Thinking Critically

World Issues for Reading, Writing, and Research

Second Edition

Instructor’s Manual

Myra Shulman

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To the Teacher

Thinking Critically: World Issues for Reading, Writing, and Research, 2nd ed. provides students with a selection of articles on current issues that are being reported on and debated in the news around the world. Based on the theory of integrated skills, the book encourages students to practice reading, writing, listening, and speaking as they complete a variety of tasks. The emphasis is on a student-centered learning environment with the instructor acting as a facilitator. The goals of the text are to improve students’ academic English skills, sharpen their knowledge of contemporary events, and strengthen their critical thinking skills through analysis of these global concerns. Internet research is woven into the text in the Thinking about It task and the Research Question.

Thinking Critically is fast paced in style, international in scope, and thought-provoking in content. The readings touch on social, economic, political, and cultural policies. These often controversial topics lead to free and wide-ranging discussion, both oral and written, of the complex issues facing citizens of the 21st century. Although the articles were published in 2012 or 2013, the topics will remain relevant far into the future. The following provides an overview of the book and its activities.

Pre-Reading Question
This question introduces the chapter’s topic and is a good springboard to the readings. It allows students to draw on their previous knowledge of the issues.

Glossary
Since one of the important objectives of Thinking Critically is to help students enlarge their vocabulary, a glossary follows each reading. The glossary contains key concept words, the words that students need to understand the reading. It also includes academic vocabulary that is essential to the meaning of each reading and words that are unfamiliar because they are technical.

Readings
A selection of unadapted readings from many online and hard copy news sources are provided for each chapter. They vary in style, tone, and purpose: Some are straightforward factual reporting, and others are editorials that promote a point of view. These original readings range in level of difficulty from intermediate to advanced. They report on events in more than 12 different countries.

2
Discussion

The answers to these comprehension questions can be found in the articles for the most part, but some questions require inference and critical thinking. In addition, students are often asked to paraphrase the main idea of an article. Students can write the answers as homework as well as discuss the questions in class. While discussing the topic, students should consider recent developments that have taken place since the articles were published in 2012 and 2013.

Reaction Writing: What Is Your Opinion on This Topic?

Students are asked to write several paragraphs that contain their response to the issues discussed in the articles, using at least ten words from the glossaries following the articles. This reinforces their active knowledge of the vocabulary.

Research Question

Students are asked to answer a challenging research question by finding current information on the Internet or in the library in magazines, newspapers, or academic journals.

Writing Assignment

Each chapter contains one writing task that gives students practice in producing documents in the academic or business style, tone, and form. The academic tasks include an abstract, argument, critical review, research paper, summary, and synthesis. The business writing tasks include a briefing paper, an interview, a letter, memorandum, position paper, press release, survey, and report.

Oral Presentation

This task allows students to share the content of their writing assignment with their peers. Students may choose to do their presentation with PowerPoint or similar presentation software.

Debate

The controversial subjects of many chapters are natural for debates. Students not only strengthen their oral skills but also sharpen their negotiation and organization skills through these debates. The formality of the debate structure will vary depending on the nature of each class. Students can read some of the articles and books listed under Suggested Readings in preparation for the debate and can do Internet research on the topic.
Role Play

These realistic scenarios add to the liveliness of the classroom and stimulate the learning environment. Students who take part in role plays can improve their spoken English by being active and interactive learners.

Thinking about It

This task changes the focus of the chapter from looking in detail at the articles to evaluating a public policy or predicting a future trend. Students refine their critical thinking skills through analysis of questions that are related to the readings, and they can respond to the questions either by writing a short essay or having a class discussion. As they analyze and synthesize information, students draw logical inferences and evaluate advantages and disadvantages of policies. Useful web sites and the books listed under Suggested Readings are provided for background research.

Websites

These reliable websites offer data, statistics, and historical information on the topic of each chapter and also on the issues related to the Thinking about It task. They provide differing perspectives on the topic under discussion.

Suggested Readings

These recently published books and articles on each chapter’s topic expand students’ knowledge of the issues under discussion. The books were selected for their relevant information, current perspective, and readability.

