



ACADEMIC ENGLISH

Writing

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PREFACE

This book was created to address several academic writing issues faced by professional laborers (lecturers, teachers, candidates, etc.), university students, and senior high school students. The author thinks that everyone who reads this book slowly and uses the skills it offers will be able to explore their thoughts in academic writing with ease. Twelve sections comprise the contents of this book: writing process; sentence variety; paragraph format; fact and opinion; cause and effect; comparison and contrast; definition; references and quotation; effective writing; outlining an essay; essay writing; and writing model. Each section includes expert-provided exercises and some theories. It is beneficial for novices who wish to hone and assess their essay writing abilities. . Beside that, it also requires some critically advices from readers to be revised in the next edition.

Oktober 2024, Penulis

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UNIT 1

WRITING PROCESS

Writing skill guides us to reach the goals of the effective in writing skill. As a writer, the students have to following steps (Langan, 2010) that divided writing process into four steps such as; Prewriting,

Writing the first draft, Revising and Editing and proofreading

A. Prewriting

Prewriting is the first step in writing process. Sometimes, the student has a trouble to think about what they want to write first. In prewriting, the paper has some techniques to help these problems to get a topic to write. According to (Zemach & Lisa, 2005), before you begin writing, you decide what you are going to write about. Then you plan what you are going to write. This process is called pre-writing.

1. Free writing

Free Writing will help the students' problem when write at the first time. The topics of the writing decide the writing process at the first time. The students will ignore the spelling, grammar or punctuation first. The students will write the sentences by sentences without stopping. If the writer got stuck of words, they write "I am looking for something to say" In this situation the writer will familiar with the act of writing (Langan, 2010).

The example,

My Job

I have had good and bad jobs, that's for sure. It was great earning money for the first time. I shoveled snow for my neighbor, a friend of mine and me did the work and had snowball fights along the way. I remember my neighbor reaching into his pocket and pulling out several dollars and handing us the money, it was like magic. Then there was the lawn mowing, which was also a good job.

I mowed my aunt's lawn while she was away at work. Then I'd go sit by myself in her cool living room and have a coke she left in the refrigerator for me. And look through all her magazines. Then there was the job that left me wiped out after my shift. I have to wait on customers and bus tables while listening to my boss complain. I only got minimum wage. I have to unload delivery trucks. The manager was a real creep, he enjoyed treating all the other guys much better than me. He wouldn't even give me a few days off to go to a wedding, and he made nasty comments about the way I look, my clothes and everything. Even my race. I thought I would make a lot in tips. Then I find out I have to share them with the other workers. I will never work in a dinner again.

2. Questioning

In Questioning, the writer make some question base on the writer topic at the first, it can be 5W+IH such as; Why? When? Where? Who? How? and What ways?

The Example of the story “My Job” (Langan, 2010).

Questions:	Answers:
<i>What did I hate aboutthe job?</i>	<i>Very hard work poor pay unfair, nasty manager, bad working conditions.</i>
<i>How was the workhard?</i>	<i>Carried heavy trays, unloaded heavy cartons from trucks, keeping track of what I took offwashed dishes</i>
<i>Why was pay poor?</i>	<i>Earned minimum wage</i>
<i>How was the managerunfair?</i>	<i>Had to share tips with coworkers Favored coworkers over me when givingdays off Didn't like college students Made insulting remarks about my appearance/race</i>
<i>In what ways were working conditions bad?</i>	<i>Kitchen hot, boss was overly critical ofmy work</i>

3. Making a list

Making a list is to knowing about brainstorming. Brainstorming is a way to gathering ideas about a topic to (Zemach & Lisa, 2005). The writer made a list base on their topic. The writer can write the detail list that they think it is important in the writer topic such as write single word, phrases or sentences that are connected to the topic. According to (Oshima & Ann, 2007) , listing is a prewriting technique in which you write the topic at the top of piece of paper and then quickly make list of words or phrases that come into your mind. The example:

Dinner and trucks stop job-worst one I never had
Manager was unfair and nasty
Worked ten hours a day, sixty hours a week
Waited on customers, bused tables, cleaned bathrooms
Washed dishes in hot, steamy kitchen, unloaded heavy cartons offdelivery trucks
Got paid minimum wageHad no social life
Sometimes had to work over time-no extra pay
Boss always critical ofmy work
Manager hated college kids, treated them worse than otherworkers
Could get a day offto rest or be with friends
No real friends at this job-no social life
Asked for two days offto go to a wedding -no way!

