

Supporting English
Language Learners in
First-Year College
Composition

SUPPORTING ENGLISH LANGUAGE LEARNERS IN FIRST-YEAR COLLEGE COMPOSITION

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HOW SUPPORTING ELLS IN FYC IS ORGANIZED

Supporting ELLs in FYC is organized around five key essays, selected to coordinate with the essay styles commonly taught in first-year/first-semester composition courses.

This organization is planned to offer instructors the flexibility to best support the pacing of the composition course. There are 2 expository, 1 narrative, and 2 argument essays. Each module includes one essay, with accompanying activities and supporting materials.

- Expository: Sweet, Sour & Resentful
- Expository: Why Rituals Are Good
- Narrative: Prison to Professor
- Argument: Fake News
- Argument: Misinformation

Each essay module includes activities to address each of the course goals:

Understanding Expectations [GOAL 1: Understanding academic writing assignments]

This section introduces students to the module, engages them in thinking about how to understand the assignment instructions and expectations, and has students practice asking and answering questions about assignments.

Read & Understand [GOAL 2: Read and understand college-level texts]

This section provides activities to help students practice reading strategies, preview comprehension questions, and analyze complex sentences for understanding.

Grammar Focus [GOAL 3: Develop sophisticated grammatical structures]

This section provides a grammar focus activity drawn from the module's essay, and engages students in recognizing and correcting grammatical errors.

Vocabulary Focus [GOAL 4: Develop fluency with academic vocabulary]

This section provides a set of target vocabulary connected to the module's essay and asks students to apply structural analysis skills.

Use of Evidence [GOAL 5: Develop strategies for use of evidence in academic writing]

This section provides students with practice in annotation, citation, paraphrase, and summary.

PART I

LEARNING HOW TO TAKE NOTES

This section of *Supporting ELLs in FYC* introduces students to effective note-taking strategies and provides practice activities that students can apply while reading.

- Identifying your best note-taking system
- Outlining method
- Mind map method
- QEC method
- Charting method
- Cornell method
- Reflecting on note-taking

1.

IDENTIFY YOUR BEST NOTE-TAKING SYSTEM

DISCUSSION: What are notes good for?

Notes are a vital part of the learning experience and the success of a student. However many students have never applied, or even heard of, note-taking strategies. Good note-taking is a learnable skill that with practice and experience will make any class easier to understand. Let's start our journey with a self-assessment of your own notes. Reflect on the questions below as you consider your note-taking experiences.

1) What methods do you use when note-taking? If none what do you use to help you understand your notes?

2) What is the most challenging thing about note-taking?

3) What would you like to improve?

2.

INTRODUCTION TO NOTE-TAKING

How Should You Take Notes?

Now that you have reflected on your past note-taking experience, let's learn some note-taking strategies. There are many ways to take notes. It's helpful to try out different methods and determine which work best for you in different situations. Whether you are learning online or in person, the physical act of writing can help you remember better than just listening or reading. Research shows that taking notes by hand is more effective than typing on a laptop.

Consider Your Purpose

Before you start taking notes, identify how you will most likely want to use them later. Will you need to:

- Study for a test?
- Provide ideas when you write a paper?

- Develop points for pitching your start-up?

Make your notes work for you, by identifying up-front what you need from them!

What Do You Write?

Students sometimes think they need to write every single thing the professor said. If this is you, be careful! If you focus on capturing every single detail, you might be missing the big picture. If you mostly listen during class and don't write much down, you need to be careful too—when it comes time to use your notes, you may find that you don't have much to work with.

What Are Good Notes?

Although different strategies work for different people, efficient note-taking strategies share some common features. Good notes:

- Include meaningful abbreviations and symbols
- Capture both main ideas *and* important details
- May include definitions, an outline, bullet points, diagrams, etc.

There's no **one** good way to take notes—knowing what works

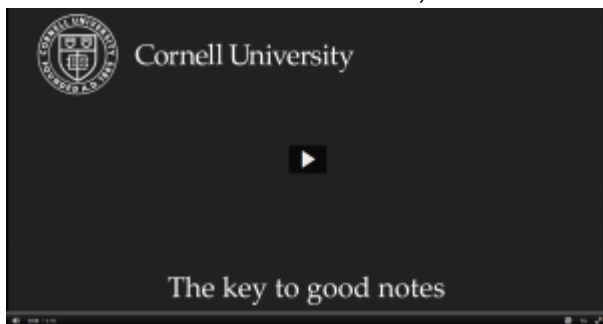
best for you in different situations will make your studying more effective.

Create Notes You Will Use

Overall, good notes are not necessarily very detailed **or** very brief—the main thing to remember is that good notes are notes you can use!

Watch: The Key to Good Notes

Good notes share some common features. Watch the video below to learn what is the Key to Good Notes. (Spoiler alert: Good notes are notes that are useful!)



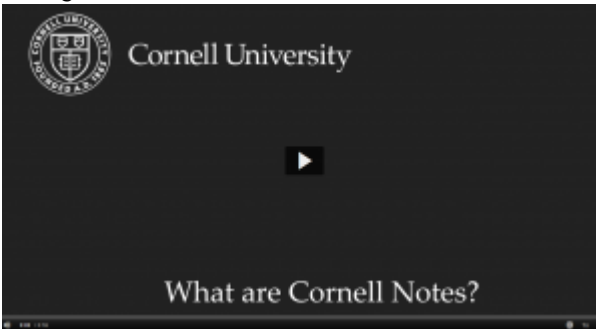
3.

CORNELL METHOD

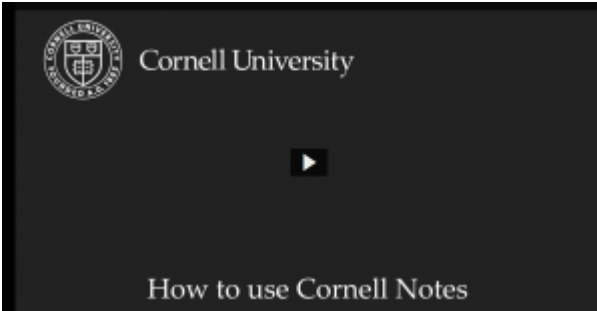
The Cornell Note-Taking System is a powerful tool for taking useful notes.

This format allows your brain to work in several different ways and helps with effective learning and retention.

The video below explains what Cornell Notes are – click on the image to view the video.



The video below explains how to use Cornell Notes (spoiler alert: there is not one right way to use them!).



4.

QEC METHOD

Question, Evidence, Conclusion

Q/E/C stands for Question/Evidence/Conclusion, and the main purpose of this system is to structure all of your notes into question, evidence, and conclusion formats that you can then compile into one big study guide. Besides reducing the amount of unnecessary information transcribed into your notes, the Q/E/C system creates a clear and obvious interrelation between the topic, conclusion, and the stream of facts and arguments that connect the two. Furthermore, this note-taking system is two-in-one, since, besides helping you organize information while you are reading or attending your lectures, you're also creating valuable study materials to use during revision.



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[https://viva.pressbooks.pub/
supportingenglishlanguagelearnersinfyc/?p=51#oembed-1](https://viva.pressbooks.pub/supportingenglishlanguagelearnersinfyc/?p=51#oembed-1)

5.

CHARTING METHOD

The Charting method is one of the more complex methods of taking notes, but can be extremely useful. Watch this video about the Charting method to learn more about how it works:



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<https://viva.pressbooks.pub/supportingenglishlanguagelearnersinfyc/?p=53#oembed-1>

The split-page method is a variation of the charting method, and is great for studying. Here's a video on how to use Google Sheets to create a split-page notes system.



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excluded from this version of the text. You can view them online here:

[https://viva.pressbooks.pub/
supportingenglishlanguagelearnersinfyc/?p=53#oemb
ed-2](https://viva.pressbooks.pub/supportingenglishlanguagelearnersinfyc/?p=53#oembed-2)

6.

OUTLINE METHOD

Another way to make your notes more efficient is by using the outline method. Many teachers even format their lectures this way making note-taking in the same way very easy.



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Try It: Using the Outline Method

Use the outline method to take notes to the first four minutes of this lecture by Dr. Doris Kearns Goodwin entitled “Learning from Past Presidents.”



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://viva.pressbooks.pub/supportingenglishlanguagelearnersinfyc/?p=45#oemb-ed-2>

PART II

NARRATIVE: I WENT FROM PRISON TO PROFESSOR

The essay “**I Went from Prison to Professor**” by Stanley Andrisse is a narrative essay that also incorporates research and argumentation. The original essay can be found at [CommonLit](#).

This essay discusses higher education for people who are incarcerated, or previously were incarcerated like the author. The essay contains incorporation of research, as well as providing insight based on the author’s personal experience from a life of crime and navigating a system that made it difficult, but not impossible, to become a college professor.

The following instructional activities, assignments, and documents are included for this reading.

GOAL 1: Understanding Academic Writing Assignments

- **Analyzing and Answering Questions with Multiple Parts:** A PowerPoint and activity to help the students annotate and analyze the directions for assignments (will need to be adapted to the directions/assignments for this particular module.)
- **How to Analyze a Writing Prompt and create a Strong Thesis Statement activity** (will need to be adapted to the directions/assignments for this particular module.)
- **Understanding the Relationship between the Assignment and the Rubric** (will need to be adapted to the directions/assignments for this particular module.)

GOAL 2: Read and understand college-level texts

- **Vocabulary Preview:** A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.
- **Reading Process Activity:** This activity guides students through the reading process – previewing the article, actively reading and annotating the text, and reflecting on the meaning of the text and the reading

process. Emphasis is placed on using the title, headings, introduction, and conclusion to predict ideas in the text.

- **Summary and Response Activity:** This activity provides a set of guided questions to develop a summary and reading response to the article. An example is provided to help with developing a response, as well as providing suggestions to start the writing process.

GOAL 3: Develop Sophisticated Grammatical Structures

- **Passive Voice activities:** Noticing passive voice; Choosing between active and passive voice; Error correction of sentences in passive voice
- **Adjective (Relative) Clause activities:** Editing with adjective clauses, Reducing adjective clauses
- **Adverb Clause activities:** Recognizing and using adverb clauses
- **Noun Clause activities:** Using reported speech and noun clauses

GOAL 4: Develop Fluency with Academic Vocabulary

- **Vocabulary Preview:** A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

- **Recognizing Two Different Writing Styles:** Instructive material that shows how the essay uses different sentence structures to combine personal and persuasive writing.
- Rewriting a narrative passage with improved vocabulary and more advanced grammatical structures
- Personal paragraph writing assignment with a planner and a suggested list of vocabulary and grammatical structures
- **Finding and paraphrasing main ideas in the article.** A list of past participles frequently used in academic writing is provided.

GOAL 5: Strategies for Using Evidence in Academic Writing

- **Support activity:** Using Noun Clauses for Reported Speech guides students through how to use noun clauses to talk about what was said by an author and how to choose an accurate noun clause marker word.
- **Identifying Thesis Statements, Claims, and their Supporting Evidence:** A document that guides the student through the essay to explain the relationship between claims and evidence.
- **Using Sources Responsibly:** A document that

provides an example from the original text where students will evaluate the four attempts of incorporating sources has been done so correctly.

7.

READ & UNDERSTAND: PRISON TO PROFESSOR

This chapter introduces students to the reading “I Went from Prison to Professor” through a vocabulary preview activity, reading process activity, and summary and response activity. It may be helpful to print a copy of [I Went from Prison to Professor](#) to make notes about vocabulary and to annotate as you preview and read the article.

Vocabulary Preview for “I Went from Prison to Professor”

Purpose

The purpose of this activity is to build knowledge of vocabulary before reading a text in order to improve fluency and efficiency. You may also wish to practice using the new vocabulary in your writing.

Instructions

Several words and phrases in the article “I Went from Prison to Professor” are bold and are also listed below. Some of the words are academic vocabulary that you will see in readings for college courses. Others are words that have common, everyday meanings but are used differently in “I Went from Prison to Professor.” For example, **pilot** is used in the reading but does not refer to a person who flies a plane. Additionally, collocations (two or more words frequently used together) and other informal uses of language are also included in the list. Prior to reading the article, familiarize yourself with the words and phrases using a dictionary (or searching online for any

words or phrases not included in the dictionary). Several pieces of information are provided for each word and phrase:

- The **part of speech** for the word according to how it is used in the article “I Went from Prison to Professor”
 - Many words can take multiple parts of speech and have numerous definitions. Knowing a word’s part of speech in the sentence can help you to narrow down to the correct dictionary definition.
- The **sentence** where the word is used in the article “I Went from Prison to Professor”
 - The sentence provides **context**, which also helps to narrow down to the appropriate definition from the dictionary. The context is the situation in which the word is used. Paying attention to context will help you with words that have different meanings than their everyday use.
- The **paragraph number** where the word can be found in the reading
 - If you need additional context beyond the sentence, you can refer to the paragraph in the article for more information.

Using the information provided for each word and phrase, identify a relevant definition from the dictionary. You may also wish to note definitions and synonyms next to the words in a printed copy of the article to help you while you are reading.

A synonym is a word which has a similar meaning to another word.

Vocabulary and Phrases

1. **account for** (v.): The U.S. *accounts for* less than 5 percent of the world population but nearly 25 percent of the incarcerated population around the globe. (Paragraph 8)
2. **advocate** (n.): I make this argument not only as a formerly incarcerated person who now teaches aspiring medical doctors, but also as an *advocate* for people with criminal convictions. (Paragraph 4)
3. **bottom line** (n.): The *bottom line* is education increases personal income and reduces crime. (Paragraph 15)
4. **conviction** (n.): People's prior *convictions* should not be held against them in their pursuit of higher learning. (Paragraph 2)
5. **disproportionately** (adv.): This question also *disproportionately* affects people of color, since people of color are disproportionately impacted by the criminal justice system. (Paragraph 26)
6. **felony** (n.): With three *felony* convictions, I was sentenced to 10 years in prison for drug trafficking as a prior and persistent career criminal. (Paragraph 6)
7. **gatekeeper** (n.): It made me feel like I was nothing more

- than a criminal in the eyes of the college *gatekeepers*.
(Paragraph 25)
8. **incarcerated** (adj.): As a formerly *incarcerated* person who now is an endocrinologist and professor at two world renowned medical institutions — Johns Hopkins Medicine and Howard University College of Medicine — I believe this move is a positive one. (Paragraph 2)
 9. **Pell grant** (n.): Due to the federal ban on receiving *Pell grants* while incarcerated, most of those serving time are not able to afford to take college courses while in prison. (Paragraph 21)
 10. **pilot** (adj.): ...the current Second Chance Pell *pilot* funding being directed to prisons, \$30 million, accounts for 0.1 percent of the total \$28 billion of Pell funding. (Paragraph 23)
 11. **recidivism** (n.): A 2013 analysis of several studies found that obtaining higher education reduced *recidivism* — the rate of returning to prison — by 43 percent and was four to five times less costly than re-incarcerating that person. (Paragraph 15)
 12. **sentence** (v): The judge *sentenced* me to 10 years in state prison. (Paragraph 11)
 13. **suffice it to say** (transition phrase): Although I was a successful student athlete and received a near full scholarship to play football for Lindenwood University, a Division II college football program, I found it difficult to get out of the drug business. *Suffice it to say*, there

were people in the drug world who wanted me to keep moving drugs. And they made it clear that they would be extremely disappointed if I were to suddenly stop.

(Paragraph 13)

14. **testament** (n.): My own story stands as a *testament* to the fact that today's incarcerated person could become tomorrow's professor. (Paragraph 5)
 15. **trafficking** (n.): With three felony convictions, I was sentenced to 10 years in prison for drug *trafficking* as a prior and persistent career criminal. (Paragraph 6)
 16. **transformative** (adj.): Education was *transformative*. (Paragraph 7)
 17. **woefully** (adv.): ...education is *woefully* lacking among those being held in America's jails and prisons. (Paragraph 16)
 18. **would-be** (adj.): A 2015 study found that nearly 66 percent of *would-be* undergraduates who disclosed a conviction on their college application did not finish their application. (Paragraph 24)
-

Reading Process Activity for “I Went from Prison to Professor”

Purpose

The purpose of this activity is to activate your background knowledge and build your interest before reading an article so that you have a more engaging and efficient reading experience; to actively read the article; and to reflect on your reading process and understanding of the text.

Preview the Article

Print a copy of the article [“I Went from Prison to Professor.”](#) You will need to write on the paper copy of the article for this activity.

Follow the steps below to preview the article. As you complete this activity, do not read the entire article. You will read the entire article later, after you have previewed it. Focus on previewing only the gray highlighted parts of the article. As you preview the article, record your thoughts in the margins of the printed copy of the article.

1. Read the highlighted title, subtitle, and author’s bio.

- What do they make you think about? What do you think the article is about? What do you already know about this topic? Record your ideas in the margin of the printed article.
- What questions do you have based on the title, subtitle and author's bio? Record your questions in the margin of the article.

2. Read the highlighted paragraphs 1 and 7, which are the first and last sentences of the introduction. What predictions and questions do you have based on paragraphs 1 and 7? Record your predictions and questions in the margin of the article.

3. The reading is divided into sections with headings. Read each bold heading and the first sentence or two of each section. What predictions and questions do you have based on your preview of each section? Record your ideas and questions in the margins next to each section of the article.

You should note the following headings in the article:

- U.S. incarceration rates the highest
- Early life of crime
- The transformative power of education
- Rejected by colleges
- Restore Pell grants to incarcerated people
- Remove questions about drug crimes from federal aid forms

4. Based on your preview of the article, what do you think is the central point of the article? (Don't worry if you are not sure. This is just a prediction or guess – you do not have to be correct.)

Actively Read and Annotate the Article

You are finished previewing “I Went from Prison to Professor.” Now, actively read the article. As you read the article, do the following:

- Consider whether or not your predictions were correct.
 - Use the preview questions you wrote to guide your reading and answer them (if the answers are in the text). You can record your responses directly on the article by annotating the text or by taking notes on a separate sheet of paper.
 - Paraphrase main points briefly in the margins of the article.
 - Mark unfamiliar vocabulary.
-

I Went from Prison to Professor

Here's why criminal records should not be used to keep people out of college

By Stanley Andrisse, published in 2018

Dr. Stanley Andrisse is the executive director of From Prison Cells to PhD, Inc. This organization helps formerly incarcerated people obtain higher education. He is also Assistant Professor of Medicine at Howard University. In this informational text, Dr. Andrisse discusses access to higher education for people who are, or previously were, incarcerated.

As you read, take notes related to the questions you wrote and the predictions you made when you previewed the article. Consider how education can impact incarcerated individuals.

¹Beginning in 2019, the Common Application — an online form that enables students to apply to the 800 or so colleges that use it — will no longer ask students about their criminal pasts.

²As a formerly **incarcerated** person who now is an endocrinologist and professor at two world renowned medical institutions — Johns Hopkins Medicine and Howard University College of Medicine — I believe this move is a positive one. People's prior **convictions** should not be held against them in their pursuit of higher learning.

³While I am enthusiastic about the decision to remove the criminal history question from the Common Application, I also believe more must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education.

⁴I make this argument not only as a formerly incarcerated person who now teaches aspiring medical doctors, but also as an **advocate** for people with criminal convictions. The organization I lead — From Prison Cells to PhD —

helped push for the change on the Common Application.

⁵My own story stands as a **testament** to the fact that today's incarcerated person could become tomorrow's professor. A person who once sold illegal drugs on the street could become tomorrow's medical doctor. But this can only happen if such a person, and the many others in similar situations, are given the chance.

⁶There was a time not so long ago when some in the legal system believed I did not deserve a chance. With three **felony** convictions, I was sentenced to 10 years in prison for drug **trafficking** as a prior and persistent career criminal. My prosecuting attorney once stated that I had no hope for change.

⁷Today, I am Dr. Stanley Andrisse. As a professor at Johns Hopkins and Howard University, I now help train students who want to be doctors. I'd say that I have changed. Education was transformative.

US incarceration rates the highest

⁸The United States needs to have more of this

transformative power of education. The country incarcerates more people and at a higher rate than any other nation in the world. The U.S. **accounts for** less than 5 percent of the world population but nearly 25 percent of the incarcerated population around the globe.

⁹Roughly 2.2 million people in the United States are essentially locked away in cages. About 1 in 5 of those people are locked up for drug offenses.

¹⁰I was one of those people in prison not so long ago.

Early life of crime

¹¹Growing up in the Ferguson, North St. Louis area, I started selling drugs and getting involved with other crimes at a very young age. I was arrested for the first time at age 14. By age 17, I was moving substantial amounts of drugs across the state of Missouri and the country. By my early 20s, I found myself sitting in front of a judge and facing 20 years to life for drug trafficking charges. The judge **sentenced** me to 10 years in state prison.

¹²When I stood in front of that judge, school was not really my thing.

¹³Although I was a successful student athlete and received a near full scholarship to play football for Lindenwood University, a Division II college football program, I found it difficult to get out of the drug business. **Suffice it to say**, there were people in the drug world who wanted me to keep moving drugs. And they made it clear that they would be extremely disappointed if I were to suddenly stop. So I continued. For this reason, I didn't view my undergraduate college experience the way I view education now.

The transformative power of education

¹⁴Education provides opportunities for people with criminal records to move beyond their experience with the penal system and reach their full potential. The more education a person has, the higher their income. Similarly, the more education a person has, the less likely they are to return to prison.

¹⁵A 2013 analysis of several studies found that obtaining higher education reduced **recidivism** — the rate of returning to prison — by 43

percent and was four to five times less costly than re-incarcerating that person. The **bottom line** is education increases personal income and reduces crime.

¹⁶Despite these facts, education is **woefully** lacking among those being held in America's jails and prisons. Nearly 30 percent of America's incarcerated — about 690,000 people — are released each year and only 60 percent of those individuals have a GED or high school diploma, compared to 90 percent of the overall U.S. population over age 25. And less than 3 percent of the people released from incarceration each year have a college degree, compared to 40 percent of the U.S. population.

Rejected by colleges

¹⁷I had a bachelor's degree by the time I went to prison but never got the chance to put it to use. Then something tragic happened while I was serving time that prompted me to see the need to further my education. Due to complications of diabetes, my father had his legs amputated. He fell into a coma and lost his battle with Type 2 diabetes. I was devastated. This experience made

me want to learn more about how to fight this disease.

¹⁸While incarcerated, I applied to six biomedical graduate programs. I was rejected from all but one — Saint Louis University. Notably, I had a mentor from Saint Louis University who served on the admission committee. Without that personal connection, I'm not sure I would have ever gotten a second chance.

¹⁹I finished near the top of my graduate school class, suggesting that I was likely qualified for the programs that rejected me.

Restore Pell grants to incarcerated people

²⁰Based on the difficulty I experienced in going from prison to becoming a college professor, I believe there are things that should be done to remove barriers for incarcerated or formerly incarcerated people who wish to pursue higher education.

²¹One of those barriers is cost. When the government removed Pell funding from prisons by issuing the “tough on crime” Law Enforcement Act of 1994, the vast majority of

colleges offering courses in prison stopped. Due to the federal ban on receiving **Pell grants** while incarcerated, most of those serving time are not able to afford to take college courses while in prison. The Obama administration took a step toward trying to restore Pell grants for those in prison with the Second Chance Pell pilot. The program has given over 12,000 incarcerated individuals across the nation the chance to use Pell grants toward college courses in prison.

²²Through the program, 67 colleges and universities are working with over 100 prisons to provide college courses to the incarcerated.

²³This program is at-risk of being discontinued at the end of 2018. Historically, some have argued that allowing Pell dollars to be used by those in prison takes precious Pell dollars from people who did not violate the law. However, the current Second Chance Pell **pilot** funding being directed to prisons, \$30 million, accounts for 0.1 percent of the total \$28 billion of Pell funding. Even if the program were expanded, based on historical levels, it would still amount to one-half of 1 percent of all Pell funding. This is justified by

the impact that Pell dollars would have in prison in terms of reducing recidivism.

Remove questions about drug crimes from federal aid forms

²⁴Federal policymakers could increase opportunities by removing Question 23 on the federal student aid form that asks if applicants have been convicted of drug crimes. A 2015 study found that nearly 66 percent of **would-be** undergraduates who disclosed a conviction on their college application did not finish their application.

²⁵Federal student aid applicants likely feel the same discouragement. I felt discouraged myself when I was applying to graduate programs when I came across the question about whether I had ever been convicted of a crime. It made me feel like I was nothing more than a criminal in the eyes of the college **gatekeepers**.

²⁶This question also **disproportionately** affects people of color, since people of color are disproportionately impacted by the criminal justice system. Furthermore, the question runs the risk of making formerly incarcerated people

feel isolated and less valuable than those who've never gotten in trouble with the law.

²⁷When people who have been incarcerated begin to feel like they don't belong and higher education is not for them, our nation will likely not be able to realize their potential and hidden talents.

²⁸It will be as if we have locked them up and thrown away the key.

Reflect after Reading the Article

Record your responses to the questions below in complete sentences.

1. Now that you have read the article, what is Stanley Andrisse's main point? Write it in your own words.
2. Why do you think Stanley Andrisse wrote the article? (What was his purpose?)
3. Were your predictions about the article correct? Which ones were accurate, and which ones did you revise as you

- read the article?
4. As you previewed the article, you wrote questions. What questions do you still have after reading the article? What else do you want to know about the article, the author, or topic of the reading?
 5. How did previewing the article help with your understanding of the text?
-

Reading & Response

Instructions:

1. Read the article, “I went from prison to professor” by Stanley Andrisse. As you read, annotate the article. Take notes about the main idea, your reactions, and questions that you may have.
2. After reading, complete a **one-paragraph summary** of the article. The summary should include the author’s name, article title, and the overall main idea. Additionally, it is helpful to focus on the *who*, *what*, *where*, *why*, *when*, and *how* of the article to develop your summary. The ideas should be paraphrased and written in your own words.
3. Write a developed, **one-paragraph response** to the

article. Develop a clear statement of your position or point of view on the ideas expressed in the article. Be sure to clearly explain and support your response. You may also consider using a particular quote from the article to use in your response. If using a quote, work to incorporate the quote smoothly into the response. Be sure to cite the quote using in-text citations, as well as including a works cited entry.

- As an example: *I agree with his statement, “...education is woefully lacking among those being held in America’s jails and prisons” (Andrissse). From there, you would expand on your ideas to explain and support why you agree with this statement*

Suggestions for Writing

1. Plan your summary and response before writing them. Review the notes that you have made regarding the article. Then, use a writing process that you are comfortable with that can include brainstorming, freewriting, listing, outlining, mapping, pre-thinking, pre-writing, etc.
2. Aim to use conventional grammar and sentence structure and to make the tone of your essay professional, not casual.

3. Edit your work before submitting it.

8.

GRAMMAR FOCUS: PRISON TO PROFESSOR, PART 1

This chapter focuses on the following grammar components found in the article, **I Went From Prison to Professor**.

- Adjective (Relative) Clauses
- Adverb Clauses
- Reduced Dependent Clauses

Answer keys for each of the grammar activities are found in the answer key chapter.

Adjective (Relative) Clauses

Exercise 1: Editing with Adjective Clauses

Combine the following sentences and use an adjective clause.

Steps:

- Locate a series of two sentences that refer to the same person or thing: Who/what is the second sentence referring to in the first sentence? Box the two nouns/pronouns/phrases (a “referent”).
- Change the referent in the second sentence to a marker word.
- Move the clause directly next to the head noun in the first sentence
- Commas or no commas?
- Non-identifying/non-defining: Use commas with head nouns that are names and personal pronouns
- Identifying/Defining: Do not use commas if the clause defines the head noun

1. (a) As a formerly incarcerated person, I believe this move is a positive one.

(b) I am now an endocrinologist and professor at two world-renowned medical institutions.

2. (a) The organization helped push for the change on the Common Application.
(b) I lead the organization.
(c) It is called From Prison Cells to PhD.

3. (a) A person could become tomorrow's medical doctor.
(b) They once sold illegal drugs on the street.

4. (a) I now help train students.
(b) They want to be doctors.

5. (a) Although I was a successful student athlete and received a near full scholarship to play football for Lindenwood University, I found it difficult to get out of the rug business.
(b) The school is a Division II college football program.

6. (a) Suffice it to say, there were people in the drug world.
(b) They wanted me to keep moving drugs.

7. (a) A 2003 analysis of several studies found that obtaining higher education reduced recidivism by 43 percent.

(b) It is the rate of returning to prison.

8. (a) Nearly 30 percent of America's incarcerated are released each year.

(b) It is about 690,000 people.

9. (a) I was rejected from all but one school.

(b) It was Saint Louis University.

10. (a) I had a mentor from Saint Louis University.

(b) He served on the admissions committee.

11. (a) There are things that should be done to remove barriers for incarcerated or formerly incarcerated people.

(b) They wish to pursue higher education.

12. (a) When the government removed Pell funding from prisons by issuing the "tough on crime" Law Enforcement Act of 1994, the vast majority of colleges stopped.

(b) They were offering courses in prison.

13. (a) However, the current Second Chance Pell pilot funding accounts for 0.1 percent of the total \$28 billion of Pell funding.

(b) It is being directed to prisons.

14. (a) A 2015 study found that nearly 66 percent of would-be graduates did not finish their application.

(b) They disclosed a conviction on their college application.

Exercise 2: Reducing Adjective Clauses

Combine the following sentences and use an adjective clause.

Steps:

1. Underline the adjective clauses in each sentence and box the head noun or phrase.
2. Determine whether or not you can reduce the adjective clause
 - Identifying clauses cannot be reduced. They do not use commas.
 - Non-identifying/non-defining clauses can be reduced
 - Remove the marker word
 - Identifying/defining: Change the verb to a gerund (-ing)
 - Non-identifying/non-defining: Remove the auxiliary or BE (am, is, are, was, were) verb if

there is one

- Avoid reducing when you have a head phrase or when the independent clause and dependent clauses have different verb tenses.

3. Keep the commas the same as the original.

1. As a formerly incarcerated person, who is now an endocrinologist and professor at two world-renowned medical institutions, I believe this move is a positive one.

2. The organization which I lead which is called From Prison Cells to PhD helped push for the change on the Common Application.

3. A person who once sold illegal drugs on the street could become tomorrow's medical doctor.

4. I now help train students who want to be doctors.

5. Although I was a successful student athlete and received a near full scholarship to play football for Lindenwood University, which is a Division II college football program, I found it difficult to get out of the rug business.

6. Suffice it to say, there were people in the drug world who wanted me to keep moving drugs.

7. A 2003 analysis of several studies found that obtaining higher education reduced recidivism by 43 percent, which is the rate of returning to prison.

8. Nearly 30 percent of America's incarcerated, which is about 690,000 people, are released each year.

9. I was rejected from all but one school, which was Saint Louis University.

10. I had a mentor from Saint Louis University who served on the admissions committee.

11. There are things that should be done to remove barriers for incarcerated or formerly incarcerated people who wish to pursue higher education.

12. When the government removed Pell funding from prisons by issuing the “tough on crime” Law Enforcement Act of 1994, the vast majority of colleges which were offering courses in prison stopped.

13. However, the current Second Chance Pell pilot funding, which is being directed to prisons which is \$30 million, accounts for 0.1 percent of the total \$28 billion of Pell funding.

14. A 2015 study found that nearly 66 percent of would-be

graduates who disclosed a conviction on their college application did not finish their application.

Adverb Clauses

Exercise 1: Recognizing Adverb (Subordinate) Clauses

Remember “BOBUB IS WA WA WA”

Before

Once

Because

Until

By the time

If

Since

When

After

While

As

Whenever (and other -ever words)

Although (though, even though)

1. Read through the article again and highlight the adverb clauses you see.
2. Notice the punctuation. When and where should you use a comma?

Writing activity:

1. Summarize the article “From Prison to Professor” in one paragraph:
 - Begin with: In “Title of the Article”, the name of the writer + verb + main point of the article.
 - Explain who the speaker is and what happened to him that prompted them to write the article.
 - Retell the main points from the article, in your own words.
 1. Use at least five adverb clauses in your summary. Highlight them and double check your punctuation.
-

Reduced Dependent Clauses

Exercise 1: Noticing Reduced Dependent Clauses: Adjective (relative), Adverb (subordinate), and Noun

Dependent clauses are often added to independent clauses to create layers of meaning within a sentence. Using dependent clauses also offers an opportunity to create complex sentences, which add variety to the rhythm and flow of a paragraph.

Sometimes a writer chooses to use a full clause structure that includes a marker word and subject-verb units.

Examples of full clauses from “From Prison to Professor”

Adjective Clause: Beginning in 2019, the Common Application – an online form that enables students to apply to the 800 or so colleges that use it – will no longer ask students about their criminal pasts. (paragraph 1)

Adverb Clause: When I stood in front of that judge, school was not really my thing. (paragraph 12)

Noun Clause: My prosecuting attorney once stated that I had no hope for change. (paragraph 6)

Often, though, a writer uses reduced clause structures to add this information, especially when BE verbs (am, is, are,

was, were) are being used instead of action verbs. It is not always necessary to reduce clauses. If you are not sure if a reduction works in your own writing, it is always best to use the full clause.

Examples of reduced clauses from “From Prison to Professor”

Reduced Adjective Clause (“appositive”): Beginning in 2019, the Common Application – (which is) an online form that enables students to apply to the 800 or so colleges that use it – will no longer ask students about their criminal pasts. (paragraph 1)

Reduced Adverb Clause: While incarcerated, I applied to six biomedical graduate programs. (paragraph 18)

Reduced Noun Clause: There was a time not so long ago when some in the legal system believed (that) I did not deserve a chance. (paragraph 6)

Exercise 1: Noticing Reduced Dependent Clauses: Adjective (relative), Adverb (subordinate), and Noun

Read through “I Went from Prison to Professor” again. See if you can find:

- Ten more full adjective clauses (there are 11 total)
- Ten more full adverb clauses (there are 12 total)

- Eight more noun clauses
- Eight more reduced adjective clauses (there are 10 total)
- One more reduced adverb clause
- Four more reduced noun clauses (there are 5 total)

Other things to notice:

- Where are the independent clauses? How do the other pieces attached to them support their meaning?
- Where are the commas with which adjective clauses? Are they defining or non-defining?
- Where are the commas with the adverb clauses? What's the rule?

9.

GRAMMAR FOCUS: PRISON TO PROFESSOR, PART 2

This chapter focuses on the following grammar components found in the article, **I Went From Prison to Professor**.

- Passive Voice

Answer keys for each of the grammar activities are found in the answer key chapter.

Noticing Passive Voice

Instructions: Review a presentation on Passive Voice under “Supplemental Grammar Information.” Read the following passages from the article “From Prison to Professor” and highlight all verbs in the passive voice that you can find. Some passages have more than one verb in the passive voice.

Think of the reason the author uses passive voice in these sentences. For example, is the subject not known, understood and does not need to be mentioned, or not important?

Introduction: Dr. Andrisse discusses access to high education for people who are, or previously were, incarcerated.

Paragraph 2: People’s prior convictions should not be held against them in their pursuit of higher learning.

Paragraph 3: I also believe more must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education.

Paragraph 5: A person who once sold illegal drugs on the street could become tomorrow’s medical doctor. But this can

only happen if such a person, and the many others in similar situations, are given the chance.

Paragraph 9: Roughly 2.2 million people in the United States are essentially locked away in cages. About 1 in 5 of those people are locked up for drug offenses.

Paragraph 11: I started selling drugs and getting involved with other crimes at a very young age. I was arrested for the first time at age 14.

Paragraph 16: Despite these facts, education is woefully lacking among those being held in America's jails and prisons. Nearly 30 percent of America's incarcerated – about 690,000 people – are released each year and only 60 percent of those individuals have a GED or high school diploma, compared to 90 percent of the overall of U.S. population over age 25. And less than 3 percent of the people released from incarceration each year have a college degree, compared to 40 percent of the U.S. population.

Paragraph 17: Due to complications of diabetes, my father had his legs amputated. He fell into a coma and lost his battle with Type 2 diabetes. I was devastated. This experience made me want to learn more about how to fight this disease.

Paragraph 19: I finished near the top of my graduate school class, suggesting that I was likely qualified for the programs that rejected me.

Paragraph 20: Based on the difficulty I experienced in going from prison to becoming a college professor, I believe there are things that should be done to remove barriers for incarcerated

or formerly incarcerated people who wish to pursue higher education.

Paragraph 23: This program is at-risk of being discontinued at the end of 2018. Historically, some have argued that allowing Pell dollars to be used by those in prison takes precious Pell dollars from people who did not violate the law. However, the current Second Chance Pell pilot funding being directed to prisons, \$30 million, accounts for 0.1 percent of the total \$28 billion of Pell funding. Even if the program were expanded, based on historical levels, it would still amount to one-half of 1 percent of all Pell funding. This is justified by the impact that Pell dollars would have in prison in terms of reducing recidivism.