Instructor’s Manual

The Instructor’s Manual provides a note on documentation format, guidelines for writing assignments, The POWER Method, Sentence Connectors, and communicative activities that supplement the reading and writing assignments: the oral presentation, debate, role play, and negotiation. It also contains descriptions of each writing assignment and how to use the Power Method for each assignment.
Guidelines for Written Assignments

Format

1. Use 12-point Times Roman font.
2. Use 1.5 spacing.
3. Number the pages.
4. Indent the first word of a paragraph five spaces.
5. Use one-inch margins.
6. Be consistent in format and graphics.
7. Do not leave a title, subtitle, or heading at the bottom of a page. Move it to the next page.

Process

1. Consider the type of assignment, the audience, and the purpose of the paper.
2. Write a purpose statement and a thesis statement for the paper.
3. Make an outline before beginning to write the paper.
4. Edit the paper after you have finished writing it.
5. Rewrite the paper at least once, incorporating revisions.
6. Use spell check and grammar check on the paper.
7. Proofread the paper before making the final copy.

- **Example of a purpose statement**: The purpose of this essay is to analyze the causes of the education crisis in many African countries.

- **Example of a thesis statement**: Although people in many African countries experience inequalities in access to education and to learning, increased international aid would improve the situation.
The POWER Method

Organization is the key to effective writing. Most documents can be created efficiently if the writer takes a systematic approach to the writing process by using the POWER method. The following are the five steps in the POWER method.

1. Prepare
2. Outline
3. Write
4. Edit
5. Rewrite

I. Prepare
   A. Determine the purpose of the document, the audience, and the type of information to be included.
   B. Collect and evaluate the information needed for the document.
   C. Write a purpose statement for the document.
   D. Choose a method of organization (deductive or inductive).

II. Outline
   A. Write a one-sentence thesis or controlling idea for the document.
   B. Write an outline of three or four major points, minor points, and supporting data.
   C. Arrange the major points and minor points in logical order.
   D. Write a topic sentence for each major point.

III. Write
   A. Write the introduction, including the thesis (controlling idea).
   B. Write the body, following the outline and discussing each major point in a separate paragraph.
   C. Add supporting data (facts, examples, statistics, quotations) to support the major points.
   D. Cite your sources using in-text citation of the author’s last name and the page number (Johnson 125) or the URL.
   E. Write the conclusion by restating or paraphrasing your thesis and adding concluding data (summary, prediction, or solution).
IV. Edit
   A. Check for accurate and coherent content.
   B. Check for logical and clear organization.
   C. Be certain that the document is written in an appropriate style.
   D. Delete any unnecessary information and add missing information.

V. Rewrite
   A. Write the document again, making editorial changes.
   B. Proofread for errors in grammar, punctuation, or spelling.
   C. Check the format for correct title, headings, spacing, and margins.
   D. Make all necessary corrections in the final copy.
   E. List your sources as References or Works Cited at the end of the document. Alphabetize them by the authors’ last names.
Sentence Connectors

Addition
moreover, furthermore, in addition, also, then again, above all, likewise, similarly, again

Conclusion
finally, last, in conclusion, to conclude, altogether, overall, in general, in short, to summarize, to sum up

Contrast
however, nevertheless, nonetheless, conversely, on the other hand, on the contrary, rather, in contrast, in comparison

Enumeration
first, second, third, in the first place, in the second place, in the third place, then, next, finally, last, in conclusion, to conclude

Explanation
for example, for instance, in fact, indeed, namely, in other words, that is, to be specific, as a matter of fact, incidentally

Intensification
as a matter of fact, in fact, indeed, actually, on the contrary, surprisingly

Result
consequently, as a result, hence, therefore, thus, accordingly, for this reason

Transition
now, recently, eventually, overall, in general, generally, anyway, by the way, as we can see, in any case, of course
Punctuation Rules for Sentence Connectors

When you are using conjunctive adverbs as sentence connectors, be sure to punctuate them correctly. The punctuation for these sentence connectors is seen in the models below.

Tomas is studying Italian; moreover, he is planning to spend a semester in Rome.
Tomas is studying Italian. Moreover, he is planning to spend a semester in Rome.
Tomas is studying Italian; he is, moreover, planning to spend a semester in Rome.
Tomas is studying Italian. He is, moreover, planning to spend a semester in Rome.

When using coordinate conjunctions to connect two independent clauses, you should insert a comma before the following conjunctions: and, but, for, nor, or, so, as, yet.

