



Franklin D. Roosevelt Four Freedoms Park, Roosevelt Island, New York

FREEDOM TO WRITE

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PREFACE

On January 6, 1941, the 32nd President of the United States, Franklin Delano Roosevelt, gave the State of the Union Address, now known as the Four Freedoms speech. President Roosevelt hailed Congress and the American people:

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

With this speech, FDR critiqued the country's isolationist policy and sought to mobilize support for the United States' entry into World War II. It should be acknowledged that while the speech was intended to assert equal rights for all, the reality was that many Americans faced daily discrimination. We know this is still the case today, and that we must continuously strive for "a more perfect union," in the words of the Constitution (and a 2008 speech from President Barack Obama).

Nevertheless, we invoke the Four Freedoms speech here to focus on the value of the first freedom mentioned: freedom of speech and expression. The importance of the freedom—and ability—to write one's ideas cannot be underestimated. It is our hope that the Developmental Writing class will aid you in this endeavor, far beyond the constraints of the CUNY Assessment Test in Writing, beyond this particular class and semester, and beyond college. We stand with you in this effort, and salute you!

FIFTH DRAFT

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The first is freedom of speech and expression everywhere in the world.

The second is freedom of every person to worship God in his own way everywhere in the world.

The third is freedom from want — which translated into *world* ~~international~~ terms means economic understandings which will secure to every nation ~~anywhere~~ a healthy peace time life for its inhabitants — *everywhere in the world*

The fourth is freedom from fear — which translated into *world* ~~international~~ terms means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation ~~anywhere~~ will be in a position to commit an act of physical aggression against any neighbor — *anywhere in the world.*

A 17A. That kind of a world is the very antithesis of the so-called "new order" which the dictators seek to create *with the crash of a* ~~at the point of a gun~~ *crash* in Europe and in Asia.

To that "new order" we oppose the greater conception ^{the} moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear. It has no need either for the one or for the other.

President Franklin Delano Roosevelt's 1941 State of the Union (Fifth) Draft.
Courtesy of the Franklin D. Roosevelt Presidential Library and Museum

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CHAPTER 1

DEVELOPMENTAL WRITING RESOURCES

AT CITY TECH

Student Services and Useful Contacts

- Grammar Tutoring

Tutor: Ms. Margo Goldstein

Email: margogoldstein1@yahoo.com

Schedule: TBA

Location: Learning Center, Atrium Ground Floor

- Student Support Services

The Student Support Services Program (SSSP) assists students with documented disabilities. Did you have an IEP in high school? If so, this office can help!

Director, Mr. John Currie

Atrium Building 237 / jcurrie@citytech.cuny.edu / 718-260-5143

- Counseling Center

Namm 108 / 718-260-5030

- Dr. Caroline Hellman, Developmental Writing Coordinator

Namm 503 / chellman@citytech.cuny.edu

- Mr. Steven Bear, Chief Reader of Exams

Namm 503 / sbear@citytech.cuny.edu

- Dr. Lubie Alatraste, ESOL Coordinator

Namm 503 / lalatraste@citytech.cuny.edu

• Dr. Nina Barnett, English Department Chair
Namm 512 / nbarnett@citytech.cuny.edu

• Office of Academic Testing (Ms. Teresa Parker, Director)
General Building 207 / Phone: 718-260-5171 / testingoffice@citytech.cuny.edu

• Express/ January/ Summer Course Info
Ms. Lauri Aguirre, Associate Director, Coordinated Undergraduate Education (CUE)
Namm 506 / 718-260-5967 / laguirre@citytech.cuny.edu

• Brooklyn Educational Opportunity Center (BEOC)
For students who have taken 092W twice and exhausted Express and Summer course options, the BEOC offers a combined reading/writing course free to CUNY students. At the end of the course students retake the CATW.
State University of New York – Brooklyn Educational Opportunity Center 111 Livingston Street,
Brooklyn, New York 11201 Telephone: (718) 802-3300 / Enrollment: (718) 802-3358
<http://otto.citytech.cuny.edu/BEOC/> 4

CATW Preparation Websites

From CUNY:

<https://www.cuny.edu/academics/testing/cunyassessmenttests/CATWInformationforStudentsandpracticeweb.pdf>

From City College:

<http://www.ccny.cuny.edu/testing/upload/PracticeExercisesforStudents82610.pdf>

From John Jay College:

http://jjc.jjay.cuny.edu/erc/act/writing/exmenu_writing.php

From Borough of Manhattan Community College:

<http://bmccesllab.wikifoundry.com/page/CATW+Writing+Assessment+Exam>

<https://sites.google.com/site/english095atbmcc/>

From LaGuardia Community College:

<https://sites.google.com/site/basicwritinglgcc/>

Advice for Future Students, from 092W Alumni

- ❖ Don't miss any days of class
- ❖ Read *The New York Times* as many of the CATW articles are from there
- ❖ Take this class seriously and don't be lazy with work—it will catch up to you!
- ❖ PROOFREAD
- ❖ Believe that you can do it!!
- ❖ When things seem tough, try not to give up
- ❖ Attend the department's practice exams
- ❖ Never let personal life interfere with this class. Always keep in mind that you've got this!
- ❖ Make sure you don't repeat yourself on the exam
- ❖ If you are lost, see your professor. Do not hide!
- ❖ Take your time to read through the article and make sure you understand it
- ❖ Learn from your mistakes
- ❖ Know the formula of each part of the essay: intro, body paragraphs, and conclusion
- ❖ It's only a test that can begin or end your college career...no big deal...
- ❖ It helps to get into study groups with other students and get together to review outside of class
- ❖ If you had an IEP in high school bring your documents ASAP to Student Support Services and talk to John Currie. He is pleasant to talk to so don't be scared.
- ❖ Go to tutoring and do your homework
- ❖ Build up your vocabulary
- ❖ Bring a dictionary with you (at all times)
- ❖ Get sleep the night before the exam!

CHAPTER 2

UNDERSTANDING THE CATW

In order to be successful on the CATW, it is important that you understand what you are being asked to do and how the test is scored. This chapter explains both in depth.

The writing directions are the same for all CATW exams.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

The directions ask you to complete several tasks. Below, answer the questions that follow each task.

1. “Read the passage above and write an essay responding to the ideas it presents.”

A. How many times do you think you should you read the passage? How long should you spend reading it?

B. What do you think it means to “respond”?

2. "In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas."

A. What does it mean to summarize?

B. How can you tell if an idea the author writes is an important one that deserves to be included in the summary?

3. "Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance."

A. How do you find one significant idea?

B. What does it mean to "develop your essay," and how are you supposed to do this?

4. "Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced."

A. What is a claim?

B. What are some types of examples you can use to support your claims?

5. "Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay."

A. What does it mean to review your essay? What are some examples of possible changes or corrections?

B. How will the grader know that you did or did not review your essay?

Now, explain in your own words the tasks you should accomplish in your CATW essay:

THE FIVE SCORING CATEGORIES

The CATW graders score your exam in five different categories: Critical Response, Structure, Development, Sentence Structure/Word Choice, and Grammar. Each category is scored 1–6, with 6 as the highest possible score. The scores from the first three categories (Critical Response, Structure, and Development) are then doubled and the two graders’ final scores are combined. As it’s very useful to know where and how you can increase your score, below is a guide to what each category entails. (For a more detailed explanation and a copy of the rubric, see the *CUNY Student Handbook*.)

	Category	What Does This Mean?
1	<i>Critical Response</i>	Basically, the grader assesses how well you understand this passage. Also, the grader evaluates whether you completed the tasks from the directions: summarizing, discussing, and responding to significant ideas, and providing examples to support your response. Your argument is crucial in this category. Express your own ideas about the subject matter, rather than simply repeating the author’s opinions.
2	<i>Development</i>	Here, the grader really wants to see that you explain your ideas. Do not assume that your position is an obvious one that the reader would share. Convince the reader through 2–3 body paragraphs with detailed examples! All of this should be done in dialog with the text. This means that you are constantly integrating ideas from the passage with examples and ideas of your own.
3	<i>Structure</i>	It’s very important that you are clear and organized in this development. Your grader will be looking for a central focus or thesis and logical explanation and development of this central focus throughout the essay, in an identifiable introduction paragraph, body paragraphs, and conclusion paragraph. The entire essay needs to be coherent; later in this handbook we will practice using transition words, which will help you make connections between ideas.
4	<i>Language Use: Sentences and Word Choice</i>	Mix it up! Variety will help your score in this category. Vary the structure of your sentences, don’t use the same word over and over again, and use the correct vocabulary!
5	<i>Language Use: Grammar, Usage, Mechanics</i>	Your sentences must be clear. For example, subjects and verbs should agree; verb tense should be consistent; correct punctuation is necessary. The stronger your grammar skills, the higher your score will be in this category.

CHAPTER 3

READING STRATEGIES

Before you can write your essay, you need to ensure that you understand the article. The first scoring category, “Critical Response to the Writing Task and Text,” states that you must “demonstrate understanding of the main ideas in the reading text.” This chapter is going to help you develop strategies so that you can completely understand the CATW passage. This, in turn, will help you write a thoughtful and focused essay response.

CATW Scoring Relevance: Critical Response (Argumentation); Organization; Development

A Note on Reading the CATW Passage

The writing starts with the reading; this test is in large part a reading comprehension exam.

Know what to expect: a 300-word passage that (often, but not always) has a clearly stated thesis, with examples, facts, and research to support this thesis. It is okay to spend 15 minutes reading and taking notes before you embark on your outline. Look for examples, but more importantly, figure out what those examples illustrate. Always ask yourself: “Why does the author offer a particular story, quote, or statistic? What bigger point is s/he trying to prove?”

Reading Strategies

1. Read the title, which can often provide important clues to the author's focus.
2. Read the passage once.
 - a. Circle any words you don't understand.
 - b. Put a star next to things that seem important and hearts or checks next to parts you liked.
 - c. Look up unfamiliar words.
3. Read the article a second time for more thorough understanding.
 - a. Underline what you think are the most important points.
 - b. In the margin, write comments, questions, and any connections you can make to the author's points.
 - c. Insert "quotations" around phrases or sentences you might want to quote (these will be things that really stand out).
 - d. If you don't understand a certain sentence or phrase, look up unfamiliar words and try to piece together the author's meaning.
4. If you're unsure about the author's argument, next to each paragraph you can write the main idea in your own words.
5. At the top of the page, write down what you think is the author's thesis—the biggest central idea of the passage—in your own words. After this, look at the author's main ideas you recorded. If they all support the thesis, chances are your analysis is correct!

By the end of this process, the passage should be completely marked up. You should have underlined or circled important ideas, highlighted significant quotations, and recorded the author's thesis and 3 main points, as well as your own comments and questions, in the margins. It is very important that you record the thesis and three main points in your own words. This demonstrates your understanding of the passage.

Questions.

1. Why does the writing start with the reading?

2. In a well-developed paragraph, explain, in detail, your plan for reading the CATW passage. Use time-order transition words (*first, second, next, then, after this, while, finally*, etc.).

Here is a sample passage:

Excerpted from “Whose Feet Are Those? Negotiating Air-Travel Etiquette” by Stephanie Rosenbloom
10/29/13 *The New York Times*

Forget paying extra for more legroom seats. These days I’d pay to sit next to someone who keeps his socks on. On recent flights I’ve had bare feet beside me, on the back of my armrest, on the bulkhead in front of me.

Yet barefoot flying is merely one example of how public space, especially in airports and on airplanes, is rapidly transforming into more personal and intimate territory. From the hoodies and pajama bottoms we wear on board to the magazines, gadgets, creams and eye masks with which we litter our seats, the airplane has become Everyman’s bedroom.

Now take a look at these principles in action, applied to the Rosenbloom passage.

Excerpted from “Whose Feet Are Those? Negotiating Air-Travel Etiquette” by Stephanie Rosenbloom
10/29/13 *The New York Times*

Forget paying extra for more legroom seats. These days I'd pay to sit next to someone who keeps his socks on. On recent flights I've had bare feet beside me, on the back of my armrest, on the bulkhead in front of me.

Yet barefoot flying is merely one example of how public space, especially in airports and on airplanes, is rapidly transforming into more personal and intimate territory. ✓ “From the hoodies and pajama bottoms we wear on board to the magazines, gadgets, creams and eye masks with which we litter our seats, the airplane has become Everyman's bedroom.”

With the holiday travel season approaching, when patience will be as essential as a passport, the time seems right to seek some understanding about why we behave the way we do on airplanes. Can we chalk it up to a global spike in thoughtlessness? We're living in an age when smartphones and tablets allow us to have our most personal conversations in extremely communal places. ✓ Centuries-old walls between what's considered private and what's considered public are crumbling. |

While this phenomenon ^{→ occurrence/ event} is happening everywhere — in parks, restaurants, shopping malls — it's exaggerated when we travel. One could argue that at a time when flying is an exercise in contortionism, filling a seat pocket with your paraphernalia ^{→ equipment/stuff} and putting your feet up is an attempt to create what the environmental psychologist John B. Calhoun referred to in the 1940s as “defensible space” — public territory that you try to turn into personal space to gain some measure of cognitive control. ✓

“The gurus say we're cocooning ^{→ to surround in a protective way},” said Setha M. Low, director of the Public Space Research Group at the City University of New York Graduate Center. “You take your private, personal world with you.”



CMCH 8/4/15 11:06 AM

Comment [1]: Author 1: People are treating public spaces as personal and private, which is problematic.

My response: DEFINITELY TRUE, on other kinds of transportation, also. EX: subway (anecdote approach)

CMCH 8/4/15 11:06 AM

Comment [2]: Author 2: Contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.

My response: Phones and ipads are not only enabling people to “overshare” in public, but also ruining normal, pleasant social interaction between strangers sharing an experience.
EX: People turning off electronics (problem & solution approach)

CMCH 8/4/15 11:06 AM

Comment [3]: Author 3: People treat public space as their own in an attempt to gain control over unfamiliar environments.

My response: While some people are empowered by doing this, it can be alienating to others. EX: “Suits” (film reference)

Thesis: On airplanes and in other public spaces, people think only about their own comfort.

- 1. People are treating public spaces as personal and private, which is problematic.*
- 2. Contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.*
- 3. People treat public space as their own in an attempt to gain control over unfamiliar environments.*

Now, demonstrate *your* reading strategy skills on the following passage.

Excerpted from “How Walking in Nature Changes the Brain” by Gretchen Reynolds 7/22/15 *The New York Times*

Today, many people live in cities and spend far less time outside in green, natural spaces than people did several generations ago. But the hustle and bustle of city living does not have to be stressful.

Gregory Bratman, a graduate student at Stanford University, studies the psychological effects of urban living. To scrutinize what effect a walk might have on a person’s mood, Mr. Bratman and his colleagues gathered 38 healthy, adult city dwellers and randomly assigned half of the volunteers to walk for 90 minutes through a leafy, quiet, parklike portion of the Stanford campus. The rest of the volunteers walked next to a loud, hectic, multi-lane highway in Palo Alto. Immediately after completing their walks, the volunteers returned to the lab and responded to a questionnaire.

As might have been expected, walking along the highway had not soothed people’s minds. But the volunteers who had strolled along the quiet, tree-lined paths showed slight but meaningful improvements in their mental health, according to their scores on the questionnaire. They were not dwelling on the negative aspects of their lives as much as they had been before the walk.

These results “strongly suggest that getting out into natural environments” could be an easy and almost immediate way to improve moods for city dwellers, Mr. Bratman said. But of course many questions remain, including how much time in nature is sufficient or ideal for our mental health, as well as what aspects of the natural world are most soothing. Is it the greenery, quiet, sunniness, loamy smells, all of those, or something else that lifts our moods? Do we need to be physically active outside to gain the fullest psychological benefits? Should we be alone or could companionship amplify mood improvement? In the meantime, there is little downside to strolling through the nearest park.

Author’s thesis: _____

Main points:

1. _____

2. _____

3. _____

CHAPTER 4

THE OUTLINE

This chapter gives you the framework you need to write your essay. The outline structures your argument, organizes your body paragraphs, and ensures that your voice is distinct from that of the author. CATW Scoring Relevance: Critical Response (Argumentation); Organization

From Reading to Planning

After reading the passage, underlining important sentences, and taking notes in the margins, the next step is to compose your outline. Having an outline for your essay helps to ensure that you...