Hurt my back

Had to work at least sixty hours a week to make tuition for first semester in college

Boss was insulting, even made racial remarks
Ridiculed my hair, clothing

Had to share my tips with other workers in the kitchen and cashiers- not just with other servers

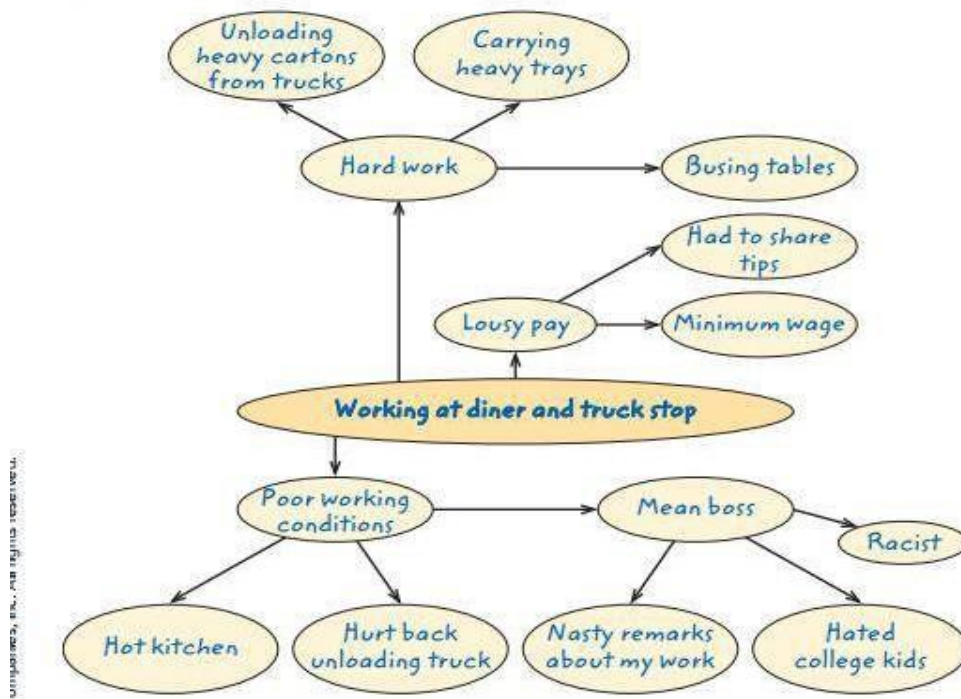
4. Clustering

Clustering, can call as Mapping. This step will help the writer whom they like to think in visual ways. In clustering the paper will show about subject by using lines, arrows, boxes and circles. Clustering connect them each other and put the mine idea in the central of the circle (Langan, 2010).

To make a map, us whole sheet of paper, then the writer put the main topic in the middle of the circle, then the writer put the next idea in a circle above or below in the writer topic (Zemach & Lisa, 2005).

The example,

Clustering: A Student Model



5. Preparing a Scratch Outline

On scratch outline, we will make a solid outline. We make the point with supporting sentences. The scratch outline is a plan or blueprint to help you achieve a unified, supported, and well-organized composition (Langan, 2010).

The example,

Dinner and truck stop job-worst one I never had

3 manager was unfair and nasty

2 worked ten hours a day, sixty hours a week

1 waited on customers, bused tables, cleaned bathrooms1 washes dishes in hot, steamy kitchen, unloaded heavy 2 got paid minimum wage

Had no social life

~~*A few times had to work overtime no extra pay*~~

3 boss always critical of my work

3 manager hated college kids, treated them worse than other workers

~~*Couldn't get a day off to rest or be with friends*~~

~~*No real friends at this job*~~

3 asked for two days off to go to a wedding-no way!3 hurt my back

2 had to work at least sixty hours a week to make tuition for first semester in college

3 boss was insulting, even made racial remarks3 ridiculed my hair, clothing

1 I had to mop floors

2 had to share my tips with other workers in the kitchen and cashier-not with other servers

1 when I interviewed, I didn't know I would also be unloading trucks, cleaning bathrooms

B. Writing the First Draft

The second steps are writing the first draft. The students write the sentences by sentences. In writing the first draft, the writer probably found the hit snag. One of the ways to avoid these problem is the students can leave the blank space and the students write "Do later". In the first draft also ignore yet about spelling, grammar or punctuation. The students just write the idea and develop the supporting idea (Langan, 2010).

