

THE WRITING PROCESS WORKBOOK

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This writing module was created as it aims to make you understand, appreciate and write in different formats for a variety of audiences and purposes.

You are expected to :

1. express your ideas effectively in formal and informal compositions for a particular purpose and audience.
2. communicate effectively in oral and written forms using the correct grammatical structures of English.
3. employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

We hope to instill that :

1. writing is a recursive process
2. the thesis statement identifies the focus of writing.
3. details must be logically and chronologically arranged to achieve clarity of meaning.
4. content, clarity, coherence, and correctness are the essential qualities of effective writing.

You should be able to:

1. send your message across effectively through writing
2. become a skilled and confident writer
3. hold your audience

As student, you should show:

1. persistence and optimism while going through the stages of writing
2. cooperation as you do the different writing tasks; and most especially
3. honesty and integrity by submitting original work





OBJECTIVES OF THE WORKBOOK

This workbook aims to do one thing: Assure you that YOU CAN WRITE.

In this belief, this workbook would also try to prove that:

1. Writing is fun.

Writing is not merely an academic task. Writing is for expression. Writing is for letting yourself be heard by more people. That writing is, for, and ABOUT you.

2. Writing is not stressful.

Writing is a process of simple steps that can be taken one at a time. A writing task, when done with proper tools, motivation and under a time tested process, is not a task at all. It is a learning process. A process of growth

3. Writing is important

Writing is important because what you say is important. It matters. It needs to be immortalized.

4. Writing is transformative

Whoever you are writing for, whatever your goals are, good and effective writing can bring change.





ABOUT THE WORKBOOK

Imagine writing as your favorite cake.
You want to eat it.
But you can't. It's too big.

This module is your cake knife.
It will divide the process into biteable chunks, so that, you can be able to take things one step at a time, and do things your way.

In the end, you will say: Piece of cake.

Why?

You have been doing it the whole time.
You just didn't know it.

Texting is writing.
Tweeting is writing.
Blogging is writing.
Passing notes or letters is writing.

So long as communication is done in a tangible(printed), non-vocal manner,
WRITING OCCURS.

Writing is not some boring task.
Writing is a means to express.

Writers are not some boring people.
Writers are inside all of us.





USING THE WORKBOOK

The workbook is divided into three parts, Before, During and After Writing.

These parts will enable you to take little, manageable tasks, that would lead to the writing of an actual expository essay.

In each lesson, you have the title, and introduction, objectives, assessment tasks, materials needed, and a time frame.

Each lesson has fun activities that would hone the skills needed for the final tasks.

Before each lesson ends, you will be producing a much needed output that is a prerequisite for the succeeding lesson.

Contents
Before Writing L1: Choosing a Topic
Before Writing L2: Concept Mapping
Before Writing L3: Research
Before Writing L4: Paraphrasing and Summarizing
Before Writing L5: Thesis Statement
Before Writing L6: Outlining
During Writing L1: Topic Sentences
During Writing L2: The Body and Conclusion
After Writing L1: Revision
After Writing L2: Feedback



BEFORE WRITING SKILLS

Choosing a topic

LESSON 1

Introduction

The selection of an interesting topic is the first step. Now that you have committed yourself to one topic you love- you have to expand the scope of your essay.

At the end of this lesson, you are expected to:

1. Decide on the purpose of your essay.
2. Choose a topic of interest.
3. Select your readers.
4. Use the appropriate tone and mood in writing.

Assessment

Evidence
Essay Purpose
Topic List
Reader Selection
Tone and Mood Exercise
Topic Choice Evaluation



ACTIVITY 1

What do you want to write about?

Make a list of topics that would interest you.

List topics here:



ACTIVITY 2

What would be your purpose of writing?

Write it on the space provided.



ACTIVITY 3

Who do you write for?

Identify your target audience.

Purpose

The reason or goal that you have for writing about your topic



Audience

The specific people that you are writing for



I want to write for these people:



ACTIVITY 4

Now it is time to evaluate your topics.

List your top 5 picks for a topic and score each based on a criteria stated.

Score each topic with 1-5, 5 being the highest.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Topic Name					
Interest <i>How much do I like this topic?</i>					
Interest <i>How much do I like this topic?</i>					
Interest <i>How much do I like this topic?</i>					
Interest <i>How much do I like this topic?</i>					
TOTAL					

Add your scores. The topic with the highest score is your topic.





BEFORE WRITING SKILLS

Expanding the Topic: Concept Mapping

LESSON 2

Introduction

The selection of an interesting topic is the first step. Now that you have committed yourself to one topic you love- you have to expand the scope of your essay.

At the end of this lesson, you are expected to:

1. Define a concept map and enumerate its purposes
2. Classify words in an essay to create a concept map
3. Create a possible concept map of a sample essay
4. Brainstorm for ideas and words related to the topic of interest
5. Create a Concept Map

Assessment

Evidence
Personal Purpose of a Concept Map
Sample Concept Map
Brainstorming Doodles
Concept Map Draft
Concept Map of Chosen Topic



ACTIVITY 1

You know what a concept map is, and what the purposes of a concept map are, in terms of essay writing. This time, answer the question:

What will a concept map do to your essay?