We will spend our vacation doing research, and we will write the report when we return.
Oral Presentation

In an oral presentation, a speaker gives a clear and concise report to the audience, often using PowerPoint or a similar program. The presentation can be an oral summary of the writing assignment suggested in each chapter. It can also be a summary of an article chosen from online news sources. (See Appendix B: How to Do Internet Research.)

Presentation Handout

Ask students to make a two-page handout for your classmates that includes an outline of the report’s information, ten key words and definitions, and a short quiz with five questions. (See example of a report handout and quiz on pages 11–12.) After your presentation, answer questions from the class, and then give students the quiz.

Outline Format for a Presentation on a News Article

I. Introduction (author, title, source, and date of article, and main idea)
II. Summary (major points)
III. Evaluation (value of information)
IV. Conclusion (restatement of main idea of article)
Example of a Presentation Handout

Regional Conflict (Chapter 9) “‘Firm Rejection of Terrorism’ at US-Arab Summit in Egypt”

I. Introduction
   B. Arab leaders accept President Bush’s road map for peace and reject violence.

II. Summary
   A. President Bush met with leaders from Egypt, Jordan, Saudi Arabia, and Bahrain at Sharm El-Sheikh on June 3, 2003, to discuss the road map for peace.
   B. The leaders of these countries supported an end to violence against Israel and Bush’s two-state solution to the Israeli-Palestinian conflict.
   C. Doubts about the implementation of the plan remain.
   D. Bush also met with Palestinian Prime Minister Mahmoud Abbas and Foreign Minister Nabil Sha-ath.

III. Evaluation
   A. The article was informative and objective in tone.
   B. It explained the complex situation in the Middle East in a concise and clear style.
   C. It gave a realistic assessment of the current situation.

IV. Conclusion
   A. The Arab leaders are committed to Bush’s road map as long as Israel withdraws from the lands it seized in the 1967 War and removes its military forces and its settlements from the West Bank.
   B. They declared their firm rejection of terrorism and violence.
Example of a Presentation Quiz

Regional Conflict (Chapter 9)
“‘Firm Rejection of Terrorism’ at US-Arab Summit in Egypt”

Vocabulary

<table>
<thead>
<tr>
<th>term</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>extremism</td>
<td>radicalism, fanaticism</td>
</tr>
<tr>
<td>comply</td>
<td>to obey, fulfill the terms, act in agreement with</td>
</tr>
<tr>
<td>perpetrated</td>
<td>committed, carried out</td>
</tr>
<tr>
<td>fait accompli</td>
<td>accomplished fact, completed action</td>
</tr>
<tr>
<td>crack down</td>
<td>to take disciplinary action, to make a strong effort</td>
</tr>
<tr>
<td>impromptu</td>
<td>done without preparation, unplanned</td>
</tr>
<tr>
<td>eviscerated</td>
<td>deprived of power, destroyed</td>
</tr>
<tr>
<td>abide</td>
<td>to conform to, to accept without objection</td>
</tr>
<tr>
<td>implementation</td>
<td>execution, realization, achievement</td>
</tr>
<tr>
<td>left hanging</td>
<td>not completed, not finalized</td>
</tr>
</tbody>
</table>

Quiz

1. What would result from the U.S.-backed road map for peace in the Middle East?

2. On what condition would leaders of Egypt, Jordan, Saudi Arabia, and Bahrain support an end to violence against Israelis?

3. Who represented the Palestinians at the meeting with Bush in Sharm-El-Sheikh?

4. Why did Yassir Arafat not attend this meeting?

5. According to Egyptian Foreign Minister Ahmed Maher, what is required from the U.S?
Oral Presentation Evaluation

Excellent +  Satisfactory √  Unsatisfactory –
Evaluate the presentation as excellent, satisfactory, or unsatisfactory, according to the following criteria.

- **Organization**
  - Captured the attention of the audience in the introduction
  - Stated purpose and main idea at the beginning
  - Developed major points logically and coherently
  - Restated main idea in the closing
  - Included transitions

- **Content**
  - Fulfilled requirements of assignment
  - Explained major points
  - Summarized content clearly and concisely
  - Exhibited understanding of the topic
  - Included originality and creativity

- **Delivery**
  - Spoke loudly, clearly, and fluently
  - Made eye contact with all members of the audience
  - Used nonverbal gestures
  - Included effective visual aids
  - Answered questions from the audience

- **PowerPoint Support**
  - Limited the information on each slide to six points
  - Designed slides for consistency and readability
  - Used correct grammar and spelling
  - Used parallel grammatical structures
  - Explained the information on the slides

**Overall Evaluation** __________

Comments
Debate

In a debate, two teams present opposing arguments on a controversial topic with the goal of convincing the audience of their point of view. The Pro team presents arguments in favor of a topic. The Con team presents arguments in opposition to a topic. Each team has a leader who gives an opening statement and a closing statement. The team members prepare questions and answers on the topic.