- address the author’s argument and main points
- distinguish your thesis from the author’s thesis
- maintain a conversation with the author throughout your essay
- construct body paragraphs that support your thesis in distinct ways
- write a well-organized essay

Author	My Response
Thesis: On airplanes and in other public spaces, passengers think only about their own comfort.	This development is negative for our society, and has recently accelerated.
1: People are treating public spaces as personal and private, which is problematic.	This is evident on many forms of public transportation.
2: People treat public space as their own in an attempt to gain control over unfamiliar environments.	While some people might feel empowered by doing this, it can be alienating to others.
3: Contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.	People need to turn off their electronics sometimes, for the good of humanity.

Outline Guide

- Complete each box with just one sentence
- Each sentence from the outline can be transferred directly into your introduction, where you must include the author's thesis and three main points in your summary.
- While the CATW instructions ask you to identify and respond to *one* significant idea from the author, we recommend identifying the author's thesis *PLUS* three main points the author conveys to support the thesis. Illuminating these points and articulating your own ideas will enrich your essay.
- The three main points and your responses to them are distributed into three separate body paragraphs.
- Ask yourself: Do I agree or disagree with the author's main point? If I agree, how can I build on the author's point? If I disagree, how can I explain my alternative position?
- "But it's a waste of time!" Let us assure you that an outline is crucial for your essay's success, and that it will ultimately save you time. When you are in a pressured test situation with the minutes ticking by, you can refer back to the outline and avoid unnecessary stress.

Below, construct an outline for the article “How Walking in Nature Changes the Brain” from Chapter 2.

Author	My Response
Thesis:	
1:	
2:	
3:	

CHAPTER 5

THE SUMMARY AND INTRODUCTION

Your summary (thesis and 3 main points) of the author’s argument, which should be included in the introductory paragraph, is a great opportunity for you to show both that you grasp the author’s main points and that you know how to organize information well. This chapter breaks down the components of the summary and the introductory paragraph so you’ll know how to build each one.

CATW Scoring Relevance: Critical Response (Argumentation); Organization

What Is a Summary?

You summarize all the time. When you tell your friend about a movie you recently saw, you’re summarizing. When you sum up a story a friend told you or explain what a TV show or a song is about, you’re summarizing. Instead of repeating every moment of the movie or song, you describe, in your own words, the most important points. A summary is a brief account of the most important details of something you’ve read, seen, or heard.

Give It a Try!

Summarize your favorite movie, song, or story. Imagine that your reader is not familiar with the material. It is your job to provide the most important information.

Proofread!

- Did you name the title?
- Did you provide the name of the director, artist, or author?
- After reading this summary, would someone have a general idea of what the movie, song, or story is about?

In a paragraph-long summary, like the one you'll write for the CATW, you'll want to include the title of the passage, the author's name, the author's thesis, and three or four main points the author uses to explain his or her thesis. These will come directly from the three main points in your outline. Do not include your opinions, reactions, or personal examples in a summary; save these for your body paragraphs!

What Is a Thesis?

While the *topic* is what the essay is about in general, the thesis is more specific. The author's thesis expresses what the author is saying specifically about the topic. The CATW passage will often express an argument or take a position; in this case, the thesis is the author's point of view on the subject of the article. The topic of an article may be the increasing number of bicycle riders in New York City. The author's thesis could be that the increasing number of bicycle riders causes safety problems for drivers and pedestrians.

What is the thesis of the movie, song, or story you mentioned above?

Hint: If you had to write one sentence that sums up the main idea of this work, what would it be?

I am supposed to include three main points, but how do I know if the main points I've recorded are significant enough?

First, the main points should support the thesis. Also, main points usually will not be examples or statistics. Think about why the author might cite particular statistics or offer anecdotes. Addressing this question will help you decipher the main points.

What are three main points from your summary?

1. _____
2. _____
3. _____

Here is an example of a summary for Stephanie Rosenbloom's "Whose Feet Are Those? Negotiating Air-Travel Etiquette."

1. What is the title of the passage? **"Whose Feet Are Those? Negotiating Air-Travel Etiquette."**
2. Who is the author? **Stephanie Rosenbloom**
3. What is the topic of the passage? **Bad behavior on airplanes**
4. In general, what is the author saying about this topic? **On planes and in other public spaces, people think only of their own comfort.**
5. Does your answer for number 4 sum up what the whole essay is about? If so, you have the author's thesis! **YEAH. I'm amazing!**
6. In your own words, write three main points that the author states to support his thesis.
 - a. **People are treating public spaces as personal and private, which is problematic.**
 - b. **People treat public space as their own in an attempt to gain control over unfamiliar environments.**
 - c. **Contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.**

Putting Together the Summary

In “Whose Feet Are Those? Negotiating Air-Travel Etiquette,” Stephanie Rosenbloom writes about the recent trend of bad behavior on airplanes. She argues that on planes and in other public spaces, people think only of their own comfort. She notes that people are treating public spaces as personal and private, which is problematic. She also observes in the article that people treat public space as their own in an attempt to gain control over unfamiliar environments. Rosenbloom feels that contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.

Activity: Writing a Summary

Using “How Walking in Nature Changes the Brain,” answer the following questions:

1. What is the title of the passage?

2. Who is the author? _____

4. What is the topic of the passage? _____

5. What is the author saying about this topic? (In one sentence) _____

6. Does your answer for number 4 sum up what the whole essay is about? If so, you have the author’s thesis! _____

7. In your own words, write three main points that the author uses to support his thesis (when you construct your outline, these main points will be on the left side, the author’s side).

a. _____

b. _____

c. _____

Transforming the Summary into an Introduction

Your introduction will mainly consist of your summary. However, a strong introduction will attract the reader's attention (hook), give background information (the summary), and end with your own thesis.

Introduction = HAT



Hook + Author summary + (your) Thesis

Now that you know what information you need to gather for a summary, let's transform the summary into an introduction.

The Hook and the Thesis

A. The Hook

The first sentence of your introduction should hook the reader's attention. Don't over-think this; you want something short and simple that will make your essay stand out. Share a brief anecdote or react in some way to what you have just read. Example: *Have you ever walked onto a subway train and seen a passenger putting on mascara or clipping nails? I have. There's always one particular rider who treats the train as a personal space, even though certain activities should simply be done at home or at least in private.*

Write your own hook below, for "How Walking in Nature Changes the Brain."

B. Your Thesis

The thesis of any essay tells the reader the author's position on a particular topic. In the summary, you've written down the author's thesis and supporting points. What follows next is your own thesis, which belongs at the very end of the introductory paragraph. Example: *I believe that this*

development is negative for our society, and has recently accelerated.

Hook + Author Summary + (your) Thesis= A Beautiful HAT



Aretha Franklin singing at President
Obama's 2009 Presidential
Inauguration

Once you add your hook before the summary, and your thesis after the end of the summary, you have an introduction paragraph.

(HOOK): Have you ever walked onto a subway train and seen a passenger putting on mascara or clipping nails? I have. There's always one particular rider who treats the train as a personal space, even though certain activities should simply be done at home or at least in private.

(Author summary): In "Whose Feet Are Those? Negotiating Air-Travel Etiquette," Stephanie Rosenbloom argues that on planes and in other public spaces, people think only of their own comfort. She notes that people are treating public spaces as personal and private, which is problematic. She also observes in the article that people treat public space as their own in an attempt to gain control over unfamiliar environments. Rosenbloom feels that contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.

(THESIS): I believe that this development is negative for our society, and has recently accelerated.

Some Things to Remember as You Write Your Introduction

The summary should be in your own words. Also, be clear about which points come from the author and which points are your own.

Introduction formula = _____ + _____ + _____

Write your final introduction for “How Walking in Nature Changes the Brain” below:

CHAPTER 6

THE BODY PARAGRAPHS

Body paragraphs are composed of a main idea, supporting details, and a concluding sentence. For your CATW body paragraphs, the main idea will be determined by your response to the author's ideas. Your supporting details will include your own examples and explanations, as well as how your ideas relate to the passage. In addition, because organization is so important, it will be necessary to include a concluding sentence that gives your reader a sense that the paragraph is over. Be careful; weak body paragraphs can sink an essay. Your BPs should contain at least 8 sentences, along with fully developed examples.

CATW Scoring Relevance: Critical Response (Argumentation); Development

A Note on Planning and Developing Body Paragraphs

People often have the misconception that artists, musicians, dancers, and writers simply have a natural gift that requires no time or effort. However, all of these art forms demand work. Any "professional" writing that you've ever read was most likely planned, written, rewritten, edited, revised, and written again. Ancient Japanese poets were notorious for spending lifetimes perfecting one haiku, a very short three-line poem. That's a lifetime spent writing three short lines of 17 syllables! Thus, do not think that you can write a five-paragraph essay without planning, brainstorming, writing, proofreading, and editing. Unfortunately, due to the time limit on this test, you won't have time to rewrite your essay. Therefore, knowing ahead of time how to approach each paragraph is crucial.

Step 1: Brainstorming: Generating responses to the author's points

Once you have outlined the author's thesis and most important points, it's time to brainstorm some responses to the author's thesis and main points. These responses are important because they will determine the main ideas of each of your body paragraphs.

A good question to ask yourself when considering how to respond to the author's thesis or main points is whether you find the claim to be true. If you agree with the author, the next question is what you can ADD. If you disagree, be sure to come up with your own idea about the subject. In other words, avoid simply agreeing or disagreeing.

In her essay, Rosenbloom argues that contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space. While we responded affirmatively in the outline in Chapter 3, suggesting that people need to turn off their electronics sometimes, no single response is the magic, correct one! Keep in mind that for any one thing that the author writes, many responses are possible.

Example: Freedom of Response (Other Responses to Rosenbloom's claim):

- ❖ Indeed, many people have become obsessed with online communication, oversharing information on the internet as well as verbally in public spaces.
- ❖ If people act inappropriately in public space, it is not the fault of technology but of the people themselves.
- ❖ Society today is more and more self-centered, which results in people's lack of concern for those around them.
- ❖ The breakdown of private vs. public space is not always negative; smartphones and tablets have been crucial witnesses to crimes the perpetrators wish had occurred in private.
- ❖ Technology has definitely hastened the downfall of privacy in many ways.

Step 2: Determining the best responses for your essay

In figuring out which responses to use as main ideas for your body paragraphs, consider the following questions:

- A. Can I think of an interesting example for this response?
- B. Am I responding to the passage without simply echoing the author?

It's necessary to put the author's point in your own words, as you know, and it's also crucial that your body paragraphs add something to the reader's understanding of the passage. Otherwise, your essay risks becoming one long summary. For this reason, your explanation of your response is crucial.

Step 3: Generating Examples to support your responses (body paragraph development strategies)

As you brainstorm examples to support your responses, it can be helpful to think of the different types of examples you might use. Here are four body paragraph strategies that can assist you in developing examples for your body paragraphs:

1. **Reference to Text or Film.** Relate an issue in the passage to a text you've read or a film you've seen. What does the author's point of view in the passage, or your response to the author, have in common with the text or film you mention? Remember that you have some latitude with the kinds of examples you use. For example, if you are responding to an article about using technology in the classroom, you could reference the film "Freedom Writers" to discuss the importance of education outside of an emphasis on technology—and perhaps bring up how old-fashioned social interaction without technology is crucial. Or, you could reference an article you read about how technology is changing another industry (e.g., the invention of automated cars). As long as you draw connections with your example and the article, it is okay to bring in an outside example that might appear, on its surface, not to relate.
2. **Reference to Current Event(s).** Relate the content of the passage to a current—or historical—event. Read a newspaper regularly in order to be familiar with goings-on in the United States and the world at large. Topics such as health, technology, and education are often featured in the exam passages.
3. **Relation of an Anecdote.** Share a story from firsthand experience if it illuminates something about the article or can help you prove your argument. The CATW asks students to react to a passage and to explain their response, using their own examples. In real life, you probably do this all the time. For example, if a child asks why s/he has to go to school, you can respond that in order to have career options, an education is necessary. However, if you offer a concrete example of someone you know who achieved success through education or someone who

struggled with employment because s/he dropped out of school, it's going to be much clearer why education is important.

4. **Problem and Solution Explanation.** State the problem or challenge that the article presents, followed by your ideas for potential solutions to this problem. For example, if the article's main point is that the rising cost of college is preventing people from enrolling, you would first state this problem: "At present, as the author notes, college costs can be prohibitive." Then you would offer some ways to address this problem ("If the federal government reduces student loan interest rates, more people could afford a college degree. In addition, the government should prevent for-profit moneymaking institutions from receiving federal assistance. This will help students avoid serious debt.") The phrases "at present" and "right now" can signal your reader that you are appraising the current situation. The following series of ideas, beginning with "If . . ." conveys some imaginative ways to address the concerns from the passage.

To record the example you wish to employ, you can add a third column to your outline or simply make a note next to your response.

Author	My Response	My Supporting Example
Thesis: On airplanes and in other public spaces, passengers think only about their own comfort.	This development is negative for our society, and has recently accelerated.	
BP1: People are treating public spaces as personal and private, which is problematic.	This is evident on many forms of public transportation.	Anecdote: NYC subway
2: People treat public space as their own in an attempt to gain control over unfamiliar environments.	While some people might feel empowered by doing this, it can be alienating to others.	Film: "Suits"
3: Contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.	People need to turn off their electronics sometimes, for the good of humanity.	Problem/Solution: people need to turn off their technology and engage in world around them

Step 4: The final product

Once you've determined your responses (*your* main ideas) and the examples to use, you're ready to write your body paragraphs! In writing your paragraph, remember to integrate the author's idea and to conclude each paragraph.

Sample Body Paragraphs

Read the paragraphs below to see how to implement the four different body paragraph development strategies outlined above: literary or film reference, current events, anecdote, and problem and solution. You will see that there are a variety of ways to approach the development of a single paragraph, depending on your strategy. Also, keep in mind that quotations belong in the paragraphs, too. The formula below outlines the basic structural approach.

Body Paragraph= **AREA**

Author's point + my Response + Example (current event, anecdote, film/text, OR problem & solution) + Author connection

In each of the sample paragraphs below, label the components of the formula.

1. Anecdote:

Rosenbloom notes that during travel, unfortunately there are people who take care of private business in public. The author talks about this occurring on planes, but I would add that this is a problem on all kinds of transportation. I am reminded of a horrid experience when I was on the train traveling to school. In the subway car next to me, you could see a lady taking a shower, as surprising as it sounds. She had a bucket of water, rags, and soap. While the example of a shower on the subway is a bit extreme, it speaks to Rosenbloom's criticisms of doing private things in public. At the same time, there are different reasons why people might behave this way. Although I was displeased while I was on the subway, the experience made me realize that privacy is a luxury that some people can't afford. Ultimately, there is a difference between the individuals whose inconsiderate behavior Rosenbloom addresses, vs. people who may not have a choice regarding private and public space: people dealing with poverty or mental illness.

2. Film/Text Reference:

The author reasons that people turn public places into private areas, so they can be empowered or feel in control. When people travel and stay in hotels, they fix the place up to fit their personality or their level of comfort. This idea of wanting to control a space and make it familiar (what Low calls "cocooning") can extend to the workplace, which reminds me of a film I saw called "Suits." The film takes place in an office setting, where you can see the different objects that employees brought to their spaces to make them their own. One gentleman had trophies and basketballs in his office. This made his bland, corporate office tailored to his athletic ability and triumphant memories on the courts. Returning to the article, Rosenbloom quotes a psychologist, John B. Calhoun, mentioning an idea called "defensible space." This is what the gentleman in the film was practicing with his sports mementos.

3. Problem/ Solution

Traveling used to be a great way to meet people and make the extended duration of long trips move more quickly. These days, people turn to more anti-social methods of making time fly by. Travelers are engrossed by their gadgets, whether they are cell phones, tablets, or whatever the latest technology is. Stephanie Rosenbloom notes how unfortunate this is. Well, I'm here to say there is a solution to this. It's just a matter of will and restraint. If you're willing to turn off the phone or I-pad and embark on a random conversation with your neighbor on a flight, then it can be done. Passengers start conversations on planes by bringing up general topics like sports, the destination to which they're traveling, or even interests of their own. The "global spike in thoughtlessness" that Rosenbloom worries about can be solved. It just takes a little initiative and the desire to actually want to talk to new people around you.

