



JROTC Virtual Learning

LET 2 Personal Growth and Behaviors

May 19th, 2020



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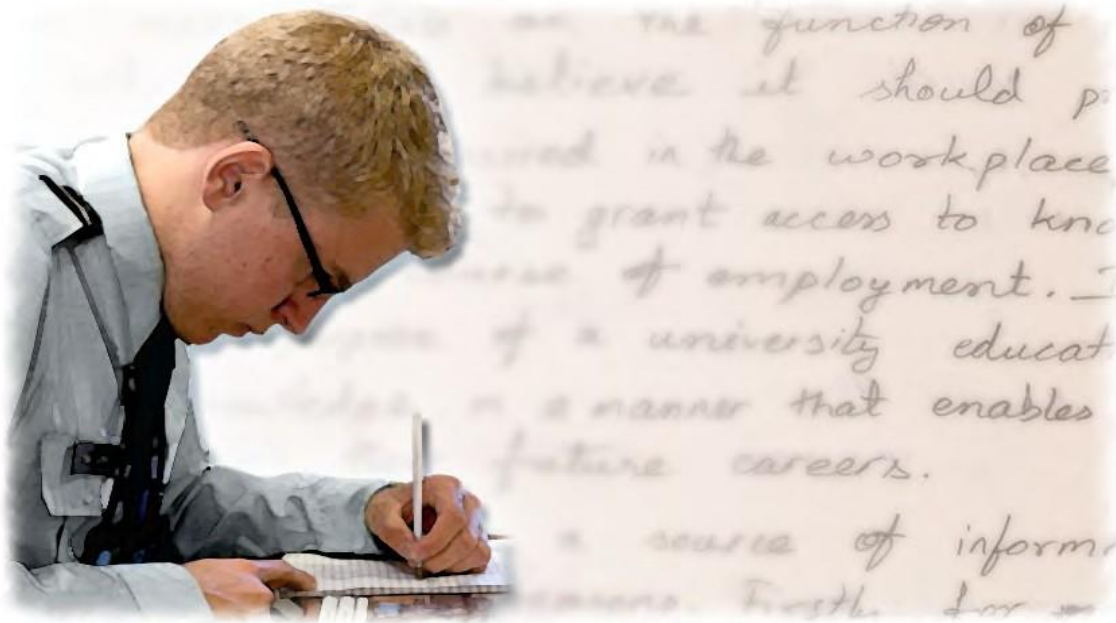
Lesson 2 Becoming a better Writer

What You Will Learn to Do

Learning Objectives:

- Identify various reasons for writing
- Distinguish among the principles of good writing
- Confirm the basics of writing
- Explore the common pitfalls and mistakes in writing

Becoming a Better Writer




Key words

- active voice
- bibliography
- body
- conjunction
- conclusion
- entice
- fragment
- information cards
- introduction
- passive voice
- plagiarism
- predicate
- source cards
- subject
- thesis statement

What You Will Learn to Do

Improve your writing skills

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques

Learning Objectives

- **Identify** various reasons for writing
- **Distinguish** among the principles of good writing
- **Confirm** the basics of writing
- **Explore** the common pitfalls and mistakes in writing
- **Define** key words: active voice, bibliography, body, conjunction, conclusion, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

Essential Question

How can you improve the quality of your writing?



Introduction

Do your future goals require writing skills? If you said “no,” then think again. Verbal communication in the form of writing affects all areas of your life. From text messages to your friends and family, to social media responses, to academic writing, you are communicating verbally.

As you continue your education, you’ll have more opportunities to write—emails, memos, meeting agendas, summaries, analyses, essays—the list goes on. If your future goals include college, the military, or vocational training, writing will be an essential skill.



Figure 2.2.1

Writing is one of the most important means of communication. Words in your sentences, sentences in your paragraphs, and paragraphs in your papers matter. When reading a social media post, someone’s personal blog, or a text message—the words, sentences, and the paragraph’s matter. They matter to you the reader, and they matter to others who read your writing.

Currently, you are a student and writing is important to your success. Take writing seriously and begin now to focus on the basics of good writing as a form of good communication.

Principles of Writing

As a writer, there are several principles that you should use as a guide for quality. Ensure that whatever you are writing is written to the correct target audience and is concise, clear, and accurate. Review and ensure that your work is logically arranged and is coherent.