Debate Guidelines

- Each team has approximately the same number of members.
- Each team elects a leader.
- All members of the team are prepared to speak at least once and to give a rebuttal (answering argument) to the opposing team’s statements.
- No one person dominates the debate; all team members contribute equally to the debate.
- The person who is speaking is not interrupted.

Debate Format

- Pro team introductory statement (5 minutes)
- Con team introductory statement (5 minutes)
- Con team questions and pro team answers (15 minutes)
- Pro team questions and con team answers (15 minutes)
- Con team concluding statement (5 minutes)
- Pro team concluding statement (5 minutes)

Debate Preparation

- Do Internet and library research to locate relevant information on the debate topic.
- List your team’s major arguments in order of strength.
- List questions you think the opposing team will ask, and write down your responses.
- List questions your team will ask the opposing team.
- Summarize your team’s strongest arguments.
Debate Evaluation

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

Evaluate the members of the opposite team as excellent, satisfactory, or unsatisfactory, according to the following criteria.

- Participation: All members of the team participated by making statements, asking questions of the other team, or answering the other team’s questions. ___

- Organization: The team began with introductions of its members and ended with a clear closing statement. ___

- Presentation: The team members communicated their position persuasively by combining delivery, gestures, and eye contact to create an image of competence. ___

- Analysis: The team presented the strongest possible arguments to support its position. ___

- Evidence: The team supported its arguments with good examples and substantial evidence. ___

- Questions: The team’s questions were concise and exposed weaknesses in the opposing team’s arguments. ___

- Answers: The team’s answers to questions were concise, to the point, and logically supportive of their team’s position. ___

- Approach: The team treated the opposing team with respect, consideration, and fairness. ___

**Overall Evaluation** __________

**Comments**
Role Play

In a role play, students act out a realistic situation. Performing a role play is an excellent way to improve listening and speaking skills. A role play can also increase communicative competence. These guidelines help you to plan, practice, and present a role play.

- Work in teams of two or three. The third person serves as a coach to help the two actors prepare and rehearse the role play (unless a third person is needed for the role play).
- Discuss the role play scenarios with your partner(s), choose your role, and reread the instructions.
- Develop several objectives for your role play, and put them in writing.
- Think about your character and plan what your character will say.
  - Make notes about the broad ideas and emotions you will act out.
  - Decide how to achieve your objectives for the role play.
- Rehearse the role play with your partner.
  - Do not try to write out the dialogue.
  - Let your dialogue develop naturally and spontaneously.
- Present the role play to the class. (It should be about 5 minutes long.)
  - Speak in a loud and clear voice, and don’t be afraid to exaggerate your actions.
  - Listen carefully to what your partner is saying before you respond.
  - Pay attention to nonverbal communication signals of eye contact, facial expressions, gestures, and body language.
- Discuss the issues seen in the role play with the class afterward.
  - What reactions did your classmates have?
  - Were your objectives achieved?
Negotiation: (Chapter 9)

In a negotiation, two opposing teams discuss issues in order to arrive at an agreement that is fair and acceptable to both sides. You will work with a team to plan, prepare, and participate in a negotiation session. Each student has to decide whether to be a member of Team A, from India, or Team B, from Pakistan.

**Negotiation Guidelines**

- Choose a team leader.
- Decide whether to use collaborative bargaining (a rather friendly approach) or adversarial bargaining (a somewhat hostile approach).
- Draw up a list of issues for the negotiating sessions.
- List the issues in order of priority.
- Limit the negotiation session to 15 minutes.
- Critique your classmates’ negotiating skills after the negotiation session.