Paragraph 26: This question also disproportionately affects people of color, since people of color are disproportionately impacted by the criminal justice system. Furthermore, the question runs the risk of making formerly incarcerated people feel isolated and less valuable than those who've never gotten in trouble with the law.

Choosing Between Active and Passive Voice

Find verbs in the sentences. Decide whether each verb is used in the active or passive voice.

Then decide whether the use of active or passive voice is effective. Be prepared to explain your answer. If you think that a sentence would be more effective if it used a different voice (active instead of passive, or passive instead of active), write down the revised version.

1. More must be done to remove the various barriers that exist between formerly incarcerated individuals and higher education.
2. A person who once sold drugs can become a medical doctor if society gives the person the chance.
3. Roughly 2.2 million people in the United States are essentially locked away in cages. About 1 in 5 of those people are locked up for drug offenses.
4. I started selling drugs and getting involved with other crimes at a very young age. The police arrested me for the first time at age 14.
5. Some people in the drug world wanted me to keep moving drugs.
6. I finished near the top of my graduate school class, suggesting that I was likely qualified for the programs that I was rejected by.
7. Educational institutions should do something to remove barriers for incarcerated or formerly incarcerated people

- who wish to pursue higher education.
8. People of color are disproportionately impacted by the criminal justice system.
 9. Less than 3 percent of the people who are released from incarceration each year have a college degree, compared to 40 percent of the U.S. population.
 10. Opportunities for education could be increased if federal policymakers removed Question 23 on the federal student aid form that asks if applicants have been convicted of drug crimes.
-

Error Correction – Passive Voice

Instructions: The following sentences contain errors in the use of passive voice. Find and correct these errors.

Adapted from “From Prison to Professor”

1. People’s prior convictions should not held against them in their pursuit of higher learning.
2. More must done to remove the various barriers that exist between formerly incarcerate individuals.
3. Roughly 2.2 million people in the United States are

- essentially lock away in cages. About 1 in 5 of those people are lock up for drug offenses.
4. I started selling drugs and getting involve with other crimes at a very young age. I was arrest for the first time at age 14.
 5. Less than 3 percent of the people release from incarceration each year have a college degree, compare to 40 percent of the U.S. population.
 6. Base on the difficulty I experienced in going from prison to becoming a college professor, I believe there are things that should done to remove barriers for incarcerate or formerly incarcerate people who wish to pursue higher education.
 7. This program is at-risk of discontinued at the end of 2018. Even if the program were expand, base on historical levels, it would still amount to one-half of 1 percent of all Pell funding.
 8. People of color are disproportionately impact by the criminal justice system. Furthermore, the question runs the risk of making formerly incarcerated people feel isolate and less valuable than those who've never gotten in trouble with the law.

10.

VOCABULARY FOCUS: PRISON TO PROFESSOR

Vocabulary Focus

This chapter helps you develop your academic vocabulary fluency.

- Improving a Narrative Passage
- Writing a Personal Paragraph

Printable worksheets for students can be found in the instructor section at the end of the text.

Improving a Narrative

Passage

On the next page, you will see a story. It is very basic. As you can see, it contains limited vocabulary and very basic grammar. It also has some errors in the use of verb tenses.

Read the passage on the next page. Then, read the instructions below. In your groups or with a partner, discuss how you can improve the paragraph. Then, edit the paragraph to make it better.

Suggestions for improving the passage:

- Begin the paragraph with a topic sentence that includes your opinion about the event. For example, was it a difficult / happy / life-changing / sad event?
- Replace weak vocabulary. Use at least five of the following words:

Application	Obstacle	Barrier	Challenge	Punctual	Reliable
Experience	Environment	Hidden Talent	Bottom Line	Income	Fast-paced
Opportunities	Organization	Potential	Pursuit	Invite	Be greeted
Be required	Be allowed	Be determined	Be trained	Be encouraged	Be disappointed

- Add specific details to the passage. For example, you can explain what kind of a business the narrator had. You can describe his or her qualities. You can describe the interviewer and the office where the interview took place. Explain how the narrator felt during the process. Be creative.
- Check verbs. Make sure they are all consistent—all in the past tenses.
- Combine short and choppy sentences to create complex or compound sentences.
- Use at least three adjective clauses in the paragraph.
- Add a bit of dialog. Be sure to use correct punctuation with direct speech.
- Add a conclusion that would answer one of the following questions:
 - What did the narrator learn from the experience?
 - What did the narrator do because of this experience?
 - How did this experience affect the narrator?

Here is the passage:

It was summer of 2019. I needed a job. I send my resume to a company. Two weeks pass. I got a phone call. A person from the company told me to come to the job interview. The job interview took place two days later. I was very nervous. It was my first job interview in the United States. Back in my home country I had a small business. I was a business owner for 10 years. I was very successful and I have a lot of good qualities as a worker. But I do not work in the United States.

At the interview, a tall man said hello to me. He took me to an office. There were three more people in the office. They started asking me questions. I tried to answer the questions. I could tell that they couldn't really understand me. I know that my English skills are a problem. I feel really bad. They asked me five questions. I tried to answer as much I could. They asked me if I had any questions. I was very nervous and I didn't say anything. The tall man shook my hand. I left.

In a few days, I got a letter from him. The letter says that I didn't get the job. I feel very bad.

11.

USE OF EVIDENCE: PRISON TO PROFESSOR

This chapter focuses on the use of evidence in **I Went From Prison to Professor**.

- Paraphrasing Using Passive Voice
- Using Sources Responsibly
- Strategies for Using Evidence in Academic Writing

Paraphrasing Using Passive Voice

To prepare for writing a summary and response, it is important to locate the main ideas in the article and paraphrase them in

your own words. This activity will help you prepare for writing a summary.

Some of the following Past Participles may be helpful to use in your paraphrases.

associated (with)	attributed (to)	based (on)	called	chosen
classified	compared	described	designed	determined
discussed	estimated	examined	expected	explained
expressed	held	identified	incarcerated	intended
introduced	involved	known	left	limited (to)
linked (to/ with)	located (at/in)	lost	needed	noted
observed	obtained	prepared	presented	recognized
related (to),	reported	required	qualified	viewed

This is a sample summary planner, with one example.

(1)	(2)	(3)
<p>Point</p> <p>Write one main idea from the article in each box in this column.</p>	<p>Evidence</p> <p>Select a quotation from the article that shows each main idea you identified in Column 1. Remember to use quotation marks.</p>	<p>Paraphrase/explanation</p> <p>Explain in your own words your understanding of the main idea from Column 1. This is not your opinion. It is your explanation of the author's point.</p>
<p>People who have committed crimes in the past should be able to have access to higher education because it can help them change their lives.</p>	<p>“Education provides opportunities for people with criminal records to move beyond their experience with the penal system and reach their full potential.”</p>	<p>With the help of education, people who have been incarcerated can be prevented from committing future crimes and can become productive members of society.</p>

Here is your planner:

(1)	(2)	(3)
<p>Point</p> <p>Write one main idea from the article in each box in this column.</p>	<p>Evidence</p> <p>Select a quotation from the article that shows each main idea you identified in Column 1. Remember to use quotation marks.</p>	<p>Paraphrase / Explanation</p> <p>Explain in your own words your understanding of the main idea from Column 1. This is not your opinion. It is your explanation of the author’s main idea. (You will record your opinion in Column 5.)</p>

Using Sources Responsibly

Original Text from the Source

Paragraph 14 – Education provides opportunities for people with criminal records to move beyond their experience with the penal system and reach their full potential. The more

education a person has, the higher their income. Similarly, the more education a person has, the less likely they are to return to prison.

Paragraph 15 – A 2013 analysis of several studies found that obtaining higher education reduced **recidivism** — the rate of returning to prison — by 43 percent and was four to five times less costly than re-incarcerating that person. The bottom line is education increases personal income and reduces crime.

The examples below are attempts at paraphrasing, summarizing, and quoting the original text in the box. The original text is from paragraphs 14 and 15 in the text. In your group, evaluate each attempt to determine if there is revision needed related to quoting, paraphrasing, and/or or citing, or if the use of sources is correct and acceptable.

Attempt 1

Individuals who have been incarcerated will be able to avoid a life of crime by seeking educational opportunities. This will provide a stable life, as individuals will no longer need to lead a life of crime because they will have their own income.

Attempt 2

As Andrisse states, when individuals who have been incarcerated are able to take advantage of higher educational opportunities, they are more likely to take other paths in life and avoid prison in the future (14).

Attempt 3

Stanley Andrisse identifies that “several studies found that obtaining higher education reduced recidivism — the rate of returning to prison — by 43 percent and was four to five times less costly than re-incarcerating that person” (15). He further acknowledges that education is the key to improve the lives of those previously incarcerated.

Attempt 4

“The more education a person has, the higher their income” (14). This quote effectively summarizes the writer’s argument that education is all one needs to be successful.

12.

IDENTIFYING THESIS STATEMENTS, CLAIMS, AND EVIDENCE: PRISON TO PROFESSOR

In this chapter, you will practice identifying three important parts of an argument essay by analyzing the essay “I went from Prison to Professor” by Stanley Andrisse.

Identifying Thesis Statements, Claims, and Evidence

The Argument Essay

The three important parts of an argument are:

1. A **thesis statement** is a sentence, usually in the first paragraph of an article, that expresses the article's main point. It is not a fact; it's a statement that you could disagree with. Therefore, the author has to convince you that the statement is correct.
2. **Claims** are statements that support the thesis statement, but like the thesis statement, are not facts. Because a claim is not a fact, it requires supporting evidence.
3. **Evidence** is factual information that shows a claim is true. Usually, writers have to conduct their own research to find evidence that supports their ideas. The evidence may include statistical (numerical) information, the opinions of experts, studies, personal experience, scholarly articles, or reports.

Each paragraph in the article is numbered at the beginning of the first sentence.

Paragraphs 1-7

Identifying the Thesis Statement. Paragraph 2 ends with this thesis statement: “People’s prior convictions should not be held against them in their pursuit of higher learning.” It is a thesis statement for three reasons:

1. It is the article’s main argument.
2. It is not a fact. Someone could think that peoples’ prior convictions should affect their access to higher education.
3. It requires evidence to show that it is true.

Finding Claims. A claim is statement that supports a thesis statement. Like a thesis, it is not a fact so it needs to be supported by evidence.

You have already identified the article’s thesis statement: “People’s prior convictions should not be held against them in their pursuit of higher learning.”

Like the thesis, a claim be an idea that the author believes to be true, but others may not agree. For this reason, a claim needs support.

- Question 1. Can you find a claim in paragraph 3? Look for a statement that might be true, but needs to be supported by evidence.

Finding Evidence.

Paragraphs 5-7 offer one type of evidence to support the claim you identified in the last question. Reread paragraphs 5-7.

- Question 2. Which word best describes the kind of evidence included in those paragraphs: A report, a study, personal experience of the author, statistics, or the opinion of an expert?

Paragraphs 8-10

Finding Claims

Paragraph 8 makes two claims:

1. “The United States needs to have more of this transformative power of education.”
2. “The country [the United States] incarcerates more people and at a higher rate than any other nation in the world.”

Finding Evidence

Paragraphs 8 and 9 include these statistics as evidence:

1. “The U.S. accounts for less than 5 percent of the world population but nearly 25 percent of the incarcerated population around the globe.”

2. “Roughly 2.2 million people in the United States are essentially locked away in cages. About 1 in 5 of those people are locked up for drug offenses.”

Question 3. Does this evidence support claim 1 from paragraph 8 (about the transformative power of education) or claim 2 (about the U.S.’s high incarceration rate)?

Question 4. Which word best describes this kind of evidence: A report, a study, personal experience of the author, statistics, or the opinion of an expert?

Paragraphs 11-13

Finding Evidence

Remember that in paragraph 2, Andrisse writes that:

1. “People’s prior convictions should not be held against them in their pursuit of higher learning.” (Thesis statement)
2. “More must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education.” (Claim)

Now, review paragraphs 11-13 (Early life of crime). In these paragraphs, Andrisse shares more of his personal story.

Question 5. Do you think his personal story is evidence for statement 1 above, statement 2, both, or neither one?

Question 6. Is yes, which one(s)?

Question 7. Do you think his personal story is good evidence? Does it persuade you to agree with him?

Paragraphs 14-16

Listed below are some claims that Andrisse makes in paragraph 14. Below each claim, please write the supporting evidence from paragraphs 15 and 16. If you can't find any evidence, write "none."

Claim: The more education a person has, the higher their income.

Evidence:

Claim: Similarly, the more education a person has, the less likely they are to return to prison.

Evidence:

Paragraphs 17-19

Evaluating Evidence

In these paragraphs, Andrisse returns to his personal story. He explains how his father's illness inspired him to become a doctor and shares that he was accepted to only one of six biomedical graduate programs.

Do you think that this part of Andrisse's story serves

as evidence (support) for any claims that you've identified so far? Or does it support his general thesis that “people’s prior convictions should not be held against them in pursuit of higher learning?” Please explain your answer.

Paragraphs 20-23

Andrisse uses his personal experience to repeat a claim he makes in paragraph 3, that “more must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education.”

To support this statement, he has to show that barriers exist. One barrier he identifies is the cost of college. He then explains the advantages of offering Pell grants to incarcerated people.

What evidence in paragraphs 21-23 support his claim about the success of Pell grants?

Paragraphs 24-28

In this section, Andrisse argues that federal aid forms should not ask students about prior drug convictions. To support that claim, he includes a statistic about students who had to answer a similar question on their college application.

What statistic does he include?

In paragraph 25, he assumes that if a question about drug

convictions discourages students from applying to college, it will probably also discourage them from applying for federal aid.

What do you think about this assumption? Do you think it's reasonable or do you think Andrisse needs stronger evidence to show that federal aid forms should not ask students about prior drug convictions?

13.

IDENTIFYING DIFFERENT WRITING STYLES: PRISON TO PROFESSOR

This chapter explains how Dr. Stanley Andrisse, the author of “I Went from Prison to Professor,” uses two different writing styles in his essay, depending on his purpose.

Identifying Different Writing Styles

Introduction

In the essay “I went from Prison to Professor,” the author, Dr. Stanley Andrisse shares his personal story with the reader and also argues for policies and programs that help formerly incarcerated people get a college education.

The essay is personal because it is written in the first person (“I”) and includes the author’s own story, including selling drugs and spending time in prison.

The essay is an argument because it includes a thesis statement and claims that are supported evidence.

This article will show you how personal and argumentative writing use different vocabularies and different sentence structures.

Dr. Andrisse’s Personal Story

Let’s study the structure of some sentences that tell part of Andrisse’s personal story. In these sentences, Andrisse’s purpose is to tell you about his own personal struggles.

1. Growing up in the Ferguson, North St. Louis area, I started selling drugs and getting involved with other

- crimes at a very young age.
2. Although I was a successful student athlete and received a near full scholarship to play football for Lindenwood University, a Division II college football program, **I** found it difficult to get out of the drug business.
 3. While incarcerated, **I** applied to six biomedical graduate programs. **I** was rejected from all but one — Saint Louis University.

The subject of each sentence is “I,” which is in bold font, but none of the sentences begins with “I.” Instead, sentences 1 and 3 begin with phrases and sentence 2 begins with a subordinate clause. These introductory clauses and phrases include important personal information and also make Andrisse’s writing flow smoothly.

Dr. Andrisse's Argument

Now, let’s look at some sentences from the argument sections of the essay. In these sections, Andrisse’s purpose is different: he wants to persuade you to agree with him by supporting his statements with evidence. To achieve his purpose, he uses a new set of vocabulary and writes his sentence in a more direct way.

1. “**Education provides** opportunities for people with criminal records to move beyond their experience with

- the penal system and reach their full potential.”
2. “**The United States needs** to have more of this transformative power of education. The country incarcerates more people and at a higher rate than any other nation in the world. The U.S. accounts for less than 5 percent of the world population but nearly 25 percent of the incarcerated population around the globe.”
 3. “This **question** also disproportionately **affects** people of color, since people of color are disproportionately impacted by the criminal justice system.”

The subjects and verbs are in bold font. Note that because the author makes general statements, he uses verbs in the Present Simple tense.

How is the structure of these sentences that support Andrisse’s argument different from the structure of the sentences that describe his personal story? Pay careful attention to the placement of the subjects and verbs and his use of “I.”

14.

WRITING A PERSONAL PARAGRAPH BASED ON "PRISON TO PROFESSOR"

Now that you have studied "I Went from Prison to Professor" by Dr. Stanley Andrisse, you are ready to write your own paragraph about yourself.

Writing about You

Recently, you read the article "I Went from Prison to Professor" by Dr. Stanley Andrisse. This article combines two forms of writing:

- It's an argument because Dr. Andrisse uses evidence to support his thesis statement: "People's prior convictions should not be held against them in their pursuit of higher learning."
- It's a narrative (personal) essay because Dr. Andrisse shares his personal journey that took him from prison to professor.

In the personal (narrative) sections of the article, Dr. Andrisse describes the obstacles (difficulties) he had to overcome before he was accepted into a medical program. Many people didn't think he was smart enough or good enough to go to college. In addition, he had to change his own behavior.

Your Assignment

For this assignment, you will write a personal paragraph, meaning that you will write a paragraph about you, and you'll use "I," as Dr. Andrisse did.

In the paragraph, please describe a time in your life when:

- You had something important to say but people didn't listen to you OR
- You had something important to say but people didn't take you seriously OR
- You had to overcome difficulties to achieve a goal. The goal can be going to college, joining a sports team,

getting a job, or anything else that matters to you but was difficult to achieve.

Purpose: This assignment will give you the opportunity to

- Share your personal story
- Learn that your personal story can be a source of college writing,
- Learn that someone else's story can inspire you to write your own
- Practice writing strong sentences that flow in a logical order,
- Practice using new vocabulary
- Practice completing each phase of the writing process: planning, drafting, revising, and producing a final paragraph.

Audience: The audience for your paragraph will be your professor and maybe your peers, if your professor asks you to review each other's work.

Skills. This assignment is an opportunity for you to practice the following skills:

- Careful reading
- Planning
- Drafting
- Revising

- Producing a final paragraph

Advice. Please follow the suggestions below in your story:

- Use at least five of the following words:

Application	Bachelors Degree	Barriers	Bottom Line	Business	College Degree
Experience	Graduate Program	Hidden Talent	High School Diploma	Income	Mentor
Opportunities	Organization	Potential	Pursuit	Obstacle	Train
Environment	Fast-paced	Reliable	Be invited	Be required	Education
Be encouraged	Be disappointed	Be discouraged	Be determined	Be allowed	Challeng

- Make sure all the verbs in your story are consistent.
- Use at least three adjective clauses in the paragraph.
- Add some dialog. Be sure to use correct punctuation with direct speech.

Other Requirements

Format – MLA formatting (double-spaced, 12-pt. font, 1” margins)

Length – 200 words

Tasks

- Complete the planning sheet below.
- Bring a draft of your paragraph to class for peer review.
Begin to revise your draft in class.
- Finish revising your draft and post your final paragraph on Canvas.

Planning Sheet

Answering the following questions before you draft your paragraph will help you (1) stay focused on the question, (2) include important information that your audience needs to know, (3) remember the important details about your experience, and (4) write a strong draft.

What personal experience will you write about? In other words, what goal were you trying to achieve or what message were you trying to deliver?

How old were you at the time of this experience and where did you live?

What people (family members, friends teachers, co-workers), places (job, school, home, or other places), or

organizations (businesses, clubs, sports teams, religious groups) were involved in this experience?

What obstacles (challenges) got in your way? The obstacles can be people, time, money, lack of experience, lack of confidence, lack of information, or anything else that made it hard to achieve your goal.

How does your story end? You know how Dr. Andrisse's story ends: he goes from prison to professor. Now it's time to share your ending. Whatever that ending is, it matters. Did the people involved in your story eventually listen to your idea and take it seriously, or are you still trying to get their attention? Did you overcome a challenge or are you still working on it? What did your experience teach you?

Look at your answers to the previous four questions. Do you think the experience you chose is a good choice for this assignment? (See the bullet points under "Description of Assignment" on page 1.) Please explain why or why not.

PART III

EXPOSITORY: SWEET, SOUR & RESENTFUL

Overview for Instructors ("Sweet, Sour, and Resentful")

The essay "**Sweet, Sour, and Resentful**" by Firoozeh Dumas can be found on [Dumas's website](#).

In this process analysis essay, Dumas shares the week-long process her mother followed to prepare a traditional Persian meal for family and friends. The inclusion of humor and personal experience/narration add to the engagement. The article would pair nicely with "[Why Rituals Are Good for You.](#)"

The following instructional activities, assignments, and documents are included for this reading. They are explained in the chart below and can be found in the module.

Course Activities, Assignments, and Documents**Goals Addressed**

Analyzing and Answering Questions with Multiple Parts: A power point and activity to help the students annotate and analyze the directions for assignments (will need to be adapted to the directions/assignments for this particular module.)

How to Analyze a Writing Prompt and create a Strong Thesis Statement activity (will need to be adapted to the directions/assignments for this particular module.)

Understanding the Relationship between the Assignment and the Rubric (will need to be adapted to the directions/assignments for this particular module.)

GOAL 1:
Understanding
Academic
Writing
Assignments

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

Support Activity: A copy of the song lyrics for John Mellencamp’s “Small Town,” which is referenced in the article. This can be used to provide some cultural background.

Reading Process Activity: This activity guides students through the reading process – previewing the article, actively reading and annotating the text, and reflecting on the meaning of the text and the reading process. Emphasis is placed on using the title, the author’s background, the introduction, the topic sentences and transitions, and the conclusion to predict the meaning of the text.

Summary and Response Activity: This activity provides a set of guided questions to develop a summary and reading response to the article. An example is provided to help with developing a response, as well as providing suggestions to start the writing process.

Reading for Comprehension

Activity: Through a set of questions, students are guided to understand the author’s main idea, as well as identifying a process analysis is used in writing, and working toward an understanding of an underlying message.

Support Activity – Analyzing and Answering Questions with Multiple

Parts: A power point and activity to help the students annotate and analyze the directions for assignments.

GOAL 2:
Read and understand college-level texts

Sentence Variety activity: (1) comparing paragraphs consisting of choppy sentences and paragraphs containing complex structures

(2) Noticing and using dependent clauses and reduced clauses

Grammar behind Sentence

Variety: Punctuation of paragraphs with a variety of sentence structures

Understanding and noticing Past Perfect

Passive Voice and Modal Verbs: noticing and error correction activities

GOAL 3:
Develop
Sophisticated
Grammatical
Structures

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

One-page essay: description of personal experience with a planner and suggested vocabulary and grammatical structures

Sentence Structure and the Power of

Three explains the rhetorical strategies of alternating short and long sentences and using lists of three items to illustrate a point.

GOAL 4:
Develop
Fluency with
Academic
Vocabulary

The Rhetorical Situation and

Evidence explains the rhetorical situation (purpose, audience, and context) and asks students to Google some terms and places from the essay to learn more about the intended audience for this essay and the author's personal situation and the context of her story.

GOAL 5:
Strategies for
Using
Evidence in
Academic
Writing

15.

READ & UNDERSTAND: SWEET, SOUR & RESENTFUL

This chapter introduces students to the reading, **“Sweet, Sour & Resentful,”** through a vocabulary preview activity, reading process activity, and a summary and response activity. It may be helpful to print a copy of [Sweet, Sour, and Resentful](#) to make notes about vocabulary and to annotate as you preview and read the article.

Vocabulary Preview for “Sweet, Sour & Resentful”

Purpose

The purpose of this activity is to build knowledge of vocabulary before reading a text in order to improve fluency and efficiency. You may also wish to practice using the new vocabulary in your writing. The preview is divided into three groups: (1) Academic Vocabulary, (2) Vocabulary with Other Common Meanings, and (3) Collocations and Informal Language.

Academic Vocabulary

Academic vocabulary are **bold** in the article “Sweet, Sour, and Resentful” and also listed below. Prior to reading the article, familiarize yourself with the words using a dictionary. Several pieces of information are provided for each word and phrase:

- The **part of speech** for the word according to how it is used in the article “Sweet, Sour, and Resentful”
 - Many words can take multiple parts of speech and have numerous definitions. Knowing a word’s part of speech in the sentence can help you to narrow down to the correct dictionary definition.

- The **sentence** where the word is used in the article “Sweet, Sour, and Resentful”
 - The sentence provides context, which also helps to narrow down to the appropriate definition from the dictionary. The context is the situation in which the word is used.
- The **paragraph number** where the word can be found in the reading
 - If you need additional context beyond the sentence, you can refer to the paragraph in the article for more information.

Using the information provided for each word, identify a relevant definition. You may also wish to note definitions and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **cherished** (adj.): Sometimes, even our most *cherished* beliefs must evolve. (Paragraph 13)
2. **condiment** (n.): She soaked walnuts and almonds in water to plump them up; fried eggplants for kashk-e bademjan, a popular appetizer with garlic, turmeric, mint, and whey; made torshi-e limo, a sour lemon *condiment*; and slivered orange peels. (Paragraph 9)
3. **correlation** (n.): In America, I learned that the time my parents spent shopping was in direct *correlation* to the

- degree of my mother's bad mood. (Paragraph 6)
4. **deemed** (adj.): I chopped the stems of the grape leaves. I had tried stuffing them once, but my rolls, *deemed* not tight enough, were promptly unrolled and then rerolled by my mother. (Paragraph 8)
 5. **deflected** (v.): As our guests heaped their plates and looked for a place to sit, they lavished praise on my mother, who, according to tradition, *deflected* it all. (Paragraph 12)
 6. **dilemma** (n.): Fortunately, our rice dishes were made to be shared; our *dilemma*, however, was space. (Paragraph 5)
 7. **diplomatic** (adj.): My mother, her *diplomatic* skills in full swing, had me deliver plates of Persian food, decorated with radish roses and mint sprigs, to them. (Paragraph 5)
 8. **distinct** (adj.): There are no fresh barberries in America (my mother had brought dried berries from Iran in her suitcase), and the sight of that dish, with its *distinct* deep red hue, was a reminder of the life our guests had left behind. (Paragraph 11)
 9. **elevated** (adj.): On Sundays, my mother lay on the sofa, her swollen feet *elevated*, fielding thank-you phone calls from our guests. (Paragraph 13)
 10. **evolve/evolution** (v./n.): Sometimes, even our most cherished beliefs must *evolve*. *Evolution*, thy name is potluck. (Paragraph 13)

11. **gaped** (v.): As people entered the dining room, they *gaped* at the sight of my mother's table. (Paragraph 11)
12. **heaped** (v.): As our guests *heaped* their plates and looked for a place to sit, they lavished praise on my mother, who, according to tradition, deflected it all. (Paragraph 12)
13. **hospitality** (n.): Displaying the *hospitality* that Iranians so cherish, my father extended a dinner invitation to everyone who called. (Paragraph 4)
14. **hue** (n.): There are no fresh barberries in America (my mother had brought dried berries from Iran in her suitcase), and the sight of that dish, with its distinct deep red *hue*, was a reminder of the life our guests had left behind. (Paragraph 11)
15. **incessantly** (adv.): As she and my father sat across the table wielding huge knives, they argued *incessantly*. (Paragraph 7)
16. **lavished** (v.): As our guests heaped their plates and looked for a place to sit, they *lavished* praise on my mother, who, according to tradition, deflected it all. (Paragraph 12)
17. **pith** (n.): I had been fired from this task also, having left on far too much *pith*. (Paragraph 9)
18. **precision** (n.): It took my father's *precision* as an engineer to slice correctly. (Paragraph 7)
19. **promptly** (adv.): I chopped the stems of the grape leaves. I had tried stuffing them once, but my rolls,

- deemed not tight enough, were *promptly* unrolled and then rerolled by my mother. (Paragraph 8)
20. **quintessential** (adj.): Despite its desert location and ubiquitous refineries, Abadan was the *quintessential* small town. (Paragraph 2)
21. **refinery** (n.): Despite its desert location and ubiquitous *refineries*, Abadan was the quintessential small town. (Paragraph 2)
22. **resentment** (n.): My mother's main ingredient in cooking was *resentment*—not that I can blame her. (Paragraph 1)
23. **slivered** (v.): She soaked walnuts and almonds in water to plump them up; fried eggplants for kashk-e bademjan, a popular appetizer with garlic, turmeric, mint, and whey; made torshi-e limo, a sour lemon condiment; and *slivered* orange peels. (Paragraph 9)
24. **ubiquitous** (adj.): Despite its desert location and *ubiquitous* refineries, Abadan was the quintessential small town. (Paragraph 2)
25. **vendor** (n.): In Abadan, my mother and I had started most days in the market, going from *vendor* to *vendor* looking for herbs, vegetables, and fruits. (Paragraph 6)
26. **wielding** (adj.): As she and my father sat across the table *wielding* huge knives, they argued incessantly. (Paragraph 7)

Vocabulary with Other Common

Meanings

Words can have many different meanings in English. Some words that have common, everyday meanings also have specific meanings that are not used as often.

Consider the word **factor** as an example. In everyday use, **factor** refers to some element that influences an outcome, as in the following sentence: *Students' time management skills are **factors** in their academic success.* In a mathematics class, however, **factor** has a less common meaning that relates to multiplication.

The words in this section have less common and often more abstract meanings in the article compared to their meanings in everyday situations.

As with the Academic Vocabulary list above, the vocabulary in this section includes the **part of speech**, the **sentence** from the article, and the **paragraph number** where the word can be found in the article. Using the information provided for each word, identify a relevant definition that fits with the context of how the word is used in the sentence. You may also wish to print a copy of the article and note definitions and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **draining** (adj.): As I watched my mother experience the same *draining* routine week after week, I decided that

tradition is good only if it brings joy to all involved.

(Paragraph 13)

2. **exchanged** (v.): No words were *exchanged*. (Paragraph 7)
3. **extended** (v.): Displaying the hospitality that Iranians so cherish, my father *extended* a dinner invitation to everyone who called. (Paragraph 4)
4. **fielding** (adj.): On Sundays, my mother lay on the sofa, her swollen feet elevated, *fielding* thank-you phone calls from our guests (Paragraph 13)
5. **fired** (v.): I had been *fired* from this task also, having left on far too much pith. (Paragraph 9)
6. **marathon** (n.): The *marathon* started on Monday, with my mother planning the menu while letting us know that she was already tired. (Paragraph 5)

Collocations and Informal Language

This section of vocabulary includes **collocations** and **informal language**. A **collocation** is the frequent use of two more words together, such as **save time**, which is a common phrase in English. **Informal language** may include conversational language that is less likely to be used in academic writing, as well as **idioms**. An **idiom** is an expression that cannot be defined based on the meanings of the separate words; instead, the combination of words has a different

meaning altogether. For example, the idiom **to open a can of worms** has nothing to do with cans or worms; it means to create an especially challenging problem.

The collocations and informal language in this section include the **sentence** from the article and the **paragraph number** where the words can be found in the article. Prior to reading the article, familiarize yourself with the concepts using a dictionary or by searching online if you cannot find one in the dictionary. Identify a relevant definition for each. You may also wish to note definitions and **synonyms** next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **according to tradition:** As our guests heaped their plates and looked for a place to sit, they lavished praise on my mother, who, *according to tradition*, deflected it all. (Paragraph 12)
2. **buffet-style:** We certainly did not have a table big enough to set, so we simply stacked dishes and utensils, *buffet-style*. (Paragraph 11)
3. **condo:** Our *condo* was small. Our guests squeezed onto the sofa, sat on the floor, or overflowed onto the patio. (Paragraph 5)
4. **foodie:** We were locavores by necessity and *foodies* without knowing it. (Paragraph 6)
5. **in full swing:** My mother, her diplomatic skills *in full swing*, had me deliver plates of Persian food, decorated

- with radish roses and mint sprigs, to them. (Paragraph 5)
6. **litmus test:** Rice, the foundation of the Persian meal, the *litmus test* of the cook's ability, cannot be prepared ahead of time. (Paragraph 10)
 7. **locavore:** We were *locavores* by necessity and foodies without knowing it. (Paragraph 6)
 8. **potluck:** Evolution, thy name is *potluck*. (Paragraph 13)
 9. **squished:** My mother insisted that the parsley, cilantro, and chives for qormeh sabzi, herb stew, had to be finely chopped by hand. The food processor, she explained, *squished* them. (Paragraph 7)
 10. **to wit:** *To wit*, one day in Abadan, the phone rang when my mother was about to drain the rice. (Paragraph 10)
-

Reading Process Activity for “Sweet, Sour & Resentful”

Purpose

The purpose of this activity is to activate your background knowledge and build your interest before reading an article so that you have a more engaging and efficient reading

experience; to actively read the article; and to reflect on your reading process and understanding of the text.

Preview the Article

Follow the steps below to preview the article “Sweet, Sour, and Resentful.” As you complete this activity, do not read the entire article. You will read the entire article later — after you have previewed it.

1. One factor to consider when reviewing a text is the author’s background. Learning about the writer’s experiences, perspectives, or expertise can sometimes (but not always) help to understand the article and its context. Firoozeh Dumas is the author of “Sweet, Sour, and Resentful.” Visit [her website](#) to learn a little about Dumas before reading the article. On your own, **write down at least three facts** that you think might help you to understand Dumas’s article or her perspective as a writer. These facts can relate to Dumas’s life experiences, professional experiences, and/or other written works. Write in complete sentences and paraphrase. (There are no wrong answers here; you are making predictions about what might be important, and our predictions are not always correct. The point is to engage your brain.)
2. Read the **title** of the article: “Sweet, Sour, and Resentful.” What do the three adjectives in the title

- mean? (Look up any words in the dictionary if needed.)
What topics does the title make you think about?
3. Often, reading the introduction or first few paragraphs of an article can give clues about the focus and purpose of the text. **Read paragraphs 1 and 2** of the article. Based on these two paragraphs and what you learned about the author, what do you think the article might be about? What questions do you have about the text based on the first two paragraphs?
 4. When an article does not have headings or subheadings, you can preview the article by reading the first sentence of each paragraph. **Read the first sentence only in paragraphs 3-12.** Notice the transition words and phrases that Dumas uses. What kind of organizational pattern might Dumas be using? Now, what do you think she is writing about in this article? What questions do you have?
 5. Finally, reading the concluding section or last paragraph of an article can help to build understanding and make predictions prior to reading. **Read the last paragraph (paragraph 13).** Now, what do you think Dumas is writing about in this article?
 6. How have your predictions changed throughout the preview process?

Actively Read and Annotate the Article

You are finished previewing “Sweet, Sour, and Resentful.” Now, actively read the article. As you read the article, do the following:

- Pause as you read the article to consider whether or not your predictions were correct.
 - Paraphrase main points of the article briefly in the margins.
 - Mark unfamiliar vocabulary.
-

Sweet, Sour, and Resentful

By Firoozeh Dumas, published in *Gourmet Magazine*, July 2009

A persian matriarch arrives in the new world with a suitcase full of recipes, an open-door policy for guests, and an insatiable appetite for bitterness.

As you read, take notes related to the questions you wrote and the

predictions you made when you previewed the article.

¹My mother’s main ingredient in cooking was **resentment**—not that I can blame her.

²In 1979, my family was living temporarily in Newport Beach, California. Our real home was in Abadan, a city in the southwest of Iran. Despite its desert location and **ubiquitous refineries**, Abadan was the **quintessential** small town. Everybody’s father (including my own) worked for the National Iranian Oil Company, and almost all the moms stayed home. The employees’ kids attended the same schools. No one locked their doors. Whenever I hear John Mellencamp’s “Small Town,” I think of Abadan, although I’m guessing John Mellencamp was thinking of somewhere else when he wrote that song.

³By the time of the Iranian revolution, we had adjusted to life in California. We said “Hello” and “Have a nice day” to perfect strangers, wore flip-flops, and grilled cheeseburgers next to our kebabs. We never understood why Americans

put ice in tea or bought shampoo that smelled like strawberries, but other than that, America felt like home.

⁴When the revolution happened, thousands left Iran for Southern California. Since we were one of the few Iranian families already there, our phone did not stop ringing. Relatives, friends, friends of relatives, friends of friends, and people whose connection we never quite figured out called us with questions about settling into this new land. Displaying the **hospitality** that Iranians so cherish, my father **extended** a dinner invitation to everyone who called. As a result, we found ourselves feeding dozens of people every weekend.

⁵The **marathon** started on Monday, with my mother planning the menu while letting us know that she was already tired. Fortunately, our rice dishes were made to be shared; our **dilemma**, however, was space. Our **condo** was small. Our guests squeezed onto the sofa, sat on the floor, or overflowed onto the patio. We eventually had to explain to our American neighbors why there were so many cars parked in front of our place

every weekend. My mother, her **diplomatic** skills **in full swing**, had me deliver plates of Persian food, decorated with radish roses and mint sprigs, to them. In time, we learned not to share fesenjan, pomegranate stew with ground walnuts. “Yes, now that you mention it, it does look like mud, but it’s really good,” I’d explain, convincing no one.