AUDIENCE LEVEL

When you write, you should do so for a particular audience—just like you would for a speech. Although most of your writing in high school will be assignment-related, you may have the opportunity to write articles for the school paper or yearbook, reports for an after-school club, or flyers for your after-school job. Because of the different audiences these items would reach, you would not write them in the same manner. Instead, you would tailor them to each audience.

Be careful not to write at too high or too low of a level for your audience. This may seem hard to do, but it is extremely important. The purpose of your writing is to explain your topic or to present information, not to prove how much you know or how little you may think your reader knows about the subject. It is not your job to alienate the audience.

CONCISE

Include in your paper only the information that is essential or pertinent to cover the topic. In other words, keep your writing brief and to the point. Do not stray from your main point—that only distracts the reader and could take attention away from your desired outcome or conclusion. To cover a subject completely while keeping the length of the paper to the absolute minimum requires careful analysis and many rewrites; however, never sacrifice clarity or completeness just to gain brevity.

CLARITY

You must make a special effort to keep your writing clear, crisp, and fully understandable. Ensure that your readers understand your intention. Do not try to impress them with your vocabulary. The best way to obtain clarity in your writing is by practicing the following guidelines:

- Use short sentences.
- Avoid explaining something that the reader already knows.
- Use simple, familiar words to describe objects. Also, avoid vague words that do not relate precisely to your topic.
- Use verbs in the active tense. For example, instead of “The ball was thrown by John.” write “John threw the ball.”
- Avoid long phrases when one or several words will do and avoid wordiness (or the use of unnecessary words). For example, use “now” instead of “at the moment.”
- Select words and phrases that express your exact meaning and can have only one interpretation.
- Use words that bring an image to mind. If a reader can picture something, he or she will have a better chance of understanding what you are trying to write.

ACCURACY

Your work must be free of factual and mechanical errors. It should represent only essential and accurate facts. Correct use of grammar, punctuation, and spelling will also contribute to clarity and understanding.

UNITY

Your writing must adhere to a single main idea or theme. Apply this principle not only to each sentence and paragraph, but to the entire paper. This is where your initial outline comes in very handy. Give unity to each paragraph by making each sentence contribute to the main idea of the paragraph. At the same time give unity to the paper by making each paragraph support the main idea of the paper. A paragraph is said to have unity when each sentence contributes to the main idea of the paragraph. Any sentence that does not relate to the main idea of a paragraph needs to be deleted or rewritten. To achieve unity in each paragraph, you may want to develop a plan or outline for each paragraph that would include the topic and each point supporting the topic. If the paragraphs in your paper tend to lack unity, you may use the following questions to assist you in revising them. Is the main idea of the paragraph clearly stated or implied? Does the subject or idea of the paragraph

change one or more times? Are all sentences in the paragraph relevant to the main idea? If you answered yes to any of these questions, go back and revise your paragraph so that each sentence supports the main idea.

COHERENCE

Coherence is the logical development and arrangement of a subject. You can achieve coherence by thinking the subject through and seeing it as a whole before you arrange the parts logically and begin writing. A paragraph has coherence when the relationship between sentences is clear and when there is an easy and natural transition or flow from one sentence to the next. To

achieve coherence, you need to arrange sentences in a clear and logical order. There are several ways to arrange sentences in a logical order. The simplest and most common way is the time order. Each sentence is arranged in a chronological or time sequenced order. Often the idea in a paragraph has time elements and can easily be arranged in a time sequence of events. Another example of a logical order is the order of climax. In this type of paragraph, the least important sentence or idea in the paragraph comes first followed by sentences of increasing importance that leads to the final or climax sentence of the paragraph. Other paragraphs may begin with a general statement type sentence followed by sentences that support the general statement with particular details. Sometimes sentences can be linked by the use of pronouns. The following sentences provide an example of using pronouns to link or transition from one sentence to the next. "The squad leader is the organizer and leader of the patrol. *He* is the boss. *He* runs the show, etc." Using your outline and rewrites will help you to achieve coherence.