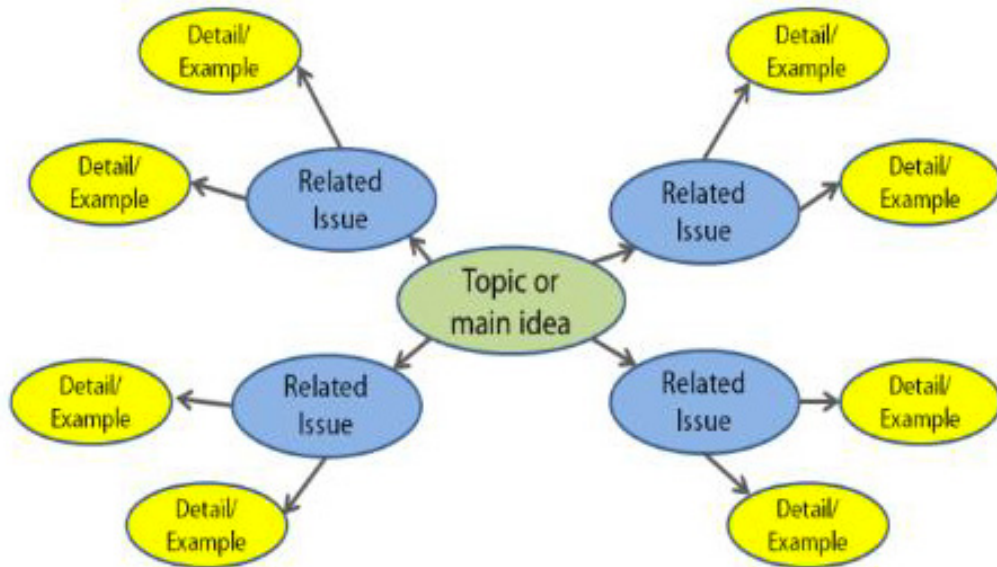


ACTIVITY 2

Let's do concept mapping step by step. Take a look at the concepts taken from our sample article: Why We Are Shallow

- | | |
|--------------------|--------------------|
| Educational system | competence |
| Humanities | fake and good |
| Philosophy | intelligent person |
| Ego-driven | limitations |
| Know-it-all | courage |
| Knowledge | silence |
| Wisdom | media |
| Arrogance | reading |
| Ignorance | materialism |

Next, it is time to write down your own concept map of the article: Why We Are Shallow. You may use the words above as guide. Your concept map could follow this:



CONCEPT MAP: Why We Are Shallow



ACTIVITY 3

With a firsthand experience of concept mapping, you are now ready to do your concept map for YOUR TOPIC.

Look at your topic of choice. List down concepts which are related to it in anyway. Write as many as you can. Remember, there are no right or wrong answers.



ACTIVITY 4

Now, it is time to create your CONCEPT MAP. Use the words in your list. Think of related topics, then subtopics. Add words which are missing and delete words which may be too far-fetched. You could use a pencil so that you can erase.

CONCEPT MAP: _____

A large, empty rectangular box with a thin reddish-brown border, intended for drawing a concept map. The text 'CONCEPT MAP: _____' is positioned at the top left of the box.



BEFORE WRITING SKILLS

Knowing the Topic MORE: Researching

LESSON 3

Introduction

You think you know everything about the topic you love. But to write an expository essay about that topic requires hardwork, and backup from trusted sources.

At the end of this lesson, you are expected to:

1. Commit to avoid plagiarism.
2. Enumerate the characteristics of a good research material.
3. Evaluate relevance and credibility of research materials.
4. Analyze the content of a research material.
5. Compile 10 materials to create a research matrix.

Assessment

Evidence
Personal Code Against Plagiarism
Evaluation of Relevance
Count Analysis
Matrix of Research Materials



ACTIVITY 1

On the space below, write your personal commitment or simple statement that states your promise to avoid plagiarism.



ACTIVITY 2

Prepare your own research materials matrix. Use the APA format to list your 8 research materials. Attach photocopies/print versions of the materials that you will use for your research.

Below is a sample research materials matrix:

#	APA CITATION
1	Bowker, N., & Tuffin, K. (2002). Users with disabilities' social and economic development through online access. In M. Boumedine (Ed.), <i>Proceedings of the IASTED International Conference on Information and Knowledge Sharing</i> (pp. 122-127). Anaheim, CA: ACTA Press.
2	Durie, M. (2003). <i>Ngā kāhui pou: Launching Māori futures</i> . Wellington, New Zealand: Huia Publishers.
3	Hazledine, T., & Quiggan, J. (2006). Public policy in Australia and New Zealand: The new global context. <i>Australian Journal of Political Science</i> , 41(2), 131-143.
4	Ministry for Primary Industries. (2012). <i>Rural communities</i> . Retrieved from http://www.mpi.govt.nz/agriculture/rural-communities



APA FORMAT GUIDELINES

1. All author names are correctly formatted (Last Name, First Initial) and do not include degrees or any additional information.
2. Year of publication is included within parentheses.
3. Article titles are correctly capitalized in sentence case. Only the first word (or first word after a colon) and proper nouns are capitalized.
4. Journal titles are capitalized properly (Journal Title, Book title: Subtitle of book) and are italicized.
5. Volume/Issue numbers are correct, including italics. There are no extra words or spaces, only numbers formatted correctly (e.g. 44(3)).
6. Page numbers follow the volume/issue information and include the pages for the entire article.
7. References are in alphabetical order.

#	APA CITATION





BEFORE WRITING SKILLS

Research in your own words: Paraphrasing and Summarizing

LESSON 4

Introduction

Research does not stop with an inventory of relevant and credible materials, you have to read it, and know which NEW ideas to incorporate to your expository essay.

At the end of this lesson, you are expected to:

1. Define paraphrasing.
2. Spot a paraphrase form a plagiarized work.
3. Evaluate a paraphrase .
4. Paraphrase the 5 read research materials.
5. Evaluate Summaries.
6. Create a list of good summary characteristics.
7. Summarize the 5 read research materials.

Assessment

Evidence
Own definition of a Paraphrase
Paraphrased or Plagiarized?
Evaluating a Paraphrase
5 Researches (Direct Quoted and Highlighted)
Paraphrase of Materials

PARAPHRASING is restating a passage in simpler language using your own words.

- In order to paraphrase well, you must read the passage carefully, understand the meaning of the passage, and rewrite the passage in your own words.
- This process will help you improve both your reading and writing skills, for it forces you to read the passage closely and allows you to practice your writing skills.
- A paraphrased material is usually shorter or approximately the same length as the source material.
- Do NOT alter the meaning of the original text.