⁶Because my mother did not drive, my father took her to buy ingredients every Tuesday after work. In Abadan, my mother and I had started most days in the market, going from **vendor** to vendor looking for herbs, vegetables, and fruits. The fish came from the Karun and Arvand (Shatt al Arab) rivers, the lavash and the sangak breads were freshly baked, and the chickens were still alive. We were **locavores** by necessity and **foodies** without knowing it. In America, I learned that the time my parents spent shopping was in direct **correlation** to the degree of my mother’s bad mood. An extra-long trip meant that my mother could not find everything she needed, a point she would make loud and clear when she got home: “Why don’t they let fruit ripen here?” “Why are the chickens so huge and

flavorless?” “I couldn’t find fresh herbs.” “My feet hurt.” “How am I supposed to get everything done?”

⁷The first step was preparing the herbs. My mother insisted that the parsley, cilantro, and chives for qormeh sabzi, herb stew, had to be finely chopped by hand. The food processor, she explained, **squished** them. As she and my father sat across the table **wielding** huge knives, they argued **incessantly**. My father did his best to help her. It wasn’t enough. As soon as the mountain of herbs was chopped, my mother started frying them. At any given time, my mother was also frying onions. Every few days, while my father was watching the six o’clock news, my mother would hand him a dozen onions, a cutting board, and a knife. No words were **exchanged**. Much to my father’s relief, I once volunteered for this task, but apparently my slices were neither thin enough nor even. It took my father’s **precision** as an engineer to slice correctly.

⁸While all four burners were in use, my mother mixed the ground beef, rice, split peas, scallions,

and herbs for stuffed grape leaves. I chopped the stems of the grape leaves. I had tried stuffing them once, but my rolls, **deemed** not tight enough, were **promptly** unrolled and then rerolled by my mother.

⁹In between cooking, my mother made yogurt—the thick, sour variety that we couldn’t find in America. She soaked walnuts and almonds in water to plump them up; fried eggplants for kashk-e bademjan, a popular appetizer with garlic, turmeric, mint, and whey; made torshi-e limo, a sour lemon **condiment**; and **slivered** orange peels. I had been **fired** from this task also, having left on far too much **pith**.

¹⁰By the time our guests arrived, my mother was exhausted. But the work was not finished. Rice, the foundation of the Persian meal, the **litmus test** of the cook’s ability, cannot be prepared ahead of time. **To wit**, one day in Abadan, the phone rang when my mother was about to drain the rice. During the time it took her to answer the phone and tell her sister that she would call her back, the rice overcooked. Almost 40 years later, I still remember my mother’s

disappointment and her explaining to my father that her sister had time to talk because my aunt's maid did all the cooking. My aunt did not even drain her own rice.

¹¹We certainly did not have a table big enough to set, so we simply stacked dishes and utensils, **buffet-style**. As the guest list grew, we added paper plates and plastic utensils. It was always my job to announce that dinner was ready. As people entered the dining room, they **gasp**ed at the sight of my mother's table. Her zereshk polow, barberry rice, made many emotional. There are no fresh barberries in America (my mother had brought dried berries from Iran in her suitcase), and the sight of that dish, with its **distinct** deep red **hue**, was a reminder of the life our guests had left behind.

¹²Our dinners took days to cook and disappeared in 20 minutes. As our guests **heaped** their plates and looked for a place to sit, they **lavished** praise on my mother, who, **according to tradition, deflected** it all. "It's nothing," she said. "I wish I could've done more." When they told her how lucky she was to have me to help

her, my mother politely nodded, while my father added, “Firoozeh’s good at math.”

¹³On Sundays, my mother lay on the sofa, her swollen feet **elevated, fielding** thank-you phone calls from our guests. She had the same conversation a dozen times; each one ended with, “Of course you can give our name to your cousins.” As I watched my mother experience the same **draining** routine week after week, I decided that tradition is good only if it brings joy to all involved. This includes the hostess. Sometimes, even our most **cherished** beliefs must **evolve. Evolution**, thy name is **potluck**.

Reflect after Reading the Article

Record your responses to the questions below in complete sentences.

1. Now that you have read the article, what is Firoozeh

- Dumas's main point? Write it in your own words.
2. Why do you think Dumas wrote the article? (What was her purpose?)
 3. Were your predictions about the article correct? Which ones were accurate, and which ones did you revise as you read the article?
 4. What questions do you still have after reading the article? What else do you want to know about the article, the author, or topic of the reading?
 5. How did learning about the author and previewing the article help with your understanding of the text?
-

Reading & Response

Instructions:

1. Read the article, “Sweet, Sour, and Resentful” by Firoozeh Dumas. As you read, annotate the article. Take notes about the main idea, your reactions, and questions that you may have.
2. After reading, complete a **one-paragraph summary** of the article. The summary should include the author's name, article title, and the overall main idea. Additionally, it is helpful to focus on the *who*, *what*,

where, why, when, and how of the article to develop your summary. The ideas should be paraphrased and written in your own words.

3. Write a developed, **one-paragraph response** to the article. Develop a clear statement of your position or point of view on the ideas expressed in the article. Be sure to clearly explain and support your response. You may also consider using a particular quote from the article to use in your response. If using a quote, work to incorporate the quote smoothly into the response. Be sure to cite the quote using in-text citations, as well as including a works cited entry.

- As an example: *I agree with his statement, “...education is woefully lacking among those being held in America’s jails and prisons” (Andrisse). From there, you would expand on your ideas to explain and support why you agree with this statement*

Suggestions for Writing

1. Plan your summary and response before writing them. Review the notes that you have made regarding the article. Then, use a writing process that you are comfortable with that can include brainstorming, freewriting, listing, outlining, mapping, pre-thinking,

- pre-writing, etc.
2. Aim to use conventional grammar and sentence structure and to make the tone of your essay professional, not casual.
 3. Edit your work before submitting it.

16.

GRAMMAR FOCUS: SWEET, SOUR & RESENTFUL

This chapter focuses on the following grammar components found in the article, **Sweet, Sour & Resentful**.

- Developing Sentence Variety
- Using the Past Perfect Tense
- Passive Voice with Modal Verbs
- Noticing and Using Reduced Dependent Clauses

Answer keys for each of the grammar activities are found in the answer key chapter.

Developing Sentence Variety

As you know, in English, a typical order of words in a sentence is subject – verb – object. To make your paragraphs flow, it is important to use a variety of sentences. It's good to use a variety of simple, compound, and complex sentences – and begin some sentences with prepositional or verbal phrases.

A variety of sentences help create unity and flow of a paragraph:

1. Simple sentences and independent clauses contain the important information in the paragraph.
2. **Dependent clauses** and phrases provide context and additional details about the important information – they explain when, why, or how the action happened.
3. **Transitional expressions** are often inserted into simple sentences to add logical connections between ideas.

Let's look at some examples.

Example 1

Read the following paragraph.

The Iranian revolution happened. Thousands left Iran for Southern California. We were one of the few Iranian families already there. Our phone did not stop ringing. Everyone called us with questions. They wanted to know about settling into

this new land. These were relatives, friends, friends of relatives, friends of friends, and people whose connection we never quite figured out. My father displayed the hospitality that Iranians so cherish. He extended a dinner invitation to everyone who called. We found ourselves feeding dozens of people every weekend.

Notice that it consists of mostly simple sentences. All the sentences are equal in importance, and there are few words that show logical connections them. Each sentence begins with a subject.

Example 2

Now read this paragraph as it appears in the article “Sweet, Sour, and Resentful.”

When the revolution happened, thousands left Iran for Southern California. Since we were one of the few Iranian families already there, our phone did not stop ringing. Relatives, friends, friends of relatives, friends of friends, and people whose connection we never quite figured out called us with questions about settling into this new land. Displaying the hospitality that Iranians so cherish, my father extended a dinner invitation to everyone who called. As a result, we found ourselves feeding dozens of people every weekend.

Let’s analyze the differences between the two paragraphs step by step.

Simple sentences	Combined sentences	Explanation
The Iranian revolution happened. Thousands left Iran for Southern California.	When the revolution happened, thousands left Iran for Southern California.	<p>The adverb clause shows the time of the action, providing the context for the action. The main clause emphasizes the important point – that thousands left Iran for Southern California.</p>
We were one of the few Iranian families already there. Our phone did not stop ringing.	Since we were one of the few Iranian families already there, our phone did not stop ringing.	<p>The adverb clause shows the reason for the main clause. The main clause emphasizes the important point – the phone did not stop ringing.</p>
Everyone called us with questions. They wanted to know about settling into this new land. These were relatives, friends, friends of relatives, friends of friends, and people whose connection we never quite figured out.	Relatives, friends, friends of relatives, friends of friends, and people whose connection we never quite figured out called us with questions about settling into this new land.	<p>The combined sentence combines three sentences. Instead of stating that everyone called them, the writer describes who the callers were.</p> <p><u>The prepositional phrase helps concisely describe the questions.</u></p>

My father displayed the hospitality that Iranians so cherish. He extended a dinner invitation to everyone who called. We found ourselves feeding dozens of people every weekend.

Displaying the hospitality that Iranians so cherish, my father extended a dinner invitation to everyone who called. As a result, we found ourselves feeding dozens of people every weekend.

The verbal phrase describes the father’s motivation. The main sentence emphasizes the action – the extension of dinner invitations.

The transitional expression shows that this sentence includes the result of the previous sentence – and allows the writer to use a simple sentence, which stands out in a paragraph that otherwise includes complex sentences.

Review other paragraphs in “Sweet, Sour, and Resentful.” Analyze how the writer uses sentence variety in this article.

Grammar Behind Sentence Variety

Punctuation with Different Sentence Connectors

(For deeper explanation of the terms in this exercise, please refer to the Sentence Structure Glossary and the lessons in the supplemental grammar unit.)

Remember the differences between the following types of connectors, which are reflected in punctuation.

1) Transitional expressions and phrases at the beginning of the sentence are separated from the sentence with commas.

- It is cold outside. **Therefore**, we will not play soccer today.
- **Because of** the cold weather, we won't play soccer today.

2) When a BOBUB begins with a BOBUB, a comma goes at the end of the clause.

- Because it is cold outside, we will not play soccer today.

3) When a BOBUB begins in the middle of the sentence, there is no comma before the BOBUB.

- We will not play soccer today because it is cold outside.

4) When **FANBOYS (for, and, nor, but, or, yet, so)** connect two clauses, there is a comma between them.

- It's cold outside, so we will not play soccer today.

5) When FANBOYS connect two words, there is no comma between them.

- It's cold outside, so we will not **play** soccer or **go** for a walk today.

All of these connectors express certain relationships between ideas, and some may be confusing because they express the same meaning.

Transitions and Their Meanings

Some **transitions** are unique and express meanings that are not expressed by other connectors.

Meaning	Transition
Comparison	Similarly, likewise
Adding an idea	Also, in addition, further, furthermore, moreover
Alternative	Instead, alternatively, otherwise
Emphasis	Of course, in fact, certainly, obviously, to be sure, undoubtedly, indeed
Examples	For example, for instance
Summarizing	In short, generally, overall, all in all, in conclusion
Order	First, second, third, then, next, later on, subsequently, meanwhile, previously, finally

Remember to use commas after these transitions in sentences.

Other Connectors

Condition is mainly expressed by BOBUBS (subordinating conjunctions): *if, even if, unless, only if, whether (or not), in case*.

- **If** it rains tonight, I won't have to water tomatoes in the morning.
- I will have to water tomatoes in the morning **unless** it rains tonight.

The relationships of **time, order, contrast, cause, and effect** can be expressed by several types of connectors.

Time

Connector Type	Connectors	Example Sentences
BOBUBS (subordinators)	when, until, till, before, after, while, since, as soon as, by the time, once, as long as, so long as, whenever, every time, the first time, the last time, the next time	<p data-bbox="753 256 880 380">Whenever it snows, I think of home.</p> <p data-bbox="753 415 896 727">The first time I got an A on an essay, I was very proud of myself. I learned how to read by the time I was six.</p> <p data-bbox="753 732 896 920">I will stay at this job until I graduate from college.</p>

Prepositions	in / on / at / before / after / during / by / until + noun phrase	During a snowstorm, I think of home.
		On that day, I was very proud of myself.
		I learned how to read by the age of six.
		I will stay at this job until college.

Contrast

Connector Type	Connectors	Example Sentences
Transitions	however, nevertheless, nonetheless, on the other hand, in contrast, still, on the contrary, conversely	It is cold. However , we will play soccer.
BOBUBS (subordinators)	although, even though, though, while	Even though it is cold, we will play soccer anyway. We will play soccer even though it is cold.
Prepositions	despite, in spite of	In spite of the cold, we'll play soccer anyway.
FANBOYS	but, yet	It is cold, but we will play soccer.

Cause and Effect

Connector Type	Connectors	Example Sentences
Transitions	therefore, consequently, as a result, thus, hence, for this reason	It is cold outside. Therefore , we will not play soccer. Because it is cold outside, we will not play soccer today.
BOBUBS (subordinators)	because, as, since, now that, so (that)	We will not play soccer since it is cold outside.
FANBOYS	so	It's cold outside, so we will not play soccer today.

Choosing Connectors

As you can see, some relationships between ideas can be expressed through different types of connectors. How do you choose which one to use?

- Review your paragraph; it is good to use a variety of sentences.
 - Connect ideas logically—the end of one sentence needs to be connected to the beginning of the next sentence.
 - Use independent clauses and simple sentences to express the main points and information.
 - Include information that provides context in dependent clauses and phrases.
-

Exercise 1. *Read the passage. Add capital letters, periods, and commas.*

because my mother did not drive my father took her to buy ingredients every tuesday after work in abadan my mother and i had started most days in the market, going from vendor to vendor looking for herbs vegetables and fruits the fish came from the Karun and Arvand (Shatt al Arab) rivers the lavash and the sangak breads were freshly baked and the chickens were still alive we were locavores by necessity and foodies without knowing it in america i learned that the time my parents spent shopping was in direct correlation to the degree of my mother's bad mood an extra-long trip meant that my mother could not find everything she needed a point she would make loud and clear when she got home.

the first step was preparing the herbs my mother insisted that the parsley cilantro and chives for qormeh sabzi herb stew had to be finely chopped by hand the food processor she explained squished them as she and my father sat across the table wielding huge knives they argued incessantly my father did his best to help her it wasn't enough as soon as the mountain of herbs was chopped my mother started frying them at any given time my mother was also frying onions every few days while my father was watching the six o'clock news my mother would hand him a dozen onions a cutting board and a knife no words were exchanged much to my father's relief I once volunteered for this task but apparently my slices were

neither thin enough nor even it took my father's precision as an engineer to slice correctly

From "Sweet, Sour, and Resentful"

Check Your Answers

Compare your changes with the passage below:

Because my mother did not drive, my father took her to buy ingredients every Tuesday after work. In Abadan, my mother and I had started most days in the market, going from vendor to vendor looking for herbs, vegetables, and fruits. The fish came from the Karun and Arvand (Shatt al Arab) rivers, the lavash and the sangak breads were freshly baked, and the chickens were still alive. We were locavores by necessity and foodies without knowing it. In America, I learned that the time my parents spent shopping was in direct correlation to the degree of my mother's bad mood. An extra-long trip meant that my mother could not find everything she needed, a point she would make loud and clear when she got home.

The first step was preparing the herbs. My mother insisted that the parsley, cilantro, and chives for qormeh sabzi, herb stew, had to be finely chopped by hand. The food processor, she explained, squished them. As she and my father sat across the table wielding huge knives, they argued incessantly. My father did his best to help her. It wasn't enough. As soon as the mountain of herbs was chopped, my mother started frying

them. At any given time, my mother was also frying onions. Every few days, while my father was watching the six o'clock news, my mother would hand him a dozen onions, a cutting board, and a knife. No words were exchanged. Much to my father's relief, I once volunteered for this task, but apparently my slices were neither thin enough nor even. It took my father's precision as an engineer to slice correctly.

From "Sweet, Sour, and Resentful"

Using the Past Perfect Tense

When past events are described, the **Past Simple** tense is most typically used:

- While all four burners were in use, my mother mixed the ground beef, rice, split peas, scallions, and herbs for stuffed grape leaves. I chopped the stems of the grape leaves.

To describe an event or activity that was completed before another past activity or time in the past, the **Past Perfect** tense is used:

- I had tried stuffing [the grape leaves] once, but my rolls, deemed not tight enough, were promptly unrolled and then rerolled by my mother.

Forming the Past Perfect tense

To form the Past Perfect tense, “had” + Past Participle is used:

- By the time we reached the theater, the movie had already started.
- After her guests had left, Lisa sat down on the couch and took a sip of her tea.

As you can see, the Past Perfect tense can occur at the beginning of the end of the sentence. What is important is that it includes the event that happened first, before another past action.

The Past Perfect in Reported Speech

The Past Perfect is often used in reported speech to report on someone’s words in which the Past Simple or Present Perfect tense was originally used:

Direct speech: “I have never been to Texas,” Michael said.

Reported speech: Michael said that he had never been to Texas.

Direct speech: “My father’s death came as a shock for me,” said Jane.

Reported speech: Jane said that her father’s death had come as a shock for her.

Distinguishing between the Past Perfect Tense and Similar Forms

1) The Past Simple tense of the verb “have” is “had,” but it will not be followed by a Past Participle:

- My prosecuting attorney once stated that I had no hope for change.

2) The past form of the modal “have to”: had to + base form of the verb:

- He had to complete two projects before the end of the day.

3) Causative “have” in the Past Simple tense will be followed by a pronoun and the base form of the verb:

- My mother had me deliver plates of food to our neighbors.
-

Noticing the Past Perfect Tense

Instructions: Read the following passages from the article “Sweet, Sour, and Resentful”.

- *Underline verbs in the Past Perfect tense.*
- *Highlight “had” with causative meaning in yellow.*
- *Highlight “had to” (the past tense of modal “have to”) in blue.*
- *Highlight the Past Simple form of the verb “have” in green.*

Paragraph 3: By the time of the Iranian revolution, we had adjusted to life in California. We said “Hello” and “Have a nice day” to perfect strangers, wore flip-flops, and grilled cheeseburgers next to our kebabs. We never understood why Americans put ice in tea or bought shampoo that smelled like strawberries, but other than that, America felt like home.

Paragraph 4: Our guests squeezed onto the sofa, sat on the floor, or overflowed onto the patio. We eventually had to explain to our American neighbors why there were so many cars parked in front of our place every weekend. My mother, her diplomatic skills in full swing, had me deliver plates of

Persian food, decorated with radish roses and mint sprigs, to them.

Paragraph 6: Because my mother did not drive, my father took her to buy ingredients every Tuesday after work. In Abadan, my mother and I had started most days in the market, going from vendor to vendor looking for herbs, vegetables, and fruits.

Paragraph 7: The first step was preparing the herbs. My mother insisted that the parsley, cilantro, and chives for qormeh sabzi, herb stew, had to be finely chopped by hand. The food processor, she explained, squished them. As she and my father sat across the table wielding huge knives, they argued incessantly.

Paragraph 8: While all four burners were in use, my mother mixed the ground beef, rice, split peas, scallions, and herbs for stuffed grape leaves. I chopped the stems of the grape leaves. I had tried stuffing them once, but my rolls, deemed not tight enough, were promptly unrolled and then rerolled by my mother.

Paragraph 9: She soaked walnuts and almonds in water to plump them up; fried eggplants for kashk-e bademjan, a popular appetizer with garlic, turmeric, mint, and whey; made torshi-e limo, a sour lemon condiment; and slivered orange peels. I had been fired from this task also, having left on far too much pith.

Paragraph 10: Almost 40 years later, I still remember my mother's disappointment and her explaining to my father that

her sister had time to talk because my aunt's maid did all the cooking.

Paragraph 11: As people entered the dining room, they gasped at the sight of my mother's table. Her zereshk polow, barberry rice, made many emotional. There are no fresh barberries in America (my mother had brought dried berries from Iran in her suitcase), and the sight of that dish, with its distinct deep red hue, was a reminder of the life our guests had left behind.

Paragraph 12: On Sundays, my mother lay on the sofa, her swollen feet elevated, fielding thank-you phone calls from our guests. She had the same conversation a dozen times; each one ended with, "Of course you can give our name to your cousins."

Using Passive Voice and Modal Verbs

Noticing Passive Voice and Modal Verbs

Instructions: Read the following passages from the article "Sweet,

Sour, and Resentful” and highlight all verbs in the passive voice and underline modal verbs.

What is the meaning of the modal verbs? Why is passive voice used in a particular case?

Paragraph 5: The marathon started on Monday, with my mother planning the menu while letting us know that she was already tired. Fortunately, our rice dishes were made to be shared; our dilemma, however, was space. We eventually had to explain to our American neighbors why there were so many cars parked in front of our place every weekend.

Paragraph 6: Because my mother did not drive, my father took her to buy ingredients every Tuesday after work. In Abadan, my mother and I had started most days in the market, going from vendor to vendor looking for herbs, vegetables, and fruits. The fish came from the Karun and Arvand (Shatt al Arab) rivers, the lavash and the sangak breads were freshly baked, and the chickens were still alive... In America, I learned that the time my parents spent shopping was in direct correlation to the degree of my mother’s bad mood. An extra-long trip meant that my mother could not find everything she needed, a point she would make loud and clear when she got home: “Why don’t they let fruit ripen here?” “Why are the chickens so huge and flavorless?” “I couldn’t find fresh herbs.” “My feet hurt.” “How am I supposed to get everything done?”

Paragraph 7: The first step was preparing the herbs. My mother insisted that the parsley, cilantro, and chives for qormeh sabzi, herb stew, had to be finely chopped by hand.

As soon as the mountain of herbs was chopped, my mother started frying them. At any given time, my mother was also frying onions. Every few days, while my father was watching the six o'clock news, my mother would hand him a dozen onions, a cutting board, and a knife. No words were exchanged.

Paragraph 8: While all four burners were in use, my mother mixed the ground beef, rice, split peas, scallions, and herbs for stuffed grape leaves. I chopped the stems of the grape leaves. I had tried stuffing them once, but my rolls, deemed not tight enough, were promptly unrolled and then rerolled by my mother.

Paragraph 9: In between cooking, my mother made yogurt—the thick, sour variety that we couldn't find in America. She soaked walnuts and almonds in water to plump them up; fried eggplants for kashk-e bademjan, a popular appetizer with garlic, turmeric, mint, and whey; made torshi-e limo, a sour lemon condiment; and slivered orange peels. I had been fired from this task also, having left on far too much pith.

Paragraph 10: By the time our guests arrived, my mother was exhausted. But the work was not finished. Rice, the foundation of the Persian meal, the litmus test of the cook's ability, cannot be prepared ahead of time.

Paragraph 12: Our dinners took days to cook and disappeared in 20 minutes. As our guests heaped their plates and looked for a place to sit, they lavished praise on my mother,

who, according to tradition, deflected it all. “It’s nothing,” she said. “I wish I could’ve done more.”

Paragraph 13: On Sundays, my mother lay on the sofa, her swollen feet elevated, fielding thank-you phone calls from our guests. She had the same conversation a dozen times; each one ended with, “Of course you can give our name to your cousins.” As I watched my mother experience the same draining routine week after week, I decided that tradition is good only if it brings joy to all involved. This includes the hostess. Sometimes, even our most cherished beliefs must evolve. Evolution, thy name is potluck.

Error Correction in the Use of Passive Voice and Modal Verbs

The following sentences contain errors in the use of passive verbs and modal verbs. Please find and correct these errors.

1. Fortunately, our rice dishes made to be shared; our dilemma, however, was space. We eventually have to explain to our American neighbors why there were so many cars parked in front of our place every weekend. (2 errors)
2. The fish came from the Karun and Arvand (Shatt al Arab) rivers, the lavash and the sangak breads were

- freshly bake, and the chickens were still alive... (1 error)
3. An extra-long trip meant that my mother cannot find everything she needed, a point she would make loud and clear when she got home: “My feet hurt.” “How am I suppose to get everything done?” (2 errors)
 4. My mother insisted that the parsley, cilantro, and chives for qormeh sabzi, herb stew, have to be finely chop by hand. As soon as the mountain of herbs was chop, my mother started frying them. (3 errors)
 5. While all four burners were in use, my mother mixed the ground beef, rice, split peas, scallions, and herbs for stuffed grape leaves. I chopped the stems of the grape leaves. I had tried stuffing them once, but my rolls, deemed not tight enough, were promptly unroll and then reroll by my mother. (2 errors)
 6. By the time our guests arrived, my mother was exhausted. But the work was not finish. Rice, the foundation of the Persian meal, the litmus test of the cook’s ability, cannot prepared ahead of time. (2 errors)
 7. As our guests heaped their plates and looked for a place to sit, they lavished praise on my mother, who, according to tradition, deflected it all. “It’s nothing,” she said. “I wish I could be done more.” (1 error)
-

Noticing and Using

Dependent and Reduced Dependent Clauses

Exercise 1: Noticing Reduced Dependent Clauses: **Adjective (relative), Adverb (subordinate), and Noun**

(For deeper explanation of the terms in this exercise, please refer to the Sentence Structure Glossary.)

Dependent clauses are often added to independent clauses to create layers of meaning within a sentence. Using dependent clauses also offers an opportunity to create complex sentences, which add variety to the rhythm and flow of a paragraph.

Sometimes a writer chooses to use a full clause structure that includes a marker word and subject-verb units.

Examples of full clauses from “Sweet, Sour, and Resentful”

Adjective Clause: We never understood why Americans put ice in tea or bought shampoo that smelled like strawberries, but other than that, America felt like home. (paragraph 3)

Adverb Clause: As she and my father sat across the table wielding huge knives, they argued incessantly. (paragraph 7)

Noun Clause: We eventually had to explain to our

American neighbors why there were so many cars parked in front of our place every weekend. (paragraph 5)

Often, though, a writer uses reduced clause structures to add this information, especially when BE verbs (am, is, are, was, were) are being used instead of action verbs. It is not always necessary to reduce clauses. If you are not sure if a reduction works in your own writing, it is always best to use the full clause.

Examples of reduced clauses from “Sweet, Sour, and Resentful”

Reduced Adjective Clause (“appositive”): Our real home was in Abadan, a city in the southwest of Iran. (paragraph 2)

Reduced Adverb Clause: The marathon started on Monday, with my mother planning the menu while letting us know that she was already tired. (paragraph 5)

Reduced Noun Clause: In America, I learned the time my parents spent shopping was in direct correlation to the degree of my mother’s bad mood. (paragraph 6)

Read through the article again. See if you can find:

1. Two more full adjective clauses – how can these be reduced?

2. Ten more full adverb clauses (there are 18 total) — There are no other reduced adverb clauses in this article, and none of the full adverb clauses can be effectively reduced. Try to reduce a few to see how confusing it is for the reader. Remember: if you aren't sure about reducing, it's best to use the full clause!
3. Four more full noun clauses – how can these be reduced?

- One more reduced adjective clause
- One more reduced noun clause

Other things to notice:

- Where are the independent clauses? How do the other pieces attached to them support their meaning?
- Where are the commas with which adjective clauses? Are they defining or non-defining?
- Where are the commas with the adverb clauses? What's the rule?

17.

VOCABULARY FOCUS: SWEET, SOUR & RESENTFUL

This chapter focuses on the following activities to support your understanding of the article, **Sweet, Sour & Resentful**, and to help you develop your academic vocabulary fluency.

- Sentence Structure: The Power of 3
- Writing the One Page Essay
- Listening Activity: “Small Town” by John Mellencamp

Printable worksheets for students can be found in the instructor section at the end of the text.

Sentence Structure: The Power of 3

In her essay “Sweet, Sour, and Resentful,” Firoozeh Dumas describes a childhood scene that repeated itself every week: her mother would cook a Persian feast for Iranian immigrants who settled in Newport Beach, CA, just as Dumas’ family had. The guests, who were welcomed so warmly into Dumas’ home, had no idea that the delicious feast was preceded by a week of the author’s mother cooking, complaining and criticizing her family as they tried to help her.

Writing Strategies

Dumas uses different writing strategies to make her essay interesting and lively.

STRATEGY 1: Length of sentences and sentence structure: One strategy is varying the length of her sentences. This means that Dumas uses a combination of long sentences and short sentences to give her writing texture. For example, in the 5th paragraph, she writes:

- “Fortunately, our rice dishes were made to be shared; our dilemma, however, was space. Our condo was small.”

The first sentence is two independent clauses joined by a semi-

colon. The second sentence, however, is a simple sentence: Subject – verb – adjective. Although “Our condo was small” is a short sentence, it stands out *because* it is short. Following long, complex sentences with short ones is one strategy writers use get your attention.

EXERCISE 1. FINDING SHORT SENTENCES

Please re-read paragraphs 7, 8, and 10 to find examples of effective short sentences and write those examples in the space below.

Para. 7 _____

Para. 8 _____

Para. 9 _____

How do those short sentences affect the way you read the paragraph?

STRATEGY 2: The Power of Three: The Power of Three suggests that lists are most powerful when they contain three items. “Sweet, Sour, and Resentful” has many examples. In fact, the title itself shows the Power of Three because it consists of three adjectives.

The Power of Three has two rules:

1. Each item in the list is separated by a comma, and the word “or” or “and” precedes (comes before) the third item.
2. If each item is a verb, then each verb must be in the same form or tense. This is called parallelism.

There are other examples of the power of three in “Sweet, Salty, and Resentful.”

In the third paragraph, which begins “By the time,” Dumas explains the specific ways that her Iranian family adjusted to the American way of life when she writes:

- “We **said** ‘Hello’ and ‘Have a nice day’ to perfect strangers, **wore** flip-flops, and **grilled** cheeseburgers next to our kebabs.”

Here, you’ll notice that the sentence follows rules 1 and 2 listed above:

1. Each item (in bold) is separated by a comma and the word “and” precedes the last item.
2. Because each item is a verb (said, wore, grilled) each one is in the same tense (the Past Simple tense).

Dumas uses the Power of Three several more times in her essay. Sometimes the list consists of three verbs all in the same tense, as shown above, but other examples use three nouns.

EXERCISE 2. FINDING THE POWER OF THREE.

Please re-read paragraphs 5, 6, 7, and 9 to find examples of the Power of Three and write those examples in the space below.

Paragraph 5 – One example using verbs.

Please write the three verbs here:

Paragraph 6 – Two examples using nouns

Please write the first set of three nouns here:

Please write the second set of three nouns here:

Paragraph 7 – One example using nouns.

Please write the three nouns here:

Paragraph 9 – One example using verbs

Please write the three verbs here:

Listening Activity: “Small Town” John Mellencamp

In our article, the author mentions the song, “Small Town” by John Mellencamp. Listen to the song and fill in the blanks with the words you hear.

Small Town – John Mellencamp

Official video: <https://www.youtube.com/watch?v=0CVLVaBECuc>

Well I _____ in a small town
 And I live in a small town
 Probably die in a small town
 Oh, those small communities
 All my friends are so small town
 My parents live in the same small town
 My job is so small town
 Provides little opportunity
 _____ in a small town
 _____ the fear of Jesus in a small town
 Used to daydream in that small town
 Another boring romantic that’s me
 But I’ve seen it all in a small town
 Had myself a ball in a small town
 Married an L.A. doll and brought her to this small town
 Now she’s small town just like me
 No I cannot forget

I cannot forget the people _____

Yeah, I can be myself here in this small town
And people let me be just _____
Got nothing against a big town
Still hayseed enough to say
Look _____
But my bed is in a small town
Oh, and that's good enough for me
Well I _____ in a small town
And I can breathe in a small town
Gonna die in this small town
And that's probably where they'll bury me

Discussion Questions

Grammar

1. What type of clauses have you written in the blanks?
2. What type of verbs have you written in the blanks?

Vocabulary

1. Mellancamp sings, "Got nothing against a big town. Still hayseed enough to say..." What does "hayseed" describe about him?
2. Why does he describe his wife as an "L.A. doll"?

General discussion

1. How does Mellencamp feel about his “small town”?
What lines in the song support your opinion?
2. Many people have a place that feels like “home” to them, whether they live there currently or have moved away.
Do you have a place that feels like home? Write a short paragraph describing the place you call home.

Grammar points that could be added to this assignment:

- Add five full or reduced adjective clauses to your paragraph.
- Add five full or reduced adverb clauses to your paragraph.
- Add five full or reduced noun clauses to your paragraph.
- Add five passive verbs to your paragraph
- Use the power of three in five places in your paragraph.

18.

USE OF EVIDENCE AND THE RHETORICAL SITUATION: SWEET, SOUR, AND RESENTFUL

A rhetorical situation is a situation that requires some form of communication. The situation can be as ordinary as texting friend to say that you need a ride, or as complicated as a team of astronomers explaining how they identified a new star and calculated its distance from earth.

Use of Evidence and the Rhetorical Situation

Although a text to a friend and a scholarly article about discovering a new star may seem very different from each other, they share these three elements:

1. a purpose (why it's written)
2. an audience (to whom it's written)
3. context (the time it was written, the location where it was published, and other circumstances related to the writing)

Your Rhetorical Situations

Because you are part of a community of college writers, your words are also shaped by rhetorical situations. Just like the professionals, you choose your words based on the purpose of your communication, your audience, and other circumstances. For example, you might use "r u late?" or "idk" in a text to a friend, but you'd use complete words and sentences in an email to a professor.

Firoozeh Dumas' Rhetorical Situation

In her essay “Sweet, Sour, and Resentful,” Firoozeh Dumas had to consider her rhetorical situation as she wrote about how her mother cooked for and fed crowds of Iranian immigrants. She had to ask herself these questions:

1. What is the purpose of my article?
2. Who will read it?
3. Where and when will the article be published? What else might affect the way I present my ideas?

Answering these questions forced her to make several decisions as a writer and these decisions affected her final essay.

Let's analyze the essay in terms of the rhetorical situation: Purpose, audience, and context.

Purpose

Dumas' essay doesn't include research, statistics, or other types of evidence that you might use in a research paper. It doesn't propose a solution to a problem or argue that something is right or wrong. The title, however, does make a claim about Dumas' mother and uses Dumas' observations about her mother as evidence.

- What does Dumas claim about her mother and her mother's attitude toward cooking?

- Find 1-2 sentences from the essay that helped you answer this question.

Audience

To determine audience, you have to look at the place where Dumas' essay was first published and try to figure out the audience for that website or publication. "Sweet Salty, and Resentful" was first published in *Gourmet Magazine* in July 2009. *Gourmet* published its last issue later that year, in December. But you can see the kinds of articles it published here: [Gourmet Archives](#). (An archive is a collection of writing.)

List the titles of 3 other articles from the *Gourmet* archive here:

- 1.
- 2.
- 3.

Skim the three articles you listed above. What are the articles about? News? Sports? Science? Culture? Politics? Entertainment? Food? If the answer is food, please be specific.

- 1.
- 2.
- 3.

Who might be interested in these articles?

- 1.
- 2.

3.

Based on your answers, who might be the audience for Gourmet Magazine? This audience would also be Dumas' audience.

Context

The context is the set of circumstances surrounding a piece of writing. In "Sweet, Sour, and Resentful," Dumas provides a lot of clues that will help you understand the context of her essay. The more you understand the context, the more you will understand her essay and appreciate the kindness that her family provided to other families.

Understanding context will require research. Please Google the following terms that are in the paragraphs 1-4 of Dumas' essay and write down a brief explanation of you what you learn:

1. Newport Beach
2. Abadan
3. National Iranian Oil Company
4. Iranian Revolution

What important facts did you learn from your Google searches? Why do you think Dumas' family moved from Abadan to Newport Beach?

Does this new information change your opinion of Dumas or of her mother?

Why do you think Dumas included in her essay the specific names listed in 1-4 above? Do these names help her achieve the purpose that you identified?

19.

SENTENCE STRUCTURE AND THE POWER OF THREE: SWEET, SOUR, AND RESENTFUL

Writers choose not only *what* to write but how to *write* it. Which sentences should be short or long? Simple or complex? This chapter teaches you how to identify the choices that Firoozeh Dumas made in her essay, “Sweet, Sour, and Resentful.”

WRITING STRATEGIES

In her essay “Sweet, Sour, and Resentful,” Firoozeh Dumas

describes a childhood scene that repeated itself every week: her mother would cook a Persian feast for Iranian immigrants who settled in Newport Beach, CA, just as Dumas' family had. The guests, who were welcomed so warmly into Dumas' home, had no idea that the delicious feast was preceded by a week of the author's mother cooking, complaining and criticizing her family as they tried to help her.

Dumas uses different writing strategies to make her essay interesting and lively.

Strategy 1: Varying Sentence Length

Length of sentences and sentence structure: One strategy is varying the length of her sentences. This means that Dumas uses a combination of long sentences and short sentences to give her writing texture. For example, in the 5th paragraph, she writes:

“Fortunately, our rice dishes were made to be shared; our dilemma, however, was space. Our condo was small.”

The first sentence is two independent clauses joined by a semi-colon. The second sentence, however, is a simple sentence: Subject – verb – adjective. Although “Our condo was small” is a short sentence, it stands out because it is short. Following long, complex sentences with short ones is one strategy writers use get your attention.