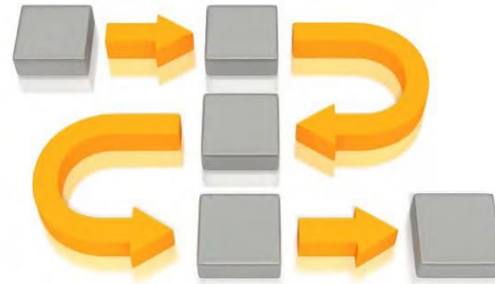


Figure 2.2.2

Basics of Good Writing

In an English or History course, you may have to write an essay or research paper. Similarly, JROTC will require several written assignments including reflections, summaries, action plans, essays, and even speeches. Regardless of the writing assignment, you'll need to understand the assignment or topic, gather any research or evidence, and organize your thoughts.

The elements of a paper are also similar to those of a speech. You should have an **introduction**, **body**, and a **conclusion**.

NOTE:

Although writing for reading, such as writing a paper, is similar to writing for speaking, such as writing a speech, there is a difference. Keep in mind that the reader will be reading silently, so the way you create your sentences should be different than the way you'd write if someone was reading out loud.

Key words

introduction:

The beginning of a paper or written speech

body:

The main part of a paper or written speech

conclusion:

The final part of the paper or written speech; referred to as a summary; a final opinion reached through research and reasoning

Key words

source cards:

Cards used to record the title, author, publisher, copyright date, and place of publication (city and state) of resources being used during research for a project (paper, speech, and so on)

information cards

Cards used to collect data for a report or paper

bibliography:

List of information sources on a specific subject; description and identification of the editions, dates of issue, authorship, and typography of books or other written materials

RESEARCH

Research is an important part of many types of writing. Even an essay may require some sort of research; certainly a research paper will require it. When you begin your research, be determined to find all the information you can; however, be sure that the information you select is accurate and relevant to your topic.

Adopt a consistent way to gather information for your paper. A common, effective way to collect, record, and organize research is to use index cards, also known as **source cards** or **information cards**. For each book or reference that you find on your topic, use the source cards to correctly record the title, author or authors, publisher, copyright date (usually just the year), and place of publication (city and state). Not only do these source cards help you to keep track of where your information came from, but they are the basis for your **bibliography** when you finish your paper. Later you can organize your bibliography by alphabetizing your source cards. Give each source card a code such as a number or letter. Place the code in the upper left corner.

SOURCE CARD

The diagram shows a source card with the following handwritten content:

- Verse Reference: v.10
- Author's Last Name: Nolland
- Page Number: p.875
- Note: - reader comes with positive look on pharisees and negative view on tax collectors
- PARAPHRASE

Callout boxes provide instructions for each part:

- Verse Reference:** v.10
- Author's Last Name:** Nolland
- Page Number:** p.875
- Note:** Use this space to write your NOTE from the source. Include only one major note per card.
- PARAPHRASE:** Write if the note is a SUMMARY, PARAPHRASE, or QUOTE. This will help you correctly cite your sources when you write your paper.

Figure 2.2.3

After you have your books, magazines, articles, and other resource materials, begin taking notes on the cards. Again, remember to add a source code to the upper left corner and be sure to add page numbers where the information was found.

After researching your topic at the school library, you may want to venture out to other libraries, such as the city or county library, looking for supplemental materials. When you have finished this library work, do not stop your research. Contact experts on your subject and set up interviews with them. This can be exciting because you are gathering more information for your paper and you are also meeting new people and establishing contacts. Perhaps you can also look for reliable sources on the Internet.

NOTE:

Not everything you read on the Internet is true or correct. Be sure you visit reputable websites when gathering information from the Internet.

Although research is sometimes a frustrating process, it is important to stick with it. Be curious and always open to new ideas. Through your research, you will discover the main theme of your paper and experience one of the joys of learning.

ORGANIZATION

After you have completed your research, you should be able to develop the main point of your paper. This main point is similar to the specific purpose of a speech. The main point of a paper is called a **thesis statement**.



Figure 2.2.4

Now you are ready to develop your outline. Take your information cards and place them in related groups. Arrange the related groups in the order in which you think they should logically appear in your paper. Experiment with different types of order or arrangements. Rearrange and regroup them as often as necessary. If you have time, put your cards away for a night and rework them the next day. Remember—this outline does not have to be exact. You can still be flexible at this point. After all, you are looking for the best way to present the material you collected.