4. Current Events:

In the article, Rosenbloom points out that people's constant use of technology is ruining their social interactions with people around them. It is certainly true that pedestrians rushing to or from work have loud arguments with their partners, or serious discussions about personal issues, on the street or on public transportation. While this is unpleasant, an even more serious ramification of technological addiction occurs when people drive. A recent article in *The New York Times* discussed the prevalence of accidents caused by text messages. Recent accident investigations include, by default, checking drivers' cell phone logs to see if they have been texting at the time of the accident. There are now signs on highways urging people not to text and drive; new "text/rest" stops have even been

created to encourage people to pull off the highway before texting friends, family, and coworkers. While I concur with Rosenbloom's aversion to hearing about a stranger's personal grievances on a plane, this is not as toxic as a driver's use of technology while on the road.

Check Your Understanding

1. What are four body paragraph development strategies? Define each approach.

a. _____

b. _____

c. _____

d. _____

5. What does it mean to brainstorm?

6. Why can't I use examples from the passage to support my response?

7. What is the body paragraph formula?

8. Appraise the following use of an example (film reference):

The point the author makes regarding learning from mistakes reminds me of a film I saw, entitled "Wind." "Wind" is about the America's Cup, an important sailing race. In the film the American team loses to Australia, but then the American team is motivated to win next time. This shows that learning from mistakes is important. I agree with the author that we should learn from our mistakes.

- a. Do you think this is a successful example? Why or why not?

- b. What could the author do differently? How might this improve the reader's experience?

9. In the space below, try writing four different body paragraphs (one of each different strategy) for "How Walking Changes the Brain."

Anecdote:

Film/Text:

Current Events:

Problem/Solution:

CHAPTER 7

QUOTING AND PARAPHRASING

While the grading rubric doesn't make it explicit that you should know how to quote and paraphrase effectively, doing so can be the most effective way to demonstrate a variety of skills.

The first scoring category evaluates whether you integrate “your own ideas and experiences to respond to the main ideas in the text.” In this chapter, you'll learn to use some of the author's words to discuss your own experiences and ideas. Also, the very act of paraphrasing, or putting something in your own words, helps demonstrate your understanding of the passage.

Beyond these two important categories, having a few different ways to structure a quotation or paraphrase will help you with grammar and sentence structure.

CATW Scoring Relevance: Critical Response (Argumentation); Sentence Structure; Grammar.

What Does It Mean to Quote and Paraphrase?

The grader is looking for “integration” of ideas from the text with your own ideas and examples.

Weaving quotations (the author's exact words) into your essay, along with paraphrasing the author's ideas, demonstrates your fluency with the passage.

Read the following excerpt from the *The New York Times* article “The Lasting Power of Dr. King's Dream Speech” by Michiko Kakutani and underline the sentences in which she uses quotations.

It was late in the day and hot, and after a long march and an afternoon of speeches about federal legislation, unemployment and racial and social justice, the Rev. Dr. Martin Luther King Jr. finally stepped to the lectern, in front of the Lincoln Memorial, to address the crowd of 250,000 gathered on the National Mall.

He began slowly, with magisterial gravity, talking about what it was to be black in America in 1963 and the “shameful condition” of race relations a hundred years after the Emancipation Proclamation. Unlike many of the day’s previous speakers, he did not talk about particular bills before Congress or the marchers’ demands. Instead, he situated the civil rights movement within the broader landscape of history — time past, present and future — and within the timeless vistas of Scripture.

Dr. King was about halfway through his prepared speech when Mahalia Jackson — who earlier that day had delivered a stirring rendition of the spiritual “I Been ’Buked and I Been Scorned” — shouted out to him from the speakers’ stand, “Tell ’em about the ‘Dream,’ Martin, tell ’em about the ‘Dream!’” She was referring to a riff he had delivered on earlier occasions, and Dr. King pushed the text of his remarks to the side and began an extraordinary improvisation on the dream theme that would become one of the most recognizable refrains in the world.

With his improvised riff, Dr. King took a leap into history, jumping from prose to poetry, from the podium to the pulpit. His voice arced into an emotional crescendo as he turned from a sobering assessment of current social injustices to a radiant vision of hope — of what America could be. “I have a dream,” he declared, “my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!”

Many in the crowd that afternoon, 50 years ago on Wednesday, had taken buses and trains from around the country. Many wore hats and their Sunday best — “People then,” the civil rights leader John Lewis would recall, “when they went out for a protest, they dressed up” — and the Red Cross was passing out ice cubes to help alleviate the sweltering August heat. But if people were tired after a long day, they were absolutely electrified by Dr. King. There was reverent silence when he began speaking, and when he started to talk about his dream, they called out, “Amen,” and, “Preach, Dr. King, preach,” offering, in the words of his adviser Clarence B. Jones, “every version of the encouragements you would hear in a Baptist church multiplied by tens of thousands.”

You could feel “the passion of the people flowing up to him,” James Baldwin, a skeptic of that day’s March on Washington, later wrote, and in that moment, “it almost seemed that we stood on a height, and could see our inheritance; perhaps we could make the kingdom real.”

[...]

Dr. King knew it would not be easy to “transform the jangling discords of our nation into a beautiful symphony of brotherhood” — difficulties that persist today with new debates over voter registration laws and the Trayvon Martin shooting. Dr. King probably did not foresee a black president celebrating the 50th anniversary of his speech in front of the Lincoln Memorial, and surely did not foresee a monument to himself just a short walk away. But he did dream of a future in which the country embarked on “the sunlit path of racial justice,” and he foresaw, with bittersweet prescience, that 1963, as he put it, was “not an end, but a beginning.”

Read the entire article here: http://www.nytimes.com/2013/08/28/us/the-lasting-power-of-dr-kings-dream-speech.html?_r=0

Reading the article about this famous speech is different from reading (or hearing) the speech itself. The journalist conveys her interpretation and analysis of King’s ideas; however, for those ideas that can’t be expressed and/or in order to give the reader a sense of a person’s style or voice, the author will quote King directly instead of paraphrasing or summarizing.

Let’s deconstruct parts of this article. The author, Michiko Kakutani, begins by giving us some background information and setting the scene with a rich description:

It was late in the day and hot, and after a long march and an afternoon of speeches about federal legislation, unemployment and racial and social justice, the Rev. Dr. Martin Luther King Jr. finally stepped to the lectern, in front of the Lincoln Memorial, to address the crowd of 250,000 gathered on the National Mall.

She then integrates one of King’s phrases into her piece:

He began slowly, with magisterial gravity, talking about what it was to be black in America in 1963 and the “shameful condition” of race relations a hundred years after the Emancipation Proclamation.

Kakutani combines her own words with those of Martin Luther King, Jr. She quotes “shameful condition” because this is an important phrase, it’s a strong statement, and it gives the readers a **connection** to the source. The original sentence from the speech is “And so we’ve come here today to

dramatize a shameful condition.” While the author uses “shameful condition,” she mostly summarizes (in her own words) this large section of King’s speech.

Then, the author also brings another person’s voice into the analysis.

Dr. King was about halfway through his prepared speech when Mahalia Jackson — who earlier that day had delivered a stirring rendition of the spiritual “I Been ’Buked and I Been Scorned” — shouted out to him from the speakers’ stand, “Tell ’em about the ‘Dream,’ Martin, tell ’em about the ‘Dream’!”

Rather than writing “From the crowd, someone told King to say something about the dream,” Jackson’s voice lends truth and life to the piece.

Towards the end of her article, Kakutani relates King’s ideas to current events.

Dr. King knew it would not be easy to “transform the jangling discords of our nation into a beautiful symphony of brotherhood” — difficulties that persist today with new debates over voter registration laws and the Trayvon Martin shooting.

You can see from this brief excerpt that Michiko Kakutani combines the language of her own analysis with paraphrasing of the “I Have a Dream” speech, integrating King’s phrases, and quoting him directly. This results in captivating commentary.

A Note on Quoting and Paraphrasing

1. Quotation marks always come in pairs, immediately prior to and immediately after a quote. *Nelson Mandela famously said, “Let there be work, bread, water and salt for all.”*
2. Usually, the punctuation at the end of your sentence will stay **inside** the final quotation mark. My Mom yelled, “Do your homework right now!”
3. When you are referring to the passage, you will use the historical present tense, meaning you will write about it as if it’s currently being said. In “Hype,” Kalle Lasn **writes** about the pervasiveness of advertisements in our lives.

4. When you insert the author’s own words, it is always important to ask if you have adequately explained what the quote means.

6. Quotation Exercise

Knowing different ways to quote and paraphrase will add variety to your essay, which will in turn strengthen your analysis, raising your score! Below are different ways to quote and paraphrase. After each example, using a quote from a sample CATW passage, try to model your quote or paraphrase exactly like the models below (from the article “Hype” by Kalle Lasn, found in the sample passage chapter).

“Advertisements are the most prevalent and toxic of the mental pollutants.”

1. **The Usual.** *This approach uses an entire sentence from the passage. Make sure you capitalize the first letter of the quote if it is the first letter of the author’s sentence.*

Example: Kalle Lasn declares, “Advertisements are the most prevalent and toxic of the mental pollutants.”

Select another quote from the passage to try quoting:

2. **The Interrupter.** *An easy way to add variety to your quotes, this method inserts the author between words quoted.*

Example: “Advertisements,” Lasn declares, “are the most prevalent and toxic of the mental pollutants.”

Try this approach with another quote from the passage: _

3. The Buffet. *The tastiest way to quote, this method lets you choose a morsel of your liking and integrate it into your own sentence! When using only a fragment of the author’s sentence, do not capitalize. Also, notice how there is no comma directly preceding the quote because the quote becomes part of my sentence.*

Example: The fact that we can’t escape all these ads, according to Lasn, makes them the most “toxic of the mental pollutants.”

Select another quote from the passage from which to quote:

4. The Integrator. *Now, use the author’s language to talk about your own example or experience. This is one of the most sophisticated uses of quotations!*

Example: As I ride the train to school, instead of reading a book, I find myself gazing at all of the “mental pollutants” posted on the walls of the subway car.

Select another quote from the passage to practice:

Helpful Quotation Verbs

The following is a short list of verbs that may be used to introduce quotations or paraphrases. Again, memorizing a handful of these will help you add variety to your essay. Also, keep in mind that you should not quote too much in this essay. When in doubt, paraphrase.

Adds	Writes	Proposes
Believes	Points out	Insists
Observes	Agrees	Assumes
Emphasizes	Recognizes	Claims

Explains	Acknowledges	Proclaims
Notes	Argues	Goes on to say
States	Illustrates	Concludes

NOTE: When you use the word “that” after your quotation verb, you do not use a comma before the quotation mark because the verb makes the quotation part of your sentence.

How to Paraphrase

A paraphrase, or indirect quote, is putting something the author wrote into your own words.

Step 1: Break the quote down into separate words and/or ideas.

Step 2: Using your dictionary and/or thesaurus, figure out other ways to say these words and ideas. Example:

Ads	widespread, common, ubiquitous	bad for us	poisonous to our thinking
Commercials, billboards, and other forms of ads	are everywhere	poisonous	poison our way of thinking brain poisons

NOTE: Avoid using words with which you are unfamiliar.

Step 3: Write out a sentence (use what you found)

Ads are everywhere and they influence our way of thinking.

Step 4: Mix it up

HINT: Try to mix up the syntax, or the order of the words, to make the paraphrase even more of your own.

Of everything that might be bad for our brains, ads, such as TV commercials and billboards, are the most poisonous and widespread.

Step 5: Give Credit Where Credit Is Due!

HINT: Always give the author credit for his or her ideas.

According to Lasn, of everything that might be bad for our brains, ads, such as TV commercials and billboards, are the most poisonous and widespread.

NOTE: *Look how this compares to the original passage entitled "Hype."*

“Advertisements are the most prevalent and toxic of the mental pollutants.”

Paraphrasing Activity

Directions. Use a quote from a passage assigned by the instructor for this activity.

1. Write down your quote.

2. Circle important words.
3. Break down the quote into separate words and/or ideas.
4. Using your dictionary and/or thesaurus, figure out your own way to express the same ideas.
5. Write a first draft sentence using your own words.

6. Refine this sentence by mixing up the syntax and/or revising the phrasing.

7. In your final draft, be sure to give the author credit.

CHAPTER 8

TRANSITIONAL WORDS AND PHRASES

This chapter will teach you how to make connections between different components of your essay, as the third scoring category is very explicit about the use of transition words in your exam: “The structure of your essay is evaluated for evidence of logical connections between ideas and the use of transitions to convey these connections.” In addition, this chapter will give you more strategies to add variety to your sentence structures and word choices (Scoring Category 4).

CATW Scoring Relevance: Sentence Structure and Variety; Word Choice

A NOTE ON TRANSITION WORDS

“Transition word” is just a blanket term for any word or phrase that joins ideas. Therefore, depending on what kind of word it is (subordinating conjunction, coordinating conjunction, or conjunctive adverb), the punctuation will differ.

Examples.

Subordinating conjunctions: although, though, since, while, because, even though

Coordinating conjunctions: for, and, nor, but, yet, so, or

Conjunctive adverbs: additionally, consequently, moreover, in addition, therefore

Mastering a variety of transition words—correctly—is important to writing because transitions show the relationships between ideas. They are like road signs in that they tell the reader in advance what direction you’re heading, before you’re suddenly or abruptly on a new road. Here are a couple of sentences that incorporate transitions, from an essay responding to the CATW passage “How to Do One Thing at a Time” (found in the *CUNY Handbook*).

Even when we are done doing two things at once, and we have moved on to another task, we are less efficient. Therefore, multitasking is never a good idea.

Here are the same ideas, without transitions. Notice how the lack of transitions makes the meaning harder to grasp:

We are done doing two things at once. We have moved on to another task. We are less efficient. Multitasking is never a good idea.

By the same token, an essay that uses the wrong transitions misguides and confuses the reader:

Even when we are done doing two things at once, but have moved onto another task, we are less efficient. However, multitasking is never a good idea.

The CATW grader will be keeping an eye out for your use of transitions. However, remember not to overuse, reuse, or misuse transitions.

TRANSITION WORDS

Below is a list of some transitional words and phrases. Find the ones that feel most natural to you or that you like most. Try to memorize at least 10. This list does not include every possible transitional word and phrase, so you may also use ones that are not found here.

A Short List of the Most Common Transition Words

consequently	first	and	otherwise
therefore	second	similarly	still
as a result	third	also	yet
furthermore	finally	however	for example
in addition	again	but	for instance
moreover	also	on the other hand	in fact

Specific Usage

Addition: also, again, furthermore, in addition, moreover

Consequence: accordingly, as a result, consequently, for this reason, hence, otherwise, subsequently, therefore, thus

Illustration/Example: for example, for instance, for one thing

Emphasis: above all, more importantly, in fact

Comparison (similarity): comparatively, likewise, similarly

Contrast (difference): in contrast, on the other hand, however, nevertheless, yet Summarizing: after all, all in all, all things considered, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, to sum up, to summarize, finally

Restatement: in essence, in other words, namely, that is, that is to say, in short, in brief

Sequence: first of all, to begin with, at the same time, later on, meanwhile, next, then, soon, simultaneously, afterward, in conclusion

A useful mnemonic for remembering a handful of transitions: HOT SHOT CAT

However, Otherwise, Therefore, Similarly, Hence, On the other hand, Then, Consequently, Also, Thus

Transition Word Challenge

The following lines constitute a paragraph in response to “Hype”; however, the paragraph lacks transitional words and phrases. This makes it sound choppy and, more importantly, makes it difficult for the reader to know the connection between the ideas. Your task is to use the words and phrases in the box to connect the ideas, but you can only use each word or phrase once. Remember, the lines are already in the correct order.

After you figure out the answer, rewrite the paragraph with transition words.

