


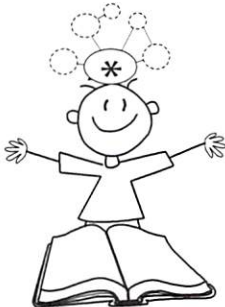
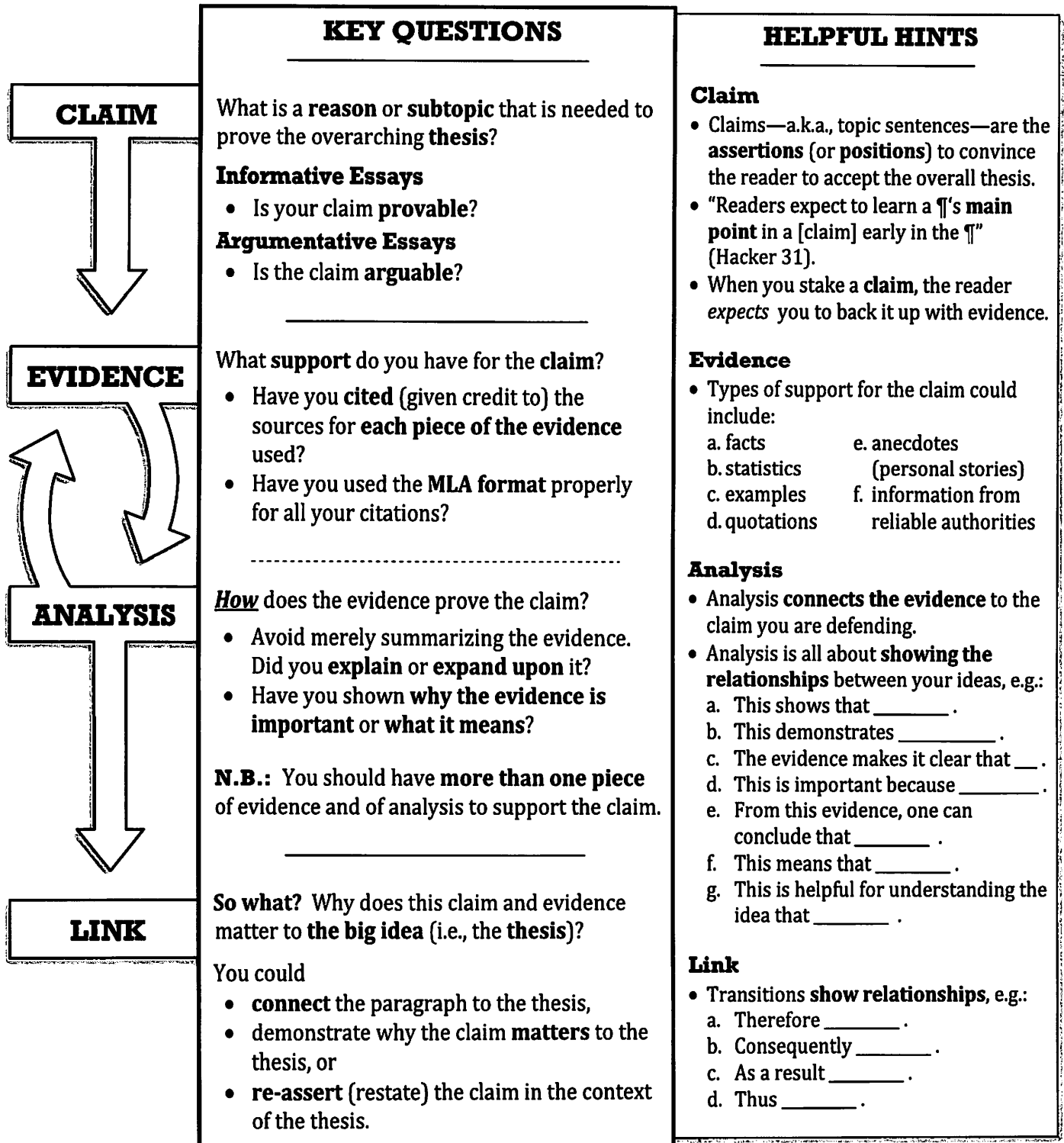