Finally, when you finish arranging your information cards based on your initial thoughts about the topic, begin writing the outline. The outline allows you to organize your thoughts and record them on paper. The most traditional outline is the Roman numeral/capital letter style outline;

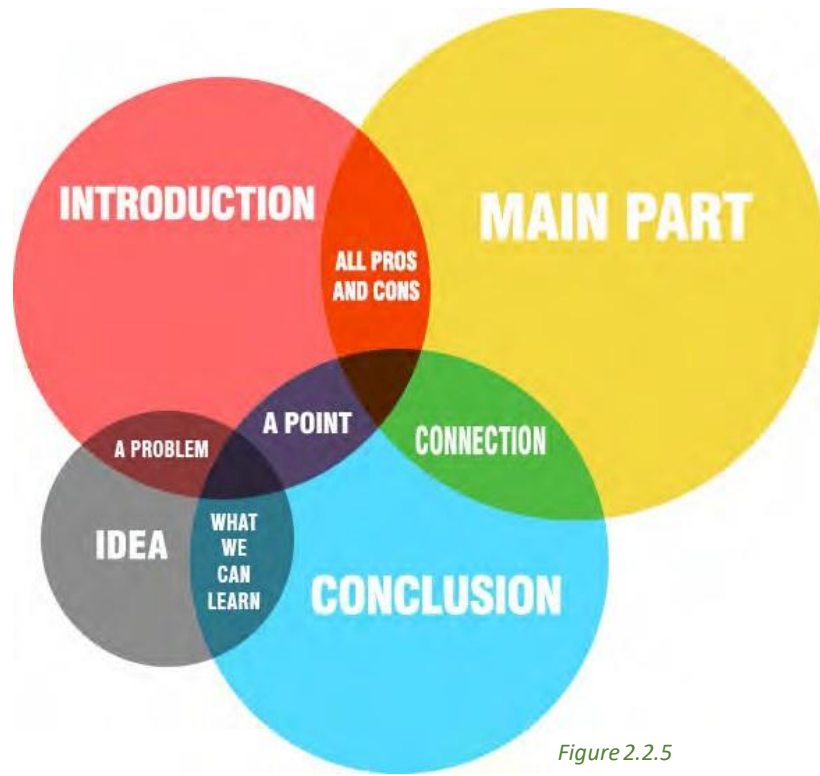
Key words

thesis statement:
The main point of a paper that you try to support through research

however, you do not have to use this type. If you are more comfortable with another type of outline, by all means, use it. Your outline (any style) is far too important to confuse matters by using an unfamiliar or cumbersome format.

Writing Your Paper

After completing your research and organization, you are ready to begin writing the paper. As mentioned earlier in this lesson, your paper needs an introduction, body, and a conclusion.



INTRODUCTION

Your introduction grabs the reader's attention and introduces the topic. It is important to **entice** your readers into your paper, so make sure you have a catchy, exciting, and well-organized introduction.

BODY

The body of your paper is where you explain and document what you know about the subject based on your research.

Tell the readers your main points, which should support your thesis statement; then, support these main points with examples and facts.

Use one idea per paragraph. Your information cards should help you do this and your outline should help you to stay organized and on track with your topic. The first time you write the paper should be nothing more than a rough draft; therefore, do not worry too much about grammar and spelling. You will be revising this draft—maybe several times—so worry

Key words


entice:

To attract or lure; to encourage someone to participate

about those details later. In your first draft, you are still looking at presenting the information in the most logical order. In later drafts, you can rearrange the order as necessary, add or delete information, and correct the grammar and spelling.

PARAGRAPHS

A paragraph is a collection of sentences logically arranged and focused on a narrowly defined topic. Similar to sentences, paragraphs rarely occur alone.



Content Highlight:
PARAGRAPHS

Paragraphs are parts of larger units: the business letter, the memorandum, or the essay for school.

Learning about the composition of paragraphs is important in that the success of any larger form is entirely dependent on the success of its component parts. A letter will fail to communicate if any of its paragraphs are poorly structured or poorly developed.

The Topic Sentence

The topic sentence tells the reader the main idea of the entire paragraph. The topic sentence should be just broad enough and narrow enough to allow approximately five to seven sentences about the topic. Depending on the topic, there could be more sentences. If some of your sentences are about a different subject, perhaps you should be starting a new paragraph with a new topic sentence.

Use topic sentences as an aid in organizing your writing. When you properly focus a topic sentence, you have a solid basis upon which to include or exclude information as you write a paragraph.

A good topic sentence also enables the reader to anticipate the contents of a paragraph and thus to follow your ideas as they are expressed.