Hint: before you look at the transition words, decide what relationship between the ideas needs to be expressed. Also, use the punctuation to help you decide what kind of transitional word or phrase to use.

even though, while, in the same way, but, likewise, for example, however

Kalle Lasn argues that advertisements are the most “toxic of the mental pollutants.” _____, if all of these different types of advertisements are being offered to us every day, this passage makes me wonder: don’t we have a choice what “pollutants” we choose to consume? _____ we can choose not to smoke cigarettes or drink alcohol, don’t we have a choice whether or not we want to pay attention to these advertisements? _____ North Americans are exposed to advertisements all day long, I don’t think we’re being filled with these ads against our will. _____, last night I watched *Law and Order SVU*, _____ during commercial breaks, I turned off the volume and worked on my math homework. _____, anytime that song for McDonald’s comes on the radio, I quickly change the station or tune it out. _____ Lasn has let the Oscar Myer Weiner commercial overshadow Beethoven, I for one will not allow a silly jingle to replace a song I love.

TRANSITION WORD, MEANING AND USAGE

Fill out the chart. Be sure to use different types of transition words.

	Transition Word	Meaning	Write a Sentence or Two Showing How It Is Used.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

CHAPTER 9

THE CONCLUSION AND PROOFREADING

Here we are at the conclusion paragraph! You can soon breathe a sigh of relief, as you are nearing the finish line of the essay.

CATW Scoring Relevance: Critical Response (Argumentation); Organization; Development

Instead of reiterating the author's thesis and three main points, your conclusion can explain what you learned from the passage, how this information might influence you, potential solutions to the concerns brought up in the article, and the long-term effects of what the author discusses.

Conclusion: **HAM** (How (article) Affected Me)

Conclusion Example Paragraph

Rosenbloom's observations about travel really resonated with me. Her words will be with me every morning when I take the subway to City Tech, and accompany me on my next flight. If my seatmate chooses to dispense with all civility and takes off his socks, at least I will know I am not alone in my objection. After reading this passage, I will be sure to govern my own behavior when around other people. I can limit my personal conversations and try turning off my various technological devices in favor of more human contact. This is the kind of "etiquette" that might just improve our society.

CHAPTER 10

SAMPLE PASSAGES AND ESSAY RESPONSES

The model essays in this chapter are all different. Some adhere to the formulas in this book very closely, while others contain all of the important elements but in a slightly different order. Some of these essays have student thesis statements while others do not. Some have three body paragraphs, while others have two lengthy body paragraphs and a substantial conclusion. Some quote from the article in every paragraph, while others quote sparingly. In other words, you will see how there are many different approaches to a thoughtful, successful essay.

EXEMPLARY ESSAYS

Model essays 1–4 (“Whose Feet Are Those?”, “Biker Brats Ride Like Punks,” “A Mother’s Cookbook Shares More Than Recipes,” and “The Woman Who Died in the Waiting Room”) would likely earn scores in the high 60s or even 70s. After reading each one, you will evaluate its strengths.

Model 1

Excerpted from “Whose Feet Are Those? Negotiating Air-Travel Etiquette” by Stephanie Rosenbloom 29 October 2013 *The New York Times*

Forget paying extra for more legroom seats. These days I’d pay to sit next to someone who keeps his socks on. On recent flights I’ve had bare feet beside me, on the back of my armrest, on the bulkhead in front of me.

Yet barefoot flying is merely one example of how public space, especially in airports and on airplanes, is rapidly transforming into more personal and intimate territory. From the hoodies and pajama bottoms we wear on board to the magazines, gadgets, creams and eye masks with which we litter our seats, the airplane has become Everyman’s bedroom.

With the holiday travel season approaching, when patience will be as essential as a passport, the time seems right to seek some understanding about why we behave the way we do on airplanes. Can we chalk it up to a global spike in thoughtlessness? We’re living in an age when smartphones and tablets allow us to have our most personal conversations in extremely

communal places. Centuries-old walls between what's considered private and what's considered public are crumbling.

While this phenomenon is happening everywhere — in parks, restaurants, shopping malls — it's exaggerated when we travel. One could argue that at a time when flying is an exercise in contortionism, filling a seat pocket with your paraphernalia and putting your feet up is an attempt to create what the environmental psychologist John B. Calhoun referred to in the 1940s as "defensible space" — public territory that you try to turn into personal space to gain some measure of cognitive control.

"The gurus say we're cocooning," said Setha M. Low, director of the Public Space Research Group at the City University of New York Graduate Center. "You take your private, personal world with you."

Outline

Author	My Response	My Supporting (Outside) Example
Thesis: On airplanes and in other public spaces, people think only about their own comfort.	This development is negative for our society, and has recently accelerated.	
BP1: People are treating public spaces as personal and private, which is problematic.	This is evident on many forms of public transportation.	Anecdote: NYC subway
2: People treat public space as their own in an attempt to gain control over unfamiliar environments.	While some people might feel empowered by doing this, it can be alienating to others.	Film: "Suits"
3: Contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space.	People need to turn off their electronics sometimes, for the good of humanity.	problem/solution: expand on many reasons people need to turn off their technology and engage in world around them

Essay

Have you ever walked onto a subway train and seen a passenger putting on mascara or clipping nails? I have. There's always one particular rider who treats the train as a personal space, even though certain activities should simply be done at home or at least in private. In "Whose Feet Are Those? Negotiating Air-Travel Etiquette," Stephanie Rosenbloom argues that on planes and in other public spaces, people think only of their own comfort. She notes that people are treating public spaces as personal and private, which is problematic. Rosenbloom feels that contemporary technologies, such as phones and tablets, worsen the breakdown of private vs. public space. She suggests in the article that people treat public space as their own in an attempt to gain control over

unfamiliar environments. I believe that this development is negative for our society, and has recently accelerated.

Rosenbloom notes that during travel, unfortunately there are people who take care of private business in public. The author talks about this occurring on planes, but I would add that this is a problem on all kinds of transportation. I am reminded of a horrid experience when I was on the train traveling to school. In the subway car next to me, you could see a lady taking a shower, as surprising as it sounds. She had a bucket of water, rags, and soap. While the example of a shower on the subway is a bit extreme, it speaks to Rosenbloom's criticisms of doing private things in public. At the same time, there are different reasons why people might behave this way. Although I was displeased while I was on the subway, the experience made me realize that privacy is a luxury that some people can't afford. Ultimately, there is a difference between the individuals whose inconsiderate behavior Rosenbloom addresses, vs. people who may not have a choice regarding private and public space: people dealing with poverty or mental illness.

The author reasons that people turn public places into private areas, so they can be empowered or feel in control. When people travel and stay in hotels, they fix the place up to fit their personality or their level of comfort. This idea of wanting to control a space and make it familiar (what Low calls "cocooning") can extend to the workplace, which reminds me of a film I saw called "Suits." The film takes place in an office setting, where you can see the different objects that employees brought to their spaces to make them their own. One gentleman had trophies and basketballs in his office. This made his bland, corporate office tailored to his athletic ability and triumphant memories on the courts. Returning to the article, Rosenbloom quotes a psychologist, John B. Calhoun, mentioning an idea called "defensible space." This is what the gentleman in the film was practicing with his sports mementos.

Traveling used to be a great way to meet people and make the extended duration of long trips move more quickly. These days, people turn to more anti-social methods of making time fly by. Travelers are engrossed by their gadgets, whether they are cell phones, tablets, or whatever the latest technology is. Stephanie Rosenbloom notes how unfortunate this is. Well, I'm here to say there is a solution to this. It's just a matter of will and restraint. If you're willing to turn off the phone or I-pad and embark on a random conversation with your neighbor on a flight, then it can be done. Passengers start conversations on planes by bringing up general topics like sports, the destination to which they're traveling, or even interests of their own. The "global spike in thoughtlessness" that Rosenbloom worries about can be solved. It just takes a little initiative and the desire to actually want to talk to new people around you.

Rosenbloom's observations about travel really resonated with me. Her words will be with me every morning when I take the subway to City Tech, and certainly next time I fly. If my seatmate chooses to dispense with all civility and takes off his socks, at least I will know I am not alone in my objection to "barefoot flying." In addition, after reading this passage, I will be sure to govern my own behavior when around other people. I can limit my personal conversations and try turning off my technological devices in favor of more human contact. This is the kind of "etiquette" that might just improve our society.

What makes this essay successful?

Model 2

Excerpted from “Biker Brats Ride Like Punks” by Chip Stern *New York Daily News*, 8/18/10

As the car has increasingly become demonized in our urban culture, policymakers seem fixated on a romantic vision of bicycles as our transportation alternative of the future, irrespective of the havoc being visited upon our streets by two-wheeled dimwits.

I have no problem with bicycles per se. Nor is there any reason why they shouldn't be accommodated as a recreational outlet, let alone as a subset of the greater transportation picture. However, in their zeal for cycling, Mayor Bloomberg and city Transportation Commissioner Janette Sadik-Khan have encouraged entitled Lance Armstrong types to run red lights, emerge assbackwards without warning down one-way streets, traverse sidewalks as the spirit moves them and generally behave as though the laws of time and space don't apply.

Speaking of cabs: I drove one myself, and often witnessed the recklessness of some of my colleagues. But when we drive poorly, we get tickets from the cops (as any errant driver should). But the widespread bad behavior of bikers, on the other hand, largely goes unpunished. You see, they're the environmentally conscious, forward-thinking darlings of Bloomberg & Co., and can thus do no wrong.

The city doggedly proceeds with hundreds of miles in new bike lanes, and even more "innovative" bicycle-centric schemes. Cars are systematically being squeezed out of the urban landscape, though they move people, make deliveries and respond to emergencies. I guess those things aren't as important to Bloomberg and Sadik-Khan as remaking our city into some New York version of Amsterdam.

With public transportation policy geared toward ever-expanding bicycle usage, when might we reasonably expect to see some form of licensing and registration, let alone consistent fees and fines? This would protect not only drivers and pedestrians, but the bicyclists themselves.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Outline

(Note: This example doesn't contain the students' thesis at the end of the intro paragraph; this is okay as long as the writer responds with his/her own ideas and opinions throughout the essay.)

Author	My Response	Example
Thesis: Reckless cyclists pose many problems in New York.		
BP1: Cyclists should have licensing and registration.	Everyone should carry official identification, for safety reasons	Flight 370/going off the grid (Text reference: NY Times article)
BP2: Cyclists should be ticketed and fined for riding recklessly, endangering themselves and others.	Cars are more dangerous than bicycles	Ghost Bikes in Brooklyn (current event)
BP3: It is wrong to think that bicycles are the transportation future of the city.	Bicycles are better for the environment	Belgium (anecdote)

When I first started traveling around the city by myself, I would get off of the subway and know that I had to look out for cars. Now, in 2014, I need to be aware of both bicyclists and drivers as I make my way around. In "Biker Brats Ride Like Punks," Chip Stern addresses how New York has undergone a transportation transformation, with more and more cyclists on the streets. He argues that reckless cyclists pose many problems in New York. Stern believes that cyclists should have licensing and registration. He also states that cyclists should be ticketed and fined for riding recklessly, as they endanger themselves and others. Finally, he observes that it is wrong to think that bicycles are the transportation future of the city.

Stern's point of view is that cyclists should carry licenses and registration papers, just like drivers do. He thinks that cyclists would be more responsible and accountable if they weren't anonymous. This is probably true, but I would also say that cyclists should carry official identification for their own safety. God forbid a serious accident occurs, and an unconscious cyclist doesn't have any identification. It would be difficult for the hospital to care for the person in the best way, and difficult to contact family members. This reminds me of the story of Flight 370, the plane that went missing between Malaysia and China on March 8. Yes, this is a different form of transportation than cycling, but there is a common link here: going "off the grid." A recent *New York Times* article talked about how one really terrifying aspect of the Flight 370 story is that the plane went off the grid. A grid usually refers to an electrical grid or power source, but in today's world going off the grid means being unreachable. Whether we're talking about a cyclist carrying identification, as Stern proposes, or better aviation technology so planes can always be tracked, it's important not to lose people!

Another point that Stern conveys is that cyclists should be penalized for riding recklessly. He wants cyclists to be ticketed and fined if they're riding the wrong way on a one-way street, or weaving in and out of traffic. I believe that this would help prevent accidents, but the more

important first step is to ticket more reckless drivers. A car does a lot more damage than a bicycle. Several children were killed by cars in the city in the past few months, and in many cases reckless driving was the culprit. Drivers were going too quickly, or running red lights. Mayor de Blasio has started a program called Vision Zero to try to eradicate traffic fatalities. Stern is right that cyclists can endanger others ("can they ever," he asserts), but they're also in danger themselves due to reckless drivers. Around the city, white bicycles chained to signposts serve as memorials where cyclists have been killed by cars.

Stern strongly believes that former Mayor Bloomberg and his Transportation Commissioner were wrong to promote bicycles as the transportation future of the city and that New York shouldn't be some "version" of Amsterdam. Obviously, motorized vehicles like ambulances are essential to the city, but on the whole, bicycles are better for the environment. Stern mocks people who value this idea as "environmentally conscious" "darlings." I lived in Belgium, which has a bicycle culture very similar to Amsterdam, and it was interesting to me how much cleaner the air was. Although I lived in Antwerp, a city, I didn't smell car exhaust all the time. Almost everyone I knew rode a bicycle to get around town. The number of bikes was sometimes comical, but this mode of transportation benefited people's health and the air quality around us. Although Stern sees bikes being "squeezed out of the urban landscape" as negative, bikes make for a city that isn't overcrowded with cars.

Reading "Biker Brats Ride Like Punks" makes me think about a larger issue in our society, which is that a lot of people are "punks!" To me, it's not so much about a bicycle or a car being superior, but about who's behind the wheel of either mode of transportation. There is an old music video for the song "No Rain" by the band Blind Melon. In the video, a little girl is made fun of because she's different; she likes to wear a bumblebee costume. She finally finds a community of likeminded souls, all dressed in yellow and black. The video is about community, and our city should be about community, too. Whether you ride a bicycle, drive a car, or crabwalk backwards to get around, if all of us were a little kinder to each other and a little more conscious about how our actions affect others, we'd have a better New York.

What makes this essay successful?

Model 3

Excerpted from “A Mother’s Cookbook Shares More Than Recipes” by Kim Severson 5/5/15
The New York Times

My dad recently gave me a big box filled with my mother’s old cookbooks and stacks of handwritten recipes on index cards and slips of paper. The recipes are held together with thick rubber bands or filed into a cheerful metal recipe box.

She clipped recipes from magazines or wrote them on whatever happened to be at hand. Instructions for the popovers she made with our Christmas roast beef were scratched out on the back of a credit card receipt. Several recipes were written down on the backs of takeout menus or junk mail that would have been thrown away. Sometimes, a recipe like chicken chili would show up with my mom’s special, mysterious notes, such as “add extra tomato” or “pickles?”

Some cooks don’t take notes, but their cookbooks have splatters from meals they made long ago. Later generations of readers can travel back in the cook’s mind and see the journeys they traveled with food.

“We love to see marked-up, dog-eared, grease-splattered cookbooks,” said Paula Johnson, a curator at the Smithsonian Institution’s National Museum of American History in Washington. How a cookbook is marked, by handwritten notes or physical evidence that a recipe was prepared over and over, tells much about the intent and life of the cook.

Then there are some people who read cookbooks like novels. Instead of food spills, there are treasures pressed between the pages, like Queen Anne’s lace and grocery lists.

The worn pages of a cookbook have a unique ability to drill into a place where food memory mixes with love and loss. As our kitchen adventures increasingly get recorded in sleek digital files or even the fleeting google history of a recipe search, beat-up cookbooks become more valuable, both personally and historically.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Essay

I'm not the greatest chef in the world, but I use my mom's scribbled notes to guide me. The recipes I inherited from her not only share great tips, but also make me remember lovely meals with my family. "A Mother's Cookbook Shares More Than Recipes" by Kim Severson is about how wonderful it is when cookbooks are passed down through generations. Severson argues that beyond just containing recipes, cookbooks can offer a story about a person's life. She adds that cookbooks have the ability to provoke memories of a loved one, happy or sad. Lastly, she writes that a loved one's handwritten recipe notes are much more valuable than simply looking up a recipe online. I believe that it is very important to preserve family history, in many different forms.