Exercise 1. Finding Short Sentences

Re-read paragraphs 7, 8, and 10 and find examples of effective short sentences. How do the short sentences affect the way you read the paragraph?

Strategy 2: Using the Power of Three

The Power of Three suggests that lists are most powerful when they contain three items. “Sweet, Sour, and Resentful” has many examples. In fact, the title itself shows the Power of Three because it consists of three adjectives.

The Power of Three has two rules:

1. Each item in the list is separated by a comma, and the word “or” or “and” precedes (comes before) the third item.
2. If each item is a verb, then each verb must be in the same form or tense. This is called parallelism.

There are other examples of the power of three in “Sweet, Salty, and Resentful.”

In the third paragraph, which begins “By the time,” Dumas explains the specific ways that her Iranian family adjusted to the American way of life when she writes:

“We said ‘Hello’ and ‘Have a nice day’ to perfect strangers, wore flip-flops, and grilled cheeseburgers next to our kebabs.”

This sentence follows rules 1 and 2 listed above:

1. Each item (in bold) is separated by a comma and the word “and” precedes the last item.
2. Because each item is a verb (said, wore, grilled) each one is in the same tense (simple past?).

Dumas uses the Power of Three several more times in her essay. Sometimes the list consists of three verbs all in the same tense, as shown above, but other examples use three nouns.

Exercise 2. Finding the Power of Three

Reread paragraphs 5, 6, 7, and 9 to find examples of the Power of Three. Remember that the example can contain three nouns or three verbs.

- In paragraph 5, find one example of the Power of Three that uses three verbs.
- In paragraph 6, find two examples of the Power of Three that uses three nouns.
- In paragraph 7, find one example of the Power of Three that uses three nouns.
- In paragraph 9, find one example of the Power of Three that uses three verbs.

20.

WRITING A PERSONAL ESSAY BASED ON SWEET, SOUR, AND RESENTFUL

In this chapter you will use “Sweet, Sour, and Resentful” as a model for your own writing.

Writing a Personal Essay

Introduction

You recently read the essay “Sweet, Sour, and Resentful” by Firoozeh Dumas. In the essay, the author describes a childhood experience that happened again and again: Her

mother would warmly welcome crowds of Iranian immigrants into their small California home and serve them platters of authentic Persian food that she spent all week preparing. She showed her guests warmth and hospitality. Her family, though received only complaints and criticism as they tried to help her prepare the weekly feasts.

Reading Dumas' essay may have reminded you of a habit or custom from your childhood or maybe one that continues today. Maybe your experience is the same as Dumas' because it involves a lot of food and a lot people. Or maybe your experience involves food but not a crowd, or perhaps it focuses on something entirely different.

After you read "Sweet, Sour, and Resentful," you completed an exercise where you identified two writing strategies: (1) varying the length of sentences and (2) using the Power of Three.

Purposes

The first purpose of this assignment is to write a one-page essay that describes a habit or custom that you remember from your childhood or one that continues today.

The second purpose is to practice using the two strategies listed above (varying sentence length and using the Power of Three).

Instructions

1. **Think of a habit or custom to write about.** If you can't think of one, ask a family member for help (but write the paper yourself).
2. **Complete the paper planner near the end of this chapter.** The planner will help you (1) organize your paper; (2) remember the important information that a person reading your paper needs to know; and (3) create lists of three items so that your paper will use the Power of Three.
3. **Draft paragraphs based on your completed paper planner.**
 - Remember to use both long and short sentences in your writing
 - Include at least two examples of the power of three.

Practicing Skills

You will practice the following skills to write this essay:

- Invention (thinking of an idea)
- Using your personal experience as a topic of writing
- Planning an essay
- Drafting an essay
- Revising an essay

- Varying sentence structure

Advice

Here are some suggestions to help you write a strong essay:

- Use at least five of the following expressions:

Nourishing (adj)	Well-being	Build community	Connection (to)	Bring (people) together	A ser of belon
Beneficial (adj)	Uplifting (adj)	Offer an opportunity (for)	Increase confidence	Improve performance	Redu anxie
Celebration (of)	Meaningful	Family-oriented	Be invited (to)	Be required	Bene (n, v)
Be encouraged	Be tied to	Be discouraged	Be determined	Be allowed	Cher (v)
Relieve stress	Be exhausted	Be supposed to	In full swing	Bring joy	Relie

- Use the Present Simple tense when making general statements. Use the Past Simple tense to describe past experiences. Use the Past Perfect tense to describe events that happened prior to other events in the past.
- Use the Power of Three (parallel structure) in lists.
- Use modal verbs (can, must, should, have to, etc.) to describe your attitude toward actions.

- Use a variety of sentence structures (simple sentences, prepositional phrases, adjective clauses, adverb clauses, noun clauses, reduced clauses, transitional expressions) to improve the flow of your writing.

Gaining Knowledge

By completing writing this essay, you will learn that:

- Your personal experiences are valuable and should be written down.
- Writing is a process that involves multiple steps.
- Having a model essay (like “Sweet, Salty, and Resentful”) can help you improve your own writing.
- Sentence length is an important tool that you can use to communicate effectively with your readers.

Paper Planner

Before you begin to write, answer the following questions. Your answers will provide the information you need to produce an organized essay that is focused on your personal experience.

Questions related to the Introduction: Background information

- What is the habit or custom?
- Where did it begin? What does it symbolize or celebrate?
- Is it related to cultural, family, or religious traditions? If so, what are those traditions?

Questions related to Body Paragraph 1: Your family's experience

- How does your family practice the habit or custom? Be specific here. Review “Sweet, Sour, and Resentful” to see Dumas’ very detailed descriptions of food. Even if you’re not writing about food, try to be just as specific about your topic.
- Can you write a “Power of Three” sentence to help the reader understand how your family practices the habit or custom?

Questions related to Body Paragraph 2: Your role in your story

- What is your role in this custom or habit? Be specific here. Review “Sweet, Sour, and Resentful” to see Dumas’ very detailed descriptions of food. Even if you’re not writing about food, try to be just as specific about your topic.
- Do you enjoy your role or would you rather have a different one? If so, which one?

- Can you write a “Power of Three” sentence to help the reader understand your role?

Conclusion

Do you think you’ll continue to practice the habit or custom in your adult life? Why or why not?

PART IV

EXPOSITORY: WHY RITUALS ARE GOOD

The essay “**Why Rituals Are Good for You**” by Ari Honorvar can be found in [88 Open Essays](#) on pages 235-238.

The article describes how rituals helped the writer handle fear and anxiety while growing up in the midst of the Iran-Iraq War and how she has tried to implement rituals in her life in the different context of living in the United States. She explores why rituals are beneficial. The article includes personal experience and **research** and demonstrates **cause/effect** organization. It would pair nicely with the article “Sweet, Sour, and Resentful.”

The following instructional activities, assignments, and documents are included for this reading. They are explained in the chart below and can be found in the module.

Course Activities, Assignments, and Documents
Goals Addressed
Analyzing and Answering Questions with Multiple Parts:

A power point and activity to help the students annotate and analyze the directions for assignments (will need to be adapted to the directions/assignments for this particular module.)

How to Analyze a Writing Prompt and create a Strong Thesis Statement

activity (will need to be adapted to the directions/assignments for this particular module.)

Understanding the Relationship between the Assignment and the Rubric (will need to be adapted to the directions/assignments for this particular module.)

GOAL 1:
Understanding
Academic
Writing
Assignments

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

Reading Process Activity: This activity guides students through the reading process – previewing the article, actively reading and annotating the text, and reflecting on the meaning of the text and the reading process. Emphasis is placed on using the title and students’ background knowledge and experience with the content to predict ideas in the text.

Summary and Response Activity: This activity provides a set of guided questions to develop a summary and reading response to the article. An example is provided to help with developing a response, as well as providing suggestions to start the writing process.

GOAL 2:
Read and
understand
college-level
texts

Sentence Variety activity: comparing paragraphs consisting of choppy sentences and paragraphs containing complex structures

Grammar behind Sentence Variety: (1)
Punctuation of paragraphs with a variety of sentence structures

(2) Noticing and using reduced clauses activity

Passive Voice and Modal Verbs: noticing and error correction activities

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

One-page essay with a planner and suggestions for vocabulary and grammatical structures.

Sentence Structure and the Power of Three explains the rhetorical strategies of alternating short and long sentences and using lists of three items to illustrate a point.

Rhetorical Situation and Evidence asks students to consider the decisions the author made when she wrote her essay, specifically about purpose, audience, and context. It also asks students to evaluate the evidence about the benefits of rituals.

Using Sources Responsibly: A document that provides an example from the original text where students will evaluate the four attempts of incorporating sources has been done so correctly.

GOAL 3:
Develop
Sophisticated
Grammatical
Structures

GOAL 4:
Develop
Fluency with
Academic
Vocabulary

GOAL 5:
Strategies for
Using
Evidence in
Academic
Writing

21.

READ AND UNDERSTAND: RITUALS

This chapter introduces students to the reading, **“Why Rituals Are Good For You,”** through a vocabulary preview activity, reading process activity, and a summary and response activity. It may be helpful to print a copy of [Why Rituals Are Good for Your Health](#) to make notes about vocabulary and to annotate as you preview and read the article.

Vocabulary Preview for “Why Rituals Are Good For You”

Purpose

The purpose of this activity is to build knowledge of vocabulary before reading a text in order to improve fluency and efficiency. You may also wish to practice using the new vocabulary in your writing. The preview is divided into three groups: (1) Academic Vocabulary, (2) Vocabulary with Other Common Meanings, and (3) Collocations and Informal Language.

Academic Vocabulary

Academic vocabulary are **bold** in the article “Why Rituals Are Good for You” and also listed below. Prior to reading the article, familiarize yourself with the words using a dictionary. Several pieces of information are provided for each word and phrase:

- The **part of speech** for the word according to how it is used in the article “Why Rituals Are Good for You”
 - Many words can take multiple parts of speech and have numerous definitions. Knowing a word’s part of speech in the sentence can help you to narrow

down to the correct dictionary definition.

- The **sentence** where the word is used in the article “Why Rituals Are Good for You”
 - The sentence provides context, which also helps to narrow down to the appropriate definition from the dictionary. The context is the situation in which the word is used.
- The **paragraph number** where the word can be found in the reading
 - If you need additional context beyond the sentence, you can refer to the paragraph in the article for more information.

Using the information provided for each word, identify a relevant definition. You may also wish to note definitions and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **amid** (prep.): We live *amid* a loneliness epidemic where the lack of belonging and community has been linked to high suicide rates and an increased sense of despair. (Paragraph 7)
2. **anxiety** (n.): While it’s not clear exactly how they help, rituals reduce *anxiety*, improve performance and confidence, and even work on people who don’t believe in them, research shows.the ritual. (Paragraph 5)

3. **banned** (v.): At dinners we *banned* books and devices, lit candles, and discussed set topics of conversation. (Paragraph 13)
4. **celestial** (adj.): We gathered family and friends, reciting the ancient story of the poor abused girl who had run away from home and had a vision of being visited by three *celestial* bibis (matrons). (Paragraph 8)
5. **ceremony** (n.): It helped that in Persian culture we had *ceremonies* to turn to. (Paragraph 2)
6. **chanting** (v.): “Whether we’re *chanting* in Sanskrit or singing the national anthem, “our brains tend to resonate with those around us, so if everyone is doing the same dance, hymn, or prayer, all of those brains are working in the same way,” Newberg explains. (Paragraph 9)
7. **deactivate** (v.): According to one study, chanting the Sanskrit syllable “om” *deactivates* the limbic system, softening the edge of fear, anxiety, and depression. (Paragraph 9)
8. **demographic** (n.): The United States has one of the worst work-life balance scores in the world, while more Americans have become disillusioned with organized religion, as a broad and rapidly rising *demographic* consider themselves spiritual but not religious. (Paragraph 7)
9. **demoted** (adj.): Rituals, on the other hand, are “goal *demoted*,” which means that their actions have no

- instrumental connection to the outcome. (Paragraph 3)
10. **enforce** (v.): We held weekly family meetings with opening and closing ceremonies and used a talking stick to *enforce* respectful communication. (Paragraph 13)
 11. **engender** (v.): This can *engender* a powerful feeling of connectedness. It also reduces stress and depression through a combination of effects on the autonomic nervous system, which is ultimately connected to the emotional areas of the brain—the limbic system. (Paragraph 9)
 12. **evolved** (v.): And as strange as rituals might be from a logical perspective, they have *evolved* as distinct features of human culture. (Paragraph 4)
 13. **hosted** (v.): First, we *hosted* a multigenerational Sunday potluck with friends and family. (Paragraph 15)
 14. **inherent** (adj.): According to research psychologist Nick Hobson, a habit's *inherent* goal is different from a ritual's. (Paragraph 3)
 15. **intensely** (adv.): “We are an *intensely* social and ritualistic species,” he says. (Paragraph 10)
 16. **isolation** (n.): In this age of *isolation*, we need nourishing and uplifting means of creating community by bringing together members of different generations as our ancestors did. (Paragraph 17)
 17. **malady** (n.): Besides a thorough spring cleaning, we jump over a bonfire to cleanse our inner landscape and give our *maladies* to fire and gain vitality from it.

(Paragraph 2)

18. **multigenerational** (adj.): First, we hosted a *multigenerational* Sunday potluck with friends and family. (Paragraph 15)
19. **mythical** (adj.): But where was that *mythical* village and the rituals that made it sane? (Paragraph 11)
20. **narrative**: (n.): “Take this piece out of our modern human *narrative* and you lose a piece of our history and our humanity.” (Paragraph 10)
21. **promoting** (n.): They have been instrumental in building community, *promoting* cooperation, and marking transition points in a community member’s life. (Paragraph 4)
22. **reciting** (adj.): We gathered family and friends, *reciting* the ancient story of the poor abused girl who had run away from home and had a vision of being visited by three celestial bibis (matrons). (Paragraph 8)
23. **recounted** (v.): Each week, five to 10 of us gathered, shared food, and *recounted* what made us grateful. (Paragraph 15)
24. **ritual** (n.): I don’t know if I could have survived seven years of my childhood without the soul-saving *rituals* of my Persian culture. (Paragraph 1) (ritualized in paragraph 9 and ritualistic in paragraph 10)
25. **sane** (adj.): But where was that mythical village and the rituals that made it *sane*? (Paragraph 11)
26. **unbearable** (adj.): Life seemed *unbearable* at times...

(Paragraph 1)

27. **uplifting** (adj.): In this age of isolation, we need nourishing and *uplifting* means of creating community by bringing together members of different generations as our ancestors did. (Paragraph 17)

Vocabulary with Other Common Meanings

Words can have many different meanings in English. Some words that have common, everyday meanings also have specific meanings that are not used as often.

Consider the word **factor** as an example. In everyday use, **factor** refers to some element that influences an outcome, as in the following sentence: *Students' time management skills are **factors** in their academic success.* In a mathematics class, however, **factor** has a less common meaning that relates to multiplication.

The words in this section have less common and often more abstract meanings in the article compared to their meanings in everyday situations.

As with the Academic Vocabulary list above, the vocabulary in this section includes the **part of speech**, the **sentence** from the article, and the **paragraph number** where the word can be found in the article. Using the information provided for each word, identify a relevant definition that fits with the context of how the word is used in the sentence. You

may also wish to print a copy of the article and note definitions and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **anchored** (v.): Each ritual, no matter how small, *anchored* me in something bigger and provided a sense of belonging. (Paragraph 14)
2. **ditch** (v.): ...we were forced to *ditch* our previous lifestyle and observe a strict Islamic attire, which covered our bodies and hair. (Paragraph 1)
3. **exhibited** (v.): In a University of Toronto study, participants who performed a ritual before completing a task *exhibited* less anxiety and sensitivity to personal failure than when they completed the task without first performing. (Paragraph 5)
4. **grounding** (adj.): Life seemed unbearable at times, but we learned to bring meaning into uncertainty and chaos by maintaining *grounding* practices and developing new ones. (Paragraph 1)
5. **huddling** (n.): *Huddling* together at the end of each family meeting provided me with a sense of accomplishment. (Paragraph 14)
6. **instrumental** (adj.): Rituals, on the other hand, are “goal demoted,” which means that their actions have no *instrumental* connection to the outcome. (Paragraph 3)

7. **nourishing** (adj.): In this age of isolation, we need *nourishing* and uplifting means of creating community by bringing together members of different generations as our ancestors did. (Paragraph 17)
8. **observe** (v.): ...we were forced to ditch our previous lifestyle and *observe* a strict Islamic attire, which covered our bodies and hair. (Paragraph 1)

Collocations and Informal Language

This section of vocabulary includes **collocations** and **informal language**. A **collocation** is the frequent use of two more words together, such as **save time**, which is a common phrase in English. **Informal language** may include conversational language that is less likely to be used in academic writing, as well as **idioms**. An **idiom** is an expression that cannot be defined based on the meanings of the separate words; instead, the combination of words has a different meaning altogether. For example, the idiom **to open a can of worms** has nothing to do with cans or worms; it means to create an especially challenging problem.

The collocations and informal language in this section include the **sentence** from the article and the **paragraph number** where the words can be found in the article. Prior to reading the article, familiarize yourself with the concepts using a dictionary or by searching online if you cannot find one in

the dictionary. Identify a relevant definition for each. You may also wish to note definitions and **synonyms** next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **bore (bear) the brunt of:** Besides the horrors of the war, freedom of thought and expression were severely restricted in Iran after the Islamic revolution. Women *bore the brunt of* this...(Paragraph 1)
2. **clung to:** We *clung to* 3,500-year-old Zoroastrian ceremonies that correspond to the seasons. (Paragraph 2)
3. **confronted with:** After living here for two decades, I became a mother and was *confronted with* the phrase, “It takes a village to raise a child.” (Paragraph 11)
4. **disillusioned with:** The United States has one of the worst work-life balance scores in the world, while more Americans have become *disillusioned with* organized religion, as a broad and rapidly rising demographic consider themselves spiritual but not religious. (Paragraph 7)
5. **fend for herself (or himself or themselves):** A new mother was surrounded by people who took turns assisting with daily tasks. But in the U.S., she was expected to *fend for herself and her baby* immediately after childbirth. (Paragraph 11)
6. **food rations:** In Iran during the war, we found uses for rituals when we were faced with *food rations*.

(Paragraph 8)

7. **life span:** Rituals signify transition points in the individual *life span* and provide psychologically meaningful ways to participate in the beliefs and practices of the community. (Paragraph 4)
8. **organized religion:** The United States has one of the worst work-life balance scores in the world, while more Americans have become disillusioned with *organized religion*, as a broad and rapidly rising demographic consider themselves spiritual but not religious.

(Paragraph 7)

9. **resonate with:** “Whether we’re chanting in Sanskrit or singing the national anthem, “our brains tend to *resonate with* those around us, so if everyone is doing the same dance, hymn, or prayer, all of those brains are working in the same way,” Newberg explains. (Paragraph 9)
10. **sense of belonging:** Each ritual, no matter how small, anchored me in something bigger and provided a *sense of belonging*. (Paragraph 14)
11. **sense of despair:** We live amid a loneliness epidemic where the lack of belonging and community has been linked to high suicide rates and an increased *sense of despair*.
12. **sensitivity to:** In a University of Toronto study, participants who performed a ritual before completing a task exhibited less anxiety and *sensitivity to* personal

failure than when they completed the task without first performing. (Paragraph 5)

13. **talking stick:** We held weekly family meetings with opening and closing ceremonies and used a *talking stick* to enforce respectful communication. (Paragraph 13)
 14. **transition point:** They have been instrumental in building community, promoting cooperation, and marking *transition points* in a community member's life. (Paragraph 4)
 15. **work-life balance:** The United States has one of the worst *work-life balance* scores in the world, while more Americans have become disillusioned with organized religion, as a broad and rapidly rising demographic consider themselves spiritual but not religious. (Paragraph 7)
-

Reading Process Activity for “Why Rituals Are Good For You”

Purpose

The purpose of this activity is to activate your background

knowledge and build your interest before reading an article so that you have a more engaging and efficient reading experience; to actively read the article; and to reflect on your reading process and understanding of the text.

Preview the Article

Follow the steps below to preview the article “Why Rituals Are Good for Your Health.” As you complete this activity, do not read the entire article. You will read the entire article later — after you have previewed it.

1. What is a ritual? If you have heard this word before, consider your prior knowledge. Also, research this term in a dictionary and online. Write down your understanding of the meaning of this word. Paraphrase and write in complete sentences.
2. Now that you have a basic understanding of the term ritual, consider your prior experiences with rituals. Are there rituals that you used to practice or that you practice in the present? List them below. (They can be serious, such as a religious or family ritual, or less serious, such as listening to the same song before watching your favorite sports team play.)
3. The title of the article “Rituals Are Good for Your Health” indicates that rituals have positive health benefits. Before reading, brainstorm about why rituals

might be healthy. List your thoughts below. Use your brain – not other sources. Don't worry about whether your ideas are "right or wrong." This is a brainstorming activity, where there is no "right or wrong."

4. Now, preview the text of the article. Reading the introduction, the first sentences of paragraphs, and the conclusion can often help to activate and assess your background knowledge and to predict what the reading is about. Read paragraph 1, the first sentence only in paragraphs 2-16, and paragraph 17 of the article. Based on this preview, what do you predict the author, Ari Honarvar, will identify as the health benefits of rituals? Make a list. Paraphrase and write in complete sentences. Compare this list to the ideas you listed above in question 3.

Actively Read and Annotate the Article

You are finished previewing "Why Rituals Are Good for Your Health." Now, actively read the article. As you read the article, do the following:

- Pause as you read the article to consider whether or not your predictions were correct.
- Paraphrase main points of the article briefly in the margins.

- Mark unfamiliar vocabulary.
-

Why Rituals Are Good For You

Author [Ari Honarvar](#) is an award-winning writer, speaker, and performer. In her work, she explores poetry, parenting, rituals, and the plight of refugees and asylum seekers. Her website is rumiwithaview.com. This work was previously published in [Yes! Magazine](#).

As you read, take notes related to the questions you wrote and the predictions you made when you previewed the article. Additionally, consider the ways that rituals can benefit individuals and communities.

¹ I don't know if I could have survived seven

years of my childhood without the soul-saving **rituals** of my Persian culture. I grew up amid the Iran-Iraq War, which killed a million people. Besides the horrors of the war, freedom of thought and expression were severely restricted in Iran after the Islamic revolution. Women **bore the brunt of** this as, in a matter of months, we were forced to **ditch** our previous lifestyle and **observe** a strict Islamic attire, which covered our bodies and hair. We lost the right to jog, ride a bicycle, or sing in public. Life seemed **unbearable** at times, but we learned to bring meaning into uncertainty and chaos by maintaining **grounding** practices and developing new ones.

² It helped that in Persian culture we had **ceremonies** to turn to. We **clung to** 3,500-year-old Zoroastrian ceremonies that correspond to the seasons. Several of these rituals take place during the spring because the equinox marks the Persian New Year. Besides a thorough spring cleaning, we jump over a bonfire to cleanse our inner landscape and give our **maladies** to fire and gain vitality from it. On

the longest night of the year, winter solstice, we stay up all night eating fruits and nuts, reciting poetry, playing music, and dancing. This is to symbolize survival and celebration during dark times.

³ Rituals, which are a series of actions performed in a specific way, have been part of human existence for thousands of years. They are not habits. According to research psychologist Nick Hobson, a habit's **inherent** goal is different from a ritual's. With habit, the actions and behaviors are causally tied to the desired outcome; for example, brushing our teeth to prevent cavities and gum disease and exercising to keep healthy. Rituals, on the other hand, are "goal **demoted**," which means that their actions have no **instrumental** connection to the outcome. For example, we sing "Happy Birthday" to the same melody even though it isn't tied to a specific external result.

⁴ Cristine Legare, a researcher and psychology professor at the University of Texas at Austin, says, "Rituals signify transition points in the individual **life span** and provide psychologically

meaningful ways to participate in the beliefs and practices of the community.” They have been instrumental in building community, **promoting** cooperation, and marking **transition points** in a community member’s life. And as strange as rituals might be from a logical perspective, they have **evolved** as distinct features of human culture.

⁵ While it’s not clear exactly how they help, rituals reduce **anxiety**, improve performance and confidence, and even work on people who don’t believe in them, research shows. In a University of Toronto study, participants who performed a ritual before completing a task **exhibited** less anxiety and **sensitivity to** personal failure than when they completed the task without first performing the ritual.

⁶ Additionally, rituals benefit our physical well-being and immune system. According to Andrew Newberg, the associate director of research at the Marcus Institute of Integrative Health, rituals lower cortisol, which in turn lowers heart rate and blood pressure and increases immune system function.

⁷ We live **amid** a loneliness epidemic where the lack of belonging and community has been linked to high suicide rates and an increased **sense of despair**. The United States has one of the worst **work-life balance** scores in the world, while more Americans have become **disillusioned** with **organized religion**, as a broad and rapidly rising **demographic** consider themselves spiritual but not religious. Perhaps with fewer opportunities for people to be in community, many shared cultural rituals are falling away and with them a grounding source for connection and mental health.

⁸ In Iran during the war, we found uses for rituals when we were faced with **food rations**. We gathered family and friends, **reciting** the ancient story of the poor abused girl who had run away from home and had a vision of being visited by three **celestial** bibis (matrons). The bibis instructed her to make a sweet halva and donate it to the poor. The girl said she didn't have any money, and the bibis told her to borrow or work for the ingredients. This worked well with food rations as each guest brought a few ingredients to make the halva. Like the girl in the story, each

participant made a wish and took a bite of the halva. I walked away feeling calmer and more supported.

⁹ Stories, such as those told during the Jewish ceremony of Passover Seder, have become ritualized because they are recited in the same way each time. Rhythm and music play a similar role in ritual. Whether we're **chanting** in Sanskrit or singing the national anthem, "our brains tend to **resonate with** those around us, so if everyone is doing the same dance, hymn, or prayer, all of those brains are working in the same way," Newberg explains. "This can **engender** a powerful feeling of connectedness. It also reduces stress and depression through a combination of effects on the autonomic nervous system, which is ultimately connected to the emotional areas of the brain—the limbic system." According to one study, chanting the Sanskrit syllable "om" **deactivates** the limbic system, softening the edge of fear, anxiety, and depression.

¹⁰ Psychologist Hobson confirms that rituals aren't just a benefit to our mental

health—they're actually essential. "We are an **intensely** social and ritualistic species," he says. "Take this piece out of our modern human **narrative** and you lose a piece of our history and our humanity."

¹¹ I moved to the U.S. when I was 14. After living here for two decades, I became a mother and was **confronted with** the phrase, "It takes a village to raise a child." But where was that **mythical** village and the rituals that made it **sane**? For example, a pregnant woman in Iran had a rotating menu of dishes made for her by friends and family. A new mother was surrounded by people who took turns assisting with daily tasks. But in the U.S., she was expected to **fend for herself** and her baby immediately after childbirth. I observed that besides standard holiday traditions, community-building practices were lacking.

¹² So after 20 years of living in the U.S., I decided to create my own community rituals.

¹³ I started with my family. At dinners we **banned** books and devices, lit candles, and discussed set topics of conversation. We held

weekly family meetings with opening and closing ceremonies and used a **talking stick** to **enforce** respectful communication. At birthday dinners, we took turns saying, “I love you because ...”

¹⁴ Candlelit dinners were no longer saved for a special occasion. Using a talking stick helped me listen more attentively and choose my words more carefully. **Huddling** together at the end of each family meeting provided me with a sense of accomplishment. Each ritual, no matter how small, **anchored** me in something bigger and provided a **sense of belonging**.

¹⁵ Then we began to build rituals within the larger community. First, we **hosted** a **multigenerational** Sunday potluck with friends and family. Each week, five to 10 of us gathered, shared food, and **recounted** what made us grateful. During each meal, I noticed I was lighter, more engaged with others, and laughed more.

¹⁶ Later, we built more community rituals into the week. I posted on Nextdoor, asking our neighbors to join us on Monday evening walks to the neighborhood park and back.

¹⁷ In this age of **isolation**, we need **nourishing** and **uplifting** means of creating community by bringing together members of different generations as our ancestors did. From my experience in Iran, rituals can be particularly valuable during hard times. In the U.S., we don't have to worry about bombs and food rations, but we still have challenges to our security that affect our mental and physical health. Rituals can help us, though, by offering our communities opportunities for healing and support.

Reflect after Reading the Article

Record your response to the questions below in complete sentences.

1. Now that you have read the article, what is Ari Honarvar's main point? Write it in your own words.
2. Why do you think Honarvar wrote the article? (In other words, what was the author's purpose?)
3. How did your understanding of rituals and their

- benefits change after previewing and then reading the article?
4. What questions do you still have after reading the article? What else do you want to know about the article or topic of the reading?
 5. How did brainstorming about your background knowledge of rituals and previewing the article help with your understanding of the text?
-

Reading & Response

Instructions:

1. Read the article, “Why Rituals Are Good for Your Health” by Ari Honarvar. As you read, annotate the article. Take notes about the main idea, your reactions, and questions that you may have.
2. After reading, complete a one-paragraph summary of the article. The summary should include the author’s name, article title, and the overall main idea. Additionally, it is helpful to focus on the who, what, where, why, when, and how of the article to develop your summary. The ideas should be paraphrased and written in your own words.

3. Write a developed, one-paragraph response to the article. Develop a clear statement of your position or point of view on the ideas expressed in the article. Be sure clearly explain and support your response. You may also consider using a particular quote from the article to use in your response. If using a quote, work to incorporate the quote smoothly into the response. Be sure to cite the quote using in-text citations.

As an example:

Honarvar’s statement, “While it’s not clear exactly how they help, rituals reduce anxiety, improve performance and confidence, and even work on people who don’t believe in them, research shows,” resonates with me.

From there, expand on your ideas to explain and support why you agree with this statement.

Suggestions for Writing

1. Plan your summary and response before writing them. Review the notes that you have made regarding the article. Then, use a writing process that you are comfortable with that can include brainstorming, free writing, listing, outlining, mapping, pre-thinking, pre-writing, etc.
2. Aim to use conventional grammar and sentence structure and to make the tone of your essay

professional, not casual.

3. Edit your work before submitting it.

22.

GRAMMAR FOCUS: RITUALS

This chapter focuses on the following grammar components found in the article, **Why Rituals Are Good For You.**

- Developing Sentence Variety, part 2
- Noticing & Using Reduced Clauses
- Passive Voice with Modal Verbs, part 2

Answer keys for each of the grammar activities are found in the answer key chapter.

Developing Sentence Variety

As you know, in English, a typical order of words in a sentence is subject – verb – object. To make your paragraphs flow, it is important to use a variety of sentences. It's good to use a variety of simple, compound, and complex sentences – and begin some sentences with prepositional or verbal phrases.

A variety of sentences help create unity and flow of a paragraph:

1. Simple sentences and independent clauses contain the important information in the paragraph.
2. **Dependent clauses** and phrases provide context and additional details about the important information – they explain when, why, or how the action happened.
3. **Transitional expressions** are often inserted into simple sentences to add logical connections between ideas.

Let's look at some examples.

Example 1

Read the following paragraph.

This is the age of isolation. We need nourishing and uplifting means of creating community. We can bring together members of different generations. This is what our ancestors did. I know from my experience in Iran that rituals can be particularly valuable during hard times. We don't have to worry about bombs and food rations in the U.S. We still have

challenges to our security. These challenges affect our mental and physical health. Rituals can help us. They offer our communities opportunities for healing and support.

Notice that it consists of mostly simple sentences. All the sentences are equal in importance, and there are few words that show logical connections them. Each sentence begins with a subject.

Example 2

Now read this paragraph as it appears in the article “Why Rituals Are Good for Your Health.”

In this age of isolation, we need nourishing and uplifting means of creating community by bringing together members of different generations as our ancestors did. From my experience in Iran, rituals can be particularly valuable during hard times. In the U.S., we don't have to worry about bombs and food rations, but we still have challenges to our security that affect our mental and physical health. Rituals can help us, though, by offering our communities opportunities for healing and support.

Let's analyze the differences between the two paragraphs.

Simple sentences	Combined sentences	Explanation
This is the age of isolation. We need nourishing and uplifting means of creating community. We can bring together members of different generations.	<u>In this age of isolation</u> , we need nourishing and uplifting means of creating community <u>by bringing together members of different generations as our ancestors did</u> .	<u>The first phrase</u> introduces the time of the action in the sentence. <u>The second phrase</u> that begins with “by” shows how the action can be done. <u>The adverb clause</u> provides additional information.
I know from my experience in Iran that rituals can be particularly valuable during hard times.	<u>From my experience in Iran</u> , rituals can be particularly valuable during hard times.	<u>The phrase</u> helps create a more concise sentence and emphasize the point in the sentence.

We don't have to worry about bombs and food rations in the U.S. We still have challenges to our security. These challenges affect our mental and physical health.

In the U.S., we don't have to worry about bombs and food rations, **but** we still have challenges to our security **that affect our mental and physical health.**

The phrase creates a connection with the previous sentence (... in Iran).

The coordinator "**but**" shows that both of the independent clauses contain ideas of equal importance.

The adjective clause describes the challenges, providing additional information.

Rituals can help us. They offer our communities opportunities for healing and support.

Rituals can help us, **though**, by offering our communities opportunities for healing and support.

The transitional word shows contrast.

The prepositional phrase shows **how** rituals can help. The main point – rituals can help – remains in the main sentence.

Review other paragraphs in "Why Rituals Are Good for Your Health." Analyze how the writer uses sentence variety in this article.

Grammar Behind Sentence Variety

Punctuation with Different Sentence Connectors

(For deeper explanation of the terms in this exercise, please refer to the Sentence Structure Glossary and the lessons in the supplemental grammar unit.)

Remember the differences between the following types of connectors, which are reflected in punctuation.

1) Transitional expressions and phrases at the beginning of the sentence are separated from the sentence with commas.

- It is cold outside. **Therefore**, we will not play soccer today.
- **Because of** the cold weather, we won't play soccer today.

2) When a sentence begins with a BOBUB, a comma goes at the end of the clause.

- Because it is cold outside, we will not play soccer today.

3) When a BOBUB begins in the middle of the sentence, there is no comma before the BOBUB.

- We will not play soccer today because it is cold outside.

4) When **FANBOYS (for, and, nor, but, or, yet, so)** connect two clauses, there is a comma between them.

- It's cold outside, so we will not play soccer today.

5) When FANBOYS connect two words, there is no comma between them.

- It's cold outside, so we will not **play** soccer or **go** for a walk today.

All of these connectors express certain relationships between ideas, and some may be confusing because they express the same meaning.

Transitions and Their Meanings

Some **transitions** are unique and express meanings that are not expressed by other connectors.

Meaning	Transition
Comparison	Similarly, likewise
Adding an idea	Also, in addition, further, furthermore, moreover
Alternative	Instead, alternatively, otherwise
Emphasis	Of course, in fact, certainly, obviously, to be sure, undoubtedly, indeed
Examples	For example, for instance
Summarizing	In short, generally, overall, all in all, in conclusion
Order	First, second, third, then, next, later on, subsequently, meanwhile, previously, finally

Remember to use commas after these transitions in sentences.

Other Connectors

Condition is mainly expressed by BOBUBS (subordinating conjunctions): *if, even if, unless, only if, whether (or not), in case*.

- **If** it rains tonight, I won't have to water tomatoes in the morning.
- I will have to water tomatoes in the morning **unless** it rains tonight.

The relationships of **time, order, contrast, cause, and effect** can be expressed by several types of connectors.

Time

Connector Type	Connectors	Example Sentences
BOBUBS (subordinators)	when, until, till, before, after, while, since, as soon as, by the time, once, as long as, so long as, whenever, every time, the first time, the last time, the next time	<p data-bbox="754 256 873 380">Whenever it snows, I think of home.</p> <p data-bbox="754 412 896 727">The first time I got an A on an essay, I was very proud of myself. I learned how to read by the time I was six.</p> <p data-bbox="754 732 896 917">I will stay at this job until I graduate from college.</p>

Prepositions	in / on / at / before / after / during / by / until + noun phrase	During a snowstorm, I think of home.
		On that day, I was very proud of myself.
		I learned how to read by the age of six.
		I will stay at this job until college.

Contrast

Connector Type	Connectors	Example Sentences
Transitions	however, nevertheless, nonetheless, on the other hand, in contrast, still, on the contrary, conversely	It is cold. However , we will play soccer.
BOBUBS (subordinators)	although, even though, though, while	Even though it is cold, we will play soccer anyway. We will play soccer even though it is cold.
Prepositions	despite, in spite of	In spite of the cold, we'll play soccer anyway.
FANBOYS	but, yet	It is cold, but we will play soccer.