The example,

The crescent dinner and truck stop job was the pit. *Working at the crescent falls dinner and stop was the worst job I ever had. The work was physically very hard. During my long ten hour day I had to carry heavy trays of food to the customers, and the tables had to be cleaned. Then, you would wash dishes and then go unloaded. The second bad feature that made the job a worst one was the pay. The pay was lousy. I had to work at least sixty hours a week to afford next*

semester's tuition. I got only minimum wage, and I had to share my tips with the kitchen workers too. And the boss was a creep who hated me because I was a college student, he gave me lousey hours. Even called me horrible names to my face. DETAILS!

1. Revising

Revising step arrange the sentences correctly. The students focus on grammar. The students can adding, delete or arranging the sentences by sentences. Revising focus on the coherence sentences between main idea and supporting idea (Langan, 2010).

The example:

Working at the crescent falls dinner and truck stop was the worst job I ever had. ~~The work~~ ^{. First of all} was physically very hard. During my ten hour days I had to carry heavy trays of food to the customers. ~~And the table had to be cleaned.~~ ^{I had to clean the tables} You would wash dishes and then go ^{sixty-pound} unload the delivery truck. Lifting heavy cartons of food supplies. At ~~the same time I had to keep track in my head of all the cartons I had unloaded.~~ The second bad feature ~~that made the job a worst one~~ was the pay. ~~The pay was lousey.~~ ^{, because} I had to work at least sixty hours a week to afford next semester's tuition, I got only minimum wage, and I had to share my tips with the kitchen workers too. ^{. Finally} The working ^{in a hot and steamy kitchen} conditions were horrible. I had to wash dishes^v. Once. When unloading a truck. I hurt my back so badly I was out of work for a week without pay! And the boss was a ^{tyrant} ~~creep~~ who hated me cause I was a college student, he gave me ^{terrible} ~~lousey~~ hours. ^{made racise} Even ~~called me~~ ^{slurs} horrible names to my face.

2. Editing and Proofreading

The process of editing is to choose which are sentences more relevant and interesting topic (Zemach & Lisa, 2005). These are two tips in Editing and Proofreading :

Tips1.

One helpful trick at this stage is to read your paper out loud. You will probably hear awkward wordings and become aware of spots where the punctuation needs to be changed. Make the improvements needed for your sentences to read smoothly and clearly (Langan, 2010).

Tips2.

Another strategy is to read your paper backward, from the last sentence to the first. This helps keep you from getting caught up in the flow of the paper and missing small mistakes—which is easy to do since you’re so familiar with what you meant to say. (Langan, 2010).

The example,

After typing into his word-processing file all the revision in his paragraph, Mike printed out another clean draft. He then turn his attention to editing changes, as shown ere:

My job at the crescent falls dinner and truck stop
C F D
Working at the ~~crescent falls dinner and truck stop~~ was the worst job I ever had.
First of all, the work was physically very hard. During my ten hour days; I had to
Customers washed
carry heavy trays of food to ~~the customer~~ and I to clean the tables. I ~~would~~
~~wash~~
unloaded
dishes and then ~~go-unload~~ the delivery truck, lifting sixty-pound cartons of food
supplies. The second bad feature was the pay. I had to work at least sixty hours
minimum
a week to afford next semester’s tuition because I got only ~~minimum~~ wage,
and I had to share my tips with the kitchen workers too. Finally, the working
conditions were horrible. I had to wash dishes in a hot and a steamy kitchen.
Once, when unloading a truck, I hurt by back so badly I was out of work for a
week
because
without pay! And the boss was ~~a tyrant~~ who hated me ~~cause~~ I was a college
H — ridiculed my clothes, and
student. he gave me terrible hours. Even made racist slurs to my face.

UNIT 2

SENTENCE VARIETY

A sentence is a group of words that contains at least one subject and one verb and expresses a complete thought. Sentences divided four type. simple sentences, compound sentences, complex sentences, and compound-complex sentences. First, discuss about simple sentences. Sentences in English are traditionally described as simple, compound, complex, or compound-complex. (Langan, 2010).

A. Simple Sentence

A simple sentence has one subject-verb pair. The subject tells who or what did something. The verb tells the action (jump, work, think) or condition (is, was, seem, appear) (Oshima & Hogue, 2007).

Example:

My sister read the magazine. The manager came late today.

Ira plans to go to Bali next month.

Don't be angry.

Thomas yelled.

A simple sentence can have one of several possible "formulas." Here are four possibilities. The subject(s) in each sentence are underlined with one line. The verb(s) are underlined with two lines.