The author expresses that cookbook recipes offer stories about people's lives. This is an accurate observation, because the notes cooks make in the margins of recipes are a part of history. I think that any artifacts from an earlier age can cause curiosity. The later generation wants to understand art that was created when they weren't around. Other kinds of art can induce these questions, too. For example, Leonardo Da Vinci's "Mona Lisa" is a painting of a particular woman, but no one knows her story. In the painting, it is not clear if she is smiling or frowning. Viewers always want to know who the woman was, and the story behind her expression. This Renaissance painting relates to the sometimes-mysterious notes in a mother's cookbook because in both situations, people yearn to travel back in time to figure out questions that are left unanswered.

Furthermore, Severson points out that the "worn pages" of a cookbook have an ability to remind people of memories. I think that a particular food can make us think of someone who cares about us, someone who created the recipe. I know this is true for me. My grandmother used to make a delectable chicken dish over rice, with a rich sauce. I remember the excitement of going to my grandparents' house and smelling the dish baking in the oven. I have not had creamed chicken since my grandmother passed away. It is a dinner I associate with my childhood and with my grandmother's love of cream, butter, and comfort food. My memory of creamed chicken is an example of what Kim Severson notes "mixes with love and loss."

Lastly, the writer claims that a family cook's handwritten notes for a recipe are worth far more than something we could find online. This reminds me of the film "Julie and Julia." The film is about a young woman, Julia, who becomes really interested in recreating all the recipes of Julia Child, a famous American chef who wrote classic French cookbooks. Part of Julie's interest in Julia Child's recipes is learning more about her life when she lived in France. Many of us have seen Julia Child's cooking shows on television. Whether she was making the perfect omelet, soufflé, or beef dish, she always had a glass of wine in hand and a cheerful spirit. What I mean to emphasize is that her recipes are very much linked to her personality, very different from going to www.foodnetwork.com and printing out a recipe from an anonymous source. Severson is right that today's digital age takes away some of the personal elements of food.

After reading "A Mother's Cookbook Shares More Than Recipes," I know how important it is to savor a family member's cooking. Every summer, my mom bakes delicious cakes filled with fresh fruit: plums, peaches, and nectarines. The recipe is on a tattered piece of paper, covered in smudges from cooking throughout the years. I realize that this document needs to be carefully preserved, and maybe even framed, for posterity.

What makes this essay successful?

Model 4

Adapted from 7/12/08 *Newsweek* article, "The Woman Who Died in the Waiting Room" by Jeneen Interlandi

Esmin Green fell out of her chair in the waiting room of Brooklyn's largest psychiatric hospital nearly an hour before anyone realized she was in trouble. For 20 minutes, she writhed and twisted between two chairs under the watchful eye of a security camera whose footage would later be broadcast across the country, spurring a public outcry. Two security guards and two other staff members passed through the room and glanced at the 49-year-old woman, without bothering to check her vital signs or help her up. Nearly 40 minutes after she stopped moving, a nurse walked over and lightly kicked her. By then, she was already dead. The city's medical examiner cited blood clots in her legs as the official cause.

As disturbing as the circumstances of Esmin Green's death were, they should not have come as a surprise. Public hospitals across the country have struggled to provide acute psychiatric care to the poor and uninsured since the early 1960s, when large mental hospitals began closing their doors en masse. Rather than lock them away in cold, uncaring institutions, the thinking went, the mentally ill should be offered a place in society.

But with insufficient outpatient services and a dearth of community-based support, the least fortunate of them have ended up in already overtaxed emergency rooms. They are the poor, the uninsured and the undocumented. Many of them suffer from chronic conditions that could potentially be treated with medication and regular counseling, luxuries most of them cannot afford.

With just 50,000 inpatient psychiatric beds for tens of millions of people across the country, the mentally ill typically wait twice as long for treatment as other patient populations do. "It's like landing airplanes at JFK airport," says Ken Duckworth, medical director of the National Alliance on Mental Illness. "There is just no place for them to go."

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Essay

Have you ever encountered a homeless person who appears to be mentally ill? I have, and I've wondered about the person's life story. How did he become homeless? Would he still be on the street if he had healthcare, medication, and financial support, or did he choose this life? In the article "The Woman Who Died in the Waiting Room," Jeneen Interlandi uses the case of a woman who died on the floor of a psychiatric hospital waiting room, ignored by staff, to talk about some of the problems the mentally ill face in our society. Interlandi notes that people who are mentally ill do not receive appropriate care. She makes the point that many people who are mentally ill would be able to function normally if they received regular medication and counseling. She also talks about how three groups of people, the poor, the uninsured, and the undocumented, are particularly vulnerable. Although Interlandi makes a good point that people who are mentally ill deserve better treatment, I believe that the reasons behind society's poor treatment of this group need to be considered, too.

There is definitely a lack of resources and supportive institutions for people who suffer from mental illness. Interlandi writes in her article that psychiatric hospitals started to close down in the 1960s and that the general thinking was that someone with a psychiatric problem shouldn't be institutionalized. As a result, many of these people are in mainstream society, not receiving the support they need at a facility. At the same time, I read in *The New York Times* about terrible care at some of these facilities. An article reported that workers at one place in particular withheld patients' medication and didn't bathe them. We need more institutions to support the mentally ill but we also need the government to monitor these places so that patients receive appropriate care.

In addition, the people who suffer the most in our society are those who can't speak for themselves. The author focuses on individuals without money or health insurance, as well as the undocumented (people without citizenship or immigration papers). These individuals are definitely the most vulnerable in our population because they can't advocate for themselves to receive more social services or government help. A woman I went to high school with suffered from serious depression and had to leave her college for a while. She was treated at an institution and was able to return to her university. But this woman had a family and network of people looking out for her to help her get better. As Interlandi notes, those suffering from mental illness, especially people without resources, need assistance. We can't expect people to help themselves out of a crisis.

To build on this point, the problem is that often in these situations, no one is watching or monitoring these people who really need help. Interlandi points out that many people admitted to hospitals would never need emergency care if they received regular medication and treatment. People who are mentally ill can pose a danger to themselves or to others. They can become violent or act out in unexpected ways, with potentially tragic outcomes. The Newtown, Connecticut shooting was just one example of this. I believe the solution to this problem is more affordable health care so many emergencies can be avoided and people don't suffer as much.

America needs to do more to help people who need it, by making sure that positive institutions, regular care, and advocacy are available for them. Reading this article made me think a lot about responsibility in our society. It is not just the government that is responsible for helping its citizens. We must all act.

What makes this essay successful?

ESSAYS IN NEED OF IMPROVEMENT

There are some essays, however, which would benefit from improvement. In particular, take a look at the following model essays for “The Memory Keeper of SoHo,” “Fist Stick Knife Gun,” “Is Music a Good Tool for Health?”, and “Clicking Their Way to Outrage.” Along with each sample essay, you’ll find a CATW rubric. Use the CATW Score Sheets to evaluate the essay responses.

You may also want to try revising a particular essay, strengthening it by including a full summary, fully developing an example, or even adding a body paragraph, among other improvements.

Model 5

Excerpted from “The Memory-Keeper of SoHo” by Kyle Spencer *The New York Times* 6/12/15

In the four-story loft building where she grew up, Yukie Ohta, a 46-year-old archivist, picked up a Mason jar filled with small leather rags and took a long nostalgic whiff. Then she handed the jar to a visitor and exclaimed, “This is a SoHo smell.”

The jar was part of Ms. Ohta’s “smell jar collection,” a series of glass containers with various items stuck in them to resemble the smells of SoHo past, specifically the period from 1969 to 1980 that she wistfully refers to as the “dirty golden years.” That’s when pungent scents from the neighborhood’s leather warehouses and industrial bakeries wafted through the stone-paved streets, and she and her sister, Mimi, spent their days in her family’s loft.

Armed with a little more than \$20,000, thanks to a recent Kickstarter campaign, Ms. Ohta has an ambitious new plan: to build a SoHo Historical Society. The idea is to pay homage not only to the artists who sprang from the neighborhood — think Jean-Michel Basquiat spray-painting his “SAMO©” tag on the neighborhood’s cast-iron buildings — but also to the families who reinvented a faded industrial neighborhood for residents and artists.

Fifty years ago, the neighborhood south of Houston Street in Lower Manhattan was an industrial hub of faded factories largely empty at night. Then came the creatives desperate for cheap space, arriving first as illegal homesteaders and later as legal residents. The galleries soon followed. Now SoHo is a weekend shopping destination, home to multimillion-dollar lofts.

As Bob Beatty, chief operating officer at the American Association for State and Local History, observed, “Often, all it takes is a person or a group of people with an idea or a geographic place they want to rally around,” he said. To watch Ms. Ohta enthusiastically sift through ephemera—a faded 1978 edition of *The Villager*, a local newspaper, or a tarnished door hinge — it is easy to imagine her as that person.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Student Response #1 for "Memory Keeper"

The ability to remember the past memories is one of the most enjoyable human capabilities. Nostalgia causes us to savor a lifetime of memories. In order to preserve these memories and emotions, archivist Yukie Ohta has found a way to access her memories with the help of some smells. In "The Memory Keeper of SoHo" written by Kyle Spencer, the author talks about how Ms. Ohta has created memory jars with particular odors, which helps her preserve her memories of Soho. Spencer also writes about how Ms. Ohta plans to open a SoHo Historical Society in order to share her memories with other residents of the area, and incoming tourists. The ideas of personal memory preservation and the construction of the SoHo Historical Society are important because they both help people remember important history. Similar ideas of preserving memory are found in the fashion of today's cultural expressionists known as "hipsters", and in my mother's cigar boxes.

There are many forms of "hipsters" in today's society, but we can all agree that a majority of them dress and/or act a certain way which honors the past. The choice of clothing among these people is as unexpected as the winning lottery numbers, yet most of the clothing reminds us of different fashion eras. By avoiding today's fashion style hipsters influence others to wear articles of clothing that other people can relate with. For example, they purchase 90's fashioned sneakers, mid-60's fashioned tank top (with the groovy writings or colorful peace-sign), and early-90's tapered jeans. The mixture of these fashions can catch the eye of any person that has lived during those decades, and cause that person to start reminiscing about those forgotten years, bringing nostalgia. That is why the hipsters' sense of style is similar to Yukie Ohta's memory jars. They both cause individuals to think of their past. Ohta's method is successful with the help of leather strips, or cake mix. The hipsters' method is made possible with the help of his/her clothes.

Just as Ms. Ohta preserves her memories in jars, my mother preserves her memories in boxes. Since her teenage years, my mother has kept track of important documents, movie tickets, wedding invitations, photographs, small trinkets, and many other valuable memories in her beautifully decorated cigar boxes. Besides the boxes acting as "keepers" of important documents, they also act as memory repositories. Whenever my mother opens our main closet and set eyes on these boxes, she starts thinking of all the times she placed an object in them. These memories would then lead us to think deeper thoughts regarding family or friends who might not be with us anymore.

Yukie Ohta's smell jars, the hipsters' dress, and my mother's cigar boxes all help people to remember their past. Reading Spencer's article reminds me that we all need a mechanism to store memories. We shouldn't always count on someone else to bear the responsibility of preservation, whether it's keeping family memories or those of a neighborhood.

CATW Score Sheet

Argumentation	Organization	Development	Grammar	Sentence Structure

4 (Argumentation + Organization+ Development) + 2 (Grammar + Sentence Structure) = Score

Note: Circle items that need improvement in a given category.

Argumentation (Critical Response to the Text)

- Introduction mentions author, title, & topic and includes article summary
- Body paragraphs discuss a point from the author, supported with student's outside example
- Conclusion sums up discussion and offers food for thought
- Student's OWN language is used throughout the essay, unless *quoting* the author (no copied phrases)
- It is clear which points are the author's, and which points are the student's

Organization (Structure)

- Essay features identifiable introduction, body paragraphs, and conclusion paragraph
- Each paragraph contains a fresh idea or response to the article (no repeating info)

Development of Ideas

- Each body paragraph fully explains the example employed and is at least 8 sentences
- A different development strategy (anecdote/ current events/ problem & solution/ film or text reference) is used in each paragraph
- Only one anecdote (personal story) is used in the essay
- Body paragraph examples are on topic and relate to the article

Grammar, Usage, & Mechanics

- Subjects and verbs agree
- Tense is consistent throughout the essay
- Words are generally spelled correctly
- Punctuation is correct
- Capitalization is correct
- Run-on sentences are avoided
- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

Student Response #2 for "Memory Keeper"

Historical preservation is an important element of maintaining past accomplishments, memories and ideas. In "The Memory Keeper of Soho" by Kyle Spencer, Yukie Ohta is determined to preserve a particular era that produces a nostalgic effect due to certain smells she associated with that time. By encapsulating specific items in glass jars, Ohta is able to reproduce a portion of her past experience in Soho with current residents. The notion of preserving history can also be applied to personal experiences as well, in terms of cultural assimilation and the inevitable loss of previous knowledge that becomes obsolete throughout generations.

As time goes on, things change and we adapt. Most people may not consider smelling jars to transport them to the 70's to be of importance. In our present day, technology is God. Unless there is an app to smell leather or baked goods, the average consumer may not ever get to experience hands-on history. This is unfortunate because it means a lot is lost: sights, smells, and sounds of the past that don't come through a machine. It is interesting that Ohta is essentially preserving the history of SoHo's creation and artistry, things people made with their hands, but also the industrial past, when machines largely replaced human effort. It goes to show how quickly things evolve and although there is improvement with time, there is also loss.

Spencer notes in his article that Ohta yearns for the individuality of the neighborhood's past. Today's New York neighborhoods are starting to all look really similar, with chain stores and restaurants. Whatever is local has a hard time surviving skyrocketing monthly rent. Ohta attempts to give people the experience of a different Soho, a time where artists inhabited the area and factories were running full-steam. Present day Soho is the complete opposite, proving that in just a few decades, an entire area could be unrecognizable to previous residents. For many, it may seem as if this is a good thing, a revamping or revitalization of something that was once undesirable. For people like Yukie Ohta, however, this was a time that should be cherished and shared with those unable to experience it firsthand. Personally I have experienced a lack in understanding my parents and grandparents history. After moving to the United States, we assimilated to a different life, language, food and culture. I cannot speak the way my parents speak our language. I cannot reproduce the same recipes my mother makes, just as she cannot reproduce what her mother made, and so on and so forth. The gradual loss is inevitable unless a deliberate decision to maintain and preserve history is made.

Historical preservation is not a new concept; many establishments exist to maintain certain artifacts from the past. The importance of preserving such items is what brings debate. Personally, I feel that it is crucial to maintain as much history as possible, not only to learn from the past, but to improve our future.

CATW Score Sheet

Argumentation	Organization	Development	Grammar	Sentence Structure

4 (Argumentation + Organization+ Development) + 2 (Grammar + Sentence Structure) = Score

Note: Circle items that need improvement in a given category.

Argumentation (Critical Response to the Text)

- Introduction mentions author, title, & topic and includes article summary
- Body paragraphs discuss a point from the author, supported with student's outside example
- Conclusion sums up discussion and offers food for thought
- Student's OWN language is used throughout the essay, unless *quoting* the author (no copied phrases)
- It is clear which points are the author's, and which points are the student's

Organization (Structure)

- Essay features identifiable introduction, body paragraphs, and conclusion paragraph
- Each paragraph contains a fresh idea or response to the article (no repeating info)

Development of Ideas

- Each body paragraph fully explains the example employed and is at least 8 sentences
- A different development strategy (anecdote/ current events/ problem & solution/ film or text reference) is used in each paragraph
- Only one anecdote (personal story) is used in the essay
- Body paragraph examples are on topic and relate to the article

Grammar, Usage, & Mechanics

- Subjects and verbs agree
- Tense is consistent throughout the essay
- Words are generally spelled correctly
- Punctuation is correct
- Capitalization is correct
- Run-on sentences are avoided
- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

Student Response #3 for "Memory Keeper"

Historic preservation can be essential to maintaining links with the past. However, some people don't value the importance of history and don't want to live in the past reviving memories. In the article "The Memory Keeper of SoHo", Spencer is discussing how a woman is trying to revive personal memories by preserving objects that formed part of her neighborhood. I am glad that Kyle Spencer profiled Ms. Ohta's efforts because they're important.