Cause and Effect

Connector Type	Connectors	Example Sentences
Transitions	therefore, consequently, as a result, thus, hence, for this reason	It is cold outside. Therefore , we will not play soccer. Because it is cold outside, we will not play soccer today.
BOBUBS (subordinators)	because, as, since, now that, so (that)	We will not play soccer since it is cold outside.
FANBOYS	so	It's cold outside, so we will not play soccer today.

Choosing Connectors

As you can see, some relationships between ideas can be expressed through different types of connectors. How do you choose which one to use?

- Review your paragraph; it is good to use a variety of sentences.
- Connect ideas logically—the end of one sentence needs to be connected to the beginning of the next sentence.
- Use independent clauses and simple sentences to express the main points and information.
- Include information that provides context in dependent clauses and phrases.

Exercise 1. *Read the passage. Add capital letters, periods, and commas.*

in iran during the war we found uses for rituals when we were faced with food rations we gathered family and friends reciting the ancient story of the poor abused girl who had run away from home and had a vision of being visited by three celestial bibis (matrons) the bibis instructed her to make a sweet halva and donate it to the poor the girl said she didn't have any money and the bibis told her to borrow or work for the ingredients this worked well with food rations as each guest brought a few ingredients to make the halva like the girl in the story each participant made a wish and took a bite of the halva i walked away feeling calmer and more supported

then we began to build rituals within the larger community first we hosted a multigenerational sunday potluck with friends and family each week five to 10 of us gathered shared food and recounted what made us grateful during each meal i noticed i was lighter more engaged with others and laughed more

later we built more community rituals into the week i posted on nextdoor asking our neighbors to join us on monday evening walks to the neighborhood park and back

From "Why Rituals Are Good for Your Health"

Check Your Answers

Compare your changes with the passage below:

In Iran during the war, we found uses for rituals when we were faced with food rations. We gathered family and friends, reciting the ancient story of the poor abused girl who had run away from home and had a vision of being visited by three celestial bibis (matrons). The bibis instructed her to make a sweet halva and donate it to the poor. The girl said she didn't have any money, and the bibis told her to borrow or work for the ingredients. This worked well with food rations as each guest brought a few ingredients to make the halva. Like the girl in the story, each participant made a wish and took a bite of the halva. I walked away feeling calmer and more supported.

Then we began to build rituals within the larger community. First, we hosted a multigenerational Sunday potluck with friends and family. Each week, five to 10 of us gathered, shared food, and recounted what made us grateful. During each meal, I noticed I was lighter, more engaged with others, and laughed more.

Later, we built more community rituals into the week. I posted on Nextdoor, asking our neighbors to join us on Monday evening walks to the neighborhood park and back.

From "Why Rituals Are Good for Your Health"

Noticing & Using Reduced Clauses

Exercise 1: Noticing Reduced Dependent Clauses: Adjective (relative), Adverb (subordinate), and Noun

(For deeper explanation of the terms in this exercise, please refer to the Sentence Structure Glossary and the lessons in the supplemental grammar unit.)

Dependent clauses are often added to independent clauses to create layers of meaning within a sentence. Using dependent clauses also offers an opportunity to create complex sentences, which add variety to the rhythm and flow of a paragraph.

Sometimes a writer chooses to use a full clause structure that includes a marker word and subject-verb units.

Examples of full clauses from “Why Rituals Are Good for Your Health”

Adjective Clause: I grew up amid the Iran-Iraq War, which killed a million people. (paragraph 1)

Adverb Clause: Several of these rituals take place during the spring because the equinox marks the Persian New Year. (paragraph 2)

Noun Clause: Rituals, on the other hand, are “goal

demoted,” which means that their actions have no instrumental connection to the outcome. (paragraph 3)

Often, though, a writer uses reduced clause structures to add this information, especially when BE verbs (am, is, are, was, were) are being used instead of action verbs. It is not always necessary to reduce clauses. If you are not sure if a reduction works in your own writing, it is always best to use the full clause.

Examples of reduced clauses from “Why Rituals Are Good for Your Health”

Reduced Adjective Clause (“appositive”): Cristine Legare, (who is) a researcher and psychology professor at the University of Texas at Austin, says, “Rituals signify transition points in the individual life span and provide psychologically meaningful ways to participate in the beliefs and practices of the community.” (paragraph 4)

Reduced Adverb Clause: In a University of Toronto study, participants who performed a ritual before (they completed) completing a task exhibited less anxiety and sensitivity to personal failure than when they completed the task without first performing the ritual. (paragraph 5)

Reduced Noun Clause: During each meal, I noticed (that) I was lighter, more engaged with others, and laughed more. (paragraph 15)

**Why Rituals are Good for Your Health Activity:
Noticing Reduced Dependent Clauses: Adjective
(relative), Adverb (subordinate), and Noun**

Read through the article again. See if you can find:

- Ten more full adjective clauses (there are 12 total)
- Ten more full adverb clauses (there are 12 total)
- Can you find the two sentences that contain two adverb clauses?
- Five more noun clauses
- Three more reduced adjective clauses (there are 5 total)
- One more reduced adverb clause
- Two more reduced noun clauses

Other things to notice:

- Where are the independent clauses? How do the other pieces attached to them support their meaning?
- Where are the commas with which adjective clauses? Are they defining or non-defining?

- Where are the commas with the adverb clauses? What's the rule?
-

Noticing Modal Verbs

Instructions: Read the following passages and highlight all modal verbs that you can find. What is the meaning of the modal verb?

Why Rituals Are Good for Your Health

Paragraph 1: I don't know if I could have survived seven years of my childhood without the soul-saving rituals of my Persian culture.

Paragraph 9: Whether we're chanting in Sanskrit or singing the national anthem, "our brains tend to resonate with those around us, so if everyone is doing the same dance, hymn, or prayer, all of those brains are working in the same way," Newberg explains. "This can engender a powerful feeling of connectedness. It also reduces stress and depression through a combination of effects on the autonomic nervous system, which is ultimately connected to the emotional areas of the brain—the limbic system."

Paragraph 16. In this age of isolation, we need nourishing and uplifting means of creating community by bringing together members of different generations as our ancestors did. From my experience in Iran, rituals can be particularly valuable

during hard times. In the U.S., we don't have to worry about bombs and food rations, but we still have challenges to our security that affect our mental and physical health. Rituals can help us, though, by offering our communities opportunities for healing and support.

Noticing Passive Voice

Instructions: Read the following passages from the article “Why Rituals Are Good for Your Health” and highlight all verbs in the passive voice that you can find. Some passages have more than one verb in the passive voice.

Paragraph 1. Besides the horrors of the war, freedom of thought and expression were severely restricted in Iran after the Islamic revolution. Women bore the brunt of this as, in a matter of months, we were forced to ditch our previous lifestyle and observe a strict Islamic attire, which covered our bodies and hair.

Paragraph 3. According to research psychologist Nick Hobson, a habit's inherent goal is different from a ritual's. With habit, the actions and behaviors are causally tied to the desired outcome; for example, brushing our teeth to prevent cavities and gum disease and exercising to keep healthy. Rituals, on the other hand, are “goal demoted,” which means that their actions have no instrumental connection to the

outcome. For example, we sing “Happy Birthday” to the same melody even though it isn’t tied to a specific external result.

Paragraph 7. We live amid a loneliness epidemic where the lack of belonging and community has been linked to high suicide rates and an increased sense of despair. The United States has one of the worst work-life balance scores in the world, while more Americans have become disillusioned with organized religion, as a broad and rapidly rising demographic consider themselves spiritual but not religious.

Paragraph 8. In Iran during the war, we found uses for rituals when we were faced with food rations. We gathered family and friends, reciting the ancient story of the poor abused girl who had run away from home and had a vision of being visited by three celestial bibis (matrons).

Paragraph 9. Stories, such as those told during the Jewish ceremony of Passover Seder, have become ritualized because they are recited in the same way each time.

Paragraph 11. I moved to the U.S. when I was 14. After living here for two decades, I became a mother and was confronted with the phrase, “It takes a village to raise a child.” But where was that mythical village and the rituals that made it sane? For example, a pregnant woman in Iran had a rotating menu of dishes made for her by friends and family. A new mother was surrounded by people who took turns assisting with daily tasks. But in the U.S., she was expected to fend for herself and her baby immediately after childbirth.

Paragraph 14. Candlelit dinners were no longer saved for a

special occasion. Using a talking stick helped me listen more attentively and choose my words more carefully. Huddling together at the end of each family meeting provided me with a sense of accomplishment. Each ritual, no matter how small, anchored me in something bigger and provided a sense of belonging.

Error Correction – Passive Voice

Instructions: The following sentences contain errors in the use of passive voice. Find and correct these errors.

Adapted from “Why Rituals Are Good for Your Health”

1. Freedom of thought and expression were severely restrict in Iran after the Islamic revolution. (1 error)
2. In a matter of months, women were force to ditch our previous lifestyle and observe a strict Islamic attire, which covered our bodies and hair. (1 error)
3. With habits, the actions and behaviors are causally tie to the desired outcome. The actions of rituals, however, have no instrumental connection to the outcome. For example, we sing “Happy Birthday” to the same melody even though it isn’t tie to a specific external result. (2

- errors)
4. We live amid a loneliness epidemic where the lack of belonging and community has linked to high suicide rates and an increase sense of despair. (1 error)
 5. The United States has one of the worst work-life balance scores in the world, while more Americans have become disillusion with organize religion, as a broad and rapidly rising demographic consider themselves spiritual but not religious. (2 errors)
 6. In Iran during the war, we found uses for rituals when we faced with food rations. We gathered family and friends, reciting the ancient story of the poor abuse girl who had run away from home and had a vision of being visit by three celestial bibis (matrons). (3 errors)
 7. Stories, such as those told during the Jewish ceremony of Passover Seder, have become ritualize because they recited in the same way each time. (2 errors)
 8. Candlelit dinners no longer saved for a special occasion. Using a talking stick helped me listen more attentively and choose my words more carefully. (1 error)
 9. After living in the U.S. for two decades, I became a mother and was confront with the phrase, “It takes a village to raise a child.” But where was that mythical village and the rituals that made it sane? For example, a pregnant woman in Iran had a rotating menu of dishes made for her by friends and family. A new mother surrounded by people who took turns assisting with

daily tasks. But in the U.S., she was expect to fend for herself and her baby immediately after childbirth. (3 errors)

23.

VOCABULARY FOCUS: RITUALS

This chapter focuses on the following activities to support your understanding of the article, **Why Rituals are Good for Your Health**, and to help you develop your academic vocabulary fluency.

- Academic Vocabulary

Academic Vocabulary

Please follow the suggestions below in your one-page essay:

- Use at least five of the following expressions:

Affect (v)	Effect (n)	Effective (adj)	Connection (to)	Bring (people) together	C
Nourishing (adj)	Mental health	Offer an opportunity (for)	Increase confidence	Improve performance	R
A sense of belonging	Well-being	Build community	Promote cooperation	Uplifting (adj)	E co
Celebration (of)	Meaningful	Psychological	Be invited (to)	Be required	B
Be encouraged	Be tied to	Be discouraged	Be determined	Be allowed	B
Resentment (n)	Time-consuming (adj)	Cherish (v)	In full swing	In direct correlation to	R
Resentful (adj)					
Relieve stress	Be disappointed	Be exhausted	Bring joy	Be taken for granted	B

- Check verbs. Use the Present Simple tense when making general statements. Use the Past Simple tense to describe past experiences. Use the Past Perfect tense to describe events that happened prior to other events in the past.
- Use the Power of Three (parallel structure) in lists.
- Use modal verbs (can, must, should, have to, etc.) to describe your attitude toward actions.
- Use a variety of sentence structures (simple sentences, prepositional phrases, adjective clauses, adverb clauses, noun clauses, reduced clauses, transitional expressions)

to improve the flow of your writing.

24.

THE RHETORICAL SITUATION AND EVIDENCE

In this chapter, you'll examine "Why Rituals are Good for Your Health" to discover how Honarvar's audience (the people she wrote for) influenced how she told her story.

The Rhetorical Situation

Introduction

A rhetorical situation is a situation that requires some form of communication. The situation can be as ordinary as having to

text a friend to say that you're running late or as complicated as a scientist having to explain to other scientists her discoveries about Mars. Although a text to a friend and a scholarly article about discovering a new star may seem very different from each other, they have things in common. Although a text to a friend and a scholarly article about discovering a new star may seem very different from each other, they share these three elements:

1. a purpose (why it's written)
2. an audience (to whom it's written)
3. context (the time it was written, the location where it was published, and other circumstances related to the writing)

Your Rhetorical Situation

Because you are part of the community of writers, your words are also shaped by rhetorical situations. Just like the professional writers, you choose your words based on the purpose of your communication, your audience, and other circumstances. For example, you might use "r u late?" in a text to a friend, but you'd use complete words and sentences in an email to your boss.

Ari Honarvar's Rhetorical Situation

In the essay “Why Rituals are Good for Your Health,” the author Ari Honarvar had to consider her rhetorical situation as she wrote about her Persian culture and the importance of rituals. She had to ask herself these questions:

1. What is the purpose of my article?
2. Who will read it?
3. Where and when will the article be published? What else might affect the way I present my ideas?

Answering these questions forced her to make several decisions as a writer and these decisions affected her final essay.

Analysis of “Why Rituals are Good for Your Health”

Try to analyze Honarvar's in terms of the rhetorical situation: Purpose, Audience, and Context.

Purpose

The main purpose of the essay “Why RItuals are Good for Your Health” is to support the claim made in the title: that rituals are good for your health. The title is a claim because anyone – including you – could disagree with it. You might think that rituals are not necessarily good for your health. Because there is room for disagreement, Honarvar must provide evidence to show that rituals are beneficial. She does this in two ways:

- She uses her personal experience
- She includes the opinions of experts

Finding Evidence

1. Find two sentences in the essay in which Honarvar uses research as evidence that rituals are good for our health.
2. Find two sentences in the essay in which Honarvar uses her personal experience as evidence that rituals are good for our health.
3. In your opinion, which kind of evidence is stronger and why?

Audience

To determine audience, you have to look at the place where Honarvar’s essay was first published and try to figure out the audience for website or publication. Honarvar’s essay was first published on the website of Yes Magazine. Click on the following link to see the essay published in “Yes” magazine: [Essay in “Yes.”](#) Look around the “Yes” website. Click on the headings across the top to see what other kinds of articles Yes Magazine publishes.

1. **Write** down the titles of 3 other articles from the website.
2. **Skim** the three articles you chose.
3. **What are the articles about?** News? Sports? Science? Culture? Politics? Entertainment? Food?
4. **Who might be interested in these articles?**

Based on your answers, who might be the audience for *Yes* Magazine? This audience would also be Honarvar’s audience.

Context

The context is the set of circumstances surrounding a piece of writing. In “Why Rituals for Good for Your Health,” Honarvar provides context in the first paragraph where

describes growing up in the middle of a war. The war is an important piece of the context of her story.

1. Try to describe, in your own words, why the context of war is important to Honarvar's story.
2. Why do you think she describes the effects of the war in the first paragraph?
3. How does that description affect the way you read her essay?

In your opinion, does the presence of a war strengthen or weaken her claim about the benefits of rituals?

25.

SENTENCE STRUCTURE AND THE POWER OF THREE

Writers choose not only *what* to write but how to *write*. They think about what words to use and when to use a short sentence instead of a long one. This chapter teaches you how to identify the choices that Ari Honarvar made in her essay “Why Rituals are Good for Your Health.”

Sentence Structure and the Power Of Three

Introduction

The essay “Why RItuals are Good for Your Health,” by Ari Honarvar, accomplishes three purposes:

- It describes the author’s personal experiences in her native country, Iran, and in her current home, the United States, so it is a **narrative** (personal) essay.
- It argues that rituals are good for health and includes research to support that idea, so it is also an **argument** essay.
- It explains the process she went through to establish rituals with her own children and husband, so it is also a **process** essay

To accomplish the three purposes listed above, Ari Honarvar uses a variety of different sentence structures. Sometimes, when including research, she writes long sentences that include a lot of information. Other times, when she wants to make a bold statement, she gets your attention by choosing a simple, short sentence, such as “I moved to the U.S. when I was 14.” Using sentences of different lengths makes your

writing interesting to read and lets adjust your writing to your purpose.

The first two sentences of the essay are powerful hooks written in the first person (“I”) in which she described living through the Iran-Iraq War: “I don’t know if I could have survived seven years of my childhood without the soul-saving rituals of my Persian culture. I grew up amid the Iran-Iraq War, which killed a million people.”

When she provides research to support her argument about rituals, she changes her sentence structure to include the names and titles of experts, their universities, and their statements. Here is an example from the 4th paragraph:

“Cristine Legare, a researcher and psychology professor at the University of Texas at Austin, says, ‘Rituals signify transition points in the individual life span and provide psychologically meaningful ways to participate in the beliefs and practices of a community.’”

Near the end of her essay, she explains the process he used to create rituals for her own children. Because processes often include simple steps, her writing is straightforward and easy to understand, as shown in her first step: “I started with my family.”

The Power of Three

No matter the purpose of a sentence, writers often use “the power of three.” The power of three suggests that lists are

most powerful when they contain three items. “Why Rituals are Good for Your Health” has many examples. Look at this sentence in the first paragraph, which describes the freedoms that women lost during Iran-Iraq War:

“We lost the right to jog, ride a bicycle, or sing in public.”

First, you can see that Honarvar lists three freedoms: jog, ride a bike, and sing in public. The structure of the list is freedom 1 (jog), freedom 2 (ride a bike), and/or freedom 3 (sing in public).

1. Each item (freedom) is separated by a comma, and the word “or” precedes (comes before) the third item (sing in public). Sometimes, the word “and” precedes the last item.
2. If each item is a verb, as in the example, then each verb must be in the same form or tense. In the example, each verb is in the simple present tense: jog, ride sing.

There are other examples of the power of three in “Why Rituals are Good for Your Health.”

In the fourth paragraph, which begins “Cristine Legare,” Honarvar explains the benefits of rituals this way:

“They [rituals] have been instrumental in building community, promoting cooperation, and marking transition points in a community member’s life.”

Here, you’ll notice that the sentence follows rules 1 and 2 listed above:

1. Each item (in bold) is separated by a comma and the word “and” precedes the last item.
2. Because each item is a verb, each one is in the same tense (ing tense?)

Honarvar uses the power of three again when she describes how she established rituals for her family. Her sentence follows the structure outlined above. This time, all of the verbs are in the past tense.

“At dinners, we banned books and devices, lit candles, and discussed set topics of conversation.”

Can you find the three items in this sentence? Hint: they are all verbs in the past tense.

Can you find other sentences in “Why Rituals are Good for Your Health” that use the power of three?

26.

WRITING A PERSONAL ESSAY BASED ON "WHY RITUALS ARE GOOD FOR YOUR HEALTH"

You recently read an essay by Ari Honarvar called "Why Rituals are Good For Your Health." In the essay, the author uses her personal experience and independent research to show you, the reader, why rituals are healthy. Her personal story begins in Iran, where she survives the Iran-Iraq war, and continues to the United States, her home since she was 14.

Writing a Personal Essay

Introduction

Reading Honarvar's story may have reminded you of your own rituals. Maybe your experience is the same as Honarvar's because rituals or traditions have helped you survived difficult times. Or maybe your experience is completely the opposite. Maybe rituals have created challenges for you or your family. Or your experience could be a combination.

Purposes

The first purpose of this assignment is to write a one-page essay that describes the benefits, challenges, or both of a ritual that you or your family observes (follows). Your essay will not include research, as Honarvar's did. It will be a description of your personal experience with a ritual.

The second purpose is to practice using different sentence structures (long sentences and short sentences) and using the power of three. To review the power of three, go back to the Academic Vocabulary exercise that you recently completed where you identified lists of three items in "Why Rituals are Good for Your Health."

Instructions

- Think of a ritual or tradition to write about. If you can't think of one, ask a family member for help (but write the paper yourself).
- Complete the paper planner in this chapter. The planner will help you (1) organize your paper; (2) remember the important information that a person reading your paper needs to know; and (3) create lists of three items so that your paper will use the power of three.
- Draft paragraphs based on your completed paper planner and the expressions in the box below.
 - Remember to use both long and short sentences in your writing
 - Include at least two examples of the power of three.

Practicing Skills

You will practice the following skills to write this essay:

- Invention (thinking of an idea)
- Using your personal experience as a topic of writing
- Planning an essay
- Drafting an essay
- Revising an essay
- Varying sentence structure
- Using the power of three

Gaining Knowledge

You will learn that:

- Your personal experiences are valuable and should be written down.
- Writing is a process that involves multiple steps.
- Having a model essay (like Honarvar's) can help you improve your own writing.
- Sentence length is an important tool that you can use to communicate effectively with your readers.

Please follow the suggestions below in your one-page essay:

- Use at least five of the following expressions:

Affect (v)	Effect (n)	Effective (adj)	Connection (to)	Bring (people) together	C
Nourishing (adj)	Mental health	Offer an opportunity (for)	Increase confidence	Improve performance	R
A sense of belonging	Well-being	Build community	Promote cooperation	Uplifting (adj)	E co
Celebration (of)	Meaningful	Psychological	Be invited (to)	Be required	B
Be encouraged	Be tied to	Be discouraged	Be determined	Be allowed	B
Resentment (n)	Time-consuming (adj)	Cherish (v)	In full swing	In direct correlation to	R
Resentful (adj)					
Relieve stress	Be disappointed	Be exhausted	Bring joy	Be taken for granted	B

- Check verbs. Use the Present Simple tense when making general statements. Use the Past Simple tense to describe past experiences. Use the Past Perfect tense to describe events that happened prior to other events in the past.
- Use the Power of Three (parallel structure) in lists.
- Use modal verbs (can, must, should, have to, etc.) to describe your attitude toward actions.
- Use a variety of sentence structures (simple sentences, prepositional phrases, adjective clauses, adverb clauses, noun clauses, reduced clauses, transitional expressions)

to improve the flow of your writing.

Paper Planner

Introduction – Background

- What is the significance of the ritual?
- Who participates?
- What does the ritual involve?
- What is your role?

Body Paragraph 1

- How does the ritual benefit you, your family, or others who practice it?
- Power of Three sentence to help the reader understand the ritual or its benefits.
- Example: My family eats lentils on New Years Day to bring happiness, guarantee good health, and encourage prosperity.

Body Paragraph 2

- How does the ritual challenge you, your family, or others who practice it? Why can it be difficult?
- Power of Three sentence to help the reader understand the ritual or its challenges.

- Example: Fasting is challenging because it results in hunger, causes distractions, and lasts all day.

Conclusion

- Is the ritual mostly beneficial or mostly a challenge?
- Do you think you'll continue to practice the ritual in your adult life?

PART V

ARGUMENT: WHY DO PEOPLE FALL FOR FAKE NEWS?

Overview for Instructors ("Why Do People Fall for Fake News?")

The essay **"Why Do People Fall for Fake News?"** by Gordon Pennycook and David Rand can be found on [*The New York Times*](#) website.

This article presents two possible theories as to why people fall for fake news. Although the writers argue in favor of one theory, it is balanced, respectful, and fair. It touches on bias, rationalization, and cognitive laziness. Students relate to the topic easily and see themselves in the examples. It would pair nicely with the article, "Misinformation and Biases Affect Social Media..." The article Includes outside research and the authors' own research. It also links to a lengthy, scholarly article.

The following instructional activities, assignments, and

documents are included for this reading. They are explained in the chart below and can be found in the module.

Course Activities, Assignments, and Documents

Goals Addressed

Analyzing and Answering Questions with Multiple Parts: A power point and activity to help the students annotate and analyze the directions for assignments (will need to be adapted to the directions/assignments for this particular module.)

How to Analyze a Writing Prompt and create a Strong Thesis Statement activity (will need to be adapted to the directions/assignments for this particular module.)

Understanding the Relationship between the Assignment and the Rubric (will need to be adapted to the directions/assignments for this particular module.)

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

Reading Process Activity: This activity guides students through the reading process – previewing the article, actively reading and annotating the text, and reflecting on the meaning of the text and the reading process. Emphasis is placed on using the title and students’ background knowledge and experience with the content to predict ideas in the text.

Summary and Response Activity: This activity provides a set of guided questions to develop a summary and reading response to the article. An example is provided to help with developing a response, as well as providing suggestions to start the writing process.

GOAL 1:
Understanding
Academic
Writing
Assignments

GOAL 2:
Read and
understand
college-level
texts

Passive Voice and Modal Verbs: noticing and error correction activities

Recognizing hedging language to express a point of view

Subject-verb agreement error correction activity

Finding Independent Clauses activity asks students to locate independent clauses in complex sentences from the article. They are then asked to consider how the dependent clauses and phrases relate to and create meaning for the independent clause.

Using Noun Clauses to state position activity

Analyzing text for Present Perfect activity asks students to find present perfect, simple present, and present continuous verbs and discuss the author's choice.

GOAL 3:
Develop
Sophisticated
Grammatical
Structures

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

Identifying Special Vocabulary in Argumentative Writing points out and defines specialized vocabulary in paragraphs 1-6 and asks students to complete the exercise for the rest of the article.

GOAL 4:
Develop
Fluency with
Academic
Vocabulary

Finding Claims and Support in Argumentative Writing explains the purpose of academic argument and asks students to match claims with evidence and evaluate the evidence's relevance to the claim.

Distinguishing between properly documented and plagiarized outside sources: Students will evaluate whether the content taken from the article has been used appropriately when documented in a sample student paper.

GOAL 5:
Strategies for
Using
Evidence in
Academic
Writing

27.

READ AND UNDERSTAND: WHY DO PEOPLE FALL FOR FAKE NEWS?

This chapter introduces students to the reading, **“Why Do People Fall for Fake News?”** through a vocabulary preview activity, reading process activity, and summary and response activity. It may be helpful to print a copy of [Why Do People Fall for Fake News?](#) to make notes about vocabulary and to annotate as you preview and read the article.

Vocabulary Preview for “Why

Do People Fall for Fake News?"

Purpose

The purpose of this activity is to build knowledge of vocabulary before reading a text in order to improve fluency and efficiency. You may also wish to practice using the new vocabulary in your writing. The preview is divided into three groups: (1) Academic Vocabulary, (2) Vocabulary with Other Common Meanings, and (3) Collocations and Informal Language.

Academic Vocabulary

Academic vocabulary are **bold** in the article “Why Do People Fall for Fake News?” and also listed below. Prior to reading the article, familiarize yourself with the words using a dictionary. Several pieces of information are provided for each word and phrase:

- The **part of speech** for the word according to how it is used in the article “Why Do People Fall for Fake News?”
 - Many words can take multiple parts of speech and have numerous definitions. Knowing a word’s part of speech in the sentence can help you to narrow

down to the correct dictionary definition.

- The **sentence** where the word is used in the article “Why Do People Fall for Fake News?”
 - The sentence provides context, which also helps to narrow down to the appropriate definition from the dictionary. The context is the situation in which the word is used.
- The **paragraph number** where the word can be found in the reading
 - If you need additional context beyond the sentence, you can refer to the paragraph in the article for more information.

Using the information provided for each word, identify a relevant definition. You may also wish to note definitions and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

Vocabulary and Phrases

1. **appending** (n.): Further evidence cited in support of this of argument comes from a 2010 study by the political scientists Brendan Nyhan and Jason Reifler, who found that *appending* corrections to misleading claims in news articles can sometimes backfire: Not only did corrections fail to reduce misperceptions, but they

- also sometimes increased them. (Paragraph 7)
2. **assertions** (n.): For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty *assertions* (like “Wholeness quiets infinite phenomena”). (Paragraph 9)
 3. **awry** (adj.): Our argument is that cases in which our reasoning goes *awry* — which are surprising and attention-grabbing — seem to be exceptions rather than the rule. (Paragraph 13)
 4. **biases** (n.): Reason is not always, or even typically, held captive by our partisan *biases*. (Paragraph 13)
 5. **circulate** (v.): Our results strongly suggest that somehow cultivating or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate on social media. (Paragraph 12)
 6. **cognitive** (adj.): A great deal of research in *cognitive* psychology has shown that a little bit of reasoning goes a long way toward forming accurate beliefs. (Paragraph 9)
 7. **consensus** (n.): The bad news is that there is not yet a *consensus* on the answer. (Paragraph 3)
 8. **contending** (adj.): The rationalization camp, which has gained considerable prominence in recent years, is built around a set of theories *contending* that when it comes

to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they *want* to be true rather than attempting to actually discover the truth. (Paragraph 5)

9. **demographic** (adj.): We controlled for *demographic* facts such as level of education as well as political leaning. (Paragraph 11)
10. **demonstrably** (adv.): In general, our political culture seems to be increasingly populated by people who espouse outlandish or *demonstrably* false claims that often align with their political ideology. (Paragraph 2)
11. **discern** (v.): In follow-up studies yet to be published, we have shown that this finding was replicated using a pool of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to *discern* true claims from false ones but also to the ability to identify excessively partisan coverage of true events. (Paragraph 11)
12. **dispute** (n.): However, recent research suggests a silver lining to the *dispute*: Both camps appear to be capturing an aspect of the problem. (Paragraph 4)
13. **disseminating** (n.): These questions have become more urgent in recent years, not least because of revelations about the Russian campaign to influence the 2016 United States presidential election by *disseminating* propaganda through social media platforms. (Paragraph

- 2)
14. **espouse** (v.): In general, our political culture seems to be increasingly populated by people who *espouse* outlandish or demonstrably false claims that often align with their political ideology. (Paragraph 2)
 15. **exacerbate** (v.): Reasoning can *exacerbate* the problem, not provide the solution, when it comes to partisan disputes over facts. (Paragraph 7)
 16. **gauged** (v.): We *gauged* whether our participants would engage in reasoning or “go with their gut” by having them complete something called the cognitive reflection test, a test widely used in psychology and behavioral economics. (Paragraph 10)
 17. **ideologically** (adv.): It seemed as if people who were *ideologically* inclined to believe a given falsehood worked so hard to come up with reasons that the correction was wrong that they came to believe the falsehood even more strongly. (Paragraph 7)
 18. **implications** (n.): This is not just an academic debate; it has real *implications* for public policy. (Paragraph 14)
 19. **intuitively** (adv.): It consists of questions with *intuitively* compelling but incorrect answers, which can be easily shown to be wrong with a modicum of reasoning. (Paragraph 10)
 20. **misperceptions** (n.): Further evidence cited in support of this of argument comes from a 2010 study by the political scientists Brendan Nyhan and Jason Reifler,

who found that appending corrections to misleading claims in news articles can sometimes backfire: Not only did corrections fail to reduce *misperceptions*, but they also sometimes increased them. (Paragraph 7)

21. **modicum** (n.): It consists of questions with intuitively compelling but incorrect answers, which can be easily shown to be wrong with a *modicum* of reasoning. (Paragraph 10)
22. **outlandish** (adj.): In general, our political culture seems to be increasingly populated by people who espouse *outlandish* or demonstrably false claims that often align with their political ideology. (Paragraph 2)
23. **prominence** (n.): The rationalization camp, which has gained considerable *prominence* in recent years, is built around a set of theories contending that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they *want* to be true rather than attempting to actually discover the truth. (Paragraph 5)
24. **propaganda** (n.): These questions have become more urgent in recent years, not least because of revelations about the Russian campaign to influence the 2016 United States presidential election by disseminating *propaganda* through social media platforms. (Paragraph 2)
25. **rationalization** (n.): One group claims that our ability to reason is hijacked by our partisan convictions: that is,

- we're prone to *rationalization*. (Paragraph 3)
26. **replicated** (adj.): In follow-up studies yet to be published, we have shown that this finding was *replicated* using a pool of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to discern true claims from false ones but also to the ability to identify excessively partisan coverage of true events. (Paragraph 11)
27. **revelations** (n.): These questions have become more urgent in recent years, not least because of *revelations* about the Russian campaign to influence the 2016 United States presidential election by disseminating propaganda through social media platforms. (Paragraph 2)
28. **strategic** (adj.): What makes people susceptible to fake news and other forms of *strategic* misinformation? (Paragraph 1)
29. **superstitious** (adj.): For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are less *superstitious*, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”). (Paragraph 9)
30. **urgent** (adj.): These questions have become more *urgent* in recent years, not least because of revelations

about the Russian campaign to influence the 2016 United States presidential election by disseminating propaganda through social media platforms. (Paragraph 2)

Vocabulary with Other Common Meanings

Words can have many different meanings in English. Some words that have common, everyday meanings also have specific meanings that are not used as often.

Consider the word **factor** as an example. In everyday use, **factor** refers to some element that influences an outcome, as in the following sentence: *Students' time management skills are **factors** in their academic success.* In a mathematics class, however, **factor** has a less common meaning that relates to multiplication.

The words in this section have less common and often more abstract meanings in the article compared to their meanings in everyday situations.

As with the Academic Vocabulary list above, the vocabulary in this section includes the **part of speech**, the **sentence** from the article, and the **paragraph number** where the word can be found in the article. Using the information provided for each word, identify a relevant definition that fits with the context of how the word is used in the sentence. You may also wish to print a copy of the article and note definitions

and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **account** (n.): But this “rationalization” *account*, though compelling in some contexts, does not strike us as the most natural or most common explanation of the human weakness for misinformation.(Paragraph 8)
2. **camp** (n.): Much of the debate among researchers falls into two opposing *camp*s. (Paragraph 3)
3. **capturing** (v.): However, recent research suggests a silver lining to the dispute: Both camps appear to be *capturing* an aspect of the problem. (Paragraph 4)
4. **combat** (v.): Once we understand how much of the problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor plays a role in what types of situations, we’ll be better able to design policy solutions to help *combat* the problem. (Paragraph 4)
5. **cultivating** (n.): Our results strongly suggest that somehow *cultivating* or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate on social media. (Paragraph 12)
6. **empty** (adj.): For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are

less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually *empty* assertions (like “Wholeness quiets infinite phenomena”). (Paragraph 9)

7. **exercise** (v.): The other group — to which the two of us belong — claims that the problem is that we often fail to *exercise* our critical faculties: that is, we’re mentally lazy. (Paragraph 3)
8. **inclined** (adj.): It seemed as if people who were ideologically *inclined* to believe a given falsehood worked so hard to come up with reasons that the correction was wrong that they came to believe the falsehood even more strongly. (Paragraph 7)
9. **pool** (n.): In follow-up studies yet to be published, we have shown that this finding was replicated using a *pool* of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to discern true claims from false ones but also to the ability to identify excessively partisan coverage of true events. (Paragraph 11)
10. **position** (n.): Some of the most striking evidence used to support this *position* comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored higher on measures of science literacy and

numerical ability than it was among those who scored lower on these tests. (Paragraph 6)

11. **strike** (v.): But this “rationalization” account, though compelling in some contexts, does not *strike* us as the most natural or most common explanation of the human weakness for misinformation. (Paragraph 8)

Collocations and Informal Language

This section of vocabulary includes **collocations** and **informal language**. A **collocation** is the frequent use of two more words together, such as **save time**, which is a common phrase in English. **Informal language** may include conversational language that is less likely to be used in academic writing, as well as **idioms**. An **idiom** is an expression that cannot be defined based on the meanings of the separate words; instead, the combination of words has a different meaning altogether. For example, the idiom **to open a can of worms** has nothing to do with cans or worms; it means to create an especially challenging problem.

The collocations and informal language in this section include the **sentence** from the article and the **paragraph number** where the words can be found in the article. Prior to reading the article, familiarize yourself with the concepts using a dictionary or by searching online if you cannot find one in the dictionary. Identify a relevant definition for each. You may

also wish to note definitions and **synonyms** next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **align with**: In general, our political culture seems to be increasingly populated by people who espouse outlandish or demonstrably false claims that often *align with* their political ideology. (Paragraph 2)
2. **backfire** (v.): Further evidence cited in support of this of argument comes from a 2010 study by the political scientists Brendan Nyhan and Jason Reifler, who found that appending corrections to misleading claims in news articles can sometimes *backfire*: Not only did corrections fail to reduce misperceptions, but they also sometimes increased them. (Paragraph 7)
3. **conspiracy theories**: For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are less superstitious, less likely to believe in *conspiracy theories* and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”). (Paragraph 9)
4. **critical faculties**: The other group — to which the two of us belong — claims that the problem is that we often fail to exercise our *critical faculties*: that is, we’re mentally lazy. (Paragraph 3)
5. **gut response**: For example, people who think more

analytically (those who are more likely to exercise their analytic skills and not just trust their “*gut*” response) are less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”). (Paragraph 9)

6. **held captive:** Reason is not always, or even typically, *held captive* by our partisan biases. (Paragraph 13)
7. **partisan convictions:** One group claims that our ability to reason is hijacked by our *partisan convictions*: that is, we’re prone to rationalization. (Paragraph 3)
8. **partisan slant:** Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the *partisan slant* of information that participants were asked to assess. (Paragraph 6)
9. **political ideology:** In general, our political culture seems to be increasingly populated by people who espouse outlandish or demonstrably false claims that often align with their *political ideology*. (Paragraph 2)
10. **political passions:** According to this view, *political passions* essentially make people unreasonable, even — indeed, especially — if they tend to be good at reasoning in other contexts. (Paragraph 5)
11. **political persuasions:** To test this possibility, we recently ran a set of studies in which participants of various *political persuasions* indicated whether they

- believed a series of news stories. (Paragraph 10)
12. **political polarization:** Some of the most striking evidence used to support this position comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of *political polarization* on the issue of climate change was greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests. (Paragraph 6)
 13. **politically charged:** Our research suggests that the solution to *politically charged* misinformation should involve devoting resources to the spread of accurate information and to training or encouraging people to think more critically. (Paragraph 14)
 14. **silver lining:** However, recent research suggests a *silver lining* to the dispute: Both camps appear to be capturing an aspect of the problem. (Paragraph 4)
 15. **susceptible to:** What makes people *susceptible to* fake news and other forms of strategic misinformation? (Paragraph 1)
-

Reading Process Activity for “Why Do People Fall for Fake

News?"