Original Text:

The cause of autism has also been a matter of dispute. Its incidence is about one in a thousand, and it occurs throughout the world, its features remarkably consistent even in extremely different cultures. It is often not recognized in the first year of life, but tends to become obvious in the second or third year. Though Asperger regarded it as a biological defect of affective contact—innate, inborn, analogous to a physical or intellectual defect—Kanner tended to view it as a psychogenic disorder, a reflection of bad parenting, and most especially of a chillingly remote, often professional, “refrigerator mother.” At this time, autism was often regarded as “defensive” in nature, or confused with childhood schizophrenia. A whole generation of parents—mothers, particularly—were made to feel guilty for the autism of their children.

Paraphrase:

In “An Anthropologist on Mars,” Sacks (1995) notes that although there is little disagreement on the chief characteristics of autism, researchers have differed considerably on its causes. As he points out, Asperger saw the condition as an innate defect in the child’s ability to connect with the external world, whereas Kanner regarded it as a consequence of harmful childrearing practices (247-48).

A SUMMARY sums up the central point of the source. It is stated in your own words and are usually shorter than the source.



Original Text:

Like its symptoms, the signs of tumors vary based on their type and site. Some tumors are obvious, such as skin cancer. However, most cancers cannot be seen during an exam because they are deep inside the body. When a tumor is found, a biopsy is performed to determine if the tumor is noncancerous (benign) or cancerous (malignant). Depending on the location of the tumor, the biopsy may be a simple procedure or a serious operation.

Summary:

Dugdale and Zieve (2010) noted that the signs and symptoms of tumor and the kind of operation depend on its type and location.

Dugdale, D. & Zieve, D. (2010, Aug 14). Tumor. [In website] nytimes.com. Retrieved from <http://health.nytimes.com/health/guides/disease/tumor/overview.html>.





ACTIVITY 1

It is time to spot the not.

Below is a sample passage and two “paraphrases.” Identify which one is paraphrased and which one is plagiarized and explain your choice.

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material.

So it is important to limit the amount of source material copied while taking notes (Lester 46-47).

Judgement: _____

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim

(Lester 46-47).

Judgement: _____



REASON: _____

REASON: _____



ACTIVITY 2

After knowing the characteristics of a good paraphrase and summary, it is now time to write your own paraphrase and summary. Read the original texts. Then, paraphrase and summarize the texts on the space provided.

Original	Paraphrase	Summary
<p>To the extent that a woman's self-image is challenged or threatened by an unattainable ideal of an impossibly thin female physique, she may well become susceptible to disruption of her self-regard, and may be more likely to develop an eating disorder.</p> <p>Polivy, J., & Herman, C. P. (2004). Sociocultural idealization of thin female body shapes: An introduction to the special issue on body image and eating disorders. <i>Journal of Social & Clinical Psychology</i>, 23, 1-6. doi:10.1037/0033-2909.134.3.460</p>		
<p>Wines drunk at Greek tables did not always come from Greece itself. The wine snobbery of the time extolled the merits of wines from the slopes of Mount Lebanon, from Palestine, Egypt and Magna Graecia-Greater Greece, i.e., southern Italy. The ten litres a day drunk by the famous wrestler Milo of Croton was a wine famous in Calabria, where Milo lived: this wine, Ciro, is still made.</p> <p>History of Food (Cambridge: Blackwell, 1992. 263).</p>		

Original	Paraphrase	Summary
<p>For example, McDonald's has expanded rapidly overseas in recent years. Its skill in managing fast-food operations has proven to be just as valuable in countries as diverse as France, Russia, China, Germany and Brazil as they have been in the United States. Prior to McDonald's entry, none of these countries had American-style fast-food chains, so McDonald's brought a unique product as well as unique skills to each country.</p> <p>Hill, C. W. L. (1994). <i>International business: Competing in the global marketplace</i>. Illinois: Irwin.</p>		
<p>Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy.</p> <p>Thurow, L. (1993). <i>Fortune Favors the Bold</i> (p. 6). New York: Harper Collins.</p>		



ACTIVITY 3

Now, it is time to paraphrase your resources. You have to paraphrase five of your research materials. Remember, this will help you justify your statements in your expository essay



ACTIVITY 4

Now, it is time to paraphrase your resources. You have to paraphrase five of your research materials. Remember, this will help you justify your statements in your expository essay

A large, empty rectangular box with a thin dark orange border, intended for the student to write their paraphrased research materials.



BEFORE WRITING SKILLS

The THESIS STATEMENT

LESSON 5

Introduction

With more information to back up the topic you love, it is time to get closer to writing. At this stage, you will be able to have in mind one sentence to say about that topic. At the end of this lesson, you are expected to:

1. Define a thesis statement
2. Determine qualities of a good thesis statement
3. Find the thesis statement of a work
4. Write your own thesis statement.

Assessment

Evidence
Definition of a thesis statement
Spotting good thesis statements
Thesis statement of an essay



ACTIVITY 1

On the blank below, answer the question: What is a THESIS STATEMENT for you?

Thesis Statements summarize the purpose and content of the entire essay, always in declarative form, expresses a writer's educated opinion about a topic; hence, debatable and supported by reliable resources.

Five types of weak thesis statement

- makes no claim ("This paper will examine the pros and cons of...");
- is obviously true or are a statement of fact ("Exercise is good for you");
- restates conventional wisdom ("Love conquers all");
- offers personal conviction as the basis for the claim ("Shopping malls are wonderful places");and
- makes an overly broad claim ("Individualism is good").

Examples:

Weak: This paper will discuss the general characteristics shared by middle children.

Good: Middle children have the tendency to become rebellious in their teenage years.

Effective: Middle children are prone to rebellious tendencies because they received less parental attention compared to a first born or a last born.

Weak: This paper will discuss the effects of El Nino Phenomenon.