<i>Sentence</i>	<i>"formula"</i>
The <u>Star Wars</u> movies were international hits.	SV
Young people and adults enjoyed them.	SSV
The films entertained and thrilled audiences everywhere.	SVV
Luke Skywalker and <u>his friends</u> battled evil and made us laugh at the same time.	SSVV

B. Compound Sentence

A compound, or "double," sentence is made up of two (or more) simple sentences. The two complete statements in a compound sentence are usually connected by a comma plus a joining word (*and*, *but*, *for*, *or*, *nor*, *so*, *yet*). A compound sentence is used when you want to give equal weight to two closely related ideas. The technique of showing that ideas have equal importance is called *coordination* (Langan, 2010).

Following are some compound sentences. Each sentence contains two ideas that the writer considers equal in importance.

1. Independent Clause

An independent clause is a clause that contains three things:

- a. A subject (something or someone that the sentence is about)
- b. An action (a verb - something that is being done)
- c. A complete thought (there are no questions as to meaning at the end of the sentence)

2. Coordinator

There are seven coordinators in the English Language: For, And, Nor, But, Or, Yet, So. We can use the acronym FANBOYS to help you remember the seven coordinators. When we have two independent clauses joined by one of these coordinators, that is a compound sentence. Usually a comma is required, before the coordinator.

Example:

- a. Becky wishes she could be younger, for everyone else in the program is half her age.

Becky wishes she could be younger is an independent clause. "Becky" is the subject, "wishes" is the action, and a complete thought is expressed.

"Everyone else in the program is half her age" is an independent clause.

"Everyone else in the program" is the subject, "is" is the action, and a complete thought is expressed. "For" is the coordinator, and a comma (,) is correctly used before the "for."

- b. I am very smart, yet I do not enjoy school.

"I am very smart" is an independent clause. "I" is the subject, "am" is the action, and a complete thought is expressed.

"I do not enjoy school" is an independent clause. "I" is the subject. "enjoy" is the action. A complete thought is expressed.

The coordinator "yet" is used, and correctly preceded by a comma (,).

- c. Alex likes to fish, and he is going fishing on Friday.

"Alex likes to fish" is an independent clause. "Alex" is the subject, "likes" is the action, and a complete thought is expressed.

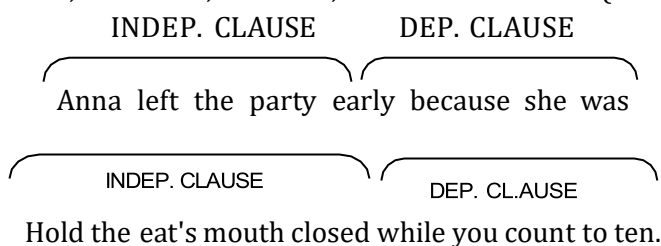
"He is going fishing on Friday" is an independent clause. "He" is the subject, "is going" is the action, and a complete thought is expressed.

The coordinator "and" is used, and a comma (,) is correctly used before the "and."

3. Complex Sentence

A complex sentence is a sentence that contains an independent clause (or main clause) and at least one dependent clause. Another definition of complex sentence is a sentence which made up of a main clause with one or more dependent clauses joined to it with an appropriate conjunction or pronoun. In another way, complex sentence is a combination of one independent clause and one (or more) dependent clause(s). Simple definition of a complex sentence is a combination of one independent clause and one (or more) dependent clause(s) (Oshima & Hogue, 2007).

The notion of complex sentence in general is a multilevel compound sentence, which consists of one independent clause and one or more dependent clauses. Independent clause is a clause that can stand alone and has intact meaning, at least consisting of the subject and predicate. Meanwhile, dependent clause is a clause that can not stand alone, so it must be connected with an independent clause or main sentence so that clause have meaning. Independent clause in the complex sentence is called the main clause, while the dependent clause in this sentence is sub-clause or clause. To connect an Independent clause with sub clause in the form of adverb clause is used subordinating conjunction, meanwhile to connect Independent clause with sub clause in the form of adjective clause or noun clause using relative pronoun. Subordinating Conjunctions are after, although, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever and while (Bailey, 2006).



In a complex sentence, when the dependent clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them

Example,

- a. Because she was tired, Anna left the party early.
- b. Anna left the party early because she was tired.

C. Compound Complex Sentence

Compound complex sentence is made up of two (or more) simple sentences and one or more dependent statements by adding subordination and coordination. Subordination and coordination are ways of showing the exact relationship of ideas within a sentence. Through **subordination**, we show that one idea is less important than another. When we subordinate, we use dependent words such as when, although, while, because and after. Through **coordination**, we show that ideas are of equal importance. When we coordinate, we use the words and, but, for, or, nor, so, and yet. Keep in mind that, very often, the relationship among ideas in a sentence will be clearer when subordination rather than coordination is used in the following examples, there is a solid line under the simple sentences and a dotted line under the dependent statements (Langan, 2010).