Purpose

The purpose of this activity is to activate your background knowledge and build your interest before reading an article so that you have a more engaging and efficient reading experience; to actively read the article; and to reflect on your reading process and understanding of the text.

Preview the Article

Print a copy of the article “Why Do People Fall for Fake News?” by Gordon Pennycook and David Rand.

Then, follow the steps below to preview the article. As you complete this preview activity, do not read the entire article. You will read the entire article later — after you have previewed it.

1. Read the title, “Why Do People Fall for Fake News?”
When you see the phrase “fake news,” what does it make you think of? What have you heard about “fake news?”
How would you define “fake news?”
2. Using your background knowledge and experience, answer the question that the title asks: Why do you think people fall for fake news? Use your brain – not

- other sources. Make some predictions about why this happens. There is no single right answer.
3. Read the subtitle of the article: “Are they blinded by their political passions? Or are they just intellectually lazy?” What do these two questions mean? Look up any unfamiliar vocabulary. How would you answer these two questions in the subtitle? Predict what the authors have to say about people falling for fake news based on these two questions in the subtitle.
 4. Now, preview the text of the article. Reading the introduction, the first sentences of paragraphs, and the conclusion can often help to activate and assess your background knowledge and to predict what the reading is about. Read all of paragraphs 1-3, the first sentence only in paragraphs 4-13, and paragraph 14 of the article. Based on this preview, what do you predict is the main argument of the authors, Gordon Pennycook and David Rand? Paraphrase and write in complete sentences.
 5. After previewing the article, what questions do you have that you hope the article will answer? List at least three questions below.

Actively Read and Annotate the Article

You are finished previewing “Why Do People Fall for Fake

News?” Now, actively read the article. As you read the article, do the following:

- Pause as you read the article to consider whether or not your predictions were correct.
 - Paraphrase main points of the article briefly in the margins.
 - Mark unfamiliar vocabulary.
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Why Do People Fall for Fake News?

Are they blinded by their political passions? Or are they just intellectually lazy?

By Gordon Pennycook and David Rand

January 19, 2019

As you read, take notes related to the questions you wrote and the predictions you made when you previewed the article. Record any new questions you have and your

reactions to the ideas in the article.

¹ What makes people **susceptible to** fake news and other forms of **strategic misinformation**? And what, if anything, can be done about it?

² These questions have become more **urgent** in recent years, not least because of **revelations** about the Russian campaign to influence the 2016 United States presidential election by **disseminating propaganda** through social media platforms. In general, our political culture seems to be increasingly populated by people who **espouse outlandish** or **demonstrably** false claims that often **align with** their **political ideology**.

³ The good news is that psychologists and other social scientists are working hard to understand what prevents people from seeing through propaganda. The bad news is that there is not yet a **consensus** on the answer. Much of the debate among researchers falls into two opposing **camps**. One group claims that our

ability to reason is hijacked by our **partisan convictions**: that is, we're prone to **rationalization**. The other group — to which the two of us belong — claims that the problem is that we often fail to **exercise** our **critical faculties**: that is, we're mentally lazy.

⁴ However, recent research suggests a **silver lining** to the **dispute**: Both camps appear to be **capturing** an aspect of the problem. Once we understand how much of the problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor plays a role in what types of situations, we'll be better able to design policy solutions to help **combat** the problem.

⁵ The rationalization camp, which has gained considerable **prominence** in recent years, is built around a set of theories **contending** that when it comes to **politically charged** issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth. According to this view, **political passions** essentially make people unreasonable, even —

indeed, especially — if they tend to be good at reasoning in other contexts. (Roughly: The smarter you are, the better you are at rationalizing.)

⁶ Some of the most striking evidence used to support this **position** comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of **political polarization** on the issue of climate change was greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests. Apparently, more “analytical” Democrats were better able to convince themselves that climate change was a problem, while more “analytical” Republicans were better able to convince themselves that climate change was not a problem. Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the **partisan slant** of information that participants were asked to assess.

⁷ The implications here are profound: Reasoning

can **exacerbate** the problem, not provide the solution, when it comes to partisan disputes over facts. Further evidence cited in support of this of argument comes from a 2010 study by the political scientists Brendan Nyhan and Jason Reifler, who found that **appending** corrections to misleading claims in news articles can sometimes **backfire**: Not only did corrections fail to reduce **misperceptions**, but they also sometimes increased them. It seemed as if people who were **ideologically inclined** to believe a given falsehood worked so hard to come up with reasons that the correction was wrong that they came to believe the falsehood even more strongly.

⁸ But this “rationalization” **account**, though compelling in some contexts, does not **strike** us as the most natural or most common explanation of the human weakness for misinformation. We believe that people often just don’t think critically enough about the information they encounter.

⁹ A great deal of research in **cognitive** psychology has shown that a little bit of

reasoning goes a long way toward forming accurate beliefs. For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their **“gut” response**) are less **superstitious**, less likely to believe in **conspiracy theories** and less receptive to seemingly profound but actually **empty assertions** (like “Wholeness quiets infinite phenomena”). This body of evidence suggests that the main factor explaining the acceptance of fake news could be cognitive laziness, especially in the context of social media, where news items are often skimmed or merely glanced at.

¹⁰ To test this possibility, we recently ran a set of studies in which participants of various **political persuasions** indicated whether they believed a series of news stories. We showed them real headlines taken from social media, some of which were true and some of which were false. We **gauged** whether our participants would engage in reasoning or “go with their gut” by having them complete something called the cognitive reflection test, a test widely used in psychology and behavioral economics. It consists

of questions with **intuitively** compelling but incorrect answers, which can be easily shown to be wrong with a **modicum** of reasoning. (For example: “If you’re running a race and you pass the person in second place, what place are you in?” If you’re not thinking you might say “first place,” when of course the answer is second place.)

¹¹ We found that people who engaged in more reflective reasoning were better at telling true from false, regardless of whether the headlines aligned with their political views. (We controlled for **demographic** facts such as level of education as well as political leaning.) In follow-up studies yet to be published, we have shown that this finding was **replicated** using a **pool** of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to **discern** true claims from false ones but also to the ability to identify excessively partisan coverage of true events.

¹² Our results strongly suggest that somehow **cultivating** or promoting our reasoning abilities

should be part of the solution to the kinds of partisan misinformation that **circulate** on social media. And other new research provides evidence that even in highly political contexts, people are not as irrational as the rationalization camp contends. Recent studies have shown, for instance, that correcting partisan misperceptions does not backfire most of the time — contrary to the results of Professors Nyhan and Reifler described above — but instead leads to more accurate beliefs.

¹³ We are not arguing that findings such as Professor Kahan's that support the rationalization theory are unreliable. Our argument is that cases in which our reasoning goes **awry** — which are surprising and attention-grabbing — seem to be exceptions rather than the rule. Reason is not always, or even typically, **held captive** by our partisan **biases**. In many and perhaps most cases, it seems, reason does promote the formation of accurate beliefs.

¹⁴ This is not just an academic debate; it has real **implications** for public policy. Our research

suggests that the solution to **politically charged** misinformation should involve devoting resources to the spread of accurate information and to training or encouraging people to think more critically. You aren't **doomed** to be unreasonable, even in highly politicized times. Just remember that this is also true of people you disagree with.

Gordon Pennycook is an assistant professor at the Hill & Levene Schools of Business at the University of Regina, in Saskatchewan. David Rand is an associate professor at the Sloan School of Management and the department of brain and cognitive sciences at the Massachusetts Institute of Technology.

This article was originally published in [The New York Times](#).

Reflect after Reading the Article

Record your responses to the questions below in complete sentences.

1. Now that you have read the article, what is the authors' main point? Write it in your own words.
 2. Why do you think Pennycook and Rand wrote the article? (What was the authors' purpose?)
 3. How did your understanding of fake news change after previewing and then reading the article?
 4. What questions do you still have after reading the article? What else do you want to know about the article or topic of the reading?
 5. How did brainstorming about your background knowledge of fake news and previewing the article help with your understanding of the text?
-

Reading & Response

Instructions:

1. Read the article, "Why Do People Fall for Fake News" by Gordon Pennycook and David Rand. As you read,

- annotate the article. Take notes about the main idea, your reactions, and questions that you may have.
2. After reading, complete a one-paragraph summary of the article. The summary should include the author's name, article title, and the overall main idea. Additionally, it is helpful to focus on the who, what, where, why, when, and how of the article to develop your summary. The ideas should be paraphrased and written in your own words.
 3. Write a developed, one-paragraph response to the article. Develop a clear statement of your position or point of view on the ideas expressed in the article. Be sure clearly explain and support your response. You may also consider using a particular quote from the article to use in your response. If using a quote, work to incorporate the quote smoothly into the response. Be sure to cite the quote using in-text citations.

As an example:

I agree with the final assessment that Pennycook and Rand make at the end of their essay. Specifically, “This body of evidence suggests that the main factor explaining the acceptance of fake news could be cognitive laziness, especially in the context of social media, where news items are of skimmed or merely glanced at.”

From there, expand on your ideas to explain and support why you agree with this statement.

Suggestions for Writing

1. Plan your summary and response before writing them. Review the notes that you have made regarding the article. Then, use a writing process that you are comfortable with that can include brainstorming, free writing, listing, outlining, mapping, pre-thinking, pre-writing, etc.
2. Aim to use conventional grammar and sentence structure and to make the tone of your essay professional, not casual.
3. Edit your work before submitting it.

28.

GRAMMAR FOCUS: FAKE NEWS

This chapter focuses on the following grammar components found in the article, **Why Do People Fall for Fake News?**

- Using Independent Clauses to Help Determine Meaning
- Analyzing Text for Verb Choice
- Using Noun Clauses to State Position
- Passive Voice & Modal Verbs
- Hedging & Subject-Verb Agreement

Answer keys for each of the grammar activities are found in the answer key chapter.

Using Independent Clauses to Help Determine Meaning

Finding Independent Clauses to help determine meaning

(*for more information about marker words and connector words, see the Sentence Structure Glossary and the “Every Sentence is a Tree” video)

Sentences and paragraphs in academic articles can be packed with a lot of information contained in long, confusing sentences. When you are approaching a difficult reading, it can be helpful to identify the independent clauses. Independent clauses contain the main meaning of a sentence; the other parts connected to it give more information about it. The marker and connector words that connect these other parts indicate the relationship of these extra parts to the meaning of the independent clause.

Consider this sentence: People are very affected by the emotional connotations of a headline, even though that’s not a good indicator of an article’s accuracy.

The independent clause in this sentence is People are very affected by the emotional connotations of a headline. The focus of this sentence is the emotional feelings caused by headlines.

EVEN THOUGH is an adverb (subordinate clause) marker

word, which means the second half of the sentence is a dependent clause. The meaning of the dependent clause is that headlines do not always accurately reflect the content of the article.

EVEN THOUGH indicates a contrast.

We could restate this sentence saying that Emotional headlines create intense feelings in people, but the facts of the actual article may or may not be true.

Reread the following paragraphs from the article and find subjects and verbs. Identify the independent clauses. Every sentence must have at least one independent clause. Next, find the dependent clauses, connector words, and phrases.

How do these extra parts relate to the meaning of the independent clause?

1. These questions have become more urgent in recent years, not least because of revelations about the Russian campaign to influence the 2016 United States presidential election by disseminating propaganda through social media platforms.
2. One group claims that our ability to reason is hijacked

by our partisan convictions: that is, we're prone to rationalization.

3. Once we understand how much of the problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor plays a role in what types of situations, we'll be better able to design policy solutions to help combat the problem.

4. The rationalization camp, which has gained considerable prominence in recent years, is built around a set of theories contending that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth.

5. According to this view, political passions essentially make people unreasonable, even — indeed, especially — if they tend to be good at reasoning in other contexts. (Roughly: The smarter you are, the better you are at rationalizing.)

6. Some of the most striking evidence used to support this position comes from [an influential 2012 study](#) in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests.

7. Apparently, more “analytical” Democrats were better able to convince themselves that climate change was a problem, while more “analytical” Republicans were better able to convince themselves that climate change was not a problem.

8. Further evidence cited in support of this of argument comes from [a 2010 study](#) by the political scientists Brendan Nyhan and Jason Reifler, who found that appending corrections to misleading claims in news articles can sometimes backfire: Not only did corrections fail to reduce misperceptions, but they also sometimes increased them.

9. For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”).

10. This body of evidence suggests that the main factor explaining the acceptance of fake news could be cognitive laziness, especially in the context of social media, where news items are often skimmed or merely glanced at.

Analyzing Text for Verb Choice

After reviewing the uses of present perfect and simple past, reread the following paragraphs from the article.

- Underline present perfect and simple past verbs you see.
 - Why did the author choose to use present perfect in some cases and simple past in others?
 - Notice the present tenses as well. When do the authors use simple present? When do they use present continuous? Why?
1. What makes people susceptible to fake news and other forms of strategic misinformation? And what, if anything, can be done about it? These questions have become more urgent in recent years, not least because of revelations about the Russian campaign to influence the 2016 United States presidential election by disseminating propaganda through social media platforms. The rationalization camp, which has gained

considerable prominence in recent years, is built around a set of theories contending that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth.

2. Some of the most striking evidence used to support this position comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests. Apparently, more “analytical” Democrats were better able to convince themselves that climate change was a problem, while more “analytical” Republicans were better able to convince themselves that climate change was not a problem. Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the partisan slant of information that participants were asked to assess.

3. We found that people who engaged in more reflective reasoning were better at telling true from false, regardless of whether the headlines aligned with their political views. (We controlled for demographic facts such as level of education

as well as political leaning.) In follow-up studies yet to be published, we have shown that this finding was replicated using a pool of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to discern true claims from false ones but also to the ability to identify excessively partisan coverage of true events.

4. Our results strongly suggest that somehow cultivating or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate on social media. And other new research provides evidence that even in highly political contexts, people are not as irrational as the rationalization camp contends. Recent studies have shown, for instance, that correcting partisan misperceptions does not backfire most of the time — contrary to the results of Professors Nyhan and Reifler described above — but instead leads to more accurate beliefs.

Using Noun Clauses

(* for more detailed information about how noun clauses work, check the sentence structure glossary)

Noun clauses are often used in academic writing to state positions or make claims about the topics being discussed. These statements can:

- Present a claim or belief
- One group claims that our ability to reason is hijacked by our partisan convictions: that is, we're prone to rationalization.
- Show support or agreement
- The good news is that psychologists and other social scientists are working hard to understand what prevents people from seeing through propaganda.
- Show opposition or disagreement
- The bad news is that there is not yet a consensus on the answer.
- Present evidence as support
- Some of the most striking evidence used to support this position comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored

higher on measures of science literary and numerical ability than it was among those who scored lower on these tests.

Read the following paragraphs from the article. Find the noun clauses. How are they being used in each case? What verbs do they follow?

- Be careful – THAT does not always mark a noun clause. Remember that a noun clause occurs after a verb. Also notice that there are no commas used with this type of dependent clause.
1. The rationalization camp, which has gained considerable prominence in recent years, is built around a set of theories contending that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth. According to this view, political passions essentially make people unreasonable, even — indeed, especially — if they tend to be good at reasoning in other contexts. (Roughly: The smarter you are, the better you are at rationalizing.)
 2. Apparently, more “analytical” Democrats were better able

to convince themselves that climate change was a problem, while more “analytical” Republicans were better able to convince themselves that climate change was not a problem. Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the partisan slant of information that participants were asked to assess.

3. Further evidence cited in support of this of argument comes from a 2010 study by the political scientists Brendan Nyhan and Jason Reifler, who found that appending corrections to misleading claims in news articles can sometimes backfire: Not only did corrections fail to reduce misperceptions, but they also sometimes increased them...We believe that people often just don’t think critically enough about the information they encounter.

4. A great deal of research in cognitive psychology has shown that a little bit of reasoning goes a long way toward forming accurate beliefs. For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”). This body of evidence suggests that the main factor explaining the acceptance of fake news could be cognitive laziness, especially

in the context of social media, where news items are often skimmed or merely glanced at.

5. We found that people who engaged in more reflective reasoning were better at telling true from false, regardless of whether the headlines aligned with their political views. (We controlled for demographic facts such as level of education as well as political leaning.) In follow-up studies yet to be published, we have shown that this finding was replicated using a pool of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to discern true claims from false ones but also to the ability to identify excessively partisan coverage of true events.

6. Our results strongly suggest that somehow cultivating or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate on social media. And other new research provides evidence that even in highly political contexts, people are not as irrational as the rationalization camp contends. Recent studies have shown, for instance, that correcting partisan misperceptions does not backfire most of the time — contrary to the results of Professors Nyhan and Reifler described above — but instead leads to more accurate beliefs.

7. We are not arguing that findings such as Professor

Kahan's that support the rationalization theory are unreliable. Our argument is that cases in which our reasoning goes awry — which are surprising and attention-grabbing — seem to be exceptions rather than the rule. Reason is not always, or even typically, held captive by our partisan biases. In many and perhaps most cases, it seems, reason does promote the formation of accurate beliefs.

8. This is not just an academic debate; it has real implications for public policy. Our research suggests that the solution to politically charged misinformation should involve devoting resources to the spread of accurate information and to training or encouraging people to think more critically. You aren't doomed to be unreasonable, even in highly politicized times. Just remember that this is also true of people you disagree with.

The Language of Hedging

Instructions: Review “*The Language of Hedging*” in *Supplemental Grammar Information* section. Then read the following the article “*Why Do People Fall for Fake News*” and **highlight** all hedging expressions that you can find.

1 What makes people susceptible to fake news and other forms of strategic misinformation? And what, if anything, can be done about it?

2 These questions have become more urgent in recent years, not least because of revelations about the Russian campaign to influence the 2016 United States presidential election by disseminating propaganda through social media platforms. In general, our political culture seems to be increasingly populated by people who espouse outlandish or demonstrably false claims that often align with their political ideology.

3 The good news is that psychologists and other social scientists are working hard to understand what prevents people from seeing through propaganda. The bad news is that there is not yet a consensus on the answer. Much of the debate among researchers falls into two opposing camps. One group claims that our ability to reason is hijacked by our partisan convictions: that is, we're prone to rationalization. The other group — to which the two of us belong — claims that the problem is that we often fail to exercise our critical faculties: that is, we're mentally lazy.

4 However, recent research suggests a silver lining to the dispute: Both camps appear to be capturing an aspect of the problem. Once we understand how much of the problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor plays a role in what types of situations, we'll be better able to design policy solutions to help combat the problem.

5 The rationalization camp, which has gained considerable prominence in recent years, is built around a set of theories contending that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth. According to this view, political passions essentially make people unreasonable, even — indeed, especially — if they tend to be good at reasoning in other contexts. (Roughly: The smarter you are, the better you are at rationalizing.)

6 Some of the most striking evidence used to support this position comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests. Apparently, more “analytical” Democrats were better able to convince themselves that climate change was a problem, while more “analytical” Republicans were better able to convince themselves that climate change was not a problem. Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the partisan slant of information that participants were asked to assess.

7 The implications here are profound: Reasoning can exacerbate the problem, not provide the solution, when it comes to partisan disputes over facts. Further evidence cited

in support of this of argument comes from a 2010 study by the political scientists Brendan Nyhan and Jason Reifler, who found that appending corrections to misleading claims in news articles can sometimes backfire: Not only did corrections fail to reduce misperceptions, but they also sometimes increased them. It seemed as if people who were ideologically inclined to believe a given falsehood worked so hard to come up with reasons that the correction was wrong that they came to believe the falsehood even more strongly.

8 But this “rationalization” account, though compelling in some contexts, does not strike us as the most natural or most common explanation of the human weakness for misinformation. We believe that people often just don’t think critically enough about the information they encounter.

9 A great deal of research in cognitive psychology has shown that a little bit of reasoning goes a long way toward forming accurate beliefs. For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”). This body of evidence suggests that the main factor explaining the acceptance of fake news could be cognitive laziness, especially in the context of social media, where news items are often skimmed or merely glanced at.

10 To test this possibility, we recently ran a set of studies

in which participants of various political persuasions indicated whether they believed a series of news stories. We showed them real headlines taken from social media, some of which were true and some of which were false. We gauged whether our participants would engage in reasoning or “go with their gut” by having them complete something called the cognitive reflection test, a test widely used in psychology and behavioral economics. It consists of questions with intuitively compelling but incorrect answers, which can be easily shown to be wrong with a modicum of reasoning. (For example: “If you’re running a race and you pass the person in second place, what place are you in?” If you’re not thinking you might say “first place,” when of course the answer is second place.)

11 We found that people who engaged in more reflective reasoning were better at telling true from false, regardless of whether the headlines aligned with their political views. (We controlled for demographic facts such as level of education as well as political leaning.) In follow-up studies yet to be published, we have shown that this finding was replicated using a pool of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to discern true claims from false ones but also to the ability to identify excessively partisan coverage of true events.

12 Our results strongly suggest that somehow cultivating or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate

on social media. And other new research provides evidence that even in highly political contexts, people are not as irrational as the rationalization camp contends. Recent studies have shown, for instance, that correcting partisan misperceptions does not backfire most of the time — contrary to the results of Professors Nyhan and Reifler described above — but instead leads to more accurate beliefs.

13 We are not arguing that findings such as Professor Kahan’s that support the rationalization theory are unreliable. Our argument is that cases in which our reasoning goes awry — which are surprising and attention-grabbing — seem to be exceptions rather than the rule. Reason is not always, or even typically, held captive by our partisan biases. In many and perhaps most cases, it seems, reason does promote the formation of accurate beliefs.

14 This is not just an academic debate; it has real implications for public policy. Our research suggests that the solution to politically charged misinformation should involve devoting resources to the spread of accurate information and to training or encouraging people to think more critically. You aren’t doomed to be unreasonable, even in highly politicized times. Just remember that this is also true of people you disagree with.

Question: *In Paragraphs 10 and 11, hardly any hedging language is used. Why do you think this is? To answer the question, think about the purpose of hedging.*

Subject-Verb Agreement – Error Correction

Read the following sentences. Find and correct errors in subject-verb agreement.

1. In general, our political culture seems to be increasingly populated by people who espouses outlandish or demonstrably false claims that often aligns with their political ideology. (2 errors)
2. The good news are that psychologists and other social scientists are working hard to understand what prevent people from seeing through propaganda. The bad news are that there is not yet a consensus on the answer. (3 errors)
3. Much of the debate among researchers fall into two opposing camps. One group claims that our ability to reason are hijacked by our partisan convictions: that is, we're prone to rationalization. The other group — to which the two of us belong — claim that the problem is that we often fails to exercise our critical faculties: that is, we're mentally lazy. (4 errors)
4. However, recent research suggest a silver lining to the dispute: Both camps appears to be capturing an aspect of the problem. Once we understand how much of the

- problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor play a role in what types of situations, we'll be better able to design policy solutions to help combat the problem. (3 errors)
5. Some of the most striking evidence used to support this position come from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change were greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests. (2 errors)
 6. But this “rationalization” account, though compelling in some contexts, do not strike us as the most natural or most common explanation of the human weakness for misinformation. We believe that people often just doesn't think critically enough about the information they encounter. (2 errors)
 7. A great deal of research in cognitive psychology have shown that a little bit of reasoning goes a long way toward forming accurate beliefs. For example, people who thinks more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) is less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like

- “Wholeness quiets infinite phenomena”). (3 errors)
8. Our results strongly suggests that somehow cultivating or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate on social media. And other new research provide evidence that even in highly political contexts, people is not as irrational as the rationalization camp contends. (4 errors)
 9. Recent studies has shown, for instance, that correcting partisan misperceptions do not backfire most of the time — contrary to the results of Professors Nyhan and Reifler described above — but instead lead to more accurate beliefs. (3 errors)
 10. We are not arguing that findings such as Professor Kahan’s that supports the rationalization theory is unreliable. Our argument is that cases in which our reasoning goes awry — which are surprising and attention-grabbing — seems to be exceptions rather than the rule. (3 errors)
-

Passive Voice & Modal Verbs

Noticing Passive Voice and

Modal Verbs

*Instructions: Read the following passages from the article “Why Do People Fall for Fake News” and underline all passive voice expressions that you can find. **Highlight** modal verbs.*

Paragraph 1. What makes people susceptible to fake news and other forms of strategic misinformation? And what, if anything, can be done about it?

Paragraph 2. In general, our political culture seems to be increasingly populated by people who espouse outlandish or demonstrably false claims that often align with their political ideology.

Paragraph 3. Much of the debate among researchers falls into two opposing camps. One group claims that our ability to reason is hijacked by our partisan convictions: that is, we’re prone to rationalization. The other group — to which the two of us belong — claims that the problem is that we often fail to exercise our critical faculties: that is, we’re mentally lazy.

Paragraph 4. However, recent research suggests a silver lining to the dispute: Both camps appear to be capturing an aspect of the problem. Once we understand how much of the problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor plays a role in what types of situations, we’ll be better able to design policy solutions to help combat the problem.

Paragraph 5. The rationalization camp, which has gained considerable prominence in recent years, is built around a set

of theories contending that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth.

Paragraph 6. Some of the most striking evidence used to support this position comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests. Apparently, more “analytical” Democrats were better able to convince themselves that climate change was a problem, while more “analytical” Republicans were better able to convince themselves that climate change was not a problem. Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the partisan slant of information that participants were asked to assess.

Paragraph 7. The implications here are profound: Reasoning can exacerbate the problem, not provide the solution, when it comes to partisan disputes over facts. Further evidence cited in support of this of argument comes from a 2010 study by the political scientists Brendan Nyhan and Jason Reifler, who found that appending corrections to misleading claims in news articles can sometimes backfire: Not only did corrections fail to reduce misperceptions, but they

also sometimes increased them. It seemed as if people who were ideologically inclined to believe a given falsehood worked so hard to come up with reasons that the correction was wrong that they came to believe the falsehood even more strongly.

Paragraph 9. This body of evidence suggests that the main factor explaining the acceptance of fake news could be cognitive laziness, especially in the context of social media, where news items are often skimmed or merely glanced at.

Paragraph 10. To test this possibility, we recently ran a set of studies in which participants of various political persuasions indicated whether they believed a series of news stories. We showed them real headlines taken from social media, some of which were true and some of which were false. We gauged whether our participants would engage in reasoning or “go with their gut” by having them complete something called the cognitive reflection test, a test widely used in psychology and behavioral economics. It consists of questions with intuitively compelling but incorrect answers, which can be easily shown to be wrong with a modicum of reasoning.

Paragraph 11. In follow-up studies yet to be published, we have shown that this finding was replicated using a pool of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to discern true claims from false ones but also to the ability to identify excessively partisan coverage of true events.

Paragraph 12. Our results strongly suggest that somehow

cultivating or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate on social media. And other new research provides evidence that even in highly political contexts, people are not as irrational as the rationalization camp contends.

Paragraph 13. Our argument is that cases in which our reasoning goes awry — which are surprising and attention-grabbing — seem to be exceptions rather than the rule. Reason is not always, or even typically, held captive by our partisan biases. In many and perhaps most cases, it seems, reason does promote the formation of accurate beliefs.

Paragraph 14. Our research suggests that the solution to politically charged misinformation should involve devoting resources to the spread of accurate information and to training or encouraging people to think more critically. You aren't doomed to be unreasonable, even in highly politicized times. Just remember that this is also true of people you disagree with.

Error Correction – Passive Voice and Modal Verbs

Instructions: The following sentences contain errors in the use of passive voice and modal verbs. Find and correct these errors.

Adapted from “Why Do People Fall for Fake News?”

1. What makes people susceptible to fake news and other forms of strategic misinformation? And what, if anything, can be done about it? (1 error)
2. Once we understand how much of the problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor plays a role in what types of situations, we'll be better able to design policy solutions to help combat the problem. (1 error)
3. The rationalization camp is built around a set of theories contending that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth. (2 errors)
4. Some of the most striking evidence used to support this position comes from an influential 2012 study. Apparently, more “analytical” Democrats are better able to convince themselves that climate change was a problem, while more “analytical” Republicans are better able to convince themselves that climate change was not a problem. Professor Kahn has found similar results in, for example, studies about gun control in which he experimentally manipulated the partisan slant of information that participants were asked to assess. (4 errors)

5. This body of evidence suggests that the main factor explaining the acceptance of fake news could cognitive laziness, especially in the context of social media, where news items are often skim or merely glance at. (2 errors)
6. The study participants completed something called the cognitive reflection test, a test widely use in psychology and behavioral economics. It consists of questions with intuitively compelling but incorrect answers, which can be easily show to be wrong with a modicum of reasoning. (2 errors)
7. In follow-up studies yet to be publish, we have shown that this finding was replicate using a pool of participants that was nationally representative with respect to age, gender, ethnicity and region of residence, and that it applies not just to the ability to discern true claims from false ones but also to the ability to identify excessively partisan coverage of true events. (2 errors)
8. Our results strongly suggest that somehow cultivating or promoting our reasoning abilities should part of the solution to the kinds of partisan misinformation that circulate on social media. (1 error)

29.

VOCABULARY FOCUS: FAKE NEWS

This chapter focuses on the following activities to support your understanding of the article, **Why Do People Fall for Fake News?**, and to help you develop your academic vocabulary fluency.

- Identifying & Using Academic Vocabulary in Arguments

Printable worksheets for students can be found in the instructor section at the end of the text.

30.

USE OF EVIDENCE: FAKE NEWS

This chapter focuses on the use of evidence in
Why Do People Fall for Fake News?

- Finding Claims & Support
- Research Unit – Sources

Finding Claims & Support

Introduction

All pieces of writing have a purpose.

- ✓ A text you send to a friend may say that you're running late or you ran out of gas.
 - ✓ A textbook provides objective and unbiased information, meaning that the authors of the textbook don't include their opinions; they focus only on facts.
 - ✓ A narrative essay shares the author's personal story with the reader. Writers of narrative essays want you, the reader, to know something about them.
-

The article “Why Do People Fall for Fake News?” by David Rand and Gordon Pennycook has a different purpose: to support the authors' argument. In casual conversations, the word “argument” often suggests that there is a “winner,” who ends up being right and a “loser,” who is proven wrong.

But an academic argument – the kind that college students like you read – are a little different. The authors of an academic argument want to convince you that their position on a topic or their solution to a problem is worth considering.

In Pennycook's and Rand's article, for example, the authors' purpose is to offer and support their answer to the question stated in the article's title: Why do people fall for (believe) fake news? The authors begin the article by offering two possible theories that would explain why people believe things that aren't true. The authors' theory is in the column on the right. A theory proposed by other researchers is on the left.

The Rationalization Theory	The Cognitive Laziness Theory
This theory suggests that people believe what they want to be true, especially when politics are involved.	This theory suggests that people are mentally lazy. They simply don't bother to find out whether a statement is true or not.

Writers of argumentative essays, like Pennycook and Rand, use claims to support their thesis. However, like the thesis, claims are not necessarily true on their own. Claims need support, usually in the form of evidence. Evidence could be a scientific study, an interview with an expert, or statistical information.

Claims and Evidence

In the following exercise, you will:

- Examine the claims and evidence presented in the article “Why Do People Fall for Fake News?” by Gordon Pennycook and David Rand.
- Determine if the evidence supports the claims.

Table 1. The Rationalization Theory

Pennycook and Rand want you, the reader, to trust them. If you don't trust them, you probably won't accept their theory about believing fake news. One strategy they use to build your trust is thoroughly and respectfully explaining an opposing theory. In this case, the opposing theory is the Rationalization

Theory, which they discuss in detail in paragraphs 5-7. (Paragraph 5 begins “The rationalization camp...”).

Column 1 contains two claims that support the Rationalization Theory. In column 2, type the evidence that supports the corresponding claim in column 1. (The evidence could be a link to a study.)

(1)	(2)
<p>CLAIMS</p> <p>Claims are statements that support the thesis but need evidence to show that they are true.</p> <p>People are so passionate about politics that they become unreasonable. This applies even to people who are usually reasonable about other topics.</p> <p>When politics are involved, a person’s ability to reason can exacerbate the problem (make the problem of falling for fake news worse).</p>	<p>EVIDENCE</p> <p>Evidence is trustworthy research that shows a claim could be true.</p>

Click on the links to evidence and skim the articles that you find. Then answer these questions:

- Can you access the evidence that is linked in the article? If not, why not?
- What evidence did you find that supports the second claim (about the effect of passion)?

- What evidence did you find that supports the third claim (about the effect of politics)?

Table 2. The Cognitive (Mentally) Laziness Theory.

Use Table 1 as a guide to complete Table 2, which asks for claims about and support for the Mentally Lazy Theory. The explanation of this theory begins with the paragraph that starts this way, “A great deal of research in cognitive psychology...” Table 2 is completely blank so that you can practice finding both the claims and the evidence on your own. Remember that a claim can be supported by more than one piece of evidence.

(1)	(2)
Claims	Evidence
Claims are statements that support the thesis but need evidence to show that they are true.	Evidence is trustworthy research that shows a claim could be true.

Click on the links to evidence and skim the articles that you find. Then answer these questions:

- Can you access the evidence that is linked in the article? If not, why not?
- What evidence did you find that supports the first claim that you found?

- What evidence did you find that supports the second claim that you found?

Evaluating “Why Do People Fall for Fake News?”

In your opinion and based on what you learned by completing the tables, which theory do you support: The Rationalization Theory or the Mentally Lazy Theory? Please explain your choice thoroughly. This question asks for your opinion so there are no right or wrong answers. Please write a short paragraph (about 75 words) and be very specific.

Research Unit – Sources

Activity –

Distinguishing between properly documented and plagiarized outside sources used in student examples.

Guidelines –

Students will be evaluating whether the content taken from “Why Do People Fall for Fake News” has been used appropriately when documented in a sample student paper. The objective is to identify whether the sample student paper is documented correctly or if plagiarism has occurred (Word-for-Word plagiarism or Paraphrased plagiarism).

In order to avoid plagiarism, the following conditions should be met:

Signal phrase, content (word-for-word or paraphrased content), in-text citation, works cited entry (reference).

In the following examples, examine the original source material along with the sample student work to determine if plagiarism has occurred. Focus on the bold content from the original source to assess if the content in the student version has been used correctly.

#1-

Original Source –

Our research suggests that **the solution to politically charged misinformation should involve devoting resources to the spread of accurate information and to training or encouraging people to think more critically.** You aren’t doomed to be unreasonable, even in highly politicized times.

Works Cited –

Pennycook, Gordan, and David Rand. “Why Do People Fall for Fake News.” *New York Times*, 19 Jan. 2019. <https://www.nytimes.com/2019/01/19/opinion/sunday/fake-news.html>.

Student Version –

It will take continual teaching and the promotion of critical thinking in order to alter misinformed political stances that spread fake news (Pennycook and Rand).

Works Cited –

Pennycook, Gordan, and David Rand. “Why Do People Fall for Fake News.” *New York Times*, 19 Jan. 2019. <https://www.nytimes.com/2019/01/19/opinion/sunday/fake-news.html>.

____ Documented Correctly

____ Word-for-Word Plagiarism

____ Paraphrased Plagiarism

If plagiarized, what is missing or incorrect?

#2 –

Original Source –

In general, **our political culture seems to be increasingly populated by people who espouse outlandish or demonstrably false claims that often align with their political ideology.** The good news is that psychologists and

other social scientists are working hard to **understand what prevents people from seeing through propaganda.**

Works Cited –

Pennycook, Gordon, and David Rand. “Why Do People Fall for Fake News.” *New York Times*, 19 Jan. 2019. <https://www.nytimes.com/2019/01/19/opinion/sunday/fake-news.html>.

Student Version –

By understanding that people will make “false claims that often align with their political ideology,” researchers can continue to strive “to understand what prevents people from seeing through propaganda” (Pennycook and Rand).

____ Documented Correctly

____ Word-for-Word Plagiarism

____ Paraphrased Plagiarism

If plagiarized, what is missing or incorrect?

#3

Original Source –

A great deal of research in cognitive psychology has shown that a little bit of reasoning goes a long way toward forming accurate beliefs. For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are

less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”).