Paragraph Transition

Providing a smooth flow or transition from one paragraph to another is even more important than the transition between sentences. Transitional words such as *first*, *then*, *next*, *additional*, and *finally* and phrases like *just as significant*, *more important*, *for example* or *giving examples* and *most important of all* are very useful particularly when the paragraphs are arranged according to time order or the order of climax.

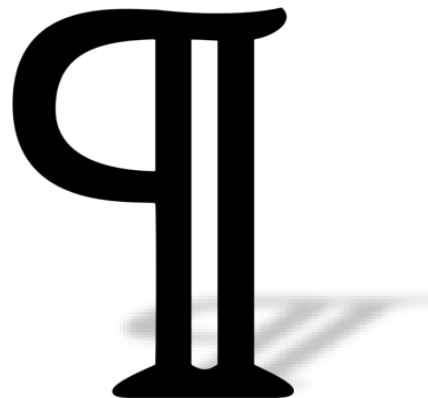


Figure 2.2.6

Paragraph Content

This is your paper or writing, but if you've researched or gathered information from other sources, you'll need to remember to give credit where credit is due.

Key words

plagiarism:

The act of copying the ideas or words of another and claiming them as one's own

To avoid **plagiarism**, always give the appropriate credit to every resource you used when writing the paper. The most common ways to give credit are to use footnotes, endnotes, quotation marks (mentioning the source), or a bibliography. Refer to your English textbook or to a writing style handbook for suggestions on formats. Whichever system you use, you will find the information on your source cards very helpful.

NOTE:

There is a variety of writing style handbooks available. Refer the one that your high school recommends.

PAPER'S CONCLUSION

Your paper's conclusion is the last opportunity for you to tell the readers what you want them to remember. Use this space to pull your paper together and to leave the reader with a sense of accomplishment.

Revise – Rewrite – Improve

After you have completed your first draft, rewrite and revise your paper then, rewrite your paper again, if time permits. Rewriting is a major part of the development of your paper. Do not ignore this step! Try to leave at least one day between revisions. When you leave time between rewrites, you are able to review your work with a fresh state of mind. Use rewrites to reword your material and to polish your grammar and spelling.

COMMON WRITING PITFALLS AND FLAWS

As you move from draft to final product, look to avoid these common writing pitfalls and flaws.

10 pitfalls/mistakes to avoid

Figure 2.2.7

1. Grammatical Errors
2. Fragments
3. Run-on Sentences
4. Subject/Verb Agreement
5. Shifts
6. Shifting Voice
7. Faulty Pronoun Reference
8. Wordiness
9. Jargon
10. Overuse of "To Be" and "To Have"

Grammatical Errors



When a piece of writing is flawed, the process of communication breaks down; the transfer of information stops as the reader tries to translate your meaning.

There are many flaws that can damage your writing; among the most serious are ungrammatical sentences. Grammatical errors include fragments, run-on sentences, subject/verb agreement, shifts in person, number, tense, voice, tone, and faulty pronoun reference.

2

Fragments

A sentence is an independent clause that can stand alone. It has a **subject** (tells what or whom the sentence is about) and a **predicate** (tells what the subject does). A **fragment** is a dependent clause (a word group that lacks a subject or a predicate).

The following is an example of a fragment:

EXAMPLE: FRAGMENT

"in the basement and the attic"

Here is an example of a complete sentence:

EXAMPLE: COMPLETE SENTENCE

"We searched for the missing book in the basement and the attic."

3

Run-on Sentences

A run-on sentence occurs if two or more independent clauses are joined without a **conjunction** or appropriate punctuation.

The following is an example of a run-on sentence:

EXAMPLE: RUN-ON SENTENCE

"Organize a résumé according to your education, work experience, career objectives, and recreational interests review your needs carefully before stating a career objective."

Here is an example of the correct way to write this:

EXAMPLE: CORRECTED USING TWO SENTENCES

"Organize a résumé according to your education, work experience, career objectives, and recreational interests. Review your needs carefully before stating a career objective."

In the second example, the run-on sentence is written in two complete sentences.

Key words

subject:

Tells what or whom the sentence is about

predicate:

Tells what the subject does

fragment:

A word group that lacks a subject or a predicate

conjunction:

Joining words such as "and" or "but"

Sometimes a conjunction is used to connect two related clauses, such as shown in the following example.