Example,

When the power line snapped, Jack was listening to the stereo, and Linda was reading in bed.

After I returned to school following a long illness, the math teacher gave me makeup work, but the history teacher made me drop her course.

Exercise,

Underline the subjects with one line and the verbs with two lines.

1. The visitors have gone away.
2. I sent a book for you two days ago.
3. They have eaten all the bread.
4. He composes a great music.
5. A boy gave her flowers.

Exercise,

For each set of sentences, make a compound sentence or a simple sentence with two verbs. Use the coordinating conjunction and, yet, nor, for but, or, or so to join the sentences. Punctuate carefully. There may be more than one way to combine some of the sentences.

1. The black dog has won many prizes, but he doesn't know many tricks.
2. You could cry like a baby, or you can clean your room like a man.
3. Arleen's could not play with that boy, nor could she play with that other boy.
4. I don't want to eat. I don't want to drink.
5. I didn't do my homework. My parents punished me.
6. Let's go to the swimming pool. It's hot inside the house.
7. The little boy did not like to go to school. He went anyway.

Exercise,

Underline independent clauses with one line and dependent clauses with two lines, circle the subordinators. and add a comma if necessary.

1. Tom is a cat which is very faithful.
2. Because she had free time during last holiday she rearranged herhouse.
3. He was cleaning the kitchen when he found a lot of expired food.

Exercise,

Specify independent clause, dependent clause, coordinate conjunction, and subordinating from the sentences.

1. Because you were late, we could not watch the movie from the beginning; and I need to re-watch it again.
2. I do not like the cookies that she bakes, but I still eat it.
3. The computer that is broken, needs to be repaired, but I do not have enough money.

UNIT 3

PARAGRAPH FORMAT

A. Organization

There are several things for every writer in writing a paragraph. If you want to start writing, surely there must be an initial step to start. Follow the instructions after the model when you prepare assignments for this class. Hogue (2007) said, there are two instructions in organization writing. The first is handwritten and the second is computer-written work.

Steps of organization for handwriting

1. *Paper* Use 8-inch-by- 11 -inch lined, three-hole paper. The three holes should be on the left side as you write. Write on one side of the paper only.
2. *Ink* Use black or dark blue ink only.
3. *Heading* Write your full name in the upper left corner. On the next line, write the course number. On the third line of the heading, write the date the assignment is due in the order month-day-year with a comma after the day.
4. *Assignment Title* Center the title of your paragraph on the first line.
5. *Body* Skip one line, and start your writing on the third line. Indent (move to the right) the first sentence inch from the left margin.
6. *Margins* Leave 1-inch margin on the left and right sides of the paper. Also leave 1 -inch margin at the bottom of the page.
7. *Spacing* Leave a blank line between each line of writing.

Steps of organization for type a paper on the computer.

1. *Paper* Use 8-inch-by- 11-inch white paper.
2. *Font* Use a standard font, such as Times New Roman. Do not use underlining, italics, or bold type to emphasize words. It is not correct to do so in academic writing. Use underlining or italics only when required for titles of books and some other publications.
3. *Heading* Type your full name in the upper left corner inch from the top of the page. On the next line, type the course number. On the third line of the heading, type the date the assignment is due in the order month-day• year with a comma after the day.
4. *Assignment Title* Skip one line, and then center your title. Use the centering icon on your word processing program.
5. *Body* Skip one line, and start typing on the third line. Use the TAB key to indent (move to the right) the first line of the paragraph. (The TAB key automatically indents five spaces.)

6. *Margins* leave 1 - inch margin on the left and right.
7. *Spacing* Double-space the body

B. Capitalization.

According to Homann (2011), “When a word is capitalized, it usually signifies importance. Below is a list of instances and examples of when words need to be capitalized.” In English, there are many rules for using capital letters such as:

When to Capitalize

- The First Word of a Sentence

The first word of a sentence should always be capitalized.

It is easy to take care of turtles.

The house on the corner is for sale.

- Proper Nouns

Proper nouns, which include the names of people and places, should always be capitalized.

I always find time to email **Karen**.

Karen is the name of a person.

Last summer we went to **Scotland** for three weeks.

Given Titles as Part of Proper Names

Capitalize the title when it directly refers to the individual. In most instances, you do not capitalize the title if it is used after the name as a description.

I enjoy listening to **Professor** Hall’s lectures.

“Professor” is capitalized because it is a part of Hall’s title.

Professor, when is the paper due? “Professor” is capitalized because the professor is being addressed directly.

Johnson, a **professor** at my school, gives interesting lectures.