Works Cited –

Pennycook, Gordan, and David Rand. “Why Do People Fall for Fake News.” *New York Times*, 19 Jan. 2019. <https://www.nytimes.com/2019/01/19/opinion/sunday/fake-news.html>.

Student Version –

Research clearly identifies that reasoning can have a lasting impact on “forming accurate beliefs” and ward off inaccurate or misleading theories.

Works Cited –

Pennycook, Gordan, and David Rand. “Why Do People Fall for Fake News.” *New York Times*, 19 Jan. 2019. <https://www.nytimes.com/2019/01/19/opinion/sunday/fake-news.html>.

____ Documented Correctly

____ Word-for-Word Plagiarism

____ Paraphrased Plagiarism

If plagiarized, what is missing or incorrect?

31.

IDENTIFYING SPECIAL VOCABULARY IN ARGUMENTATIVE WRITING

Argumentative essays, also called persuasive essays, include specific words and phrases that separate them from other kinds of writing. Recognizing this specialized vocabulary will help you identify argumentative essays in this class, in your other classes, and even when you read articles or essays online.

Specialized Vocabulary in “Why Do People Fall for Fake

News?"

Introduction

Because the title of this article is a question, you can expect the article to try to answer the question, and it does. Rand and Pennycook, both university scholars, offer their answer based on their own research. They also present a different answer proposed by other scholars. Although they argue that their answer is stronger, they do not argue that the other answer is wrong. Therefore, this article is a good example of an academic argument. Let's look at the article's vocabulary from paragraphs 3 and 4

- Consensus (noun): agreement
- Debate (noun): An argument or disagreement about a topic
- Opposing (adjective): Disagreeing or holding opposite views
- Camp (noun): a group of people who agree on a controversial topic.
- Dispute (noun): argument; controversy

Argumentative Vocabulary in Paragraph 3

After the authors introduce the problem of people falling for (believing) fake news, they provide the following information in the third paragraph of the essay:

“The good news is that psychologists and other social scientists are working hard to understand what prevents people from seeing through propaganda. The bad news is that there is not yet a **consensus** on the answer.”

Much of the **debate** among researchers falls into two **opposing camps**. One group claims that our ability to reason is hijacked by our partisan convictions: that is, we’re prone to rationalization. The other group — **to which the two of us belong** — claims that the problem is that we often fail to exercise our critical faculties: that is, we’re mentally lazy.

Respectful Disagreement in Paragraph 4

In this paragraph, instead of criticizing the opposing camp, the authors explain why the lack of consensus is “a silver lining” (a benefit). This shows that you, as a college writer, can argue in favor of your position while still acknowledging opposing views. Here is how Rand and Pennycook disagree respectfully:

“However, recent research suggests a **silver lining** to the

dispute: Both camps appear to be capturing an aspect of the problem. Once we understand how much of the problem is a result of rationalization and how much a result of laziness, and as we learn more about which factor plays a role in what types of situations, we'll be better able to design policy solutions to help combat the problem.”

Argumentative Vocabulary in Paragraphs 5 & 6

The following words indicate that the authors have included research to support both theories about why people believe fake news. The words “evidence,” “support,” and “study” are commonly used in arguments in which authors show the reader exactly where they found their information.

- Theories (noun) – proposed ideas that attempt to answer a question.
- Contending (adjective) – arguing or strongly proposing
- View (noun) – position, opinion
- Evidence (noun) – information that supports a certain view or position
- Support (verb) – To argue in favor of; to show that an idea may be valid
- Position (noun) – Theory; opinion; view
- Study (noun) – A scholarly report that provides well-researched and trustworthy information on a topic.

Argumentative Vocabulary in Paragraphs 5 & 6

In paragraph 5, the authors respectfully explain the view of the “opposing camp,” the social scientists who support the Rationalization Theory. In paragraph 6, they offer support for the Rationalization Theory even though their argument is intended to support the Cognitive Laziness Theory.

Paragraph 5:

The rationalization camp, which has gained considerable prominence in recent years, is built around a set of **theories contending** that when it comes to politically charged issues, people use their intellectual abilities to persuade themselves to believe what they want to be true rather than attempting to actually discover the truth. According to this **view**, political passions essentially make people unreasonable, even — indeed, especially — if they tend to be good at reasoning in other contexts. (Roughly: The smarter you are, the better you are at rationalizing.)

Paragraph 6:

Some of the most striking **evidence** used to **support** this **position** comes from [an influential 2012 study](#) in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored higher on measures of science literary and numerical ability than it was among those who scored lower on these tests. Apparently, more “analytical”

Democrats were better able to convince themselves that climate change was a problem, while more “analytical” Republicans were better able to convince themselves that climate change was not a problem. Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the partisan slant of information that participants were asked to assess.

Practice Finding Argumentative Vocabulary in “Why Do People Fall for Fake News?”

The remaining paragraphs of “Why Do People Fall for Fake News?” contain some vocabulary words already identified in this exercise and new words that have not been identified yet.

Please read the rest of the article to find (1) other occurrences of the words already identified in the tables in this exercise and (2) new words that you think might be common in argumentative (persuasive) essays.

PART VI

**ARGUMENT:
MISINFORMATION
AND BIASES
INFECT SOCIAL
MEDIA, BOTH
INTENTIONALLY
AND
ACCIDENTALLY**

Overview for Instructors ("Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally")

The essay "[Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally](#)" by Giovanni Luca Ciampaglia and Filippo Menczer can be found in [88 Open Essays](#) on pages 117-122.

In this article, the authors argue that "three types of bias that make the social media ecosystem vulnerable to both intentional and accidental misinformation." The article includes effective graphics, the authors' own research, and several links to studies that support their position. Students can relate to social media and may "see" themselves in the text. In short, the article illustrates the various ways to support a position. The article includes outside research, the authors' own research, and graphics. It may pair well with "Why Do People Fall for Fake News?"

The following instructional activities, assignments, and documents are included for this reading.

Course Activities, Assignments, and Documents

Goals Addressed

Analyzing and Answering Questions with Multiple Parts: A power point and activity to help the students annotate and analyze the directions for assignments (will need to be adapted to the directions/assignments for this particular module.)

How to Analyze a Writing Prompt and create a Strong Thesis Statement activity (will need to be adapted to the directions/assignments for this particular module.)

Understanding the Relationship between the Assignment and the Rubric (will need to be adapted to the directions/assignments for this particular module.)

GOAL 1:
Understanding
Academic
Writing
Assignments

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

Reading Process Activity: (1) This activity guides students through the reading process – previewing the article, actively reading and annotating the text, and reflecting on the meaning of the text and the reading process.

Emphasis is placed on using the title, headings, introduction, and conclusion to predict ideas in the text.

Support activity – Finding Independent Clauses: This activity asks students to locate the independent clauses in sentences taken from the article in order to better understand the main idea of a sentence and how the dependent clauses and phrases relate to it.

Summary and Response Activity: This activity provides a set of guided questions to develop a summary and reading response to the article. An example is provided to help with developing a response, as well as providing suggestions to start the writing process.

GOAL 2:
Read and understand college-level texts

Recognizing hedging language to express a point of view

Subject-verb agreement error correction activity

Using Noun Clauses to state your position

Finding Independent Clauses asks students to locate the independent clauses in sentences taken from the article in order to better understand the main idea of a sentence and how the dependent clauses and phrases relate to it.

Analyzing Text for Present Perfect asks students to locate present perfect, simple present, and simple past verbs and discuss the author's choice of tense.

GOAL 3:
Develop
Sophisticated
Grammatical
Structures

Vocabulary Preview: A list of challenging words and phrases from the text is identified so that students can build knowledge of vocabulary before reading the article.

Recognizing reporting verbs in the presentation of research findings

Identifying Structure in Argumentative Writing breaks down paragraphs to expose the structure of each one (background, problem, solution) and asks students to identify those three pieces of the remaining paragraphs.

GOAL 4:
Develop
Fluency with
Academic
Vocabulary

Finding Claims and Support in

Argumentative Writing shows students how to identify claims and their supporting evidence and then asks students to identify claims and support on their own. It also asks students to click on the links to supporting evidence and respond to that evidence.

Support activity: Using Noun Clauses to state your position

Distinguishing between properly documented and plagiarized outside sources: Students will evaluate whether the content taken from the article has been used appropriately when documented in a sample student paper.

GOAL 5:
Strategies for
Using
Evidence in
Academic
Writing

32.

READ & UNDERSTAND: MISINFORMATION

This chapter introduces students to the reading, **“Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally,”** through a vocabulary preview activity, reading process activity, and a summary and response activity. It may be helpful to print a copy of [Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally](#) to make notes about vocabulary and to annotate as you preview and read the article.

Vocabulary Preview for “Misinformation and Biases

Infect Social Media, Both Intentionally and Accidentally”

Purpose

The purpose of this activity is to build knowledge of vocabulary before reading a text in order to improve fluency and efficiency. You may also wish to practice using the new vocabulary in your writing. The preview is divided into three groups: (1) Academic Vocabulary, (2) Vocabulary with Other Common Meanings, and (3) Collocations and Informal Language.

Academic Vocabulary

Academic vocabulary are **bold** in the article “Why Rituals Are Good for You” and also listed below. Prior to reading the article, familiarize yourself with the words using a dictionary. Several pieces of information are provided for each word and phrase:

- The **part of speech** for the word according to how it is used in the article “Why Rituals Are Good for You”
 - Many words can take multiple parts of speech and

have numerous definitions. Knowing a word's part of speech in the sentence can help you to narrow down to the correct dictionary definition.

- The **sentence** where the word is used in the article “Why Rituals Are Good for You”
 - The sentence provides context, which also helps to narrow down to the appropriate definition from the dictionary. The context is the situation in which the word is used.
- The **paragraph number** where the word can be found in the reading
 - If you need additional context beyond the sentence, you can refer to the paragraph in the article for more information.

Using the information provided for each word, identify a relevant definition. You may also wish to note definitions and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **algorithms** (n.): But the fact that low-credibility content spreads so quickly and easily suggests that people and the *algorithms* behind social media platforms are vulnerable to manipulation. (Paragraph 2)
2. **amplify** (v.): Then the bots can *amplify* false claims smearing opponents by retweeting articles from low-

credibility sources that match certain keywords.

(Paragraph 21)

3. **biases** (n.): Cognitive *biases* originate in the way the brain processes the information that every person encounters every day. (Paragraph 4)
4. **cognitive** (adj.): *Cognitive* biases originate in the way the brain processes the information that every person encounters every day. (Paragraph 4)
5. **connotations** (n.): People are very affected by the emotional *connotations* of a headline, even though that's not a good indicator of an article's accuracy. Much more important is who wrote the piece. (Paragraph 6)
6. **credibility** (n.): In the process, they learn to recognize signals of source *credibility*, such as hyperpartisan claims and emotionally charged headlines. (Paragraph 7)
7. **dense** (adj.): When we drilled down on the misinformation-spreading accounts, we found a very *dense* core group of accounts retweeting each other almost exclusively – including several bots. (Paragraph 12)
8. **devolve** (v.): This helps explain why so many online conversations *devolve* into “us versus them” confrontations. (Paragraph 10)
9. **disseminating** (n.): Our analysis of the structure of these partisan communication networks found social networks are particularly efficient at *disseminating* information – accurate or not – when they are closely

- tied together and disconnected from other parts of society. (Paragraph 9)
10. **exploit** (v.): That is why our Observatory on Social Media at Indiana University is building tools to help people become aware of these biases and protect themselves from outside influences designed to *exploit* them. (Paragraph 3)
 11. **fabricated** (adj.): Social media are among the primary sources of news in the U.S. and across the world. Yet users are exposed to content of questionable accuracy, including conspiracy theories, clickbait, hyperpartisan content, pseudo science and even *fabricated* “fake news” reports. (Paragraph 1)
 12. **finite** (adj.): The brain can deal with only a *finite* amount of information, and too many incoming stimuli can cause information overload. (Paragraph 4)
 13. **homogeneity** (n.): Because this is at the level of a whole platform, not of a single user, we call this the *homogeneity* bias. (Paragraph 16)
 14. **hyperpartisan** (adj.): Social media are among the primary sources of news in the U.S. and across the world. Yet users are exposed to content of questionable accuracy, including conspiracy theories, clickbait, *hyperpartisan* content, pseudo science and even fabricated “fake news” reports. (Paragraph 1)
 15. **legitimacy** (n.): The only times that fact-checking organizations were ever quoted or mentioned by the

users in the misinformed group were when questioning their *legitimacy* or claiming the opposite of what they wrote. (Paragraph 12)

16. **lucrative** (adj.): Spam and online fraud are *lucrative* for criminals, and government and political propaganda yield both partisan and financial benefits. (Paragraph 2)
17. **manipulation** (n.): But in doing so, it may end up reinforcing the cognitive and social biases of users, thus making them even more vulnerable to *manipulation*. (Paragraph 13)
18. **originate** (v.): Cognitive biases *originate* in the way the brain processes the information that every person encounters every day. (Paragraph 4)
19. **partisan** (adj.): Spam and online fraud are lucrative for criminals, and government and political propaganda yield both *partisan* and financial benefits. (Paragraph 2)
20. **personalization** (adj.): These *personalization* technologies are designed to select only the most engaging and relevant content for each individual user. (Paragraph 13)
21. **propaganda** (n.): Spam and online fraud are lucrative for criminals, and government and political *propaganda* yield both partisan and financial benefits. (Paragraph 2)
22. **reinforcing** (n.): But in doing so, it may end up *reinforcing* the cognitive and social biases of users, thus making them even more vulnerable to manipulation.

- (Paragraph 13)
23. **stimuli** (n.): The brain can deal with only a finite amount of information, and too many incoming **stimuli** can cause information overload. (Paragraph 4)
 24. **suspicious** (adj.): Players get more points for sharing news from reliable sources and flagging **suspicious** content for fact-checking. (Paragraph 7)
 25. **tendency** (n.): The **tendency** to evaluate information more favorably if it comes from within their own social circles creates “echo chambers” that are ripe for manipulation, either consciously or unintentionally. (Paragraph 10)
 26. **vulnerable** (adj.): But the fact that low-credibility content spreads so quickly and easily suggests that people and the algorithms behind social media platforms are **vulnerable** to manipulation. (Paragraph 2)

Vocabulary with Other Common Meanings

Words can have many different meanings in English. Some words that have common, everyday meanings also have specific meanings that are not used as often.

Consider the word **factor** as an example. In everyday use, **factor** refers to some element that influences an outcome, as in the following sentence: *Students’ time management skills are **factors** in their academic success.* In a mathematics class,

however, **factor** has a less common meaning that relates to multiplication.

The words in this section have less common and often more abstract meanings in the article compared to their meanings in everyday situations.

As with the Academic Vocabulary list above, the vocabulary in this section includes the **part of speech**, the **sentence** from the article, and the **paragraph number** where the word can be found in the article. Using the information provided for each word, identify a relevant definition that fits with the context of how the word is used in the sentence. You may also wish to print a copy of the article and note definitions and synonyms next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **ecosystem** (n.): Our research has identified three types of bias that make the social media *ecosystem* vulnerable to both intentional and accidental misinformation. (Paragraph 3)
2. **feed** (n.): One cognitive shortcut happens when a person is deciding whether to share a story that appears on their social media *feed*. (Paragraph 6)
3. **flagging** (n.): Players get more points for sharing news from reliable sources and *flagging* suspicious content for fact-checking. (Paragraph 7)
4. **smearing** (adj.): Then the bots can amplify false claims

smearing opponents by retweeting articles from low-credibility sources that match certain keywords.

(Paragraph 21)

5. **steep** (adj.): We have found that *steep* competition for users' limited attention means that some ideas go viral despite their low quality – even when people prefer to share high-quality content. (Paragraph 4)
6. **yield** (v.): Spam and online fraud are lucrative for criminals, and government and political propaganda *yield* both partisan and financial benefits. (Paragraph 2)

Collocations and Informal Language

This section of vocabulary includes **collocations** and **informal language**. A **collocation** is the frequent use of two more words together, such as **save time**, which is a common phrase in English. **Informal language** may include conversational language that is less likely to be used in academic writing, as well as **idioms**. An **idiom** is an expression that cannot be defined based on the meanings of the separate words; instead, the combination of words has a different meaning altogether. For example, the idiom **to open a can of worms** has nothing to do with cans or worms; it means to create an especially challenging problem.

The collocations and informal language in this section include the **sentence** from the article and the **paragraph**

number where the words can be found in the article. Prior to reading the article, familiarize yourself with the concepts using a dictionary or by searching online if you cannot find one in the dictionary. Identify a relevant definition for each. You may also wish to note definitions and **synonyms** next to the words in the article to help you while you are reading. A synonym is a word which has a similar meaning to another word.

1. **bots:** When we drilled down on the misinformation-spreading accounts, we found a very dense core group of accounts retweeting each other almost exclusively – including several *bots*. (Paragraph 12)
2. **clickbait:** Social media are among the primary sources of news in the U.S. and across the world. Yet users are exposed to content of questionable accuracy, including conspiracy theories, *clickbait*, hyperpartisan content, pseudo science and even fabricated “fake news” reports. (Paragraph 1)
3. **confirmation bias:** For instance, the detailed advertising tools built into many social media platforms let disinformation campaigners exploit *confirmation bias* by tailoring messages to people who are already inclined to believe them. (Paragraph 14)
4. **conspiracy theories:** Social media are among the primary sources of news in the U.S. and across the world. Yet users are exposed to content of questionable accuracy, including *conspiracy theories*, clickbait,

- hyperpartisan content, pseudo science and even fabricated “fake news” reports. (Paragraph 1)
5. **cut off from:** Our analysis of the data collected by Hoaxy during the 2016 U.S. presidential elections shows that Twitter accounts that shared misinformation were almost completely *cut off from* the corrections made by the fact-checkers. (Paragraph 11)
 6. **drilled down:** When we *drilled down* on the misinformation-spreading accounts, we found a very dense core group of accounts retweeting each other almost exclusively – including several bots. (Paragraph 12)
 7. **echo chambers:** The tendency to evaluate information more favorably if it comes from within their own social circles creates “*echo chambers*” that are ripe for manipulation, either consciously or unintentionally. (Paragraph 10)
 8. **emotionally charged:** In the process, they learn to recognize signals of source credibility, such as hyperpartisan claims and *emotionally charged* headlines. (Paragraph 7)
 9. **filter bubbles:** These bots are able to construct *filter bubbles* around vulnerable users, feeding them false claims and misinformation. (Paragraph 21)
 10. **go viral:** We have found that steep competition for users’ limited attention means that some ideas *go viral* despite their low quality – even when people prefer to

- share high-quality content. (Paragraph 4)
11. **grassroots:** However, some conceal their real nature and are used for malicious intents, such as boosting disinformation or falsely creating the appearance of a *grassroots* movement, also called “astroturfing.” (Paragraph 18)
 12. **in conjunction with:** Using Botometer *in conjunction with* Hoaxy, we analyzed the core of the misinformation network during the 2016 U.S. presidential campaign.
 13. **information overload:** The brain can deal with only a finite amount of information, and too many incoming stimuli can cause *information overload*. (Paragraph 4)
 14. **irrespective of:** This also feeds into existing cognitive bias, reinforcing what appears to be popular *irrespective of* its quality. (Paragraph 17)
 15. **political leanings:** In fact, in our research we have found that it is possible to determine the *political leanings* of a Twitter user by simply looking at the partisan preferences of their friends. (Paragraph 9)
 16. **social circles:** The tendency to evaluate information more favorably if it comes from within their own *social circles* creates “echo chambers” that are ripe for manipulation, either consciously or unintentionally. (Paragraph 10)
 17. **tailoring to:** For instance, the detailed advertising tools built into many social media platforms let

disinformation campaigners exploit confirmation bias by *tailoring messages to* people who are already inclined to believe them. (Paragraph 14)

Reading Process Activity

Purpose

The purpose of this activity is to activate your background knowledge and build your interest before reading an article so that you have a more engaging and efficient reading experience; to actively read the article; and to reflect on your reading process and understanding of the text.

Preview the Article

Print a copy of the article “Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally” so that you can annotate it. Follow the steps below to preview the article. As you complete this activity, do not read the entire article. You will read the entire article later — after you have previewed it. Focus on previewing only. As you preview the article, record your thoughts in the margins of the printed copy of the article.

1. Read the title.

- What does it make you think about? What do you think the article is about? What do you already know about the concepts mentioned in the article (misinformation, bias, social media)? Record your ideas in the top margin of the printed article.
- What questions do you have based on the title? Record your questions on the printed article near the title.

2. Read paragraphs 1-3, which form the introduction to the article. What predictions and questions do you have based on the introduction? Record your predictions and questions in the margin of the printed article near the introduction.

3. The reading is divided into sections with headings. Read each bold heading and the first sentence or two of each section. What predictions and questions do you have based on your preview of each section? Record your ideas and questions in the margins next to each section of the article. You should note the following headings in the article:

- Bias in the brain
- Bias in society
- Bias in the machine
- Understanding complex vulnerabilities

4. Based on your preview of the article, what do you think is

the central point of the article? (Don't worry if you are not sure. This is just a prediction or guess – you do not have to be correct. You can confirm or adjust your predictions as you read.)

Actively Read and Annotate the Article

After previewing “Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally,” actively read the article. As you read the article, do the following:

- Consider whether or not your predictions were correct.
- Use the preview questions you wrote to guide your reading and answer them (if the answers are in the text). You can record your responses directly on the article by annotating the text or by taking notes on a separate sheet of paper.
- Paraphrase main points briefly in the margins.
- Mark unfamiliar vocabulary.

Misinformation and Biases Infect Social Media, Both Intentionally and

Accidentally

[Giovanni Luca Ciampaglia](#) is an Assistant Professor, Department of Computer Science and Engineering, University of South Florida. [Filippo Menczer](#) is a Professor of Computer Science and Informatics and the Director of the Center for Complex Networks and Systems Research at Indiana University. This article originally appeared in [The Conversation](#).

As you read, take notes related to the questions you wrote and the predictions you made when you previewed the article.

¹ Social media are among the primary sources of news in the U.S. and across the world. Yet users are exposed to content of questionable accuracy, including **conspiracy theories**, **clickbait**, **hyperpartisan** content, pseudo science and even **fabricated** “fake news” reports.

² It’s not surprising that there’s so much

disinformation published: Spam and online fraud are **lucrative** for criminals, and government and political **propaganda yield** both **partisan** and financial benefits. But the fact that low-credibility content spreads so quickly and easily suggests that people and the **algorithms** behind social media platforms are **vulnerable** to manipulation.

³ Our research has identified three types of bias that make the social media **ecosystem** vulnerable to both intentional and accidental misinformation. That is why our Observatory on Social Media at Indiana University is building tools to help people become aware of these biases and protect themselves from outside influences designed to **exploit** them.

Bias in the brain

⁴ **Cognitive biases originate** in the way the brain processes the information that every person encounters every day. The brain can deal with only a **finite** amount of information, and too many incoming **stimuli** can cause **information overload**. That in itself has serious

implications for the quality of information on social media. We have found that **steep** competition for users' limited attention means that some ideas **go viral** despite their low quality – even when people prefer to share high-quality content.

⁵ To avoid getting overwhelmed, the brain uses a number of tricks. These methods are usually effective, but may also become biases when applied in the wrong contexts.

⁶ One cognitive shortcut happens when a person is deciding whether to share a story that appears on their social media **feed**. People are very affected by the emotional **connotations** of a headline, even though that's not a good indicator of an article's accuracy. Much more important is who wrote the piece.

⁷ To counter this bias, and help people pay more attention to the source of a claim before sharing it, we developed Fakey, a mobile news literacy game (free on Android and iOS) simulating a typical social media news feed, with a mix of news articles from mainstream and low-credibility sources. Players get more points for

sharing news from reliable sources and **flagging suspicious** content for fact-checking. In the process, they learn to recognize signals of source **credibility**, such as hyperpartisan claims and **emotionally charged** headlines.

Bias in society

⁸ Another source of bias comes from society. When people connect directly with their peers, the social biases that guide their selection of friends come to influence the information they see.

⁹ In fact, in our research we have found that it is possible to determine the **political leanings** of a Twitter user by simply looking at the partisan preferences of their friends. Our analysis of the structure of these partisan communication networks found social networks are particularly efficient at **disseminating** information – accurate or not – when they are closely tied together and disconnected from other parts of society.

¹⁰ The **tendency** to evaluate information more favorably if it comes from within their own

social circles creates “**echo chambers**” that are ripe for manipulation, either consciously or unintentionally. This helps explain why so many online conversations **devolve** into “us versus them” confrontations.

¹¹ To study how the structure of online social networks makes users vulnerable to disinformation, we built Hoaxy, a system that tracks and visualizes the spread of content from low-credibility sources, and how it competes with fact-checking content. Our analysis of the data collected by Hoaxy during the 2016 U.S. presidential elections shows that Twitter accounts that shared misinformation were almost completely **cut off from** the corrections made by the fact-checkers.

¹² When we **drilled down** on the misinformation-spreading accounts, we found a very **dense** core group of accounts retweeting each other almost exclusively – including several **bots**. The only times that fact-checking organizations were ever quoted or mentioned by the users in the misinformed group were when

questioning their **legitimacy** or claiming the opposite of what they wrote.

Bias in the machine

¹³ The third group of biases arises directly from the algorithms used to determine what people see online. Both social media platforms and search engines employ them. These **personalization** technologies are designed to select only the most engaging and relevant content for each individual user. But in doing so, it may end up **reinforcing** the cognitive and social biases of users, thus making them even more **vulnerable** to **manipulation**.

¹⁴ For instance, the detailed advertising tools built into many social media platforms let disinformation campaigners exploit **confirmation bias** by **tailoring** messages to people who are already inclined to believe them.

¹⁵ Also, if a user often clicks on Facebook links from a particular news source, Facebook will tend to show that person more of that site's content. This so-called "filter bubble" effect may

isolate people from diverse perspectives, strengthening confirmation bias.

¹⁶ Our own research shows that social media platforms expose users to a less diverse set of sources than do non-social media sites like Wikipedia. Because this is at the level of a whole platform, not of a single user, we call this the **homogeneity** bias.

¹⁷ Another important ingredient of social media is information that is trending on the platform, according to what is getting the most clicks. We call this popularity bias, because we have found that an algorithm designed to promote popular content may negatively affect the overall quality of information on the platform. This also feeds into existing cognitive bias, reinforcing what appears to be popular **irrespective of** its quality.

¹⁸ All these algorithmic biases can be manipulated by social bots, computer programs that interact with humans through social media accounts. Most social bots, like Twitter's Big Ben, are harmless. However, some conceal their real nature and are used for malicious intents, such as boosting disinformation or falsely creating the

appearance of a **grassroots** movement, also called “astroturfing.” We found evidence of this type of manipulation in the run-up to the 2010 U.S. midterm election.

¹⁹ To study these manipulation strategies, we developed a tool to detect social bots called Botometer. Botometer uses machine learning to detect bot accounts, by inspecting thousands of different features of Twitter accounts, like the times of its posts, how often it tweets, and the accounts it follows and retweets. It is not perfect, but it has revealed that as many as 15 percent of Twitter accounts show signs of being bots.

²⁰ Using Botometer **in conjunction with** Hoaxy, we analyzed the core of the misinformation network during the 2016 U.S. presidential campaign. We found many bots exploiting both the cognitive, confirmation and popularity biases of their victims and Twitter’s algorithmic biases.

²¹ These bots are able to construct **filter bubbles** around vulnerable users, feeding them false claims and misinformation. First, they can attract the attention of human users who

support a particular candidate by tweeting that candidate's hashtags or by mentioning and retweeting the person. Then the bots can **amplify** false claims **smearing** opponents by retweeting articles from low-credibility sources that match certain keywords. This activity also makes the algorithm highlight for other users false stories that are being shared widely.

Understanding complex vulnerabilities

²² Even as our research, and others', shows how individuals, institutions and even entire societies can be manipulated on social media, there are many questions left to answer. It's especially important to discover how these different biases interact with each other, potentially creating more complex vulnerabilities.

²³ Tools like ours offer internet users more information about disinformation, and therefore some degree of protection from its harms. The solutions will not likely be only technological, though there will probably be some technical aspects to them. But they must take into

account the cognitive and social aspects of the problem.

Reflect after Reading the Article

Record your responses to the questions below in complete sentences.

1. Now that you have read the article, what is the main point? Write it in your own words.
2. Why do you think Ciampaglia and Menczer wrote the article? (What was their purpose?)
3. Were your predictions about the article correct? Which ones were accurate, and which ones did you revise as you read the article.
4. As you previewed the article, you wrote questions. What questions do you still have after reading the article? What else do you want to know about the article, the author, or topic of the reading?
5. How did previewing the article help with your

understanding of the text?

Reading & Response

Instructions:

1. Read the article, “Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally” by Giovanni Luca Ciampaglia and Filippo Menczer. As you read, annotate the article. Take notes about the main idea, your reactions, and questions that you may have.
2. After reading, complete a one-paragraph summary of the article. The summary should include the author’s name, article title, and the overall main idea. Additionally, it is helpful to focus on the who, what, where, why, when, and how of the article to develop your summary. The ideas should be paraphrased and written in your own words.
3. Write a developed, one-paragraph response to the article. Develop a clear statement of your position or point of view on the ideas expressed in the article. Be sure clearly explain and support your response. You may also consider using a particular quote from the article to use in your response. If using a quote, work to incorporate

the quote smoothly into the response. Be sure to cite the quote using in-text citations.

...

As an example:

Ciampaglia and Menczer mentions, “Another source of bias comes from society. When people connect directly with their peers, the social biases that guide their selection of friends come to influence the information they see.” I have witnessed this in my personal experience.”

From there, expand on your ideas to explain and support why you agree with this statement.

Suggestions for Writing

1. Plan your summary and response before writing them. Review the notes that you have made regarding the article. Then, use a writing process that you are comfortable with that can include brainstorming, free writing, listing, outlining, mapping, pre-thinking, pre-writing, etc.
2. Aim to use conventional grammar and sentence structure and to make the tone of your essay professional, not casual.
3. Consider the use or research in the authors’ essay. Does it seem appropriate and/or valuable.
4. Edit your work before submitting it.

33.

GRAMMAR FOCUS: MISINFORMATION

This chapter focuses on the following grammar components found in the article,

Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally

- Using Noun Clauses to State Position
- Hedging & Subject-Verb Agreement, part 2
- Analyzing Text for Present Perfect Verbs

Answer keys for each of the grammar activities are found in the answer key chapter.

Using Noun Clauses to State

Position

Exercise 1: Using Noun Clauses to State Position

Noun Clauses Stating Positions using THAT

(* for more detailed information about how noun clauses work, check the sentence structure glossary)

Noun clauses are often used in academic writing to state positions make claims about the topics being discussed. These statements can:

- Present a claim or belief
- EXAMPLE: *One group claims that our ability to reason is hijacked by our partisan convictions: that is, we're prone to rationalization.*
- Show support or agreement
- EXAMPLE: *The good news is that psychologists and other social scientists are working hard to understand what prevents people from seeing through propaganda.*
- Show opposition or disagreement
- EXAMPLE: *The bad news is that there is not yet a consensus on the answer.*
- Present evidence as support

- **EXAMPLE:** *Some of the most striking evidence used to support this position comes from an influential 2012 study in which the law professor Dan Kahan and his colleagues found that the degree of political polarization on the issue of climate change was greater among people who scored higher on measures of science literacy and numerical ability than it was among those who scored lower on these tests.*

Read the following paragraphs from the article. Find the noun clauses. How are they being used in each case? What verbs do they follow?

Be careful – ‘THAT’ does not always mark a noun clause. Remember that a noun clause occurs after a verb. Also notice that there are no commas used with this type of dependent clause.

1. It’s not surprising that there’s so much disinformation published: Spam and online fraud are lucrative for criminals, and government and political propaganda yield both partisan and financial benefits. But the fact that low-credibility content spreads so quickly and easily suggests that people and the algorithms behind social media platforms are vulnerable to manipulation.
2. Cognitive biases originate in the way the brain processes the information that every person encounters every day. The brain can deal with only a finite amount of

information, and too many incoming stimuli can cause information overload. That in itself has serious implications for the quality of information on social media. We have found that steep competition for users' limited attention means that some ideas go viral despite their low quality – even when people prefer to share high-quality content.

3. In fact, in our research we have found that it is possible to determine the political leanings of a Twitter user by simply looking at the partisan preferences of their friends. Our analysis of the structure of these partisan communication networks found that social networks are particularly efficient at disseminating information – accurate or not – when they are closely tied together and disconnected from other parts of society.
4. Our own research shows that social media platforms expose users to a less diverse set of sources than do non-social media sites like Wikipedia. Because this is at the level of a whole platform, not of a single user, we call this the homogeneity bias.
5. Another important ingredient of social media is information that is trending on the platform, according to what is getting the most clicks. We call this popularity bias, because we have found that an algorithm designed to promote popular content may negatively affect the overall quality of information on the platform. This also feeds into existing cognitive bias, reinforcing what

appears to be popular irrespective of its quality.

Noticing Hedging

Instructions: Read the following passages from the article “Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally” and highlight all hedging expressions that you can find.

Paragraph 5. To avoid getting overwhelmed, the brain uses a number of tricks. These methods are usually effective, but may also become biases when applied in the wrong contexts.

Paragraph 9. In fact, in our research we have found that it is possible to determine the political leanings of a Twitter user by simply looking at the partisan preferences of their friends. Our analysis of the structure of these partisan communication networks found social networks are particularly efficient at disseminating information – accurate or not – when they are closely tied together and disconnected from other parts of society.

Paragraph 10. The tendency to evaluate information more favorably if it comes from within their own social circles

creates “echo chambers” that are ripe for manipulation, either consciously or unintentionally. This helps explain why so many online conversations devolve into “us versus them” confrontations.

Paragraph 11. Our analysis of the data collected by Hoaxy during the 2016 U.S. presidential elections shows that Twitter accounts that shared misinformation were almost completely cut off from the corrections made by the fact-checkers.

Paragraph 13. The third group of biases arises directly from the algorithms used to determine what people see online. Both social media platforms and search engines employ them. These personalization technologies are designed to select only the most engaging and relevant content for each individual user. But in doing so, it may end up reinforcing the cognitive and social biases of users, thus making them even more vulnerable to manipulation.

Paragraph 15. Also, if a user often clicks on Facebook links from a particular news source, Facebook will tend to show that person more of that site’s content. This so-called “filter bubble” effect may isolate people from diverse perspectives, strengthening confirmation bias.

Paragraph 18. All these algorithmic biases can be manipulated by social bots, computer programs that interact with humans through social media accounts. Most social bots, like Twitter’s Big Ben, are harmless. However, some conceal their real nature and are used for malicious intents, such as boosting disinformation or falsely creating the appearance of

a grassroots movement, also called “astroturfing.” We found evidence of this type of manipulation in the run-up to the 2010 U.S. midterm election.

Paragraph 20. Using Botometer in conjunction with Hoaxy, we analyzed the core of the misinformation network during the 2016 U.S. presidential campaign. We found many bots exploiting both the cognitive, confirmation and popularity biases of their victims and Twitter’s algorithmic biases.

Paragraph 21. These bots are able to construct filter bubbles around vulnerable users, feeding them false claims and misinformation. First, they can attract the attention of human users who support a particular candidate by tweeting that candidate’s hashtags or by mentioning and retweeting the person. Then the bots can amplify false claims smearing opponents by retweeting articles from low-credibility sources that match certain keywords. This activity also makes the algorithm highlight for other users false stories that are being shared widely.

Paragraph 22. Even as our research, and others’, shows how individuals, institutions and even entire societies can be manipulated on social media, there are many questions left to answer. It’s especially important to discover how these different biases interact with each other, potentially creating more complex vulnerabilities.

Paragraph 23. Tools like ours offer internet users more information about disinformation, and therefore some degree of protection from its harms. The solutions will not likely

be only technological, though there will probably be some technical aspects to them. But they must take into account the cognitive and social aspects of the problem.

Subject-Verb Agreement – Error Correction

Read the following sentences. Find and correct errors in subject-verb agreement.