Sometimes in life people don't want to let go of their past because of all the beautiful memories they have there. In Spencer's article, he writes, "There is no better evidence of Ms. Ohta's nostalgia than her collection of smell jars." This claim indicates that people can easily transport themselves into the past through sensory details, such as smells. It also states how important the historical preservation of a neighborhood is for a person that really cares about it. I can relate this to the nostalgia that I feel every time I walk near a place that means a lot to me because of my history there. The pizzeria near to my house is a very important place for me. I used to work there as a cashier and I definitely ate a lot of pizzas there with friends. Eventually, I quit because I found a better job. However, every time I smell pizza now, I am transported back to my first job, just like Ms. Ohta transports herself to earlier SoHo every time she smells leather or cake.

Spencer also discusses the reasons behind the need for preservation. Ms. Ohta remembers a neighborhood before the millionaires moved in. She walks down the street and sees a different time and place. This reminds me of Colson Whitehead's essay "The Colossus of New York." He writes about how people living in the same neighborhood see different things, depending on how long they've lived there. One person might think of a travel agency from the 1970s, while another might recall a dress shop from the 50s, and the recent newcomer only sees what is there now, a branch of a CHASE bank. New York is a city that changes rapidly, sometimes overnight. The author Kyle Spencer is smart to write about Ms. Ohta before she, too, is seen as a relic of the past. SoHo should honor her.

Ultimately, it is valuable to preserve the histories and memories of your neighborhood or any other place. There are objects that help you to transport yourself in to the past by seeing, smelling or touching it. Histories and memories are very powerful and essential to a human being. However, there are some people that don't see it that way, and refuse to learn about the past. I think that historical preservation is priceless because it allows you to remember what was really important to you, even if it's not there anymore.

CATW Score Sheet

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- It is clear which points are the author's, and which points are the student's

Organization (Structure)

- Essay features identifiable introduction, body paragraphs, and conclusion paragraph
- Each paragraph contains a fresh idea or response to the article (no repeating info)

Development of Ideas

- Each body paragraph fully explains the example employed and is at least 8 sentences
- A different development strategy (anecdote/ current events/ problem & solution/ film or text reference) is used in each paragraph
- Only one anecdote (personal story) is used in the essay
- Body paragraph examples are on topic and relate to the article

Grammar, Usage, & Mechanics

- Subjects and verbs agree
- Tense is consistent throughout the essay
- Words are generally spelled correctly
- Punctuation is correct
- Capitalization is correct
- Run-on sentences are avoided
- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

Student Response #4 to "Memory Keeper"

While we need to let go of some things in life, we also need to preserve memories. In the article "The Memory Keeper of SoHo," Kyle Spencer explains the drive that Ms. Ohta has of holding onto the true past of SoHo. The article provides a descriptive analysis of the ideas behind Ms. Ohta's savings from the past by showcasing the importance of it, similar to how the World Trade Center memorial site, the Museum of Natural History and even one's family's ties provide windows into what was there before.

One of the important ideas in the article is Ms. Ohta's ambitious plan of making a museum in dedication to SoHo's past. Not only is Ms. Ohta confining these small aspects of the past in a mason jar but she's also planning to share this jar with others. I personally feel that her effort is no less important than that of the Museum of Natural History. Historians have preserved artifacts from dinosaur bones to different clothing and equipment of Native Americans to provide a glimpse of what was. It sort of gives you a sense behind the idea of Ms. Ohta's museum. There are many people in the world that admire historical preservation because we are able to learn more from how people lived in the past. While the Museum of Natural History focuses on visual content, the whiff of leather or cake mix that once dominated SoHo's streets are equally valuable to preserve. One could imagine asking visitors to the Historical Society to wear blindfolds and then smell individual jars and identify their contents, or even guess what era of the neighborhood the jar represents.

Another important idea that Spencer writes about is the loss of time and the evolution of a space. Throughout the article, Spencer explores the idea that SoHo isn't what it used to be years prior to Ms. Ohta's historical preservation. The article discusses how Ohta wants to go back to a time "when pungent scents from the neighborhood's leather warehouse and industrial bakeries wafted through the stone-paved streets." It gives us a sense of what SoHo use to be instead of the "weekend shopping destination" it is now. This brings back why Ms. Ohta's main point is to help preserve the small artifacts in a way where we can know how time has elapsed between the past and the future. For instance, take the World Trade Center memorial site. While some artifacts like a burned firetruck and some steel beams have been preserved in the 9/11 Memorial Museum, the site is now very different. There are reflecting pools where the towers stood. Much like Ms. Ohta, it took an ambitious plan to showcase what was left of the historical landmark.

Furthermore, perhaps the most important point of the article was the fact that she was honoring her neighborhood's legacy. Ms. Ohta didn't have the obligation to keep those jars but she chose to do so. With the changes that her society overall was undergoing she managed to contain the past in a small jar. I can relate this to how my family saved things from the past upon entering the U.S. The tokens once used for a bus/subway ride are just one of those artifacts. My family feels that these items tell the story of our journey. They provide insight, like a library.

Reading the article makes me interested in learning more about the past of SoHo because I truly didn't have the smallest idea of how it came to be. I believe that the perseverance and the honor that Ms. Ohta had for her neighborhood's history is impressive. Remembering particular times and events helps us as individuals compare the past and the present, learning from both.

CATW Score Sheet

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- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

Model 6

Adapted from “Is Music a Good Tool For Health?” by Elizabeth Scott

Research has shown that music has a profound effect on your body and mind. In fact, there’s a growing field of health care known as music therapy, which uses music to heal. Those who practice music therapy are finding a benefit in using music to help cancer patients, children with attention problems, and others. Hospitals are beginning to use music therapy to help with pain management, depression, to promote movement, to calm patients, to ease muscle tension, and other benefits. This is not surprising, as music affects the body and mind in many powerful ways.

For example, research has shown that music with a strong beat can stimulate brainwaves to synchronize with the beat. Faster beats bring sharper concentration and more alert thinking. Slower beats promote a calm, meditative state. Even after you’ve stopped listening, the change in brainwave activity that music causes can continue, which means that music can bring lasting benefits to your state of mind.

In another example, research shows that breathing and heart rate may be affected by the changes music can bring. This may mean slower breathing, slower heart rate, and an activation of the relaxation response, among other things. This is why music and music therapy can help prevent the damaging effects of chronic stress, thereby aiding not only relaxation, but also health. Music can also be used to bring a more positive state of mind, helping to keep depression and anxiety under control.

With these and other benefits, it’s no surprise that music therapy is growing in popularity.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Essay

Researchers have been studying music therapy for some time and have supporting evidence to prove its advantages. It has been found that music can have both positive and negative effects on the body, mind & soul.

As we look back at our lives, we can all agree that music has played a large role in the various aspects of our lives. A familiar song can conjure up happy memories. It can bring us back to a time in our lives when we were younger, happier, sadder, or confused. This create memories. Sometimes we may hear a certain song on the radio and smile to ourselves. We remember! Our bodies become more relaxed and our thoughts begin to wander. It has a calming and soothing effect.

Have you ever heard a song on the radio and it reminded you of something or sometime in the past? It is almost as if you are transported back in time. Your memories of that time become more vivid & clear. This happens to me quite often, especially when I hear one familiar song. This song was played at my High School graduation. When I hear this song, I feel as though I'm right back in 1985 Standing on the steps of the school with my classmates, taking pictures, smiling, laughing and feeling as though we had our whole lives ahead of us. I immediately feel my stress level going down and a calmness takes over me. In the research that was done on music therapy, it has been found that music helps lower stress. As my experience I've related above supports, this is true.

Stress is the #1 cause of many illnesses, including diabetes. It has been shown that along with unhealthy eating and unhealthy habits, stress exacerbates this problem. When the body is in stress mode, it raised our blood sugar, blood pressure and endorphins. Our bodies try to fight this off and causes even more stress. Stress brings on depression as well. When we are highly stressed it takes a large toll on our bodies and our minds. We find ourselves at various doctors, seeking help and advice. Most times doctors will prescribe medications to help alleviate these problems. Our already tired and stressed bodies take on additional stressors while we try to fight the side effects of the medications. It seems to me like a never ending cycle. Our ever-changing environment calls for ever changing treatments.

Prevention would be the first step in helping us gain control of our health. If we gain control of stress as a first step, it will help us with each step after that. Music therapy seems like the perfect solution. Like Yoga, it appears to have a calming effect. Our blood pressure is lowered, our thoughts calmer and our bodies heal better. All without the use of harmful medications. Music therapy is something each and every one of us can start to do in our own lives.

We can listen in the car while driving. This might help lower the incidents of road rage. We can listen while at the gym. It can make the time pass faster and enable us to get a better workout. We can play our favorite music while working. It will inspire us to work faster. Sometimes music can even help with Homework. It helps many "tune out" the outside interference so we may concentrate better. Wake up to music on your alarm clock, start the day on a good note. Use music to express yourself.

Most importantly, make music part of your life, and this will help your life seem like music.

CATW Score Sheet

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Development of Ideas

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Grammar, Usage, & Mechanics

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- Tense is consistent throughout the essay
- Words are generally spelled correctly
- Punctuation is correct
- Capitalization is correct
- Run-on sentences are avoided
- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

Model 7

Excerpted from “Fist Stick Knife Gun” by Geoffrey Canada

This community, like many across this country, is not safe for children and they usually walk home at night filled with fear and apprehension. But when I walk with them after class they are carefree, like children ought to be. They have no fear. They believe that if anything happens they'll be safe because I'm there. When these children see me standing on the corner watching them walk into their buildings they believe what children used to believe, that there are adults who can protect them. And because of that belief they see me as larger than life, like Superman or Batman. And I let them believe this because in a world that is so cold and so harsh, children need heroes. Heroes give hope, and if these children have no hope they will have no future. And so I play the role of hero for them even if I have to resort to cheap tricks and theatrics.

If we are to save our children then we must become people they will look up to. Children need heroes now more than ever because the poor children of this nation live with monsters every day. Monsters deprive them of heat in the winter, they don't fix their sinks and toilets, they let garbage pile up in their hallways, they kick them out of their homes, they beat them, shoot them, stab them- sometimes to death-they rape their bodies and their minds. Sometimes they lurk under the stairs. They scuttle around in the dark; you hear them in the wall gnawing, squeaking, occasionally biting a little finger.

We have failed our children. They live in a world where danger lurks all around them and their playgrounds are filled with broken glass, crack vials, and sudden death. And the stuff of our nightmares when we were children is the common reality for children today. Monsters are out there and claiming children in record numbers. And so we must stand up and be visible heroes, fighting for our children. I want people to understand the crisis that our children face and I want people to act.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Student Response #1 to “Fist Stick...”

Are your children safe? In “Fist Stick Knife Gun” Geoffrey Canada explains how children need positive role models in their lives. First, the author points out heroes give hope, and if children have no hope they will have no future. Meanwhile, Canada shows that children need heroes more than ever because there are bad influence everywhere. In conclusion, he states that children are living in a world filled with danger. I believe that children need positive role models, but nowadays there are very few of them, and they can lose sign of hope.

It is true that children nowadays need heroes to shine a bright path for them. Canada declares, “Heroes give hope, and if these children have no hope they will have no future.” It is clear that heroes set positive examples around them. This reminds me of a show called Gotham. Young Bruce Wayne witnessed his parents getting murdered in front of him. Later, a chief detective named James Gordon said, “I promise you, however dark and scary the world might be right now, there will be light. There will light Bruce.” Gordon is Bruce’s role model, the person who he looks up to. Gordon promised Bruce he will do whatever he can to catch the killer. He is also the only good cop in Gotham, the only light that is shining upon Gotham. Children need to find a good role model because it is easy to fall into darkness.

Children that live in a rough neighborhood can get corrupted easily. “Children need heroes now more than ever,” Canada declares, “because the poor children of this nation live with monsters every day.” When you look at these poor neighborhoods now, the children are starting to join gangs, or do drugs due to peer pressure and bad influence. There is a kid I know from middle school, and he did drugs, tagged up the school, and joined a gang. A couple of years back I was reading a newspaper, and I saw an article about him. The article said that he was involved in a firefight with an opposing gang, thus getting him arrested and sent to prison. I think because he had no positive role model when he was young he started doing bad in such a young age. This is how these poor neighborhoods remain poor because they’re surrounded with all this negativity and no positive influence whatsoever.

Danger can be lurking anywhere, the moment you let your guard down it’ll sneak up on you and punch you in the face. Canada declares, “they live in a world where danger lurks all around them and their playgrounds are filled with broken glass, cracked vials, and sudden death.” This reminds me of a tragic incident that happened in my neighborhood a year ago. One day a child was walking home from school, suddenly he was stopped by a man. He confronted the kid and kidnapped him. He went missing for days until he was discovered by a person in a nearby house where the kid lives. He was chopped up into pieces. The lesson here is to not trust strangers, especially if they look or act suspicious.

Even though there is a lot of bad in the world, the good will always outweigh the bad. I always try to set a good example to kids as well as my friends. Sometimes people need a little nudge to steer them back into the right path. Anyone can be a hero or positive influence; all it has to take is to step forward to make that difference. Are you that hero?

CATW Score Sheet

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Organization (Structure)

- Essay features identifiable introduction, body paragraphs, and conclusion paragraph
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Development of Ideas

- Each body paragraph fully explains the example employed and is at least 8 sentences
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Grammar, Usage, & Mechanics

- Subjects and verbs agree
- Tense is consistent throughout the essay
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- Punctuation is correct
- Capitalization is correct
- Run-on sentences are avoided
- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

Student Response #2 to "Fist Stick"

Are you being a hero for your child or the children in your neighborhood? In "Fist Stick Knife Gun," Geoffrey Canada argues how children are not safe walking on the streets any time of the day. First, he explains that children need heroes to protect them. He wants adults to be their idols and keep them secure. Then, Canada discusses how monsters of the nation are haunting these poor children every day. He wants the society to be concerned about these children who are living in danger. Lastly, the author demands that people should stand up for children who are living nightmares. The bottom line is we need to provide protection for our children at all times of the day.

Heroes help children feel safe when they are living in hazardous neighborhoods. Specifically, those who are facing conflicts need someone to guide them and look after them. From my personal experience I have always looked to both my parents. My parents have given me full safety. For example, when my mother used to drop me to school, she always waited until I got in. Also, she would be outside the school before I even came out. Therefore, as a child I felt safe because I knew someone was always there for me. This is how most parents should show their children that they are safe. At least when they are going to or coming from school their parents should wait outside the school.

Children are being dragged into dangerous lifestyles. Because of no shelter, lack of food, and gangs, children are restrained from a better life. Many children are facing problems, due to awful neighborhoods. Canada states, monsters "...shoot them, stab them sometimes to death-they rape their bodies and their minds." Children are killed before they even started living. In the novel Invisible Thread, Laura Schoroff and Alex Tresnoowski mention how Maurice, a young boy whose life is filled with drug addicts and gangs. But he has no one who can pull him out of that life. It's all due to his parents that are being bad people in his life instead of heroes. Monsters like Maurice's parents are haunting these poor children of the community on a daily basis.

We should strive to save children even if we don't have blood relations with them. In a show called India Fights Back, a reality show that talks about human trafficking. Human trafficking is illicit practice of trading human being of slavery or other causes. However, there are children who are forced into human trafficking because they have no one looking after them. Children get terrified after they see "sudden death." For example, when children refuse to listen to the bad guy they are killed; therefore it frightens the other children to the deepest. Such monsters like terrible parents, "they kick them out of their homes, they beat them." This leads child to be on streets and it puts their life in danger. Like one bad thing leads to another bad thing. That's how the children's life works when no one is concerned about them.

Being a hero for children should never be a second thought. Geoffrey Canada clearly shows the tough life these some children live in "First Stick Knife Gun." We must be heroes in children's lives so they feel safe. Secondly, don't let these monsters trouble these poor children of our country. Lastly, people need to advocate for children who are living nightmares. Protect each and every child; they are important.

CATW Score Sheet

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Sentence Structure & Word Choice

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- Interesting vocabulary is employed
- Word choice is correct

Model 8

Excerpted from “Clicking Their Way to Outrage” By Teddy Wayne *The New York Times* 7/3/14

You needn't Google far for recent case studies of internet outrage. Log in to a social network and you'll find it directed at celebrities, civilians, and politicians. Courts of law, social movements, news media outlets, corporations and governments that have rubbed people the wrong way are also targets.