“Professor” is not capitalized because it describes Johnson and is written after his name.

- Titles

Capitalize the first and last words in a title. Also capitalize nouns and verbs within a title. Prepositions and articles are not capitalized unless they are the first or last word of the title.

To Kill a Mockingbird

“To” is the first word of the title. “Kill” is capitalized because it is a verb. The word “a” is not capitalized because it is an article. “Mockingbird” is capitalized because it is a noun.

The Catcher in the Rye

“The” is the first word of the title, so it is capitalized. “Catcher” is capitalized because it is a noun. The word “in” is not capitalized because it is a preposition. The word “the” is not capitalized because it is an article. “Rye” is capitalized because it is a noun.

When Not Capitalize

- Names of Seasons

Do not capitalize the names of seasons (winter, spring, summer, or fall).

My favorite season is **winter**.

In California, it is too hot in the **summer**.

I am enrolled in five classes for the **fall** 2013 semester

- Directions

Do not capitalize the names of directions (north, east, south, or west). An exception to this rule is if the direction is pertaining to a specific place.

Canada is **north** of the United States.

Here, “north” is used to tell the direction of Canada and is not capitalized. Canada is in the **North**.

Here, “North” is the name of a specific place

- The First Word in a List of Common Nouns after a Colon

Do not capitalize the first word after a colon when introducing a list of common nouns.

Adam plays three instruments: **the piano**, the drums, and the guitar.

In this sentence, “the piano” is a common noun and is the first word of the list after the colon.

Capitalization is a key element to proper writing but it best when not overused. These rules use capitalization (Oshima, 2007):

<i>No</i>	<i>Rules</i>	<i>Example</i>
	The first word in a sentence	My best friend is my do.
	The pronoun	He and I never argue
	Abbreviations and acronyms formed from the first letters	USA IBM AIDS UN VW CBS
	All proper nouns. Proper nouns include a. Names of deities b. Names of people and their titles	a. God, Allah, Shiva b. Mr. and Mrs. John Smith President George Washington
	BUT NOT a title without a name	my math professor, the former prime minister
	Note: Some writers capitalize titles such as president and prime minister when they clearly refer to one person	The president (or President) will speak to the nation on television tonight.
	c. Names of specific groups of people (nationalities, races, and ethnic groups), languages, and religions d. Names of specific places on a map e. Names of specific geographic areas BUT NOT the names of compass directions f. Names of days, months, and special days BUT NOT the names of the seasons g. Names of specific structures such as buildings, bridges, dams, monuments h. Names of specific organizations (government agencies, businesses, schools, clubs, teams).	c. Asian, Caucasian, Japanese, Indian, Muslim, Hispanic d. New York City, Indian, Ocean, North Pole, Main Street. e. the Middle East, Eastern Europe. Drive east for two blocks, and then turn south. f. Monday, January, Independence Day, Ramadan. Spring, summer, fall (autumn), winter g. Golden Gate Bridge, the White House, Aswan High Dam, Taj Mahal

	i. Names of school subjects with course numbers. BUT NOT names of classes without numbers, except language. j. First, last, and all important words in the titles of books, magazines, newspapers, plays, films, stories, songs, paintings, statues. television programs.	h. State Department, Harvard University, French Students Club, Bank of Canada, New York Yankees, Red Cross i. Business Administration 312 Chemistry 101 Chemistry, French literature j. <i>War and Peace, Toronto Star, Jingle Bless, The Three Little Pigs, Paris Match, Indiana Jones And The Temple of Doom</i>
	<i>Note: Italicize (or underline) titles of books, magazines, newspapers, plays, and films.</i>	

Example of Paragraph Format Marciela Perez

English 001

April 2, 2007

Introducing Myself

Hello! I would like to introduce myself to you. My name is Marciela Perez. I am a student from the country of El Salvador. I was born in a little town near San Salvador, the capital of our country. I graduated from high school there. I came to the United States two years ago with my mother and my two sisters. We went to New York, where my Uncle Eduardo lives. We lived with him and family in their house in Brooklyn for six months. He helped my sisters and me get jobs. I work in a sweater factory. The factory is near City College, where all of us take classes to learn English. Now we have our own apartment. My sisters and I work during the day and go to school at night. I want to quit my job in the factory and go to school fulltime. I hope to go to college and become a nurse practitioner. I speak Spanish fluently. I don't think I have any other special talents. My hobby is making jewelry. I like to go to the movies.

Exercise,

In the following sentences, change small letters to capital letters where necessary.