Visualize	Steps	Key Questions
	<p style="text-align: center;"><b>Look!</b></p> <p style="text-align: center;">(Determine the <u>literal</u> meaning or <u>content</u> of the text)</p>	<ul style="list-style-type: none"> <li>• What does the text say literally?</li> <li>• What does the new language/vocabulary mean?</li> <li>• What is the source of this text?</li> <li>• What is a summary of the content of the text?</li> </ul>
	<p style="text-align: center;"><b>Analyze!</b></p> <p style="text-align: center;">(How does the text say it? What techniques does the author use in constructing the text that shape its meaning?)</p>	<ul style="list-style-type: none"> <li>• How is the text structured?</li> <li>• What text features are used? What are the effects of text features and writing techniques used in the text? How do they create meaning?</li> <li>• What writing techniques does the author use; what patterns are evident in those techniques; how do they affect the reader?</li> <li>• What is the central idea, thesis or theme?</li> <li>• What is the broader context of the text?</li> </ul>
	<p style="text-align: center;"><b>Prove It!</b></p> <p style="text-align: center;">(Interpret the text meaning by examining the <u>evidence</u> offered by the author.)</p>	<ul style="list-style-type: none"> <li>• How does the author support and develop the thesis and claims made in the text?</li> <li>• What is the quality of the evidence/data offered? Is it sufficient?</li> <li>• How are graphs or visuals used to contribute as support for claims? What trends or patterns do you see in the data in the graphs and visuals?</li> </ul>
	<p style="text-align: center;"><b>So What?</b></p> <p style="text-align: center;">(Relate the text to other learning, to self, to <u>what's important.</u>)</p>	<ul style="list-style-type: none"> <li>• Why does this text matter?</li> <li>• What does the author want the reader to believe or know and why?</li> <li>• How does the text impact its intended audience? Other audiences?</li> <li>• How can I relate this text to other information and situations, or to me?</li> </ul>

# CEAL

## A GUIDE FOR BODY PARAGRAPH DEVELOPMENT

"Statements that do not support the [claim] destroy the unity of a paragraph" (Hacker 24).



### CEAL Variations (just a few).

☞ CEAEAL  
(lots of uses)



☞ CEEAAL  
(comparing two things)

☞ CEAAEAAL  
(developing arguments)

☞ CEEEEEAL  
(research-based writing)

☞ CEAAAEEAL  
(critiquing other views)

# ABCs of Evaluating Evidence

	 <b>PROCEED</b> RELIABLE	<b>USE WITH CAUTION</b> POSSIBLE PROBLEMS	<b>WARNING</b> SHOULD BE SKEPTICAL 
<b>A</b> uthoritative source (an organization may be the author)	Author's name is present. Author is qualified in this field. Publication is peer reviewed or written for a professional audience. If a web page, it is posted by a credible group: university, agency, etc.	Author is named, but searching may be necessary to locate the author. Author is not clearly qualified in this field. Publication is for a general audience, not a discipline specific audience. If a web page, the credibility of the source/host of the page is unknown.	Author's name is missing. If named, author's credentials missing. Publication has an explicit or implicit agenda and/or offers extremist views. If a web page, the source/host is of questionable reputation or may be known for strong biases.
<b>B</b> alance & bias of perspective or presentation	Arguments and evidence are presented objectively. Counterarguments are acknowledged and answered fairly.	Arguments and evidence sometimes include opinion & slight bias. Counterarguments are incomplete or inconsistently offered.	Arguments are obviously opinions or are extremely biased. Opposing arguments are countered with name-calling or inappropriate attacks on the person.
<b>C</b> ontent & evidence analysis	Evidence is sufficient, clear and specific. Evidence is logically sound & avoids fallacies. Evidence is cited or is original research. Evidence is explained or analyzed.	Evidence is offered, but may be general. Some logical fallacies may be present. Evidence is only sometimes cited. Evidence is inconsistently explained or analyzed.	Evidence is missing for several points. Evidence is misleading - seems presented for shock value or is purely emotional. Misleading graphs, illustrations, photos, or headlines are offered as evidence. Source of evidence is not presented.
<b>D</b> ate appropriate for the discipline	Source offers the date published (& revision date if electronic.) Information is current according to the standards of the discipline.	Dates are present, but may not represent the date the information was actually produced or written (for example: copyright range of years 2008-2013). Information is marginally within the discipline's standards for currency.	Source offers no date of publication or revision. Information is clearly older than the discipline's standards for currency.
<b>E</b> valuate for topic & discipline-specific issues			

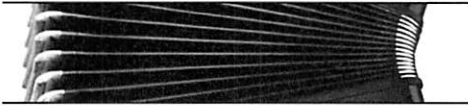
# ACCORDION STRUCTURE

## FOR INFORMATIVE AND ARGUMENTATIVE WRITING

### Introduction. (Hook, Line, & Sinker)

Function and parts of the introduction

1. **Hook** (Attention-getter)
2. **Line** (The connection between the attention-getter and the thesis)
3. **Sinker** (Thesis)



### Body.

Each body paragraph should **CEAL**

1. Make a **claim** (an assertion that will be proven) or counterclaim (an assertion to be refuted)
2. Offer **evidence** to support the claim
  - a. Facts, data, quotations, extended definitions, examples, anecdotes
  - b. All evidence must be cited properly
3. **Analyze** the evidence
  - a. Explain how the evidence proves the claim
4. **Link** the claim and evidence back to the thesis



### Conclusion.

Function and parts of the conclusion – (**TRIP**)

1. Re-assert (restate) the **thesis**
2. **Review** or crystallize the important points you have made (proportionate to the length of the overall writing)
3. Establish the **importance** or **implications** or significance of the topic
4. **Part** with a memorable thought—a **punch!**



### ACCORDION ADJUSTMENTS

#### Introduction.

1. The introduction should expand in **length** and **depth** with the overall piece.
2. The thesis may *sometimes* be more than one sentence.
3. The writer may offer a **specific preview** of the paper's direction or may **imply the approach** the author will take.