As a now-hackneyed joke goes on Twitter, “What are we angry about today?”

Bile has been a part of the internet for a long time. But the last few years have seen people proudly trumpet their outrage. A 2013 study from Beihang University found that anger is the emotion that spreads the most easily over social media. Joy came in a distant second. The main difference, said Ryan Martin, a psychology professor at the University of Wisconsin, Green Bay, who studies anger, is that although we tend to share the happiness only of people we are close to, we are willing to join in the rage of strangers.

As the study suggests, outrage is lavishly rewarded on social media, whether through supportive comments, retweets or Facebook likes. People prone to Internet outrage are looking for validation, Professor Martin said. “They want to hear that others share it,” he said, “because they feel they're vindicated and a little less lonely and isolated in their belief.”

Mobs breed a sense of anonymity, which encourages people to say things they likely would not in person. By throwing 140-character stones from our Google Glass houses, we preserve our belief (or delusion) that we are morally superior to those who have offended us.

Perhaps the real problem, Professor Martin suggested, is our relationship to our easily accessible devices. “The Internet makes impulse-control problems worse,” he said. “You get mad, and you can tell the world about it in moments before you've had a chance to calm down and think things through.”

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Essay

The internet makes people feel free to say anything they want, because they can be anonymous. Most people hold in their emotions on a day to day basis until they can't hold them in anymore. When they're ready to release their emotions they might choose to do so in a negative way over the internet. In "Click Their Way to Outrage," the author Teddy Wayne writes about psychology professor Ryan Martin's study on anger. The study found that people are more willing to express anger instead of joy. Wayne also talks about how more people are willing to support others' outrage over social media. I think it's true that people are more willing to vent their anger on social media sites than in person.

Anger is an emotion everyone has experienced. Controlling your anger in person is much easier than over the internet. Wayne cites Professor Martin's study about anger, that people who are more likely to vent online need to know that others feel as they do, and they're not alone. There are so many things going on in our world to get on the internet and rant about. Most recently the deaths of some unarmed black men have left me angry beyond words. Men like Eric Garner and Trayvon Martin, to name a couple, lost their lives for no reason. These crimes make me angry and sad. If I was better at using the internet I would be one of these angry people ranting, too.

Social media is accessible to everyone with computers or cell phones. Having these devices on hand makes us have less self-control. Wayne quotes Prof. Martin's assertion that the big problem is our easy access to these devices. My sister upgraded our phones a few days ago. I was surprised to find out how addicted I am to my phone. Even while she was at the store getting us new phones I missed my phone for this short time. I guess that having phones and internet on hand constantly makes us feel more connected to others.

According to Wayne being part of a group can make people feel safe and anonymous enough to say mean spirited things. There are many options people have to choose from to spread their anger through social media groups, such as Facebook, twitter, Instagram, and so on. Being on social media, people can be easily influenced and jump on other people's bandwagons of ideas. As a dark example, Charles Manson convinced his followers to commit murders. On the other hand, Martin Luther King, Jr. influenced hundreds of thousands of people to march on Washington, D.C. for civil rights, an example of positive group action. Both these examples are from the pre-internet days, obviously, but group dynamics aren't so different today online.

We as people have become used to saying things that are inappropriate or private or disrespectful in public settings like the internet. Unfortunately, many people are addicted to their devices and won't ever put them down. The most important thing we can do whether we're online or not is think before we act (or post).

CATW Score Sheet

Argumentation	Organization	Development	Grammar	Sentence Structure

4 (Argumentation + Organization+ Development) + 2 (Grammar + Sentence Structure) = Score

Note: Circle items that need improvement in a given category.

Argumentation (Critical Response to the Text)

- Introduction mentions author, title, & topic and includes article summary
- Body paragraphs discuss a point from the author, supported with student's outside example
- Conclusion sums up discussion and offers food for thought
- Student's OWN language is used throughout the essay, unless *quoting* the author (no copied phrases)
- It is clear which points are the author's, and which points are the student's

Organization (Structure)

- Essay features identifiable introduction, body paragraphs, and conclusion paragraph
- Each paragraph contains a fresh idea or response to the article (no repeating info)

Development of Ideas

- Each body paragraph fully explains the example employed and is at least 8 sentences
- A different development strategy (anecdote/ current events/ problem & solution/ film or text reference) is used in each paragraph
- Only one anecdote (personal story) is used in the essay
- Body paragraph examples are on topic and relate to the article

Grammar, Usage, & Mechanics

- Subjects and verbs agree
- Tense is consistent throughout the essay
- Words are generally spelled correctly
- Punctuation is correct
- Capitalization is correct
- Run-on sentences are avoided
- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

Below are some extra CATW Score Sheets that you can use to score your own essay or that of a classmate.

CATW Score Sheet

Argumentation	Organization	Development	Grammar	Sentence Structure

$$4 (\text{Argumentation} + \text{Organization} + \text{Development}) + 2 (\text{Grammar} + \text{Sentence Structure}) = \text{Score}$$

Note: Circle items that need improvement in a given category.

Argumentation (Critical Response to the Text)

- Introduction mentions author, title, & topic and includes article summary
- Body paragraphs discuss a point from the author, supported with student's outside example
- Conclusion sums up discussion and offers food for thought
- Student's OWN language is used throughout the essay, unless *quoting* the author (no copied phrases)
- It is clear which points are the author's, and which points are the student's

Organization (Structure)

- Essay features identifiable introduction, body paragraphs, and conclusion paragraph
- Each paragraph contains a fresh idea or response to the article (no repeating info)

Development of Ideas

- Each body paragraph fully explains the example employed and is at least 8 sentences
- A different development strategy (anecdote/ current events/ problem & solution/ film or text reference) is used in each paragraph
- Only one anecdote (personal story) is used in the essay
- Body paragraph examples are on topic and relate to the article

Grammar, Usage, & Mechanics

- Subjects and verbs agree
- Tense is consistent throughout the essay
- Words are generally spelled correctly
- Punctuation is correct
- Capitalization is correct
- Run-on sentences are avoided
- Sentence fragments are avoided

Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

CATW Score Sheet

Argumentation	Organization	Development	Grammar	Sentence Structure

4 (Argumentation + Organization+ Development) + 2 (Grammar + Sentence Structure) = Score

Note: Circle items that need improvement in a given category.

Argumentation (Critical Response to the Text)

- Introduction mentions author, title, & topic and includes article summary
- Body paragraphs discuss a point from the author, supported with student's outside example
- Conclusion sums up discussion and offers food for thought
- Student's OWN language is used throughout the essay, unless *quoting* the author (no copied phrases)
- It is clear which points are the author's, and which points are the student's

Organization (Structure)

- Essay features identifiable introduction, body paragraphs, and conclusion paragraph
- Each paragraph contains a fresh idea or response to the article (no repeating info)

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- Each body paragraph fully explains the example employed and is at least 8 sentences
- A different development strategy (anecdote/ current events/ problem & solution/ film or text reference) is used in each paragraph
- Only one anecdote (personal story) is used in the essay
- Body paragraph examples are on topic and relate to the article

Grammar, Usage, & Mechanics

- Subjects and verbs agree
- Tense is consistent throughout the essay
- Words are generally spelled correctly
- Punctuation is correct
- Capitalization is correct
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Sentence Structure & Word Choice

- Sentences are easy to follow; meaning is clear
- Sentence structure is varied and avoids repetition
- Interesting vocabulary is employed
- Word choice is correct

CHAPTER 11

REVIEW AND FINAL PREPARATION

Review

Intro. HAT

Hook+ AT&T +**A**uthor's summary (thesis+ 3 main points) + your **T**hesis (optional)

Helpful verbs: states, observes, argues, contends, writes, illustrates

BP. AREA

Author's point+ my **R**esponse+ **E**xample+ **A**uthor connection (do not repeat your first sentence)

Helpful link to example phrases: The author's point reminds me of.../ Bilton's argument makes me recall... This observation from the author relates to...

End of paragraph: This (fill in type of example here—film/personal experience/current event/etc) connects to the article because/ This relates to the author's point because/ This links back to the point from the article because/

Conclusion. HAM

How article **A**ffected **M**e

You're aiming for 5 paragraphs (Intro, 3 BPs, Conclusion). But if you're tight on time, it IS okay to write an intro, 2 SOLID (at least 8 sentences) body paragraphs, and a conclusion.

ESSAY BREAKDOWN

Below is a breakdown of the contents of each essay component (intro, BPs, conclusion).

I. Introduction (HAT)

- A. Hook
- B. Author
- C. Title
- D. Author's Thesis
- E. 3 Main Points
- F. Your Thesis

II. Body Paragraphs 1, 2, & 3 (AREA)

- A. Author's Point
- B. Your Response
- C. Example that illustrates your response
- D. Connection to Article

III. Conclusion (HAM)

- A. What you learned from the passage
- B. How your behavior will change as a result of your new knowledge/how you and others can utilize this new knowledge

Tips for Test Day

- A. Arrive at the Testing Office (G207) **20** minutes early.

- B. Bring with you
 - 1. **2** black pens
 - 2. printed admission ticket
 - 3. photo ID
 - 4. a paper dictionary
 - 5. an analog watch (not digital) so you can keep track of time; the proctors may not announce it
 - 6. your confidence

- C. Once seated, remember:
 - 1. Your phone **MUST** be off.
 - 2. Do not speak with anyone during the test.
 - 3. When the proctors say to stop writing, you **MUST** put down your pen.
 - 4. Finally, do **NOT** leave the room during the test—this will steal important time from your essay. Take care of all personal business beforehand, including **eating** so you have energy.

- D. Do **NOT** leave early!!! **PROOFREAD**, slowly. Look for words that were left out, spelling errors, and grammar mistakes. Make sure anything you crossed out is completely crossed out (so the graders don't have trouble reading).

- E. **Most importantly, HAVE FAITH IN YOURSELF.**

CHAPTER 12

SAMPLE CATW PASSAGES

CATW 1

Excerpted from “Let’s Celebrate the Art of Clutter” by Dominique Browning *The New York Times*
5/29/15

We are in a collective, and most unfortunate, paroxysm of guilt and anxiety about stuff. We are being barraged with orders to pare down, throw away, de-clutter. Magazine covers advertise formulas for how to get rid of things (most of which involve buying new things for this purpose). Entire books (books we will soon enough be told to toss) cover the subject. Entire companies are being built on the backs of a neurosis that makes us believe that the process of shedding is complicated to the point of paralyzing.

I would like to submit an entirely different agenda, one that is built on love, cherishing and timelessness. One that acknowledges that in living, we accumulate. We love. We collect. We display. And over the course of a lifetime, we forage, root and rummage around in our stuff, because that is part of what it means to be human. We treasure.

Why on earth would we get rid of our wonderful things? It is time to celebrate the gentle art of clutter. We live, and we pick up things along the way: the detritus of adventure; the vessels of mealtimes; the books and music of a life of the mind; the pleasures of our daily romps through the senses.

These days, having moved several times in several years, I am still mourning the loss of a few things I ought never have given away. I am still overcome by object lust, from time to time. Go ahead, call me materialistic. I’ll just wonder what you think you are made of.

There is a reason we talk about nesting. Next time you are out walking, take a close look at a nest. Nests are full of twigs, bits of fluff, string, moss and bark. Stuff birds take home, and fit to a shape that accommodates their lives. A home that is uniquely theirs, and uniquely beloved.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

CATW 2

Excerpted from “Tips for Keeping that Post-Vacation Glow” by Stephanie Rosenbloom *The New York Times* 6/28/15

A colleague recently returned from a trip to Europe with that unmistakable just-back-from-vacation glow. Striving to hold on to it for as long as possible, she deployed various strategies including placing her used boarding passes front and center on her desk, and leaving receipts from Berlin and Paris on a bedroom chest of drawers that she passes each morning.

She also made a point of incorporating items that she bought during her trip into her daily life back in New York. In Berlin, for instance, she picked up a silver Bodum milk frother with the idea that when she returned home she would make her coffee the way a friend made it for her each morning in Berlin. Wearing clothes acquired on vacation also helps, she said, especially if it brings back particular memories.

A number of studies suggest that much pleasure can be derived from actively anticipating a vacation: looking at photos of the places you plan to visit, reading about the culture. Yet maintaining pleasure after a great vacation is more challenging.

Make sure that your vacation is likely to provide you with happy memories by planning in advance. Well-planned vacations lower stress, according to research by Shawn Achor, a former lecturer at Harvard known for his talks on positive psychology. “A positive, well-managed vacation can make you happier and less stressed, and you can return with more energy at work and with more meaning in your life,” he notes.

In addition, psychologists say that reminiscing about a trip can bring deep pleasure in the present. “Flipping through a photo album or watching old video helps us relive the positive experience and the positive feelings we had at the time,” writes Sonja Lyubomirsky, a psychology professor at the University of California, Riverside, in “The Myths of Happiness.”

Researchers have found that having a good vacation may not only benefit you, it may also benefit others. Those good feelings you return with can spread to your colleagues, even though they themselves didn’t take a vacation. So consider encouraging your co-worker to tack those postcards to her cubicle wall, or wear that new bangle from Santorini. Who knows? The happier she is after her vacation, the happier you may be, too.

Writing Directions

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CATW 3

Excerpted from “I Love the Post Office” by Ethan Hauser *The New York Times* 5/16/15

Not because it still delivers letters. And not because of stamps. Nor is it the workaday architecture of post offices themselves, whether Brutalist concrete or prefab ranch style. Nor even the small-town half post office, half general stores, with idiosyncratic hours, and bricks of hunter’s Cheddar.

No, this is a paean to the big-city post office, those grimy, chaotic, good-will-draining temples of American bureaucratic dysfunction, where hopes and packages are mangled, and lunch hours are not to be trifled with, and where you can still experience a city in all its magnificent, unfriendly, unruly mess.

Like the D.M.V. and jury duty, the post office is one of the last great equalizing institutions. There are no V.I.P. windows, no first-class lounges, no velvet ropes. It doesn’t matter if you star in a hit television show— you are still not entitled to mail a lithium battery or genetically modified crops.

As with many of our objects of affection, the post office has shifting moods. Stress and crowds spike around what are thought to be the most anxiety-inducing parts of life: changes of address, tax day, and major holidays.

Yet there are pleasures to be had, beyond the masochistic ones. At the same Brooklyn post office where I saw the boy nearly blinded by the bag, there is, amid the self-inking stamps used to label mail, one that reads “PRETENTIOUSLY HAZARDOUS.” So flawless was this, that I thought maybe I had dreamed it up. Yet I returned and there it was again, the accidental poetry of an author within the United States Postal Service, some 625,000 men and women strong and \$5 billion on the bleeding side of its yearly operating budget.

No one can sanely argue that this is money well spent. It could probably buy everyone on earth a candy bar. But maybe that is not the point. Maybe the point is to pick up some stamps today, or send back the empty toner cartridge from your printer — because you’re a good person and you want to save the planet — and lucky you, you are about to see the stubborn, glorious disarray that still tatters our gleaming cities.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

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CATW 4

Excerpted from “Into the Wild” by Tamar Adler *The New York Times* 5/13/15

I once ate a picnic in a canoe floating down a river. We expected families in boats alongside us to retrieve carefully made lunches from baskets at midday. But all had brought potato chips and sodas or beer instead. They watched us, benevolently jealous, as we laid out grilled artichokes, smoked ham and sausages, soft cheese, figs, and a bottle of rosé in the canoe’s deep middle. We were in France on the Dordogne, a slow-moving river. It was intoxicating to eat with such naïve pomp amid the burbles of small eddies and chirping birds, mingling those two basic impulses of human life: the wild and the tame.

The only difference between “picnicking” and “eating outside” — which for most of history was just “eating” — is the pleasurable collision between human refinements and the places and energies in the natural world that have, so far, escaped them. I think this is why, when it comes to deciding what to eat on a picnic, I’ve always seen the logic in concocting elaborate picnic meals.