1. Arnaz is a student from /ran. She speaks /english, french, and farsi.
2. her major is business.
3. thanksgiving is a holiday in both canada and the united states, but it is celebrated on different days in the two countries.
4. it is celebrated on the fourth thursday in november in the united states and on the second monday in october in canada.
5. istanbul is a seaport city in turkey.
6. greenhills college is located in boston, massachusetts.
7. i am studying four classes this semester: american history, sociology 32, economics 40, and a computer science course.
8. i read a good book last weekend by ernest hemingway called the old man and the sea.
9. my roommate is from the south, so she speaks english with a southern accent.
10. the two main religions in japan are buddhism and shintoism.

Exercise,

In the following paragraph, change small letters to capital letters wherever it is necessary.

A Future Businessman

I would like to introduce my classmate robertosanchez. he is from the beautiful island of puertorico in the caribbean sea. roberto is twenty-one years old. he was born in san juan, the capital city. his native language is spanish. he studied english in elementary school and in high school, too. roberto comes from a large family. he has three older brothers and two younger sisters. he likes to play the electric bass. he and some friends have a small band. sometimes they play on saturdaynights at the fantasia club on fourth street in downtown san jose. baseball is his favorite sport. the san francisco giants are his favorite team. now he is studying english at greenhills college. in september of next year, he will begin to study business and computer science at a university. after graduation, he wants to work for a large tech company such as intel or ibm.

UNIT 4

FACT AND OPINION PARAGRAPH

Being able to discern the differences between fact and opinion will help your evaluation of the reliability and usefulness of texts you encounter. Critical thinking is the best possible way of determining which statements are fact and which statements are opinion.

A. Distinguish between Fact and Opinion

A fact is a piece of information that is true: That film was three hours long. An opinion is an idea or belief about a particular subject: That film was boring. Writers use facts to support their opinions to show why they hold their beliefs (Dorothy & Rumisek, 2005).

When reading, it is important to distinguish between facts: Rice is grown in warm wet climates, and opinions: I like rice (Bailey, 2011). Before we go any further, let's define these two important terms.

Facts are:

- things known for certain to have happened.
- things known for certain to be true.
- things known for certain to exist.

Opinions, on the other hand, are:

- things believed to have happened.
- things believed to be true.
- things believed to exist.

The key difference between fact and opinion lies in the difference between knowing and believing. Opinions may be based on facts, but they are still what people think and believe, not what they know. Opinions are debatable; two different people could have two different opinions about the matter. Facts, however, are not debatable. Two different people would have a hard time debating a fact. They might not agree on how to interpret the facts, but they would have to agree on the facts themselves. Asking Question,

- Can this statement be debatable?
- Is this something known to be true?

If you can answer "Yes" to the first question, it might be an *opinion*. If you can answer "Yes" to the second one, it's probably a *fact*. For example, look at the following sentence:

Our school's policy is that you must have a C average in order to participate in school sports.

Does this topic sentence explain a fact or an opinion? Well, is it debatable? Can someone disagree? Probably can't. It's a matter of *fact*, something that could be proven by a quick visit to the principal or the athletic department. On the other hand, look at the following claim. (Read it carefully; it's different from the previous example though it looks the same.

Our school should have a policy that you must have at least a coverage to participate in school sports.

Now, is this something known to be true, or is this something debatable? Clearly, different people can have different opinions on this issue. It's an *opinion*.

Writers often provide clues when they are expressing a fact or an opinion. Look at the following passage, for example:

I think school days should be extended until 4:00. Many children go home after school to an empty house. These "latchkey children" are often alone for hours until their parents come home from work. In fact, a recent survey in our school district found that more than 50% of fourth graders are home alone for two or more hours a day.

Of these four sentences, three say facts and one says an opinion. Can you tell which one is opinion? It should be pretty easy to spot; after all, the sentence begins with "I think." Of the other three sentences, one offers a clear clue that it is a fact. Like the opinion, it begins with a signal phrase: "In fact".

Consider this example: "Basketball is more exciting than football." This statement is debatable. You could argue that football is more exciting than basketball, or that they're both equally exciting, or even that they're both dreadfully boring. All of these statements are opinions. But "Basketball is a team sport" is not debatable; it's impossible to disagree with this statement. It's something known to be true. Thus, it's a fact (Elizabeth, 2001).

B. Organising and Writing Paragraph Fact and Opinion

An opinion and fact Paragraph is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing viewpoint in another paragraph (Evans, 1998).

To write an opinion paragraph, first you have to answer this question: *What do I want to think or do?* Then brainstorm ideas and narrow your topic. Use modal auxiliaries and connectors of cause and effect.