#### Body.

1. The number of body paragraphs—and the number of claims offered—can **expand** or **contract** to meet the **purpose** and **content** of the writing.
  - a. **Informative writing**: chronological, order of importance, spatial (location), scientific report format, etc.
  - b. **Argumentative writing**: comparison/contrast, problem/solution, problem/cause/effect, pro/con, etc.
2. Each paragraph can offer as many pieces of the **evidence-analysis pattern** as necessary to fully develop the argument's claim.
3. Don't be afraid to use more than one sentence for evidence or for analysis. **Use as many as necessary** to convey your point.
4. **Transitions** must be used to move the reader from one point to the next: ¶ to ¶, evidence to evidence, etc.

#### Conclusion.

1. The length of the conclusion should be **proportionate** to the length of the overall piece.
2. The **reassertion (restatement)** of the thesis will most often use different language and vocabulary than the original thesis.
3. The **review of important points** is often better implied, rather than simply listed.
4. The **importance/implications/significance** of the topic could
  - a. connect to other topics within the discipline;
  - b. suggest the need for further reading/research;
  - c. make an appeal for action;
  - d. explain the importance of the topic; and/or
  - e. establish the boundaries of what is known, etc.

# Hook, Line, and Sinker

## A GUIDE FOR INTRODUCTION DEVELOPMENT

“The beginning must feel like a beginning, not an accident” (Baker 9).

### HOOK

Attention-getter

Who is your **audience**?

- What are their interests?
- What would grab their attention and make them want to read your paper?
- Does the **hook** fit your subject and purpose?

### LINE

Connecting the hook to the thesis

How does your **hook** link to the **thesis**?

- Does the line set up the why of the **thesis**?
- Can you move the reader smoothly from the **hook** to the **thesis**?

### SINKER

Thesis statement

What is the “**big idea**” that guides the paper (Baker 2)?

- What position are you defending?
- Are the supporting information or arguments you will be making clearly laid out in the **thesis**?
- Is the **thesis** specific and tightly focused?

### Hook.

- You can't know your **hook** until you know your **thesis**.
- Possible hooks:
  - a. quotations
  - b. personal stories
  - c. startling statistics
  - d. unusual facts
  - e. history
  - f. analogies

### Line.

- Here are just a few examples:
  - a. By looking at \_\_\_\_\_, the need to \_\_\_\_\_ is clear.
  - b. When \_\_\_\_\_ made this statement, little did he know that \_\_\_\_\_.

### Sinker.

- It's okay for a **thesis** to be formulaic until you're more comfortable as a writer.
- The **thesis** should avoid language that is “fuzzy” or contains ill-defined glittering generalities (Hacker 15).
- The **thesis** is a statement that demands further proof (Hacker 15).

# TRIP

## A GUIDE FOR CONCLUSION DEVELOPMENT

“The last paragraph conveys a sense of assurance and repose, of business completed” (Baker 22).

### THESIS

Re-assert the overall purpose

Re-assert (restate) your **thesis** to remind the reader of your paper's main goal.

- Does this re-asserted **thesis** do more than just repeat your original **thesis**?

### REVIEW

Crystallize the arguments made

Review the **claims** to help the reader see the whole journey of the paper all at once.

- Does your review serve to crystallize the points rather than just re-state them?

### IMPORTANCE

The “so what?” of your thesis

Address the **importance** of your conclusions for the **audience**.

- Have you shown how this information is important to the subject that you're writing about?
- Have you offered the reader an opportunity to act in response to **claims** made in your paper?

### PUNCH

The memorable parting shot

End the paper so that it feels **complete**.

- Have you ended with a clincher that is memorable or profound?

### Thesis.

- Since you have already proven your point, the **thesis** can be simplified or a variation of the original one.
- Other than a few key words, avoid repeating what you used in the intro.

### Review.

- It is usually helpful to use key words from the **claims** you made in the body paragraphs.

### Implications.

- By showing the reader the **importance** of the **thesis**, it helps them accept its validity and let go of previous beliefs.
- The **implications** of your argument connect the **thesis** to the reader's life.

### Punch.

- If you can, link back to the **hook** used in your **introduction**.
- An effective **punch** makes the reader remember the **thesis** for the long-term.