Good: El Nino phenomenon has negative effects on the agricultural economy of the Philippines.

Effective: El Nino phenomenon has negative effects on the agricultural economy of the Philippines particularly on the agricultural animals, quality of crop production, and return of investment to farmers.

Weak: The Great Gatsby is a novel about love and ambition.

Good: The Great Gatsby is a novel that deconstructs the ideal concept of American dream.

Effective: The Great Gatsby exposes the dark side of the ideal concept of American dream through its setting, deaths of key characters, and the use of a passive narrator.

Weak: College is getting increasingly expensive each year.

Good: A “Study Now, Pay Later” program can help solve problems of poverty in third world countries.

Effective: A “Study Now, Pay Later” program can be beneficial for underprivileged people as it gives them quality education, exposes them to various fields, and reinforces their need for a job.



ACTIVITY 2

Look into the following thesis statements. If these are already effective thesis statements, state your reason. If not, revise the thesis statement. Write your answers on the space provided.

1. South Korean dramas are popular because of the traditional values in these shows, the focus on romantic love, and the kindness of the male characters.

2. This is because smartphones allow us to connect to the internet, provide a range of useful and entertaining applications, and combine the functions of several electronic devices.

3. The internet has caused interest in daily newspapers to fall and may cause some newspapers to close.

4. Popular music changed dramatically in the 1990s for a number of reasons.

5. Rather than simply formulaic superhero stories, contemporary American comics cover a wide range of interests and themes, such as history, social problems, and human relationships.



ACTIVITY 3

Now, read the essay: Why We Are Shallow.

Write your own thesis statement based on your comprehension of the essay.



ACTIVITY 4

Brainstorm on your thesis statement. Use the following to guide you.

- Concept Map (from lesson 2)
 - Paraphrase and Summary (from lesson 3)
 - Hardcopy of Research Materials
-



BEFORE WRITING SKILLS

Overview of the Task: OUTLINING

LESSON 6

Introduction

Research does not stop with an inventory of relevant and credible materials, you have to read it, and know which NEW ideas to incorporate to your expository essay.

At the end of this lesson, you are expected to:

1. State the importance of an outline
2. Create a topic outline
3. Create a sentence outline based on a thesis statement and research
4. Critique a sentence outline
5. Revise your outline.

Assessment

Evidence
Outline Analogy
Topic Outline
Sentence Outline Draft
Peer Feedback on Outlining
Revised Outline





ACTIVITY 1

Look at the sample outline (which includes IMPORTANT reminders).
Create an outline for the article Why We Are Shallow.

- I. The outline should be in sentence form.
 - A. That means that each section of the outline must be a complete sentence.
 - B. Each part may only have one sentence in it.

- II. Each Roman numeral should be a main section of the speech.
 - A. Capital letters are main points of the thesis.
 1. Numbers are sub-points under the capital letters.
 2. Little letters are sub-points under the numbers.
 - B. Sub-points need to correspond with the idea it is under.
 1. This means that capital letters refer to the idea in roman numerals.
 2. This means that numbers refer to the idea in the capital letter.

- III. All sub-points should be indented the same.
 - A. This means that all of the capital letters are indented the same.
 - B. All numbers are indented the same.

- IV. No sub-point stands alone.
 - A. Every A must have a B.
 - B. Every 1 must have a 2.
 - C. You don't need to have a C or a 3, but you can.



ACTIVITY 2

Write your own sentence outline for your EXPOSITORY ESSAY.



DURING WRITING SKILLS

The Topic Sentence

LESSON 1

Introduction

Topic sentences are a vital part of paragraph writing. They state the central focus of the paragraph and provide cohesion for the paragraph. It's important for students to learn to write clear and concise topic sentences.

At the end of this lesson, you are expected to:

1. Define what a topic sentence is
2. Distinguish between the two types of topic sentences
3. Identify, locate and formulate topic sentences in a given paragraph
4. Identify the placement of the topic sentences by drawing the pictorial representation of each
5. Write topic sentences for each statement in the outline

Assessment

Evidence
Definition of a topic sentence
Creative Construction
Subjects and Topic Sentences
What are the two types of topic sentence?
Writing Topic Sentences

A topic sentence will tell the SUBJECT of the paragraph and may answer one of these questions Why? Which? Where? What? How?

Example: Topic = Recess

Who?	Grade schoolers play many games at recess.
What?	Many games are fun to play at recess. Drawing and playing are my favorite activities during recess.
Where?	On the playground, we enjoy playing many games during recess.
When?	During recess, we play many games.

Parts of a Topic Sentence

A topic sentence tells what the main idea (subject)of the paragraph will be.

A topic sentence tells what the author is going to say (controlling idea) about the subject

A topic sentence tells the main idea of the paragraph as well as what the author wants to say about the topic.

Subjects can be fairly broad. The controlling idea may answer a question, suggest a list, or express an opinion.The controlling idea will limit the subject. The controlling idea shows the direction the paragraph will take.

Review of Key points and Formulating Own Topic Sentence

What does the topic sentence do?

1. It introduces the main idea of the paragraph
2. It names the topic of the paragraph
3. It limits the topic to one or two specific aspects or points that can be discussed completely within a paragraph. These points form the controlling idea of the paragraph.
4. It indicates to the reader what the paragraph will be about.
5. The topic sentence summarizes the main point of your paragraph.

What are the characteristics of a topic sentence?

1. It is usually the most general sentence in the paragraph. It consists of a general statement that is wider in its scope than the rest of the sentences in the paragraph
2. It is broad enough to be developed by providing specific details
3. It should be carefully worded to limit the topic to one or two aspects that can be fully developed within the paragraph
4. It should not be a statement of fact as it is too specific. A statement of fact does not contain any controlling ideas that can be developed into a good paragraph.
5. It is usually the first sentence (but not always) in a paragraph. However, it can also be at the end of the paragraph.