When I was younger, I hosted picnics with as much extravagance as I could afford, serving chilled salmon caviar, icy gazpacho, olive-oil cake with whipped cream, poached fish with herbed mayonnaise and big glass jars of cocktails, each glass garnished with a thin spear of cold cucumber. And I still find that such meticulous excess, mounted outdoors, possesses the same allure as a tuxedo with its tie undone.

The wildness of the picnic is in its whereabouts. In my brief but conscientious experience, meals laid at nature’s freakier tables — atop mystical boulders, at the ends of natural sea walls, on windy harsh hills, at river, or better, at sea — set both nature’s and our precious eccentricities in finest relief. Liberated from rooms built for eating, with no obstacle but will to any of the numerous spots in nature, you make most sense by going strange.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

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CATW 5

Excerpted from “Let the Kids Learn Through Play” by David Kohn *The New York Times* 5/16/15

Twenty years ago, kids in preschool, kindergarten and even first and second grade spent much of their time playing: building with blocks, drawing or creating imaginary worlds, in their own heads or with classmates. But increasingly, these activities are being abandoned for the teacher-led, didactic instruction typically used in higher grades. In many schools, formal education now starts at age 4 or 5. Without this early start, the thinking goes, kids risk falling behind in crucial subjects such as reading and math, and may never catch up.

The idea seems obvious: Starting sooner means learning more; the early bird catches the worm. But a growing group of scientists, education researchers and educators say there is little evidence that this approach improves long-term achievement; in fact, it may have the opposite effect, potentially slowing emotional and cognitive development, causing unnecessary stress and perhaps even souring kids’ desire to learn.

Research has found that early didactic instruction might actually worsen academic performance. Rebecca A. Marcon, a psychology professor at the University of North Florida, studied 343 children who had attended a preschool class that was “academically oriented,” one that encouraged “child initiated” learning, or one in between. She looked at the students’ performance several years later, in third and fourth grade, and found that by the end of the fourth grade those who had received more didactic instruction earned significantly lower grades than those who had been allowed more opportunities to learn through play. Children’s progress “may have been slowed by overly academic preschool experiences that introduced formalized learning experiences too early for most children’s developmental status,” Dr. Marcon wrote.

Nevertheless, many educators want to curtail play during school. “Play is often perceived as immature behavior that doesn’t achieve anything,” says David Whitebread, a psychologist at Cambridge University who has studied the topic for decades. “But it’s essential to their development. They need to learn to persevere, to control attention, to control emotions. Kids learn these things through playing.”

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

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CATW 6

Excerpted from “Mindful Eating as Food for Thought” by Jeff Gordinier *The New York Times* 2/7/12

Try this: place a forkful of food in your mouth. It doesn’t matter what the food is, but make it something you love — let’s say it’s that first nibble from three hot, fragrant, perfectly cooked ravioli.

Now comes the hard part. Put the fork down. This could be a lot more challenging than you imagine, because that first bite was very good and another immediately beckons. You’re hungry.

Today’s experiment in eating, however, involves becoming aware of that reflexive urge to plow through your meal like Cookie Monster on a shortbread bender. Resist it. Leave the fork on the table. Chew slowly. Stop talking. Tune in to the texture of the pasta, the flavor of the cheese, the bright color of the sauce in the bowl, the aroma of the rising steam.

Continue this way throughout the course of a meal, and you’ll experience the eye-opening pleasures and frustrations of a practice known as mindful eating.

Mindful eating is not a diet, or about giving up anything at all. It’s about experiencing food more intensely — especially the pleasure of it. You can eat a cheeseburger mindfully, if you wish. You might enjoy it a lot more. Or you might decide, halfway through, that your body has had enough. Or that it really needs some salad.

With the annual chow-downs of Thanksgiving, Christmas and Super Bowl Sunday, it’s worth pondering whether mindful eating is something that the mainstream ought to be, well, more mindful of. Could a discipline pioneered by Buddhist monks and nuns help teach us how to get healthy, relieve stress and shed many of the neuroses that we’ve come to associate with food?

“The rhythm of life is becoming faster and faster, so we really don’t have the same awareness and the same ability to check into ourselves,” said Dr. Cheung, who, with the Vietnamese Buddhist monk Thich Nhat Hanh, co-wrote “Savor: Mindful Eating, Mindful Life.” “That’s why mindful eating is becoming more important. We need to be coming back to ourselves and saying: ‘Does my body need this? Why am I eating this? Is it just because I’m so sad and stressed out?’ ”

“So many people now have found themselves in an adversarial relationship with food, which is very tragic,” Dr. Bays said. “Eating should be a pleasurable activity.”

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

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CATW 7

Excerpted from “Rethinking the Colorful Kindergarten Classroom” by Jan Hoffman *The New York Times* 6/9/14

Imagine a kindergarten classroom. Picture the vividly colored scalloped borders on the walls, the dancing letters, maybe some charming cartoon barnyard animals holding up “Welcome to School!” signs. That bright, cheery look has become a familiar sight in classrooms across the country, one that has only grown over the last few decades. But to what effect?

“So many things affect academic outcomes that are not under our control,” said Anna V. Fisher, an associate professor of psychology at Carnegie Mellon University. “But the classroom’s visual environment is under the direct control of the teachers.” In the early years of school, children must learn to direct their attention and concentrate on a task. As they grow older, their focus improves. Sixth graders, for example, can tune out outside stimuli far more readily than preschoolers, she noted.

But could information-dense kindergarten classroom walls, intended to inspire children, instead be overwhelming? Could all that elaborate décor impede learning? Patricia Tarr, an associate professor at the University of Calgary who researches early childhood education and art education, argues that classrooms could become so cluttered with commercial posters and mobiles that they obscured the children’s own drawings and writings, posing special challenges to any child with attention deficits.

In one study, 24 kindergartners were taught in two classroom settings: one unadorned, the other festooned with commercial materials like posters and maps, as well as the children’s artwork. In the austere classroom, the kindergartners — age-appropriately wriggly and restless — were inclined to be distracted by others, or even themselves. But in the decorated one, the visuals competed with the teacher for their attention. The children spent far more time off-task in the decorated classroom than in the plain one, and their test scores were also lower.

Now Mrs. Boydston, a California teacher, encourages teachers to let wall displays grow from the children’s experiences. After a recent lesson about an artist, the teacher adorned a blank wall with the children’s artwork.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

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CATW 8

Excerpted from “A Portable Glow to Help Melt Those Winter Blues” by Roni Caryn Rabin, *The New York Times*, 11/14/11

Jan Brehm lives in rainy Portland, Oregon, and she has always dreaded this time of year, when the days get shorter, her mood plummets and all she wants to do is crawl into bed and eat cookie dough.

She and her husband were considering moving to Arizona or Colorado — anywhere with more sunlight — until last year, when she purchased her first artificial light box. She keeps it on her desk, and every morning, before she starts her workday, she turns it on and basks in the bright artificial light for about 30 to 45 minutes while catching up on her reading.

“I still say to myself, ‘It’s a dark crummy day,’ when the clouds roll in,” Ms. Brehm, a 57-year-old actress, said. “The difference is, I don’t feel like going back to bed.”

For the millions of Americans who suffer from mild to severe winter blues — a condition called seasonal affective disorder, or S.A.D. — bright-light therapy is the treatment of choice, with response rates comparable with those of antidepressants. Patients generally sit in front of the light box, which can be as small as 9 by 11 inches and 5 inches deep, with the bright light emanating from the square surface.

Light therapy may even help with major nonseasonal depression, experts say, and with sleep disorders. A 2006 trial that compared bright-light therapy with the popular antidepressant Prozac found the two treatments equally effective for alleviating winter depression, though light produced results faster, usually within a week, and with fewer side effects.

Why, then, do so few doctors prescribe bright-light therapy? Some say their patients don’t have the patience to sit in front of a light for 30 to 45 minutes every morning. Moreover, “doctors are just more comfortable prescribing medication, because that’s what they do for everything,” Dr. Lewy said.

Some patients may want to try simply getting more natural light to help with seasonal mood changes — getting out as much as possible during the brightest time of day in the winter, sitting near windows during the day or taking vacations to sunny locales in the winter.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

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CATW 9

Excerpted from “Building Toward the Home of Tomorrow” by Jenna Wortham *The New York Times*
1/19/14

The home of the future — complete with helper bots and automated appliances — has long been the stuff of science fiction. The tech world is determined to make it a reality.

Soon, the vision goes, everything from garden products to bathroom appliances will be controlled by the touch of a smartphone. Without setting foot in the door, a person headed home could turn off the security system and turn on the shower, and begin preheating the oven.

SmartThings, a start-up in Washington, D.C., sells a kit of small sensors that can monitor moisture levels and detect motion. Canary, a New York company, is working on a video security system that sends alerts when it notices a drastic change in temperature, air quality, motion and more.

One challenge is that a connected home is expensive to set up. For now, at least, “smart” products cost several times more than their traditional counterparts. For example, the Nest smoke and carbon monoxide detector costs \$129, while many typical detectors cost \$40 or less. Nest has estimated that its \$249 thermostat, its most popular product, is in less than 1 percent of households.

Many people have also shown a reluctance to add more apps and digital services to their lives. And many of the products already on the market do not work together seamlessly, because each parent company is vying to become the dominant service.

Then there is the data and information generated by many of the devices — lots and lots of information. Some users might find the flood of additional alerts and notifications overwhelming or difficult to understand.

Still, many companies believe that the wide array of products and the wealth of possible data is a selling point, and that consumers will eventually come around.

The idea of digitizing parts of one’s personal life “has captured a movement of people that are keen to put metrics on everything and analyze any aspect of their lives and improve it,” said Cédric Hutchings, the chief executive of Withings, a company that makes Internet-connected health care products like scales and sleep monitors.

Writing Directions

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Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

CATW 10

Excerpted from “My Selfie, Myself” by Jenna Wortham *The New York Times* 10/19/13

Recently, I came across a great find in a Vermont antiques store: an old black-and-white photograph of a female pilot on a mountaintop, her aviator glasses pushed up on her forehead, revealing a satisfied, wind-burned face, the wings of her plane just visible behind her. But the best part of the discovery was the slow realization that she was holding the camera herself. It was, for lack of a better word, a “selfie.”

This selfie, or self-portrait, was a world away from our contemporary society. But all selfies indicate a timeless delight in our ability to document our lives and leave behind a trace for others to discover.

Selfies have become the catchall term for digital self-portraits abetted by the explosion of cellphone cameras and photo-editing and sharing services. Every major social media site is overflowing with millions of them. Everyone from the pope to the Obama girls has been spotted in one. It is the perfect preoccupation for our Internet-saturated time, a ready-made platform to record and post our lives where others can see and experience them in tandem with us.

“People are wrestling with how they appear to the rest of the world,” said Clive Thompson, a technology writer. “Taking a photograph is a way of trying to understand how people see you, who you are and what you look like, and there’s nothing wrong with that.”

At times, it feels largely performative, a way to advertise who we’d like to appear to be. Selfies can also veer into scandalous or shameless territory, and raise all sorts of questions about vanity, narcissism and our obsession with beauty. The feedback loop that selfies can inspire doesn’t hurt, either. Who doesn’t want to be told they look great?

We are swiftly becoming accustomed to — and perhaps even starting to prefer — online conversations and interactions that revolve around images and photos. And selfies strongly suggest that the world we observe through social media is more interesting when people insert themselves into it.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

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CATW 11

Excerpted from “Fighting Bullying With Babies” by David Bornstein *The New York Times* 11/8/10

Imagine there was a cure for meanness. Well, maybe there is.

We know that humans are hardwired to be aggressive and selfish. But a growing body of research is demonstrating that there is also a biological basis for human compassion. Brain scans reveal that when we contemplate violence done to others we activate the same regions in our brains that fire up when mothers gaze at their children, suggesting that caring for strangers may be instinctual.

More important, we are beginning to understand how to nurture this biological potential. It seems that it’s not only possible to make people kinder, it’s possible to do it systematically at scale – at least with school children. That’s what one organization based in Toronto called Roots of Empathy has done.

Roots of Empathy was founded in 1996 by Mary Gordon, an educator who had built Canada’s largest network of school-based parenting and family-literacy centers after having worked with neglectful and abusive parents. Gordon had found many of them to be lacking in empathy for their children. They hadn’t developed the skill because they hadn’t experienced or witnessed it sufficiently themselves. Researchers have found that the program increases kindness and acceptance of others and decreases negative aggression.

Here’s how it works: Roots arranges monthly class visits by a mother and her baby. The program runs from kindergarten to seventh grade. During the baby visits, the children sit around the baby and mother or father and they try to understand the baby’s feelings.

The results can be dramatic. Of those who participated in the Roots program, 88 percent decreased their negative behavior toward others, things like gossiping, excluding others, and backstabbing. Research also found a sharp increase in children’s parenting knowledge.

It’s hard to envision what a kinder and gentler world, or school, would truly look like. But as Gordon notes, “When they talk about protecting kids in schools, they talk about gun shields, cameras, lights, but never about the internal environment. But safe is not about the rules – it’s about how the youngsters feel inside.”

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CATW 12

Excerpted from “But Will It Make You Happy?” by Stephanie Rosenbloom *The New York Times* 8/7/10

She had so much. A two-bedroom apartment. Two cars. Enough wedding china to serve two dozen people. Yet Tammy Strobel wasn't happy. Working as a project manager with an investment management firm in Davis, Calif., and making about \$40,000 a year, she was, as she put it, caught in the “work-spend treadmill.” So one day she stepped off.

Inspired by books and blog entries about living simply, Ms. Strobel and her husband, Logan Smith, both 31, began donating some of their belongings to charity. As the months passed, out went stacks of sweaters, shoes, books, pots and pans, even the television after a trial separation during which it was relegated to a closet. Eventually, they got rid of their cars, too. Emboldened by a Web site that challenges consumers to live with just 100 personal items, Ms. Strobel winnowed down her wardrobe and toiletries to precisely that number.

Today, three years after Ms. Strobel and Mr. Smith began downsizing, they live in Portland, Oregon, in a spare, 400-square-foot studio with a nice-sized kitchen. Mr. Smith is completing a doctorate in physiology; Ms. Strobel happily works from home as a Web designer and freelance writer. She owns four plates, three pairs of shoes and two pots. With Mr. Smith in his final weeks of school, Ms. Strobel's income of about \$24,000 a year covers their bills. They are still car-free but have bikes. One other thing they no longer have: \$30,000 of debt.

“The idea that you need to go bigger to be happy is false,” she says. “I really believe that the acquisition of material goods doesn't bring about happiness.”

So just where does happiness reside for consumers? One major finding is that spending money for an experience — concert tickets, French lessons, sushi-rolling classes, a hotel room in Monaco — produces longer-lasting satisfaction than spending money on plain old stuff. The Boston Consulting Group said in a June report that recession anxiety had prompted a “back-to-basics movement,” with things like home and family increasing in importance over the last two years, while things like luxury and status have declined.

Writing Directions

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CATW 13

Excerpted from “Hype” by Kalle Lasn

Advertisements are the most prevalent and toxic of the mental pollutants. From the moment your alarm sounds in the morning to the wee hours of late-night TV, commercial pollution floods your brain at the rate of about three thousand marketing messages per day. Every day an estimated 12 billion display ads, 3 million radio commercials, and more than 200,000 TV commercials are dumped into North America’s collective unconscious.

The increase in commercial advertising has happened so steadily and relentlessly that we haven’t quite woken up to the absurdity of it all. No longer are ads confined to the usual places: buses, billboards, stadiums. Anywhere your eyes can possibly come to rest is now a place that, in corporate America’s view, can and ought to be filled with a logo or product message.

You fill your car with gas, and there’s an ad on the nozzle. You wait for your bank machine to spit out money and an ad scrolls by in the little window. You drive through the countryside and the view of the wheat fields is broken at intervals by enormous billboards. Your kids watch Pepsi and Snickers ads in the classroom. A company called VideoCarte installs interactive screens on supermarket carts so that you can see ads while you shop. (A company executive calls the little monitors “the most powerful micromarketing medium available today.”) There is nowhere to run. No one is exempt and no one will be spared. In the silent moments of my life, I often used to hear Beethoven’s Ninth Symphony play in my head. Now I hear that kid singing the Oscar Meyer wiener song.

Writing Directions

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