**Negotiation Format**

- India team introductory statement (5 minutes)
- Pakistan team introductory statement (5 minutes)
- India team issues (20 minutes)
- Pakistan team issues (20 minutes)
- India team concluding statement (5 minutes)
- Pakistan team concluding statement (5 minutes)

**Negotiation Preparation**

- Prioritize the major issues that must be resolved.
- List your team’s positions on these issues: your ideal solution.
- List the supporting arguments for your team’s positions.
- List the compromise positions that your team would accept if necessary: your bottom line.
- Practice your negotiation style: collaborative bargaining or adversarial bargaining.
Writing Assignments: 
The POWER Method

Chapter 1: Summary

A summary is a brief restatement of a longer written document. Its purpose is to convey knowledge in a clear and concise form, so the summarizer must extract the most important information from the entire document. It should be written in paraphrased language and contain only the main idea and major points of the original document. You may quote a few sentences from the original article, but most of the summary must be written in your own words.

Writing accurate summaries is challenging because it depends on the skills of reading comprehension, critical analysis, and paraphrasing. Summaries can be as short as one paragraph or as long as several pages, but generally they are about one-third to one-fourth the length of the original document.

Writers do not give their opinions in a summary unless the assignment specifically asks for a summary and response to the ideas in the article or book, in which case the assignment would be a reaction paper or analysis. The summarizer is restricted to including only the information in the original document, without adding additional ideas, drawing inferences, or making personal comments. In other words, the writer reports objectively on the content on an article, book, or blog.

In reality, however, a writer may use a verb or adverb that reveals a bias. For example, Adriana Salerno claims that has a negative tone compared to Adriana Salerno says that. And Farhad Manjoo convincingly justifies his position differs from Farhad Manjoo attempts to justify his position. Keep in mind the power of each word as you select your verbs and adverbs.

In the workplace, summary writing is a skill that is in great demand because managers can save time by reading summaries rather than entire documents. Learning to separate the essential from the non-essential information takes concentration and effort, but writers can do so through active reading and critical analysis.
Use the POWER method when writing a summary.

1. **Prepare**
2. **Outline**
3. **Write**
4. **Edit**
5. **Rewrite**

**I. Prepare**

A. Read the book or article carefully, and think about the author’s main ideas.
B. Develop a tentative thesis (controlling idea) that contains your paraphrase of the author’s main idea.
B. Read the book or article again, underlining the sentences that relate to author’s main idea, major points, and key supporting data.
C. Reread the underlined or highlighted statements, omitting any that are not relevant.

**II. Outline**

A. Write a one-sentence thesis that is the foundation for the summary.
B. Write an outline of three or four major points, minor points, and supporting data.
C. Arrange the major points and minor points in logical order, beginning with the main idea.
D. Write a topic sentence for each major point.

**II. Write**

A. Using the underlined or highlighted statements, write a rough draft.
B. In the first paragraph, give the author, title, source, date, and the main idea of the text.
C. Paraphrase the author’s words; do not copy directly from the text. However, you may include a few short quotations.
D. Write in a clear, concise, and objective style.
E. Do not add any extraneous information or give your opinion.
III. Edit
   A. Be certain that the content of the summary is accurate and coherent.
   B. Delete any unnecessary information from the summary.
   C. Add information if the meaning is not clear and complete.
   D. Rearrange the information if the organization is not logical.
   E. Follow quotations with in-text citation of the author’s last name and the page number or URL (Johnson, 125).

IV. Rewrite
   A. Write the summary again, making the editorial changes.
   B. Proofread the summary for errors in grammar, punctuation, and spelling.
   C. Check the format for correct title, headings, spacing, and margins.
   D. Make all necessary corrections for the final copy of the summary.
   E. List your source as References or Works Cited at the end of the summary.
Chapter 2: The Business Letter

A business letter is the form of communication that individuals use when writing to people outside their organization. The business letter tends to be somewhat more formal in style and tone than a memorandum, which is an internal form of communication. However, the style and tone of a business letter vary, depending on the document’s purpose and audience and the type of information being communicated.

In general, modern business letters are written in a more conversational and personal tone than writers used in the past, no doubt because of the influence of e-mail on business and government communication. Many business letters are sent as e-mail, with a hard copy arriving later, although legal documents are rarely sent in the form of e-mail.

An effective business letter is characterized by clarity, conciseness, and accuracy, and a logical organization. It should be focused on the reader, with emphasis on readability. Errors in grammar or mechanics, which detract from the credibility of the writer, are not acceptable. In the professional world, a well-written and timely letter can have many positive effects. It can enhance a professional relationship, solidify a deal, or lead to a sought-after position in the government.

