The second duty, far harder to define, is moral. (3) There are a thousand different humours in the mind, and about each of them, when it is uppermost, some literature tends to be deposited. (1) Is this to be allowed? (2)

Not certainly in every case, and yet perhaps in more than rigourists would fancy. (4) It were to be desired that all literary work, and chiefly works of art, issued from sound, human, healthy, and potent impulses, whether grave or laughing, humorous, romantic, or religious.

### Paragraph C

(1) Here, like Stevenson in his university days, Huxley seemed to be idle, but in reality, he was always busy on his own private end. (2) Moreover, in his regular courses at Charing Cross, he seems to have done work sufficiently notable to be recognized by several prizes and a gold medal. (3) Self-conducted, also, was his later education at the Charing Cross Hospital. (4) Thomas Henry Huxley was born on May 4, 1825. (5) So constantly did he work over the microscope that the window at which he sat came to be dubbed by his fellow students "The Sign of the Head and Microscope." (6) His autobiography gives a full account of his parents, his early boyhood, and his education. (7) He kept a journal in which he noted thoughts gathered from books, and ideas on the causes of certain phenomena. (8) He read widely; he talked often with older people; he was always investigating the why of things. (9) In this journal he frequently wrote what he had done and had set himself to do in the way of increasing his knowledge. (10) Of formal education, Huxley had little; but he had the richer schooling which nature and life give an eager mind.

### Paragraph C

from *Autobiography and Selected Essays*, by Thomas Henry Huxley

Paragraph C: 4, 6, 10, 8, 7, 9, 3, 1, 5, 2, or as follows

(4) Thomas Henry Huxley was born on May 4, 1825. (6) His autobiography gives a full account of his parents, his early boyhood, and his education. (10) Of formal education, Huxley had little; but he had the richer schooling which nature and life give an eager mind. (8) He read widely; he talked often with older people; he was always investigating the why of things. (7) He kept a journal in which he noted thoughts gathered from books, and ideas on the causes of certain phenomena. (9) In this journal he frequently wrote what he had done and had set himself to do in the way of increasing his knowledge. (3) Self-conducted, also, was his later education at the Charing Cross Hospital. (1) Here, like Stevenson in his university days, Huxley seemed to be idle, but in reality, he was always busy on his own private end. (5) So constantly did he work over the microscope that the window at which he sat came to be dubbed by his fellow students "The Sign of the Head and Microscope." (2) Moreover, in his regular courses at Charing Cross, he seems to have done work sufficiently notable to be recognized by several prizes and a gold medal.

### Your Text Reconstruction to keep in mind:

1. Write your own paragraph on any subject.
2. Rewrite your paragraph with the sentences scrambled in a different order.
3. Try to reconstruct your paragraph based on the transition words.
4. Did your paragraph provide effective transitions? Would your transitions guide a reader easily through the paragraph?

### Plagiarism, Documentation, and Citation

1. Define the word plagiarism.

Plagiarism is the theft of someone else's words and/or ideas. It is a crime. One avoids plagiarism simply by giving credit when one uses another's words and/or ideas in a footnote or internal documentation (end notes).

2. What are the repercussions of plagiarizing for the student? For a published author?

For the student, plagiarism can result in suspension or expulsion from her school. For the published author, it can result in disgrace, and in some severe cases, with a lawsuit or prison.

3. Write a paragraph that you have summarized from an outside source. Cite the sources appropriately.

Paragraph answers will vary, but you should cite the source you use according to the guidelines found in answer 4, below.

4. Here are the various parts of a footnote in random order. Put them into Modern Language Association format.

New York

32

*Francis Fukuyama*

2002

*Our Posthuman Future: Consequences of the Biotechnology Revolution*

Farrar

1. List the name of the author in normal order, "title of article," *name of book (or magazine)*, city of publication, publisher, copyright date, page numbers. Note the student will put quotation marks around the name of the article, but will italicize the name of the book or magazine. A comma separates parts of the footnote, and the footnote ends in a period. If the student uses a chapter from a book, the words Chapter 4: precede the name of the chapter, if there is one (given with quotation marks), and the page numbers then follow.

The footnote should appear as follows:

Francis Fukuyama, *Our Posthuman Future: Consequences of the Biotechnology Revolution*, (New York: Farrar, 2002), p.32.

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## Lesson 5 Assessment(s)

- Complete 3.05 Discussion: Cram Session
- Complete 3.05 Graded Assignment: Writing Techniques