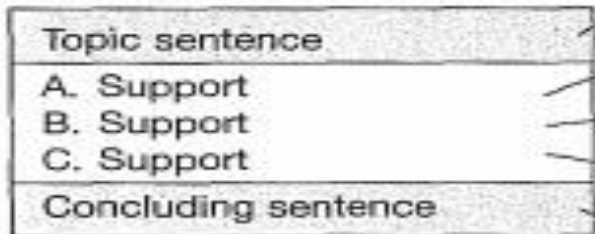




DBB 308 WRITING IN A FOREIGN LANGUAGE

2016-2017 SPRING SEMESTER

Paragraph



Essay

I. Introduction

General statements

Thesis statement

II. Body

A. Topic sentence

1. Support

2. Support

3. Support

(Concluding sentence)¹

B. Topic Sentence

1. Support

2. Support

3. Support

(Concluding sentence)

C. Topic sentence

1. Support

2. Support

3. Support

(Concluding sentence)

III. Conclusion

Restatement or summary
of the main points; final
comment

MODEL**Essay Structure****INTRODUCTORY PARAGRAPH****THESIS STATEMENT****BODY PARAGRAPH 1****BODY PARAGRAPH 2****Native American Influences on Modern U.S. Culture**

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes,² as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in the Americas. *Chipmunk*, *moose*, *raccoon*, *skunk*, *tobacco*, and *squash* are just a few examples.

Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture.

BODY PARAGRAPH 3

In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

BODY PARAGRAPH 4

Finally, it may surprise some people to learn that citizens of the United States are also indebted³ to the native people for our form of government. The Iroquois, who were an extremely large tribe with many branches called “nations,” had

developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called “The League of the Iroquois.” Under the league, each nation was autonomous⁴ in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain, someone suggested that they use a system similar to that of the League of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.

CONCLUDING PARAGRAPH

In conclusion, we can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

Argumentative Essays

- ▶ An **argumentative essay** is an essay in which you **agree** or **disagree** with an issue, using reasons to support your opinion.
- ▶ Your goal is to **convince your reader that your opinion is right.**
- ▶ In a general writing test such as the TOEFL exam, you might encounter questions such as these:
- ▶ The U.S. Declaration of Independence states **that "all men are created equal.»** Agree or disagree with this statement. Support your opinion with reasons and examples.
- ▶ **«The most important element in a friendship is trust.»** Agree or disagree with this statement. Support your opinion with reasons and examples.

- ▶ What is unique about an **argumentative essay** is that you do not just give reasons to support your point of view. You must also discuss the other side's reasons and then rebut them. (*Rebut* means to point out problems with the other side's reasons to prove that they are not good reasons.)

Organization of argumentative essays

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- You can use a **block pattern** or a **point-by-point pattern**.

Block Pattern	Point-by-Point Pattern
<p>I. Introduction Explanation of the issue Thesis statement</p> <p>II. Body</p> <p style="text-align: center;">Block 1</p> <ul style="list-style-type: none">A. Summary of other side's argumentsB. Rebuttal to the first argumentC. Rebuttal to the second argumentD. Rebuttal to the third argument <p style="text-align: center;">Block 2</p> <ul style="list-style-type: none">E. Your first argumentF. Your second argumentG. Your third argument <p>III. Conclusion—may include a summary of your point of view</p>	<p>I. Introduction Explanation of the issue, including a summary of the other side's arguments Thesis statement</p> <p>II. Body</p> <ul style="list-style-type: none">A. Statement of the other side's first argument and rebuttal with your own counterargumentB. Statement of the other side's second argument and rebuttal with your own counterargumentC. Statement of the other side's third argument and rebuttal with your own counterargument <p>III. Conclusion—may include a summary of your point of view</p>

Separating the Sexes, Just for the Tough Years

1 The middle school years (grades 7 and 8) are known to be the “tough years.” These are the years when the uneven pace of girls’ and boys’ physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students’ academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

2 Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes (“Study”).¹ However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (Blum).² More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes toward math and science, for example (“Study”). These are results that cannot be calculated by a test but that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor Carol Gilligan is certain that girls are more likely to be “creative thinkers and risk-takers as adults if educated apart from boys in middle school” (Gross).³ Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally “out-think” them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

3 Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to learn how to do so (“North”).⁴ However, such an argument completely ignores the fact that children constantly interact with members of the

opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces.

4 The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands ("North"). Clearly, this is discriminatory.

5 It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez).⁵ As one teacher noted, "Girls are more relaxed and ask more questions; boys are less disruptive and more focused" ("North"). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

PRACTICE 1*Outlining*

Complete the outline of the model essay.