ACTIVITY 1

Underline the topic sentences in the following paragraphs.

Pollution is an inevitable outcome of human beings' misuse of Mother Nature. To begin with, humans are misusing and exploiting their mother nature through excessively cutting off trees for urbanization and daily use leading to deforestation and soil erosion and unduly burning fossil fuels; hence, triggering an upsurge in the emission of greenhouse gases and causing an escalation in the depletion of the ozone layer and intensification of global warming. People are overly burning coal which causes the release of smoke from chimneys, factories, vehicles, or burning of wood and sulfur dioxide into the air making it toxic and leading to global warming, drought everywhere, and acid rain. Dumping industrial wastes and oil spills into the rivers and other water bodies can cause an imbalance in the water leading to its severe contamination and death of aquatic species while spraying insecticides and pesticides like DDT in plants pollutes the ground water system. Furthermore, dumping toxic wastes and unwanted chemicals in the land would certainly lead to all kinds of pollution and affect the ecosystem.

Another lethal cause behind pollution is governments' lack of concern and responsibility. Protective laws and legislations are not being set and, if set, aren't being imposed and followed up. Factories that dump their toxic wastes and their oil

spills are being let off the hook instead of being sued. State forests and other natural reserves are being violated on a regular basis without holding anyone responsible for cutting off trees or burning them down. Industrial units that discard toxic wastes in land are not being stopped or fined for such deeds. This is all due to governmental greed and irresponsibility. Many politicians and especially those in power are ruled by the interests of big businesses and other global players. As such, some of the parliamentary figures are being bribed into covering up for attempts at turning their countries' land and water into a dumpster for toxic wastes and oil spills.

One of the hazardous effects of pollution is encountering severe health problems and ailments. It goes without being said that air pollution leads to several respiratory problems, asthma, lung cancer, chest pain, congestion, throat inflammation, and cardiovascular diseases. Noise pollution leads to hearing loss, stress and sleep disturbance. Furthermore, water pollution may pose skin related problems including skin irritations and rashes.

Although watching a movie is a great pastime, going to see them is often stressful. First, getting to the movie can take a lot of time. You have a thirty-five minute drive down a congested highway. Then with a popular film, you usually have to wait in a long line at the ticket window. Another problem is that the theater itself is seldom a pleasant place to be. A musty smell suggests that there has been no fresh air in the theater since it was built. Half the seats seem to be falling apart, and the floor often has a sticky coating that gets on your shoes. The worst problem of all is some of the other moviegoers. Kids run up and down the aisle. Teenagers laugh and shout at the screen. People of all ages loudly drop soda cups and popcorn.

Our emotions are often influenced by colors. For example, pink is a color of calmness. If you are trying to settle an argument, you might want to wear pink. Violet and blue are soothing colors, and so is green. That is why, to keep patients calm, the colors commonly seen in operating rooms are violet and blue. Also, green is the dominant color for dressing rooms in theaters or TV studios because it helps performers or guests relax before a show.



Colors are also important culturally and have different symbolic meanings in countries around the world. The Japanese, for example, hand out white envelopes filled with money for the Japanese New Year. In Taiwan and China, however, white is the color of death. As a result, it is appropriate for funerals, not festivals. The color symbolizing prosperity and good fortune in Taiwan and China is actually red. That is why red envelopes, instead of white ones, are given out for the Chinese New Year.

Colors have an impact on languages. For instance, in English, if someone is very angry, we say that this person “sees red” or “turns red with anger.” If we are depressed, we could say that we have the “blues.” In addition, “blue Monday” is a common expression for the reluctance and tiredness that we may experience on Mondays, especially after a weekend of relaxation and fun.

The dog has had a long and important association with mankind. The Canis Familiaris, or faithful dog, has become the first trained animal and the only beast willing to be domesticated by humans. Stone Age cave paintings in Spain demonstrate that huntsmen and trained dogs were stalking game together as early as 10,000 B.C. Thousands of years before that date, however, dogs were undoubtedly working partners with earlier prehistoric men in Europe - lurking around campfires, surviving on discarded garbage, and guarding their human “pack.”





ACTIVITY 2

Create your own topic sentences based on your Concept Map, Thesis Statement and Outline.

Paragraph Topic	Formulated Topic Sentence



DURING WRITING SKILLS

Introduction

If your thesis gives the reader a roadmap to your essay, then body paragraphs should closely follow that map. The reader should be able to predict what follows your introductory paragraph by simply reading the thesis statement.

The body paragraphs present the evidence you have gathered to confirm your thesis. Before you begin to support your thesis in the body, you must find information from a variety of sources that support and give credit to what you are trying to prove.

At the end of this lesson, you are expected to:

1. Support your topic sentence
2. Determine the basic elements of body paragraph
3. Apply guidelines in making strong body paragraphs
4. Incorporate evidence into an essay to support claim
5. Write the body and conclusion of an essay

Assessment

Evidence
Identification of a body paragraph
Outline of a body paragraph
Providing Support
Identifying Support
The body paragraph and conclusion

Why Are Beauty Contests Harmful?

Competition can be fairly called one of the main motivators, as well as one of the main organizing principles for individuals. It affects many spheres of life: employment, work performance, global marketing, education, creativity and arts, even entertainment. A bright example of the latter is beauty contests. Despite their purely entertaining nature, beauty contests can be harmful or even dangerous in terms of setting inappropriate beauty standards, encouraging the objectification of women, and affecting public health negatively.

The most obvious detrimental effect of beauty pageants is enforcing an inappropriate beauty standards and body perception for men and women. Unlike the majority of so-called “average” women, the beauty of such contests’ participants is cherished and rehearsed; this is the case when natural beauty is heavily supported by the efforts of visagistes and dressers. Though pageants represent the absolute minority of the society, their appearances set high, unrealistic standards for how women of all ages should look like (Miss America). Young girls who try to live up to these standards, mature women complexing about their bodies, men who demand their wives/ girlfriends to look like beauty pageants—all of them are affected by the illusions propagated by beauty contests.