Effective business letters contain a statement of the main idea and also the purpose of the letter. This sentence can be presented in the first paragraph (deductive organization) or in the last paragraph (inductive organization). In the U.S., the preferred organization of a business letter is deductive, or direct. In deductive organization, the reader understands from the beginning why the letter has been written and what its purpose is, which enhances the readability of the document. Alternatively, the writer can present the main idea in the introduction and restate it at the end of the letter. This method of organization is termed deductive-restatement. For a long and complex document, deductive restatement is helpful because it ensures that the reader will understand the main point of the letter.

Use the POWER method when writing a business letter.

1. Prepare
2. Outline
3. Write
4. Edit
5. Rewrite
Writing Assignment: The Power Method

I. Prepare
   A. Collect and evaluate the information needed for the letter.
   B. Develop a tentative main idea for the letter.

II. Outline
   A. Write a one-sentence purpose statement that is the foundation for the letter.
   B. Add three or four major points and supporting data.
   C. Arrange the major points in logical order.
   D. Write a topic sentence for each major point.

III. Write
   A. Write the introduction to the letter, including the purpose statement and the main idea.
   B. Write the body of the letter, following the outline and discussing each major point in a separate paragraph.
   C. Add supporting data (facts, examples, statistics, quotations) to the letter to support the major points.
   D. Include a statement of goodwill as a conclusion.

IV. Edit
   A. Check for accurate and coherent content in the letter.
   B. Check for logical and clear organization in the letter.
   C. Be certain that the letter is written in business style.
   D. Delete any unnecessary information and add missing information.

V. Rewrite
   A. Write the letter again, making editorial changes.
   B. Proofread the letter for errors in grammar, punctuation, or spelling.
   C. Check the format for correct names, addresses, spacing, and margins.
   D. Make all necessary corrections in the final copy of the letter.
Chapter 5: Argument Essay

An essay is an analytical or interpretative composition that deals with its subject in a limited way. It may be completely objective or contain the writer’s opinion. An argument is a type of essay in which the writer presents his or her opinion and supports it. In an argument, the writer should express an overall opinion in the introduction and justify this statement in the body of the essay with specific facts, examples, details, and quotations. The following format is suggested for writing an argument.

I. Introduction
   A. Background information about the topic
   B. Thesis (the writer’s opinion)

II. Body
   A. Major point
   B. Supporting point

III. Body
   A. Major point
   B. Supporting point

IV. Conclusion
   A. Summary
   B. Restatement of thesis

Use the POWER method when writing an argument.
1. Prepare
2. Outline
3. Write
4. Edit
5. Rewrite

I. Prepare
   A. Read books or articles about your topic.
   B. Think about the various issues involved in the topic.
   C. Develop a tentative thesis (controlling idea) that contains your opinion on the topic.
II. Outline
   A. Write a one-sentence thesis that is the foundation for the argument.
   B. Write an outline of three or four major points, minor points, and supporting data.
   C. Arrange the major points and minor points in logical order.
   D. Write a topic sentence for each major point.

III. Write
   A. Write an introduction, including background information and the thesis.
   B. Write the body of the argument, following the outline and discussing each major point in a separate paragraph.
   C. Use brief quotations or paraphrased passages from books or articles to support the thesis, and cite your sources using in-text citation of the author’s last name and the page number (Johnson 125).
   D. Write the conclusion to the argument by restating or paraphrasing your thesis and adding concluding data (summary, prediction, or solution).

IV. Edit
   A. Check for accurate and coherent content in the argument.
   B. Check for logical and clear organization in the argument.
   C. Be certain that the argument is written in a formal academic style.
   D. Be certain that the body paragraphs of the argument support your thesis (your evaluation of the author’s argument).

V. Rewrite
   A. Write the argument again, making the editorial changes.
   B. Proofread the argument for errors in grammar, punctuation, or spelling.
   C. Check the format for correct title, headings, spacing, and margins.
   D. Make all necessary corrections for the final copy of the argument.
   E. List your sources as References or Works Cited at the end of the argument. Alphabetize them by the authors’ last names.
**Example of Thesis for an Argument**

Of course, it was not easy to learn English in the beginning, especially because English and Japanese have almost nothing in common. However, English is a much less difficult language than Japanese, which uses pictorial characters instead of the Roman alphabet, has a completely different grammatical structure, and requires levels of politeness in its spoken form.
Chapter 8: Synthesis

A synthesis is an essay that is developed from two or more sources from which the writer selects information to support a thesis. A synthesis may be organized according to various organizational patterns: argument, comparison-contrast, cause-effect, definition, description, example, or process. Writing a synthesis requires that the writer find relationships among the several reading selections being analyzed. Use the POWER method when writing a synthesis.