Separating the Sexes, Just for the Tough Years**I. Introduction (explanation of the issue)**

Thesis statement: _____

II. Body**A. Opposing argument 1**

Opponents of single-sex education claim that test scores show that there is no advantage to all-girl or all-boy classes.

Rebuttal to argument 1

1. Research is inconclusive—show opposite results

2. Other results that cannot be calculated

a. Girls _____

b. Boys _____

B. Opposing argument 2

Rebuttal to argument 2

a. Settling squabbles with siblings

b. Negotiating with opposite-sex parent

C. Opposing argument 3

Rebuttal to argument 3

- a.

- b. Teachers call on boys more often

D. Own point of view

1. Same-sex classes provide a better learning environment

2. Reasons

- a. Boys and girls

- b. Girls

- c. Boys

III. Conclusion

Five Keys

An argumentative essay contains these five key elements:

1. An explanation of the issue
2. A clear thesis statement
3. A summary of the opposing arguments
4. Rebuttals to the opposing arguments
5. Your own arguments

The Introductory Paragraph

- ▶ The **introductory paragraph** of an essay contains an explanation of the issue, which is a necessary part of an argumentative essay.
- ▶ However, you may also begin an argumentative essay with a more engaging introduction with surprising statistics or with a dramatic story.

THESIS STATEMENT:

- ▶ The **thesis statement** in an argumentative essay states clearly which side you are for:

Example: In my opinion, stem cell research should receive the full support of our government.

- ▶ A **thesis statement** often mentions the **opposing point of view**. Notice that the writer's opinion is expressed in the main (independent) clause, and the opposing point of view is normally put into a subordinate structure.

SUBORDINATE STRUCTURE

Although there are certainly reasons to be cautious with stem cell research

MAIN (INDEPENDENT) CLAUSE

or any new technology, **I believe that its potential benefits far outweigh its dangers.**

- Use expressions such as the following to introduce opposing points of view.
- **Some people feel** that the United States should have a national health care plan like Canada's.
- **Smokers say that** they have a right to smoke.
- Then, connect the opposing point of view to your own with **transition signals of contrast**.
- Some people feel that the United States should have a national health care plan like Canada's; **however**, others feel that government should stay out of the health care business.
- Smokers say that they have a right to smoke **in spite of the fact that/despite the fact that** smoking will kill them.

- Add an opposing point of view to the following thesis statement.
- **1. Doctors or family members should never be allowed to «pull the plug.»**
- **Although** some people believe that doctors *and* family members should never be allowed to "pull the plug," I believe that it is sometimes more humane to do so.
- **2. Television is the worst invention of modern times.**
- -----

Supporting Arguments

- ▶ Think of two or three supporting arguments for each thesis statement.
 - 1. Censorship of the arts is always wrong.**
 - a. Freedom to express oneself is a fundamental right stated in the U.S. Bill of Rights.
 - b. Public morality is relative -what is objectionable in some cultures is acceptable in others.
 - c. Many masterpieces -books, sculptures, and paintings- would be banned.
 - ▶ **2. Despite the fact that education's primary responsibility is to train minds, not bodies, I believe that schools should require students to practice a sport at least one hour each day.**
 - a.-----
 - b.-----
 - c.-----

Review

- ▶ 1. An **argumentative essay** is a kind of essay in which you try to **persuade** your reader to agree with your opinion about a controversial topic.
- ▶ 2. An argumentative essay contains these **five elements**:
 - An explanation of the issue
 - A clear thesis statement
 - A summary of the opposing arguments
 - Rebuttals to the opposing arguments
 - Your own arguments
- ▶ 3. Use either a **block pattern** or a **point-by-point pattern**. Be sure to include the opposite point of view as well as your own.
- ▶ 4. Use **contrast transition signals** to connect opposing arguments and your counter-arguments.

Writing Practice

- ▶ Choose topic 1 or 2 and write an argumentative essay.
- ▶ 1. Agree or disagree with the following statement:
It is worth the expense and risk to make a manned flight to Mars.
- ▶ 2. Agree or disagree with the following statement:
The future status of English as the global language is assured.

- Writing an **argumentative essay** requires especially careful planning.
- **Step 1** Clarify in your mind what the two sides of the argument are. Decide which side you agree with.
- **Step 2** Write a thesis statement. Your thesis statement can state either just your point of view or both points of view.
- **Step 3** Research the topic to get ideas and supporting reasons for both sides of the argument.
- **Step 4** Decide whether you will use block or point-by-point organization.
- **Step 5** Write your first draft. Write an explanatory or an attention-getting introduction, as you prefer
- **Step 8** Make changes if necessary and write a final copy to hand in to your instructor.