EXAMPLE: CORRECTED USING A CONJUNCTION

“A good résumé will include carefully chosen detail, and it will create an impression of depth without overwhelming the reader with your life history.”

4

Subject/Verb Agreement

Subjects and verbs agree with one another in number (singular or plural) and person. Agreement as to number means that the verb may have a different spelling, depending on whether the subject is singular (one) or plural (more than one). The verb in these examples changes when the subject changes from singular to plural.

The following is a singular example:

EXAMPLE: SINGULAR VERB

“The musician is a professional.”

Here is a plural example:

EXAMPLE: PLURAL VERB

“The musicians are professional.”

The verb in these examples changed when the subject went from singular to plural.

Person is a term that indicates whether the subject is the one speaking (first person); the one spoken to (second person); or the one spoken about (third person).

First person	“I walked to the store.”
Second person	“You drive to the store.”
Third person	“Joey runs to the store.”

5

Shifts

Shift, as defined in grammar, is an abrupt change of perspective within a sentence or between sentences. Types of shifts in grammar are: shift in person, shift in number, and shift in tense.

EXAMPLE: SHIFT IN PERSON

“People are tempted to go off their diets when we go on vacation.”

This is a shift from third person (“people”) to first person (“we”) within the same sentence.

EXAMPLE: SHIFT IN NUMBER

"If the books belong to the boy, return it."

The previous sentence is a shift from plural ("books") to singular ("it") within the same sentence.

EXAMPLE: SHIFT IN TENSE

"Mrs. Hopkins arrives at her desk and went directly to work."

A shift in tense changes when the time of an action changes (past, present, future). The sentence above is a shift from present tense (arrives) to past tense (went).



Shifting Voice

Voice is a term that indicates whether the writer has emphasized the doer of the action (**active voice**) or the receiver of the action (**passive voice**).

Avoid shifting voices within a sentence, as shown in the following example.

EXAMPLE: SHIFT IN VOICE

"We went to the post office (active) and the letters were mailed (passive)."

One way to write this using only active voice is:

EXAMPLE: CORRECTED USING ONLY ACTIVE VOICE

"We went to the post office and mailed the letters."

"We" took the action of going to the post office and mailing the letters.

A shift in the tone of your writing can also confuse your readers. Tone refers to the quality of language (word choice, sentence structure) that creates for your reader an impression about your work and you, the writer. Your tone may be formal or informal. After you adopt a certain tone, use it consistently. The following paragraph shows a shift from formal to informal:

EXAMPLE: SHIFT IN TONE

"In your letter of May 16, 2011, you requested that we pay the balance of our bill, in the amount of \$25.31. You know, if you people would get your act together and correct the problems we told you about, maybe you would get your money."

Key words

active voice:

A term that indicates that the writer has emphasized the doer of the action

passive voice:

A term that indicates that the writer has emphasized the receiver of the action

Active and Passive Voice Sentences

Sometimes the same sentence can be written in more than one way. Consider the following:

EXAMPLE 1: ACTIVE AND PASSIVE VOICE

Active: *“The lawyer had won the case.”*

Passive: *“The case had been won by the lawyer.”*

The first example emphasizes the lawyer. It tells you something about the lawyer. The lawyer is the subject of the sentence. Because the lawyer is the one that did something (won the case), and you are writing about the lawyer, this is called active voice.

The second example emphasizes the case. It tells you something about the case. The case is the subject of the sentence. Because the case is the object that had something done to it (it was won by the lawyer), and you are writing about the case, this is called passive voice.

The following are examples of active and passive voice:

EXAMPLE 2: ACTIVE AND PASSIVE VOICE

Active: *“Babe Ruth hit the ball.”*

Passive: *“The ball was hit by Babe Ruth.”*

The passive voice is less direct and less forceful than the active voice. Use the active voice whenever possible, unless it does not convey the meaning you intended.



Faulty Pronoun Reference

A noun is a word that names a person, place, or thing. A pronoun is a word used in place of a noun. Pronouns help avoid unnecessary repetition in our writing. For a pronoun to function correctly, it must refer clearly to a well-defined noun.



Content Highlight: PRONOUN REFERENCE

Pronoun reference is a term that describes the relationship between a pronoun and its noun.

EXAMPLE:

Noun ← Pronoun

The gentleman bowed to his partner.

In this example, “his” can refer to only one noun in the sentence, “gentleman.”