1. Prepare
2. Outline
3. Write
4. Edit
5. Rewrite

I. Prepare
   A. Read the selections carefully, and think about the authors’ themes and main ideas.
   B. Develop a tentative thesis (controlling idea) that can be supported by all the readings.
   C. Read the selections again, underlining the sentences that relate to your thesis.
   D. Underline any other major points or key terms that support your thesis.

II. Outline
   A. Write a one-sentence thesis that is the foundation for the synthesis.
   B. Write an outline of three or four major points, minor points, and supporting data.
   C. Arrange the major points and minor points in logical order.
   D. Write a topic sentence for each major point.
III. Write
   A. Write an introduction for the synthesis, including your sources (authors, titles, dates,) and thesis.
   B. Write the body of the synthesis, following the outline and discussing each major point in a separate paragraph.
   C. Use brief quotations or paraphrased passages from the readings to support the thesis, and cite your sources using in-text citation of the author’s last name and the page number (Johnson 125).
   D. Write the conclusion to the synthesis by restating or paraphrasing your thesis and adding concluding data (summary, prediction, or solution).

IV. Edit
   A. Check for accurate and coherent content in the synthesis.
   B. Check for logical and clear organization in the synthesis.
   C. Be certain that the synthesis is written in a formal academic style.
   D. Be certain that the body paragraphs support your thesis.

V. Rewrite
   A. Write the synthesis again, making the editorial changes.
   B. Proofread the synthesis for errors in grammar, punctuation, and spelling.
   C. Check the format for correct title, headings, spacing, and margins.
   D. Make all necessary corrections for the final copy of the synthesis.
   E. List your sources as References or Works Cited at the end of the synthesis. Alphabetize them by the authors’ last names.
Chapters 10 and 14: Short Report

A short report differs from a long, formal report primarily because it focuses on a specific aspect of a topic, thus including fewer sections, less in-depth analysis, and less data. However, just as when writing a long, formal report, the writer must approach the short report by considering the audience, purpose, and goal of the report. The purpose of the report, what the reader wants to accomplish, is the first question to answer in preparing for the project. In writing such a document, the author should aim for objectivity if the report is strictly informational in nature. On the other hand, the purpose of the report may be to persuade the reader of the author’s point of view. In that case, the author adopts a more subjective tone. The tone should be consistent throughout. An effective short report is carefully organized and logically developed. Headings in parallel grammatical form are generally used as an aid to readability.

Short reports meet a variety of needs in an organization and are preferred to long, formal reports when issues are time-sensitive and immediate feedback is required. For example, managers may request a report on a strategy that has recently been implemented on a division that is experiencing productivity problems or on a department that has unusually high employee absenteeism. Such reports provide a foundation for further research, helping the reader assess whether extensive investigation of an issue is necessary.

Reports are often based on research from online and hard-copy sources, which means that all sources have to be cited and listed under Works Cited at the end of the document. The information from these sources should be paraphrased and written in your own words, although several well-chosen quotations can be included.

After you have done some research, but before beginning to write your report, it is a good idea to develop a preliminary outline of your material. This can save you time in the writing process because the outline serves as a roadmap to guide you from the beginning to the end of the document. Think about the thesis of your report, and then decide what major and minor points will support this thesis. Of course, this is a tentative thesis that you may choose to revise after you have completed your research.

Add a conclusion in which you restate your thesis. Finally, consider that types of information, if any, you will insert in an appendix, such as maps, photographs, statistical data, or copies of primary source documents you cite.
Use the POWER method when writing a report.

1. Prepare
2. Outline
3. Write
4. Edit
5. Rewrite

I. Prepare
   A. Read outside sources carefully, thinking about the main idea and major points.
   B. Develop a main idea that can be supported by the document.
   C. Read the sources again, underlining the sentences that relate to the main idea.

II. Outline
   A. Write a one-sentence main idea that is the foundation for the report.
   B. Add three or four major points and supporting data.
   C. Arrange the major points in logical order.
   C. Write a topic sentence for each major point.