Another perception issue arises from the very nature of beauty contests—the objectification of women. Despite proclaimed gender equality, physical attractiveness remains one of the major requirements for women today. No matter how progressive and tolerant people strive to be, they still make their first impression about other people by their appearance, and this is natural. However, the idea of beauty contests implies evaluating women solely on their physical shape, ignoring all other aspects of individuality. Interviewing meant to show a contestant’s personality is a fraud; as one of the former pageants wrote, none of the judges wanted to hear about deep problems, asking about the most challenging childhood experiences. This turns a woman into a media object, or even a product, which can be assessed and then either approved or rejected; due to the popularity of beauty contests, such attitude is being widely propagated.

Health problems among the younger generation is yet another negative effect caused by beauty contests. Skinny models performing in such shows have undergone years of exercises and diets—they have developed special lifestyles to maintain their perfect shape; on the other hand, adolescent girls striving to look “better” exhaust themselves with hunger, considering it to be the main method to becoming slim. Such an attitude often leads to anorexia and other related psychological problems; because of the continuous influence of media-created images of the “perfect shape,” the number of young women with anorexia remains high.

The idea of beauty contests implies competing in physical attractiveness. Ignoring the absurdity of this idea, a number of detrimental effects caused by such contests still needs to be emphasized. Beauty contests set unrealistic standards of beauty, which lower women’s self-esteem and increase the demands of men for their wives or girlfriends. Beauty contests objectify women, turning them into a product which can be assessed based solely on its appearance. In addition, beauty pageants influence the minds of adolescents, often resulting in anorexia and other psychological disorders.

Source: Why are beauty contests harmful. Retrieved from <https://academichelp.net/samples/essays/cause-effect/beauty-contests.html>



Outline of the Essay

I. Introduction

Thesis Statement: Despite their purely entertaining nature, beauty contests can be harmful or even dangerous in terms of setting inappropriate beauty standards, encouraging the objectification of women, and affecting public health negatively.

II. Body

- A. The most obvious detrimental effect of beauty pageants is enforcing an inappropriate beauty standards and body perception for men and women.
 - 1. Beauty of contest's participants are cherished and rehearsed.
 - 2. Natural beauty is heavily supported by the efforts of visagistes and dressers.
 - 3. Their appearances set high, unrealistic standards for how women of all ages should look like.
 - 4. Young girls try to live up to these standards
 - 5. Mature women complexing about their bodies
 - 6. Men demand their wives/girlfriends to look like beauty pageants contestants

- B. Another perception issue arises from the very nature of beauty contests—the objectification of women.
 - 1. Despite proclaimed gender equality, physical attractiveness remains one of the major requirements for women today.
 - 2. The idea of beauty contests implies evaluating women solely on their physical shape, ignoring all other aspects of individuality.



- C. Health problems among the younger generation is yet another negative effect caused by beauty contests.
 - 1. Skinny models have undergone years of exercises and diets to maintain their perfect shape
 - 2. Adolescent girls striving to look “better” exhaust themselves with hunger, considering it to be the main method to becoming slim.
 - 3. Slimming methods and attitudes lead to anorexia and other related psychological problems.

III. Conclusion

- A. Restate the thesis
- B. Wrap up the essay
 - 1. Repetition: repeating significant words or phrases
 - 2. Restatement: restate or summarize the subpoints of your essay
 - 3. Rhetorical Question: Using a question for which the answer is obvious
- C. Leave the reader with an interesting, final impression





ACTIVITY 1

Start drafting the introduction, body paragraphs, and conclusion of your essay. Use your outline as your guide.



AFTER WRITING

Revising your Essay

LESSON 1

Introduction

Before a document is considered complete, it has to undergo the final step of revision. Revising an essay ensures that the final product is well-written and precise. The process of revision is very crucial because it checks the written work for possible misunderstanding or changes in meaning or intent.

At the end of this lesson, you are expected to:

1. Support your topic sentence
2. Determine the basic elements of body paragraph
3. Apply guidelines in making strong body paragraphs
4. Incorporate evidence into an essay to support claim
5. Write the body and conclusion of an essay

Assessment

Evidence

Revision



ACTIVITY 1: Essay Check

Use the checklist and find out if your essay is indeed coherent and cohesive. Add necessary comments to revise your essay.

	√	Comments
Does the essay flow smoothly?		
Is every sentence in each paragraph directly related to the main idea of the paragraph or are there sentences that don't belong?		
Does each paragraph deal with only one topic?		
Are there any paragraphs that don't directly support or illustrate the thesis?		
Does the paper make sense when one reads only the thesis statement of the paper and the topic sentence of each paragraph?		
Does the introduction lead up to the thesis directly, by stating it, or indirectly, by pointing toward it?		
Is the first sentence of each paragraph (after the first one) clearly connected to the last sentence of the one before?		
Does the ending reaffirm, reflect on, or explain the implications of the thesis?		
Is the ending consistent with the purpose in the rest of the paper?		



AFTER WRITING

Giving and Receiving Feedback

LESSON 2

Introduction

Feedback is one of the most crucial parts of the writing process. Feedback will tell the writer what to revise, thus, it enables the writer to continuously improve his or her writing. Effective feedback establishes a culture of trust and constructive support by sequencing feedback in order that it is constructive.