1. Social media is among the primary sources of news in the U.S. and across the world. (1 error)
2. It's not surprising that there are so much disinformation published: Spam and online fraud is lucrative for criminals, and government and political propaganda yield both partisan and financial benefits. But the fact that low-credibility content spreads so quickly and easily suggests that people and the algorithms behind social media platforms is vulnerable to manipulation. (3 errors)
3. Our research have identified three types of bias that makes the social media ecosystem vulnerable to both

- intentional and accidental misinformation. (2 errors)
4. People is very affected by the emotional connotations of a headline, even though that's not a good indicator of an article's accuracy. Much more important are who wrote the piece. (2 errors)
 5. Another source of bias come from society. When people connects directly with their peers, the social biases that guides their selection of friends come to influence the information they see. (3 errors)
 6. The tendency to evaluate information more favorably if it comes from within their own social circles create "echo chambers" that is ripe for manipulation, either consciously or unintentionally. (2 errors)
 7. To study how the structure of online social networks make users vulnerable to disinformation, we built Hoaxy, a system that tracks and visualizes the spread of content from low-credibility sources, and how it competes with fact-checking content. Our analysis of the data collected by Hoaxy during the 2016 U.S. presidential elections show that Twitter accounts that shared misinformation was almost completely cut off from the corrections made by the fact-checkers. (3 errors)

8. The third group of biases arise directly from the algorithms used to determine what people see online. Both social media platforms and search engines employs them. (2 errors)
 9. For instance, the detailed advertising tools built into many social media platforms lets disinformation campaigners exploit confirmation bias by tailoring messages to people who is already inclined to believe them. (2 errors)
 10. Another important ingredient of social media are information that are trending on the platform, according to what is getting the most clicks. (2 errors)
 11. Most social bots, like Twitter’s Big Ben, are harmless. However, some conceals their real nature and is used for malicious intents, such as boosting disinformation or falsely creating the appearance of a grassroots movement, also called “astroturfing.” (2 errors)
 12. Even as our research, and others’, show how individuals, institutions and even entire societies can be manipulated on social media, there is many questions left to answer. It’s especially important to discover how these different biases interacts with each other, potentially creating more complex vulnerabilities. (3 errors)
-

Analyzing Text for Present Perfect Verbs

Exercise 1: Analyzing text for Present Perfect

After reviewing the uses of present perfect and simple past, reread the following paragraphs from the article.

- Underline present perfect and simple past verbs you see.
 - Why did the author choose to use present perfect in some cases and simple past in others?
 - Notice the present tenses as well. When do the authors use simple present? When do they use present continuous? Why?
1. Our research has identified three types of bias that make the social media ecosystem vulnerable to both intentional and accidental misinformation. That is why our [Observatory on Social Media](#) at Indiana University is building tools to help people become aware of these biases and protect themselves from outside influences designed to exploit them.

2. In fact, in our research we have found that it is possible to determine the political leanings of a Twitter user by simply looking at the partisan preferences of their friends. Our analysis of the structure of these partisan communication networks found social networks are particularly efficient at disseminating information – accurate or not – when they are closely tied together and disconnected from other parts of society.
3. To study these manipulation strategies, we developed a tool to detect social bots called Botometer. Botometer uses machine learning to detect bot accounts, by inspecting thousands of different features of Twitter accounts, like the times of its posts, how often it tweets, and the accounts it follows and retweets. It is not perfect, but it has revealed that as many as 15 percent of Twitter accounts show signs of being bots.
4. A great deal of research in cognitive psychology has shown that a little bit of reasoning goes a long way toward forming accurate beliefs. For example, people who think more analytically (those who are more likely to exercise their analytic skills and not just trust their “gut” response) are less superstitious, less likely to believe in conspiracy theories and less receptive to seemingly profound but actually empty assertions (like “Wholeness quiets infinite phenomena”). This body of evidence suggests that the main factor explaining the acceptance of fake news could be cognitive laziness, especially in the

context of social media, where news items are often skimmed or merely glanced at.

To test this possibility, we recently ran a set of studies in which participants of various political persuasions indicated whether they believed a series of news stories. We showed them real headlines taken from social media, some of which were true and some of which were false.

34.

VOCABULARY FOCUS: MISINFORMATION

This chapter focuses on the following activities to support your understanding of the article, **Misinformation & Biases**, and to help you develop your academic vocabulary fluency.

- Structure of Academic Vocabulary
- Identifying & Using Reporting Verbs

Printable worksheets for students can be found in the instructor section at the end of the text.

Structure of Academic Vocabulary

Identifying & Using Reporting Verbs

Reporting Verbs

When writing about research or other sources of information, reporting verbs are often used. They can be divided into several categories.

Verbs for Paraphrasing Research Findings and Facts

The following verbs are often used when **research findings and facts** are introduced:

Know	Be aware	Reveal	Show	Point out
Prove	Demonstrate	Find	Notice	Discover
Report	Indicate	Describe	Mention	Identify

Examples:

- Recent studies **have shown**, for instance, that correcting partisan misperceptions does not backfire most of the time — contrary to the results of Professors Nyhan and Reifler described above — but instead leads to more accurate beliefs.
- Our research **has identified** three types of bias that make

the social media ecosystem vulnerable to both intentional and accidental misinformation.

Verbs for Paraphrasing Opinions

The following verbs are often used when **opinions of authors** are described:

Believe	Say	Assert	Argue	Call for
Assume	Suspect	Suggest	Claim	Deny
Recommend	Urge	Warn	Encourage	Propose
Emphasize	Appeal	Advise	Admit	Acknowledge
Explain	Offer	Specify	Challenge	Question
Discuss	Express	State	Inform	Respond

Examples:

- We **believe** that people often just don't think critically enough about the information they encounter.
- This body of evidence **suggests** that the main factor **explaining** the acceptance of fake news could be cognitive laziness, especially in the context of social media, where news items are often skimmed or merely glanced at.

Practice: Finding Reporting Verbs

Read the following sentences. Pay attention to the verbs used and decide whether the sentence describes research findings or opinions:

- [Botometer] has revealed that as many as 15 percent of Twitter accounts show signs of being bots.
- Much of the debate among researchers falls into two opposing camps. One group claims that our ability to reason is hijacked by our partisan convictions: that is, we're prone to rationalization. The other group — to which the two of us belong — claims that the problem is that we often fail to exercise our critical faculties: that is, we're mentally lazy.
- Our own research shows that social media platforms expose users to a less diverse set of sources than do non-social media sites like Wikipedia.
- We have found that steep competition for users' limited attention means that some ideas go viral despite their low quality – even when people prefer to share high-quality content.
- In fact, in our research we have found that it is possible to determine the political leanings of a Twitter user by simply looking at the partisan preferences of their friends.

- We are not arguing that findings such as Professor Kahan's that support the rationalization theory are unreliable.
- Professor Kahan has found similar results in, for example, studies about gun control in which he experimentally manipulated the partisan slant of information that participants were asked to assess.
- Recent research suggests a silver lining to the dispute: Both camps appear to be capturing an aspect of the problem.
- Our analysis of the structure of these partisan communication networks found social networks are particularly efficient at disseminating information – accurate or not – when they are closely tied together and disconnected from other parts of society.
- Our analysis of the data collected by Hoaxy during the 2016 U.S. presidential elections shows that Twitter accounts that shared misinformation were almost completely cut off from the corrections made by the fact-checkers.
- We found evidence of this type of manipulation in the run-up to the 2010 U.S. midterm election.
- Our research suggests that the solution to politically charged misinformation should involve devoting resources to the spread of accurate information and to training or encouraging people to think more critically.
- A great deal of research in cognitive psychology has

shown that a little bit of reasoning goes a long way toward forming accurate beliefs.

- We found that people who engaged in more reflective reasoning were better at telling true from false, regardless of whether the headlines aligned with their political views.
- Our results strongly suggest that somehow cultivating or promoting our reasoning abilities should be part of the solution to the kinds of partisan misinformation that circulate on social media.

35.

USE OF EVIDENCE: MISINFORMATION

This chapter focuses on the use of evidence in **Misinformation & Biases**.

- Finding Claims & Support
- Evaluating Sourced Material

Finding Claims & Support
(Note: See the next chapter)

Evaluating Sourced Material

Activity –

Distinguishing between properly documented and plagiarized outside sources used in student examples.

Guidelines –

Students will be evaluating whether the content taken from “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally” has been used appropriately when documented in a sample student paper. The objective is to identify whether the sample student paper is documented correctly or if plagiarism has occurred (Word-for-Word plagiarism or Paraphrased plagiarism).

In order to avoid plagiarism, the following conditions should be met:

Signal phrase, content (word-for-word or paraphrased content), in-text citation, works cited entry (reference).

In the following examples, examine the original source material along with the sample student work to determine if plagiarism has occurred. Focus on the bold content from the

original source to assess if the content in the student version has been used correctly.

#1-

Original Source –

When we drilled down on the **misinformation-spreading accounts, we found a very dense core group of accounts retweeting each other almost exclusively** – including several bots. The only times that **fact-checking organizations were ever quoted or mentioned by the users in the misinformed group were when questioning their legitimacy or claiming the opposite of what they wrote.**

Works Cited –

Ciampaglia, Giovannis Luca and Filippo Menczer. “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally.” *88 Open Essay: A Reader for Students of Composition & Rhetoric*. 2019, pp. 117-122. <https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view>. Accessed 17 July 2021.

Student Version –

After examination, the authors identified that they “found a very dense core of group of accounts retweeting each other almost exclusively.”

Works Cited –

Ciampaglia, Giovannis Luca and Filippo Menczer.

“Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally.” *88 Open Essay: A Reader for Students of Composition & Rhetoric*. 2019, pp. 117-122. <https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view>. Accessed 17 July 2021.

- _____ Documented Correctly
- _____ Word-for-Word Plagiarism
- _____ Paraphrased Plagiarism

#2

Original Source –

Cognitive biases originate in the way the brain processes the information that every person encounters every day. The brain can deal with only a finite amount of information, and too many incoming stimuli can cause [information overload](#). That in itself has serious implications for the quality of information on social media. We have found that steep competition for users’ limited attention means that [some ideas go viral despite their low quality](#) – [even when people prefer to share high-quality content](#).

Works Cited –

Ciampaglia, Giovannis Luca and Filippo Menczer. “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally.” *88 Open Essay: A Reader for*

Students of Composition & Rhetoric. 2019, pp. 117-122.
<https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view>. Accessed 17 July 2021.

Student Version –

As Ciampaglia and Menczer note, “the brain can deal with only a finite amount of information” (119). Trying to process too much information can impact one’s view on the quality of content, thus promoting unworthy content through social media.

Works Cited –

Ciampaglia, Giovannis Luca and Filippo Menczer. “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally.” *88 Open Essay: A Reader for Students of Composition & Rhetoric*. 2019, pp. 117-122.
<https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view>. Accessed 17 July 2021.

____ Documented Correctly

____ Word-for-Word Plagiarism

____ Paraphrased Plagiarism

#3

Original Source –

One cognitive shortcut happens when a person is deciding

whether to share a story that appears on their social media feed. **People are very affected by the emotional connotations of a headline, even though that’s not a good indicator of an article’s accuracy.** Much more important is who wrote the piece.

Works Cited –

Ciampaglia, Giovannis Luca and Filippo Menczer. “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally.” *88 Open Essay: A Reader for Students of Composition & Rhetoric*. 2019, pp. 117-122. <https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view>. Accessed 17 July 2021.

Student Version –

As humans, we are affected by the emotional connotation of a headline. Instead of assessing other aspects of the article as to whether it should be shared on social media (who the author is, possible bias, validity of the story), we let our emotions be the driving force in posting forward on social media.

Works Cited –

Ciampaglia, Giovannis Luca and Filippo Menczer. “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally.” *88 Open Essay: A Reader for Students of Composition & Rhetoric*. 2019, pp. 117-122. <https://www.oercommons.org/courses/88-open-essays-a>

[reader-for-students-of-composition-rhetoric/view](#). Accessed
17 July 2021.

- ___ Documented Correctly
- ___ Word-for-Word Plagiarism
- ___ Paraphrased Plagiarism

36.

IDENTIFYING STRUCTURE IN ARGUMENTATIVE WRITING

This chapter explains how to identify the main pieces of an argumentative essay: the thesis statement, claims, and evidence.

The Structure of “Misinformation”

Introduction

All pieces of writing have a purpose.

-
- ✓ A text you send to a friend may say that you’re running late or you ran out of gas.
 - ✓ A textbook provides objective and unbiased information, meaning that the authors of the textbook don’t include their opinions; they focus only on facts.
 - ✓ A narrative essay shares the author’s personal story with the reader. Writers of narrative essays want you, the reader, to know something about them.
-

The article “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally,” by Giovanni Luca Ciampaglia and Filippo Menczer, is an example of argumentative writing. The word “argument” often suggests that there is a “winner,” who ends up being right and a “loser,” who is proven wrong. An academic argument – the kind that college students like you read – is not a matter of “right” and “wrong.” The authors of an academic argument want to convince you that their position on a topic or their solution to a problem is worth considering. It may not be the

only solution, but it is worth considering and is supported by evidence.

Purpose

To persuade you take their solution seriously, Ciampaglia and Menczer must show you that there *is* a problem and that their solution is reasonable. Their essay claims that that peoples' biases spread misinformation on social media; this is the problem. It suggests that using the tools that they created will reduce the spread of misinformation; this is the solution.

Identifying Parts of an Argumentative Essay

The purpose of this exercise is to understand the structure of this essay by identifying its individual parts.

Thesis Statement. The authors' thesis statement is on page two of their essay. It states:

“Our research has identified three types of bias that make the social media ecosystem vulnerable to both intentional and accidental misinformation.”

The thesis statement provides you, the reader, with important information that tells you what to expect as you read the rest of the article:

-
- ✓ First, the authors have done research on their topic, so they are prepared to support their thesis statement with evidence.
 - ✓ Second, the authors have identified three types of bias, so you should expect them to explain each type because bias is an essential piece of their argument. It's even part of the article's title.
 - ✓ Third, the authors can connect their research on bias directly to the misinformation on social media. This connection is necessary to support the thesis statement. Without this connection, their thesis statement would fall apart.
-

Structure. The authors, in fact, explain each type of bias in a separate section of the essay. They begin with “Bias in the Brain,” continue with “Bias in Society,” and end with “Bias in the Machine.” It's likely that all of these sections will have similar structures, so if you identify the structure of one, you can find that structure repeated in the other two.

Bias in the Brain. This paragraph has three purposes:

(1) It provides background information. This is information you need to understand about how your brain works before you can understand the authors' argument.

(2) It explains a problem. The problem is the presence of bias, which causes the spread of misinformation on social media.

Finding background information, a problem, and a solution.

(3) It offers a solution. The solution is the way the authors propose to address the problem.

Bias in the Brain – Background Information Here is the background information taken directly from essay.

“Cognitive biases originate in the way the brain processes the information that every person encounters every day. The brain can deal with only a finite (limited) amount of information, and too many incoming stimuli (ideas) can cause information overload. That in itself has serious implications (consequences) for the quality of information on social media. We have found that steep competition for users’ limited attention means that some ideas go viral despite their low quality – even when people prefer to share high-quality content.”

Bias in the Brain – Problem. Here is the explanation of the problem taken directly from essay.

“To avoid getting overwhelmed, the brain uses a number of tricks. These methods are usually effective, but may also become biased when applied in the wrong contexts.”

“One cognitive shortcut happens when a person is deciding whether to share a story that appears on their social media feed. People are very affected by the emotional connotations of a headline, even though that’s not a good indicator of an article’s accuracy. Much more important is who wrote the piece.”

Bias in the Brain – Proposed Solution. Here is the authors’ proposed solution taken directly from essay.

“To counter this bias, and help people pay more attention to the source of a claim before sharing it, we developed [Fakey](#), a mobile news literacy game (free on Android and [iOS](#)) simulating a typical social media news feed, with a mix of news articles from mainstream and low-

credibility sources. Players get more points for sharing news from reliable sources and flagging suspicious content for fact-checking. In the process, they learn to recognize signals of source credibility, such as hyperpartisan claims and emotionally charged headlines.”

Authors Ciampaglia and Menczer repeat this information in the paragraphs called “Bias in Society,” and “Bias in the Machine.”

Exercises

Using the analysis of “Bias in the Brain” as a guide, try to identify the background information, problem, and proposed solution for “Bias in Society” and “Bias in the Machine.”

Bias in Society

1. Background Information: What necessary background information about society do the authors provide that will help you understand their proposed solution?
2. Problem: How do the authors show that society creates bias?
3. Solution: What solution do the authors propose to

address the problem of society-based bias in the spread of misinformation?

Bias in the Machine

1. Background Information: What necessary background information about algorithms search engines do the authors provide that will help you understand their proposed solution?
2. Problem: How do the authors show that “the machine” (algorithms and search engines) creates bias?
3. Solution: What solution do the authors propose to address the problem of machine-based bias in the spread of misinformation?

What do you think?

Please answer the following questions, which ask for your opinion. **There are no right or wrong answers.**

1. Do you think that each paragraph about bias that you analyzed used the same structure or structures that were very similar to each other? Or did each structure seem to be different? Please explain your answer.
2. The authors, Ciampaglia and Menczer, want to present information that is clear, trustworthy, and persuasive. If you had to grade them on their presentation of

information, what grade would you give them and why?

3. In the conclusion of the essay, the authors state that, despite all of their research and the research of others, “there are many questions left to answer.” What questions would you like to ask? (Again, this is your opinion so be creative!)

37.

FINDING CLAIMS AND SUPPORT IN ARGUMENTATIVE WRITING

In the previous chapter, you learned that the essay “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally,” by Giovanni Luca Ciampaglia and Filippo Menczer, is an example of an academic argument, where the point is not to be *absolutely* right, but to present a reasonable position on a topic or, in Ciampaglia and Menczer’s case, a reasonable solution to a problem that is supported by research.

You may recall that Ciampaglia and Menczer article attempted to:

1. Show you that users of social media, including bots, spread misinformation often because of biases. This is the problem.
2. Persuade you that the tools they created can help fix the problem. This is their solution.

Finding Claims and Support in Argumentative Writing

Purposes

The purposes of this exercise are to:

- Examine the claims and evidence presented in the article “Misinformation and Biases Affect Social Media, Both Intentionally and Accidentally” by Giovanni Luca Ciampaglia and Filippo Menczer.
- Determine if the evidence supports the thesis statement,

specifically that “misinformation and biases affect social media, both intentionally and accidentally” and that there are “three types of bias that make the social media ecosystem vulnerable to both intentional and accidental misinformation.”

Exercises

Table 1. Bias in the Brain. Table 1 below lists three claims the authors make about bias in the brain and the evidence the authors supply to support those claims.

Claims

Claims are statements that support the thesis but need evidence to show that they are true.

The human brain can suffer from “information overload.”

The tricks the brain uses to manage information overload can lead to bias.

When they read, people are more affected by emotions rather than by who wrote the article. The author is more important.

Evidence

Evidence is trustworthy research that shows a claim is true.

A link to an article titled [“Death by Information Overload”](#) by Paul Hemp, published in The Harvard Business Review in September, 2009.

A link to an article titled [“Avoiding Emotional Traps is Easier Than You Think”](#) by Susan Krauss Whitbourne, Ph.D., published in Psychology Today on October 30, 2012.

A link to an [article about digital literacy](#) published by Cornell University.

- **Click on the links to evidence.** Can you access the articles that are linked? If not, why not?
- **Skim the articles.** Can you find any information in the articles that could support the claims that they support? If so, please explain how one piece of evidence you found

supports its corresponding claim.

Table 2. Bias in Society. Using Table 1 as a guide, create your own table to find three claims and their supporting evidence in the section called “Bias in Society.” Then answer the questions the following questions:

- **Click on the links to evidence.** Can you access the articles that are linked? If not, why not?
- **Skim the articles.** Can you find any information in the articles that could support the claims that they support? If so, please explain how one piece of evidence you found supports its corresponding claim.

Table 3. Bias in the Machine. Using Table 1 as a guide, create your own table to find three claims and their supporting evidence in the section called “Bias in the Machine.” Then answer the questions the following questions:

- **Click on the links to evidence.** Can you access the articles that are linked? If not, why not?
- **Skim the articles.** Can you find any information in the articles that could support the claims that they support? If so, please explain how one piece of evidence you found supports its corresponding claim.

Final Question. In your opinion and based on what you learned by completing the tables, which “Bias” article has the weakest support for its claims? Please explain your choice thoroughly. This question asks for your opinion so there are no right or wrong answers. Please write a short paragraph (about 75 words) and be very specific.

PART VII

IDENTIFYING THESIS STATEMENTS, CLAIMS, AND EVIDENCE

This chapter teaches you how to identify the elements of argumentative writing: a thesis statement, claims, and evidence.

Thesis Statements, Claims, and Evidence

Introduction

The three important parts of an argumentative essay are:

1. A **thesis statement** is a sentence, usually in the first paragraph of an article, that expresses the article's main point. It is not a fact; it's a statement that you could disagree with. Therefore, the author has to convince you that the statement is correct.
2. **Claims** are statements that support the thesis statement, but like the thesis statement, are not facts. Because a claim is not a fact, it requires supporting evidence.
3. **Evidence** is factual information that shows a claim is true. Usually, writers have to conduct their own research to find evidence that supports their ideas. The evidence may include statistical (numerical) information, the opinions of experts, studies, personal experience, scholarly articles, or reports.

Each paragraph in the article is numbered at the beginning of the first sentence.

Paragraphs 1-7

Identifying the Thesis Statement. Paragraph 2 ends with this thesis statement: “People’s prior convictions should not be held against them in their pursuit of higher learning.” It is a thesis statement for three reasons:

1. It is the article’s main argument.
2. It is not a fact. Someone could think that peoples’ prior convictions should affect their access to higher education.
3. It requires evidence to show that it is true.

Finding Claims. A claim is statement that supports a thesis statement. Like a thesis, it is not a fact so it needs to be supported by evidence.

You have already identified the article’s thesis statement: “People’s prior convictions should not be held against them in their pursuit of higher learning.”

Like the thesis, a claim be an idea that the author believes to be true, but others may not agree. For this reason, a claim needs support.

- Question 1. Can you find a claim in paragraph 3? Look for a statement that might be true, but needs to be supported by evidence.

Finding Evidence.

Paragraphs 5-7 offer one type of evidence to support the claim you identified in the last question. Reread paragraphs 5-7.

- Question 2. Which word best describes the kind of evidence included in those paragraphs: A report, a study, personal experience of the author, statistics, or the opinion of an expert?

Paragraphs 8-10

Finding Claims

Paragraph 8 makes two claims:

1. “The United States needs to have more of this transformative power of education.”
2. “The country [the United States] incarcerates more people and at a higher rate than any other nation in the world.”

Finding Evidence

Paragraphs 8 and 9 include these statistics as evidence:

1. “The U.S. accounts for less than 5 percent of the world population but nearly 25 percent of the incarcerated population around the globe.”

2. “Roughly 2.2 million people in the United States are essentially locked away in cages. About 1 in 5 of those people are locked up for drug offenses.”

Question 3. Does this evidence support claim 1 from paragraph 8 (about the transformative power of education) or claim 2 (about the U.S.’s high incarceration rate)?

Question 4. Which word best describes this kind of evidence: A report, a study, personal experience of the author, statistics, or the opinion of an expert?

Paragraphs 11-13

Finding Evidence

Remember that in paragraph 2, Andrisse writes that:

1. “People’s prior convictions should not be held against them in their pursuit of higher learning.” (Thesis statement)
2. “More must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education.” (Claim)

Now, review paragraphs 11-13 (Early life of crime). In these paragraphs, Andrisse shares more of his personal story.

Question 5. Do you think his personal story is evidence for statement 1 above, statement 2, both, or neither one?

Question 6. Is yes, which one(s)?

Question 7. Do you think his personal story is good evidence? Does it persuade you to agree with him?

Paragraphs 14-16

Listed below are some claims that Andrisse makes in paragraph 14. Below each claim, please write the supporting evidence from paragraphs 15 and 16. If you can't find any evidence, write "none."

Claim: The more education a person has, the higher their income.

Evidence:

Claim: Similarly, the more education a person has, the less likely they are to return to prison.

Evidence:

Paragraphs 17-19

Evaluating Evidence

In these paragraphs, Andrisse returns to his personal story. He explains how his father's illness inspired him to become a doctor and shares that he was accepted to only one of six biomedical graduate programs.

Do you think that this part of Andrisse’s story serves as evidence (support) for any claims that you’ve identified so far? Or does it support his general thesis that “people’s prior convictions should not be held against them in pursuit of higher learning?” Please explain your answer.

Paragraphs 20-23

Andrisse uses his personal experience to repeat a claim he makes in paragraph 3, that “more must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education.”

To support this statement, he has to show that barriers exist. One barrier he identifies is the cost of college. He then explains the advantages of offering Pell grants to incarcerated people.

What evidence in paragraphs 21-23 support his claim about the success of Pell grants?

Paragraphs 24-28 (Remove questions about drug crimes from federal aid forms)

In this section, Andrisse argues that federal aid forms should

not ask students about prior drug convictions. To support that claim, he includes a statistic about students who had to answer a similar question on their college application.

What statistic does he include?

In paragraph 25, he assumes that if a question about drug convictions discourages students from applying to college, it will probably also discourage them from applying for federal aid.

What do you think about this assumption? Do you think it's reasonable or do you think Andrisse needs stronger evidence to show that federal aid forms should not ask students about prior drug convictions?

PART VII

UNDERSTANDING ACADEMIC ASSIGNMENTS

This section of *Supporting ELLs in FYC* helps students to think about their approach to academic assignments, addressing topics like:

- Analyzing and Answering Questions with Multiple Parts
- How to analyze a writing prompt and create a strong thesis statement
- Understanding the Relationship between the Assignment and the Rubric
- Understanding the Assignment and Aligning Your Paper with the Assignment Prompt

Analyzing and Answering Questions with Multiple Parts

[Analyzing and Answering Questions with Multiple Parts](#)

How to Analyze a Writing Prompt and Create a Strong Thesis Statement

[ESL95 How to analyze a writing prompt and create a strong thesis statement](#)

Understanding the Relationship between the Assignment and the Rubric

[ESL95 Understanding the Relationship between the Assignment and the Rubric](#)

Understanding the Assignment and Aligning Your Paper with the Assignment Prompt

It may sound obvious, but one of the most important things you can do to get started on your paper is to analyze the prompt. Using the assignment directions and prompt to format your paper can keep you on track.

1. **Read through all the directions for the assignment before you start.** What do you need to do? Will you need to take notes? Do research? What are the length/word count requirements? What is the due date? Ask the instructor for clarification about anything you are unsure about.

2. **Find the prompt.** What do you need to write about? Is it one question, or are there multiple parts or answers you will need to include in your paper? Review this power point about how to answer questions with multiple parts: [Analyzing and Answering Questions with Multiple Parts](#). Use the organization of the question to help you organize your paper.
3. **Locate the verbs in the prompt.** What is the instructor asking you to do? Explain? Compare? Argue? Know what the point of your paper is before you get started. Here is some language you might see in the prompt:
 - **Argumentative/Persuasive:** argue, present your opinion
 - **Narrative, Illustrative, Expository:** explain, discuss
 - **Descriptive:** describe
 - **Compare:** compares, discuss the similarities between
 - **Contrast:** contrast, present the differences between
 - **Process:** explain the steps for, describe how to
 - **Definition:** define
 - **Classification:** explain the kinds/parts/types of
 - **Cause (reasons):** discuss the reasons for/causes of
 - **Effect (results):** discuss the effects/results of
4. Check spelling, capitalization, and grammar of key words and phrases in the prompt. You will use these

- throughout your paper; make sure they're correct!
5. If there is a rubric given with the paper, check the rubric to see what the instructor is focusing on and what the requirements are. Review this section about understanding the relationship between the assignment and the rubric: [ESL95 Understanding the Relationship between the Assignment and the Rubric](#)
-

Practice: With your group, discuss how you would organize this assignment, and what you would submit at the end.

Article: *Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally* **Authors:** Giovanni Luca Ciampaglia and Filippo Menczer

ASSIGNMENT: Wk 2.0 In-class group discussion and essay

1. **Introduce yourselves to your group, and write down your group members' names. You will need them for your submission.**
2. **Group Activity for *Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally***

Purpose – The purpose of this activity is to activate your background knowledge and build your interest before reading

an article so that you have a more engaging and efficient reading experience; to actively read the article; and to reflect on your reading process and understanding of the text.

Preview the Article

Open a copy of the article [Misinformation and Biases \(1\).docx](#)

You can print it if you'd like; it's in the course pack.

Follow the steps below to **preview** the article with your group. As you complete this activity, *do not read the entire article*. You will read the entire article later — after you have previewed it. Focus on previewing *only*. As you preview the article, record your thoughts in the margins of the printed copy of the article, or take notes.

1. **Read the title and discuss with your group.** What does it make you think about? What do you think the article is about? What do you already know about the concepts mentioned in the article (misinformation, bias, social media)? Make notes about your ideas and the ideas of your group members next to their names.

2. **Discuss with your group:** What questions do you have based on the title? Make notes about your ideas and the ideas of your group members next to their names.

3. **Select three different students to read paragraphs 1-3 out loud.** These paragraphs form the introduction to the article. What predictions and questions do you have based on the introduction? Make notes about your ideas and the ideas of your group members next to their names.

4. **The reading is divided into sections with headings. Select different students in the group to read each bold heading and the first sentence or two of each section.** What predictions and questions do you have based on your preview of each section? Make notes about your ideas and the ideas of your group members next to their names.

You should note the following headings in the article:

1. Bias in the brain
2. Bias in society
3. Bias in the machine
4. Understanding complex vulnerabilities
5. **You have now previewed the article. Based on your preview of the article, discuss this question with**

your group: what do you think is the central point of the article? (Don't worry if you are not sure. This is just a prediction or guess – you do not have to be correct.)

Writing Assignment: Write an essay describing the five-step previewing process you did with your group in class today. Use the notes you took from your group discussion to support your ideas. In your paper, you should include:

- The names of your group members
- The name and authors of the article
- The purpose of the assignment (why did I ask you to preview it?)
- The five steps you went through to preview and the answers to the questions you came up with and discussed.
- Use your Step 5 answer for your conclusion – what do you think is the central point (main idea) of this article? If you're not sure, make a guess; you haven't really read the whole article yet. It's just thinking about what you know.
- – Use transitions like first, next, after that...to show where you are in the process.
- – Use paragraphs in your essay
- – Use your group members' names as you present the ideas that were discussed.

PART VII

ANSWER KEYS FOR INSTRUCTORS

Fake News

Noticing Hedging Answers: [Noticing Hedging Fake News Answers](#)

Passive Voice & Modal Verbs Answers: [Passive Modals Fake News Answers](#)

Subject-Verb Agreement Answers: [Fake News SVA Answers](#)

Finding Independent Clauses Answers: [Fake News Finding Independent Clauses Answers](#)

Analyzing Text for Verb Choice Answers: [Fake News Analyzing text for Verb Choice Answers](#)

Using Noun Clauses to State Position Answers: [Fake News Using Noun Clauses to State Position Answers Answers](#)

Use of Evidence Answers: [Fake News – Use of Evidence](#)

From Prison to Professor

Grammar Part 2 Answer Key: [Passive Voice Answers](#)

Editing with Adjective Clauses Answers: [From Prison to Professor Editing with Adjective Clauses Answers](#)

Recognizing and Using Adjective Clauses Answers: [From-Prison-to-Professor-Recognizing-and-Using-Adverb-Clauses-Answers](#)

Noticing Reduced Dependent Clauses Answers: [From Prison to Professor Noticing Reduced Dependent Clauses Answers](#)

Misinformation

Finding Reporting Verbs Answers: [Reporting Verbs Answers](#)

Noticing Hedging Answers: [Noticing Hedging Misinformation Answers](#)

Subject-Verb Agreement Answers: [Misinformation SVA Answers](#)

Using Noun Clauses to State Position Answers: [Misinformation Using Noun Clauses to State Position Answers](#)

Analyzing Text for Present Perfect Answers:
[Misinformation Analyzing Text for Present Perfect Answers](#)
Use of Evidence: [Misinformation Evaluating Sources](#)

Sweet, Sour, and Resentful

Listening Activity: “Small Town” – John Mellencamp: [Small Town Listening Answers](#)

Noticing and Using Reduced Dependent Clauses Answers:
[Sweet Sour Resentful Noticing and Using Clauses and Reduced Clauses Answers](#)

Past Perfect Answers: [Noticing Past Perfect Answers](#)

Passive Voice and Modal Verbs Answers: [Passive Modals Answers](#)

Vocabulary Focus Answers: [Sentence Structure Answers](#)

Why Rituals Are Good

Noticing Passive Voice and Modal Verbs Answers: [Noticing Modal Verbs Rituals Answers](#)

Error Correction – Passive Voice Answers: [Error Correction Passive Rituals Answers](#)

Noticing and Using Reduced Dependent Clauses Answers: [Rituals Noticing and Using Reduced Clauses Answers](#)

Practice with Reducing Dependent Clauses Answers: [Rituals Practice Reducing Dependent Clauses Answers](#)

Supplementary Grammar Information

Introductory information and practice with Adjective Clauses Answers: [Worksheet Introductory Exercises for Adjective Clauses Answers.pdf](#)

Editing with Adjective Clauses Answers: [Worksheet Editing with Adjective Clauses Answers](#)

Practice Punctuating Adjective Clauses Answers: [Worksheet Punctuating Adjective Clauses Answers](#)

Introductory information and practice with Noun Clauses: [Practice with Noun Clauses Answers.pdf](#)

Plural and Possessive Nouns: [Plural and Possessive Nouns Answers](#)

Subject-Verb Agreement answers to practice activities: [Present Tenses SVA Answers](#)

PART VII

SUPPLEMENTAL GRAMMAR INFORMATION

This section of *Supporting ELLs in FYC* provides instructors with a range of supplemental grammar materials to use with students as needed. In this section, you'll find explanations of the following:

- *Sentence Structure Glossary*
- *Introduction to Sentence Structure: Every Sentence is a Tree, Part 1: Clauses*
- *Introduction to Sentence Structure: Every Sentence is a Tree, Part 1: Phrases*
- *Introduction to Compound Sentences*
- *Introduction to Adverb (Subordinate) Clauses*
- *Introduction to Adjective (Relative) Clauses*
- *Editing with Adjective (Relative) Clauses*
- *Punctuating Adjective (Relative) Clauses*
- *Introduction to Noun Clauses*
- *The Language of Hedging*
- *Modal Verbs*

- *Passive Voice*
 - *Plural and Possessive Nouns*
 - *Subject-Verb Agreement*
-

Sentence Structure Glossary

Information about sentences structure vocabulary: [ESL95 Sentence Structure Glossary.docx](#)

Sentence Structure: “Every Sentence is a Tree”

Presentation Part 1 (Clauses) to introduce sentence structure to students: [Every Sentence is a Tree Vocabulary Presentation Part 1 Clauses](#)

Presentation Part 2 (Phrases) to introduce sentence structure vocabulary to students: [Every Sentence is a Tree Vocabulary Presentation Part 2 Phrases](#)

Reference handout for students: [ESL95 Every Sentence is a Tree Explanation.docx](#)

Compound Sentences

Presentation to introduce compound sentences to students:
[Using Connector Words Presentation](#)

Adverb (Subordinate) Clauses

Presentation to introduce adverb clauses to students: [Adverb Clauses Presentation](#)

Reference handout for students: [Adverb Clauses Reference Sheet.docx](#)

Adjective (Relative) Clauses

Presentation to introduce adjective clauses to students:
[Introduction to Adjective Clauses Presentation](#)

Worksheet: Introduction to adjective clauses: [Exercises: Introductory Information and Practice with Adjective Clauses](#)

Introduction to adjective clauses worksheet Answers:
[Worksheet Introductory Exercises for Adjective Clauses Answers.docx](#)

Presentation to introduce editing with adjective clauses to students: [Editing with Adjective Clauses Presentation](#)

Worksheet: Editing with adjective clauses: [Worksheet Editing with Adjective Clauses](#)

Editing with adjective clauses worksheet Answers: [Worksheet Editing with Adjective Clauses Answers](#)

Presentation to introduce punctuation for adjective clauses: [Punctuating Adjective Clauses Presentation](#)

Worksheet: Punctuating Adjective Clauses Practice: [Worksheet Punctuating Adjective Clauses Practice](#)

Punctuating Adjective Clauses Practice Answers: [Worksheet Punctuating Adjective Clauses Answers](#)

Reference handout and practice for students: [Introductory Information and Practice with Adjective Clauses](#)

Noun Clauses

Presentation to introduce noun clauses to students: [Noun Clause Presentation](#)

Reference Handout and practice for students: [Noun Clauses](#)

Worksheet: Practice with Noun Clauses: [Worksheet Practice with Noun Clauses](#)

Practice with Noun Clauses Answers: [Practice with Noun Clauses Answers.docx](#)

Punctuating Dialogue and Using Reported Speech: [Noun Clauses Punctuating Dialogue Practice.docx](#)

The Language of Hedging

Reference handout and practice for students, with answers: [Hedging Language](#)

Modal Verbs

Presentation to introduce modal verbs to students: [Modal-Verbs-1](#)

Passive Voice

Presentation to introduce Passive Voice to students: [Passive Voice](#)

Plural and Possessive Nouns

Handout and practice activities for students: [Plural and Possessive Nouns](#)

Subject-Verb Agreement

Handout and practice activities for students: [Present Tenses Subject-Verb Agreement](#)

This is where you can add appendices or other back matter.

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Articles



























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