The following is repetitive use of a noun:

EXAMPLE: REPETITIVE USE OF NOUN

“Although Seattle is damp, Seattle is my favorite city.”

Rather than using Seattle twice in the same sentence, a pronoun can be used, as shown in the following example:

EXAMPLE: CORRECTED USING A PRONOUN

“Although Seattle is damp, it is my favorite city.”

When a pronoun does not refer clearly to its noun, readers will be confused, as shown in the following example.

EXAMPLE: PRONOUN WITH UNCLEAR REFERENCE

“Mr. Jones extended an invitation to Mr. Smith after he returned from his trip.”

In this example, it is not clear who took the trip—Mr. Jones or Mr. Smith.

The following clarifies the sentence, showing that Mr. Jones was clearly the traveler.

EXAMPLE: CORRECTED BY REARRANGING THE SENTENCE

“After Mr. Jones returned from his trip, he extended an invitation to Mr. Smith.”



Wordiness

Delete words, phrases, and clauses that do not add directly to the meaning of a sentence. Try to be less wordy and more to the point. Say your sentences to yourself with fewer words and see if the meaning stays the same. If so, use the version with fewer words.

The following is a wordy sentence:

EXAMPLE: WORDINESS

“Under all circumstances and in every case, always check the oil level in your car when you stop at a service station.”

This can be written so that it’s more to the point, as shown in the following example:

EXAMPLE: CONCISE

“Always check the oil level of your car when you stop at a service station.”



Jargon

Jargon consists of “shorthand” words, phrases, or abbreviations that are known only to a relatively small group of people. You should avoid jargon for two reasons:

- Your audience may not understand what you are saying or writing.
- Your message will be unclear when you rely on overused phrases as a substitute for original thinking.

Always choose your words carefully and know what they mean. Do not depend on phrases that add syllables but not substance.

For example, a jargon-filled sentence might read like the following:

EXAMPLE: JARGON

“Semi-permanent dyadic relationships provide the adolescent with the opportunities for trialing that make for a more secure union in the third and fourth decades.”

This can be reworked for clarity by cutting out the jargon, as shown in the following example:

EXAMPLE: COMMON WORDING

“Going steady when you are a teenager helps prepare you for marriage later on.”

10

Overuse of “To Be” and “To Have”

Relying too heavily on forms of “to be” and “to have” as main verbs will diminish the effectiveness of your sentences. These words lack force as main verbs and do not establish the clearest possible relationship between the subject of a sentence and its predicate. When possible, substitute a verb that more clearly expresses action than “to be” or “to have.”

For example, the following sentence shows little imagination:

EXAMPLE: VAGUE

“Ms. Smith was at the office door.”

By changing the verb so that it’s clearer, the reader gets a better idea of what Ms. Smith was doing:

EXAMPLE: DESCRIPTIVE

“Ms. Smith stood at the office door.”

Conclusion

Written communication is another way we transfer ideas among ourselves; however, your message has to be perceived the way you intended it to be perceived.

You must understand your audience and your purpose for writing. You should conduct research and write to support your ideas. You should decide on an organization for your information and outline your ideas.

After you start writing, you need to understand some fundamentals of the English language. For people to respect and respond to your message, they must not be distracted by poor writing or inappropriate language. Follow the basic rules and people will pay attention to your ideas, and be impressed by your ability to express yourself in writing.

Lesson Check-up



- **What is a thesis statement? Why is it important?**
- **Give an example of writing to a specific audience.**
- **What jargon do you use in everyday speech? Explain whether this jargon is appropriate in all forms of writing.**

Performance Assessment Task

Personal Growth and Behaviors

Lesson 2 Becoming a better Writer

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:



Directions

For this performance assessment task you will participate in Becoming a better writer. For this assessment you will:

1. Apply critical thinking techniques.
2. Build your capacity for life-long learning.
3. Communicate using verbal, non-verbal, visual, and written techniques.
4. Take responsibility for your actions and choices.
5. Treat self and others with respect.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Becoming a better writer Performance Assessment Task Scoring Guide

Criteria	Ratings
Identify various reasons for writing	met not met
Distinguish among the principles of good writing	met not met
Confirm the basics of writing	met not met
Explore the common pitfalls and mistakes in writing	met not met
Define key words: active voice, bibliography, body, conjunction, conclusion, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement	

Comments:

Name: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____