At the end of this lesson, you are expected to:

1. Understand the importance of feedback.
2. Do a self-evaluation through a self-assessment rubric.
3. Revise your work based on Feedback

Assessment

Evidence
Importance of Feedback
Self-Evaluation
Ladder of Feedback
Peer-Checking



ACTIVITY 1: Essay Check

Effective feedback gives a writer a chance to further improve his or her essay. Self-evaluation is equally important. Through the use of a rubric, a writer can objectively assess his writing through the given guidelines. Using your own essay, edit your written work using the Self-Edit columns, fixing any errors you notice. Then, after Activity 3, have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit	
	Checklist Items	Are these present in my essay?	Are these evident in my peer's essay?	Comments and Suggestions
Organization	<u>Introduction</u> Introduction begins with an attention grabber or hook. Introduction has at least three sentences. Introduction ends with a clear thesis statement.			
	<u>Body</u> There are at least three body paragraphs (each indented). Each body paragraph has a topic sentence. Each body paragraph has at least three main ideas. Each body paragraph has a conclusion sentence.			
	<u>Conclusion</u> The conclusion paragraph is at least three sentences. The conclusion paragraph restates the thesis statement. The conclusion paragraph answers "So what?" or makes a broad generalization.			
Coherence	The ideas flow logically and make sense.			
	Transitions are used correctly.			
	There are no awkward parts.			
	The essay is interesting.			
Content/ Ideas	Everything in the essay supports the thesis statement.			
	There is enough supporting evidence for each body paragraph.			
	Descriptive and precise words are used.			
	Sentence structure is varied (a mix of simple, compound, and complex sentences).			
Grammar and Mechanics	Point out any of the following that you find: <ul style="list-style-type: none"> • Misspelled words • Grammatical mistakes • Punctuation errors • Run-on Sentences • Fragments 			



ACTIVITY 2: Peer Checking (Ladder of Feedback)

Read your peer's essay and provide a constructive criticism based on the Ladder of Feedback model provided for you.



Ladder of Feedback

Step 4: Suggest

Make suggestions for improvement. This step can be blended with step 3: people state concerns and then offer suggestions to address them.

Step 3: State Concerns

State your puzzles and concerns. Avoid absolutes: "What's wrong is..." Use qualified terms: "I wonder if..." "It seems to me..." Avoid criticizing character or ability. Focus on ideas, products, or specific parts.

Step 2: Value

Express what you like about the idea or matter at hand in specific terms. Do not offer hasty "good, but," and hurry on to the negatives.

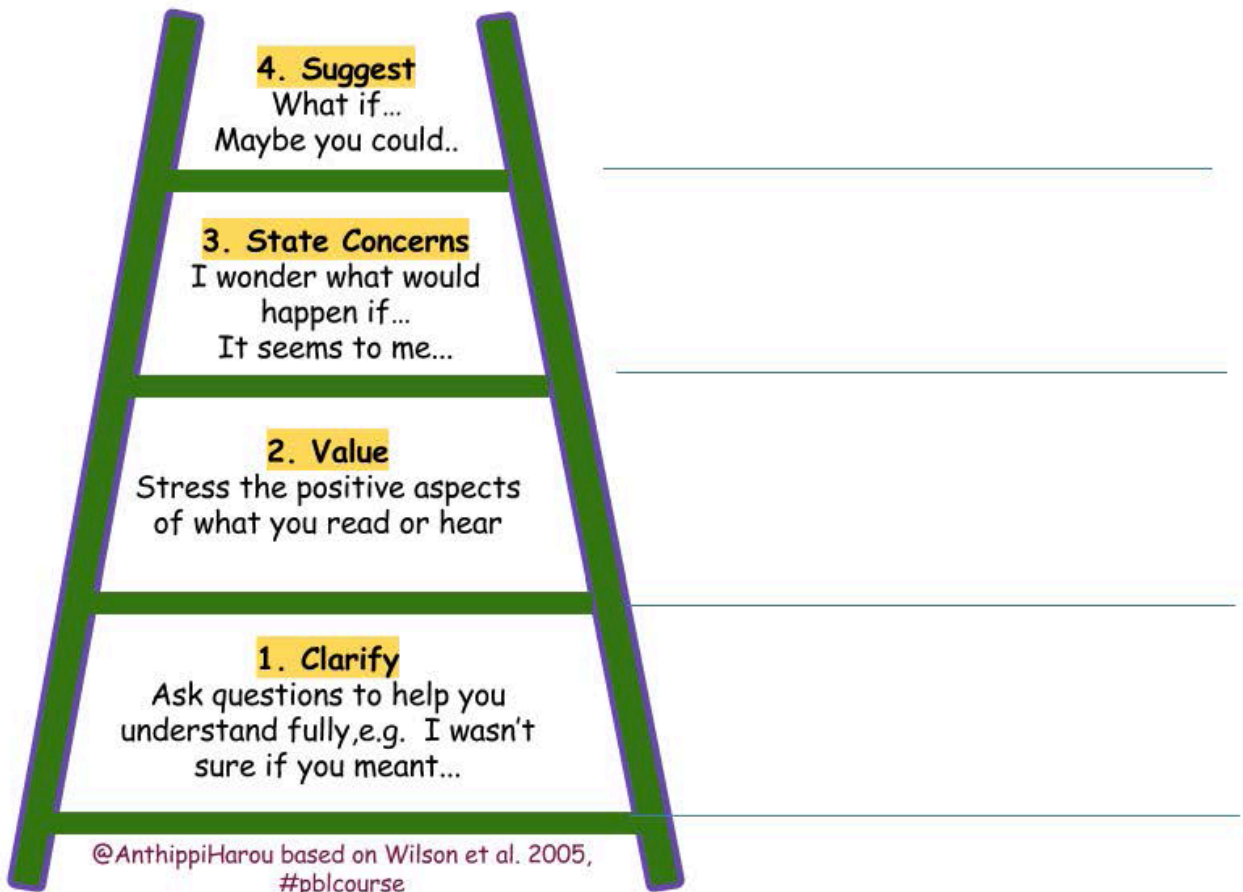
Step 1: Clarify

Ask clarifying questions to be sure you understand the idea or matter on the table. Avoid clarifying questions that are thinly disguised criticism.



Ladder of Feedback Anchor Chart by Philip Cummings is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Based on a work at <https://makinglearningvisiblesources.wikispaces.com>.