1. Using modal auxiliaries

When you speak, you introduce opinions with phrases like *I think*, *In my opinion*, and *I believe*. In general, these introductory phrases are not needed in writing. They can even make you sound less sure of your ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to

express their opinions. Modal auxiliary verbs show the strength of a writer's opinion or argument.

Affirmative:

The city could add more cycle paths.
 should ought
 to
 has to / must

Negative:

The city doesn't have to allow more cars
 shouldn't
 can't / must not

Example:

Dear Editor,

I agree with Bill Adam's opinion in his recent letter saying that people should ride their bicycles into town. However, there is one problem with this idea. The roads in town are so narrow and full of cars that you can't ride bicycles into town. The city must make some cycle paths for people to use. Maybe the city could charge a small additional tax on fuel to pay for the cycle paths. Motorists have created the problem, so motorists should pay for the solution. The city ought to support cyclist like Bill Adams by making more cycle paths.

2. Connectors of cause and effect

How to use connectors of cause and effect for expressing opinions?

Because, since, and so are connectors of cause and effect. They join two ideas when one idea causes or explains the other. *Because* and *since* introduce the cause or reason, and *so* and *therefore* introduce the effect or result:

Cause / reason

Petrol is becoming scarce and expensive

Effect / result

We should develop electric cars

For example:

Because petrol is becoming scarce and expensive, we should develop electric cars. We should develop electric cars, since petrol is becoming scarce and expensive. Petrol is becoming scarce and expensive, so we should develop electric cars. Therefore is slightly different. It joins the ideas in two sentences: Petrol is becoming scarce and expensive. Therefore, we should develop electric cars (Zemach & Rumisek, 2005).

3. Transition Words

Helen (2017) Transitional words and phrases can create powerful links between ideas and in your paper and can help your reader understand the logic of your paper. However, these words all have different meanings, nuances, and connotations. Before using a particular transitional word in your paper, be sure to understand its meaning and usage completely and be sure that it's the right match for the logic in your paper.

Addition

Furthermore, In addition, Further Besides, More	Moreover, Even, First Second, secondly, etc.	In the second place, Next, Finally Also	And, or, nor, Too, Again, Last, Lastly
--	---	--	---

Time

Immediately Later, earlier Soon Sometimes	Following At length, This time, Never Afterwards	In the meantime Now, until now Once Subsequently	Simultaneously Always Whenever
--	--	--	--------------------------------------

Place

Here Beyond Adjunct to	There Wherever Neighboring	On Nearby Opposite to	Above, Below
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Exemplification or illustration

To illustrate For instance	For example To demonstrate	E.g., (for example) As an illustrate Specifically to
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Cause/ Effect

<i>Cause</i>	<i>Effect</i>
Because Since On account of For that reason	Therefore Thus Consequently Hence Accordingly As a result

Purpose

In order that	For this purpose	So that
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Qualification

Almost Never Nearly	Perhaps Always Maybe	Probably Frequently Although
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Intensification

Indeed Of course Without doubt	In fact Doubtedly Yes, no Surely	To repeat By all means Certainly Undoubtedly
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Concession

To be sure	Granted	Of course, it is true
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Summary

To summarize In sum	In brief To sum up	In short In summary
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Exercise,

Determine whether the following sentences express a fact or an opinion. Write F for fact and O for opinion before each sentence.

- ___ People should spend less time on the internet and more time with one another.
- ___ There ought to be better rules for protecting children on the internet.
- ___ The internet is an amazing research tool.
- ___ Many children look up to top entertainers and athletes are good role model.
- ___ Many professional athletes earn millions of dollars each year

Exercise,

Dear editor,

More people should ride bicycle into town. Last year, seventy- three percent of all workers drove their own car to work. Car traffic in town is terrible, parking places are hard to find, and pollution from cars is a areal problem. Citizent who want a cleaner, nicer place to live ought to try this non-polluting formof transport, tool the city must not allow this problem to get worse. Instead, people should ride bicycle to work and school-and enjoy the health benefits of daily exercise.

Bill Adams Bellingham

1. What is the main idea of this paragraph ? circle the sentence.
2. What is the writer's purpose ? why did he write the letter ?
3. Underline the sentences or parts of sentences that show an opinion.
4. Why do you think the writer included a fact in this paragraph ?

Do these types of writing use mostly facts, mostly opinion, or an even mixture of both? Write F for fact, O for opinion, or B for Both, Explain your choices to a partner.

1. film review
2. advice column
3. police report of a crime
4. travel brochure
5. news report
6. book report for a university literature class
7. magazine advertisement
8. personal e-mail to a friend