III. Write
   A. Write the report, including the main idea and major points.
   B. Use brief quotations or paraphrased passages from sources to support the main idea.
   C. Cite your sources using in-text citation of the author’s last name and the page number (Johnson, 125), and add a References or Works Cited at the end of the report.
   D. Write the conclusion to the report by restating or paraphrasing the main idea.
IV. Edit
   A. Check for accurate and coherent content in the report.
   B. Check for logical and clear organization in the report.
   C. Be certain that the report is written in a formal business style.
   D. Be certain that the sections of the report support your main idea.

V. Rewrite
   A. Write the report again, making the editorial changes.
   B. Proofread the report for errors in grammar, punctuation, and spelling.
   C. Check the format for title, headings, spacing, and margins.
   D. Make all necessary corrections in the final copy of the report.
Chapter 12: Critical Review

A critical review is a type of essay in which the writer gives his or her response to the argument that an author has presented in an article or a book. Other names for a critical review are reaction paper and critique. In a critical review, the writer should express an overall opinion in the introduction and summarize the author’s argument. Then he or she should evaluate the author’s argument, according to several criteria, such as logic, accuracy, completeness, and clarity. The following format is suggested for writing a critical review.

I. Introduction
   A. Background information about the author and topic
   B. Thesis (the writer’s evaluation of the author’s argument)

II. Summary of article or book
   A. Major points
   B. Supporting points

III. Critique
   A. Analysis of the author’s argument
   B. Agreement or disagreement with the author’s argument

IV. Conclusion
   A. Summary
   B. Restatement of thesis

Use the POWER method when writing a critical review.
1. Prepare
2. Outline
3. Write
4. Edit
5. Rewrite
Writing Assignment: The Power Method

I. Prepare
   A. Read the book or article carefully, and think about the author’s argument and main ideas.
   B. Develop a tentative thesis (controlling idea) that contains your evaluation of the author’s argument.
   C. Read the book or article again, underlining the sentences that relate to your thesis.
   D. Underline any other major points or key terms that support your thesis.

II. Outline
   A. Write a one-sentence thesis that is the foundation for the critical review.
   C. Write an outline of three or four major points, minor points, and supporting data.
   C. Arrange the major points and minor points logically, beginning with the summary.
   D. Write a topic sentence for each major point.

III. Write
   A. Write an introduction, including the title and author of the book or article and the thesis.
   B. Write the body of the critical review, following the outline and discussing each major point in a separate paragraph.
   C. Use brief quotations or paraphrased passages from the book or article to support the thesis, and cite your sources using in-text citation of the author’s last name and the page number (Johnson 125).
   D. Write the conclusion to the critical review by restating or paraphrasing your thesis and adding concluding data (summary, prediction, or solution).
IV. Edit
A. Check for accurate and coherent content in the critical review.
B. Check for logical and clear organization in the critical review.
C. Be certain that the critical review is written in a formal academic style.
D. Be certain that the body paragraphs of the critical review support your thesis (your evaluation of the author’s argument).

V. Rewrite
A. Write the critical review again, making the editorial changes.
B. Proofread the critical review for errors in grammar, punctuation, or spelling.
C. Check the format for correct title, headings, spacing, and margins.
D. Make all necessary corrections for the final copy of the critical review.
E. List your sources as References or Works Cited at the end of the critical review. Alphabetize them by the authors’ last names.

Examples of Theses for Critical Reviews
- Although Karen Field makes a compelling argument for home schooling, she does not provide justification for her belief that home-schooled children score higher on standardized tests than students who attend traditional schools.
- Robert Martelli presents a variety of psychological theories to support his proposal that marijuana should be legalized; however, his argument is weak in logic and lacks objectivity.
- While the author has assembled a strongly argued case for abolishing capital punishment, his argument that capital punishment is not a deterrent to crime is unsupported by recent data.
Chapter 13: Press Release

A press release is a document that is usually published in a newspaper, newsletter, or website to publicize information about important people, policies, and events. It is written in a journalistic style, which provides readers with answers to the five W questions—*who, what, when, where, why*—and *how* in the first paragraph.

The organization should be logical, and the content should be readable, meaning the average person can understand the information easily. The first paragraph of a press release is the most important part of the document. The subsequent information should be detailed and specific. The tone is somewhat formal and objective. First-person (*I, we*) and second-person (*you*) pronouns are avoided.