THE LADDER OF FEEDBACK



Why we are shallow | Philstar.com

HINDSIGHT - F Sionil Jose () - September 12, 2011 - 12:00am

I was visited by an old Asian friend who lived here 10 years ago. I was floored by his observation that though we have lots of talented people, as a whole, we continue to be shallow.

Recently, I was seated beside former Senator Letty Shahani, PhD in Comparative Literature from the Sorbonne, watching a medley of Asian dances. The stately and classical Japanese number with stylized movements which perhaps took years to master elicited what seemed to me grudging applause. Then, the Filipino tinikling which any one can learn in 10 minutes; after all that energetic jumping, an almost standing ovation. Letty turned to me and asked, "Why are we so shallow?"

Yes, indeed, and for how long?

This is a question which I have asked myself, which I hope all of us should ask ourselves every so often. Once we have answered it, then we will move on to a more elevated sensibility. And with this sensibility, we will then be able to deny the highest positions in government to those nincompoops who have nothing going for them except popularity, what an irresponsible and equally shallow media had created. As my foreign friend said, there is nothing to read in our major papers.

Again, why are we shallow?

There are so many reasons. One lies in our educational system which has diminished not just scholarship but excellence. There is less emphasis now on the humanities, in the study of the classics which enables us to have a broader grasp of our past and the philosophies of this past. I envy those Hindus and Buddhists who have in their religion philosophy and ancestor worship which build in the believer a continuity with the past, and that most important ingredient in the building of a nation – memory.



Sure, our Christian faith, too, has a philosophical tradition, particularly if we connect it to the ancient Greeks and Romans. Remember, the first Bible was in Greek. But Greek, Latin and the classics in these languages are no longer taught in our schools the way these are still studied in many universities in Europe.

We are shallow because we are mayabang, ego driven, and do not have the humility to understand that we are only human, much too human to mistake knowledge for wisdom. We can see this yabang in some of our public commentators, particularly on TV – the know-it-alls who think that because they have so much knowledge – available now on the Web at the click of a button – they can answer every question posed to them. What they do not realize is that knowledge is not wisdom. Until they recognize that important if sometimes awful difference, they will continue to bluster their way to the top at our expense because we, the people, will then have to suffer their arrogance and ignorance.

We are shallow because with this arrogance, we accept positions far beyond our competence. Because there is no critical tradition in this country – a tradition which will easily separate the chaff from the grain, we cannot recognize fakery from the real goods. That outstanding scholar, Wilfredo Villacorta, is a rare bird indeed; when offered a high position in government, he refused it because he knew he was not qualified for the job. Any other mayabang academic would have grabbed it although he knows he can't handle it. And so it happens always – the nitwits who hold such high positions stubbornly hold on to their posts, bamboozling their subordinates who may be brighter than them for that is the only way those who are inferior feel they can have respect.

On the other hand, the intelligent person will be aware of his shortcomings. He does not hesitate to ask the opinion of those who know more than him on particular subjects. If he is a government hierarch, he will surround himself with advisers who he knows can supply him with guidance and background possessing as they do more knowledge, experience and wisdom than him. Such an official is bound to commit fewer mistakes because he knows himself.



We are shallow because we lack this most important knowledge – who we are and the limits to what we can do. We also lack the perception, and the courage, for instance, to deny these religious quacks and the thousands who listen and believe in them. Sure, religion is the opium of the masses as Marx said. So then, how can we prevent the masa from taking this poison without recognizing their right to make fools of themselves? Again, shallowness because the good people are silent. Ubi boni tacent, malum prosperat. Where good men are silent, evil prospers.

This shallowness is the impediment to prosperity, to justice, and men of goodwill should emphasize this, take risks even in doing so. As the late Salvador P. Lopez said, “It is better to be silenced than to be silent.”

We are shallow because our media are so horribly shallow. Every morning, I peruse the papers and there is so little to read in them. It is the same with radio – all that noise, that artifice. I turn on the TV on prime time and what do I get? Five juvenile commentators gushing over the amors of movie stars, who is shacking up with whom. One of the blabbering panelists I distinctly remember was caught cheating some years back at some movie award. How could she still be on TV after that moral destruct? And the telenovelas, how utterly asinine, bizarre, foolish, insipid moronic and mephitic they are! And there are so many talented writers in our vernaculars and in English as the Palanca Awards show every year – why aren't they harnessed for TV? Those TV moguls have a stock answer – the ratings of these shows are very high. Popularity not quality is their final arbiter. They give our people garbage and they are now giving it back to all of us in kind! So I must not be blamed if, most of the time, I turn on BBC. Aljazeera, rather than the local TV channels. It is such a pleasure to read The New York Times, the San Jose Mercury News, the Washington Post, to listen to “Fresh Air” on US public radio and public TV where my ever-continuing thirst for knowledge (and good entertainment) is quenched.

We are shallow because we don't read. I go to the hospital on occasion – the long corridor is filled with people staring into the cosmos. It is only I who have brought a book or a magazine. In Japanese cities, in Korea – in the buses and trains, young and old are reading, or if they are not holding books and magazines, they are glued to their iPhones where so much information is now available.



In these countries and in Western cities, the bookshops are still full, but not so much anymore because the new communications technologies are now available to their masa. How I wish my tiny bookshop or any Filipino bookshop for that matter would be filled with people. I'll make an exception here: BookSale branches are always full because their books are very cheap. But I would still ask: what kind of books do Filipinos buy?

We are shallow because we have become enslaved by gross materialism, the glitter of gold and its equivalents, for which reason we think that only the material goods of this earth can satisfy us and we must therefore grab as much as can while we are able. Enjoy all these baubles that we have accumulated; sure, it is pleasurable to possess such artifacts that make living trouble free. And that old anodyne: "Man does not live by bread alone," who are the thinking and stubborn few who believe in it? I hope that those who read this piece still do.

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