



Eat

Your

Words

English

111

28C

Spring

2009

BHCC

EAT YOUR WORDS

ENGLISH 111 College Writing I

Clustered with

CULINARY 145 Advanced Deserts and Pastries

and

CULINARY 135 Café and Bistro Cuisine



E-BOOK



Do Not Print it!

Bunker Hill Community College

Alessandro Massaro

TO: Students enrolled in ENG 111, CUL 145, and CUL 135

According to The "Best of Boston Magazine", the best restaurant in Boston is:

- a. O Ya
- b. L'Espalier
- c. No. 9 Park
- d. [Click here for answer.](#)



Best of Boston Magazine, page 66

You are studying in the Culinary Arts Program at BHCC, so my assumption is that you are passionate about food. I am very fortunate to be teaching this section of English 111 that is clustered with CUL 135 and CUL 145 because I enjoy cooking, eating food, and making homemade wine.

Professor Mary Beth Barton, who teaches CUL 145, and CUL 135 Professor George Kelley and I will integrate our curricula to make ENG 111 as interesting as possible for you. All of your writing assignments will be about culinary arts.

The English 111 course has ten objectives and I will do my best to teach these ten objectives in the context of CUL 135 and CUL 145.



In this E-Book, you will see links to many websites with explanations and exercises that will help you learn the ENG 111 course objectives.

<http://www.noblenet.org/bhcc/LL/> is BHCC's language lab website, hosted by BHCC's library. You can find more websites about reading, writing and grammar here.

To open any of the websites in this E-Book, move your cursor over the website and your computer should read CTRL + click to follow link. Press the control key and hold the cursor over the link and you should see a little hand. Now with the control key pressed, click the left side of your mouse and you should go to the site.

These websites and this E-Book are also available to you in BHCC's Language Lab, E 226, and the advantage of working in the Lab is that you will be able to work with the tutors and faculty members who work there.

I encourage you to read the explanations and complete the exercises in the Lab because you will have the added benefit of asking questions to the faculty members and tutors who work there. However, I realize that you lead busy lives and that you may not have the time to study in the lab, but please consider this:

One hour of study in the lab with a tutor's help may be more useful than 2 hours of study at home by yourself. That would leave you with one hour to just have some fun.

I hope you enjoy working with it and I look forward to your feedback to improve it.



FROM:

Alessandro Massaro
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617 228-3325

Whose quotation is this?

"When men reach their sixties and retire, they go to pieces.
Women go right on cooking."

- a. Chef Kelley
- b. Gail Sheehy
- c. Chef Barton
- d. Click here for the answer.

ENG 111 Course Objectives

English 111 at BHCC has ten objectives, and I have written the ten objectives below and my simple explanations follow each one. After my explanations, I have included websites, which will give you more details, explanations, and practice. However, before we

begin with the ENG 111 course objectives, we will study learning and teaching styles.

"I hear I forget"

"I see I remember"

"I do I understand"



Confucius 551 - 479

TEACHING STYLES

I took the Grasha Reichmann Teaching Style Inventory on this website <http://www.longleaf.net/teachingstyle.html>

and my teaching style is multi-modal which is what I hoped it would be.

3.37	3.62	3.25	4.62	4
expert	formalauthority	personalmodel	facilitator	delegator
Moderate	High	Moderate	High	High

What does all this mean?

Expert

Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their

competence. Concerned with transmitting information and insuring that students are well prepared.

- Advantage: The information, knowledge, and skills such individuals possess.
- Disadvantage: If overused, the display of knowledge can be intimidating to less experienced students. May not always show the underlying thought processes that produced answers.

Formal Authority



Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

Advantage: The focus on clear expectations and acceptable ways of doing things.

Disadvantages: A strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

Personal Model

Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and

directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.

Advantage: An emphasis on direct observation and following a role model.

Disadvantage: Some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards.



Facilitator

Emphasizes the personal nature of teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action, initiative, and responsibility. Works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible.

Advantage: The personal flexibility, the focus on students' needs and goals, and the willingness to explore options and alternative courses of action.

Disadvantage: Style is often time consuming and is sometimes employed in a positive and affirming manner

Delegator

Concerned with developing students' capacity to function in an

autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

Advantage: Helps students to perceive themselves as independent learners.

Disadvantage: May misread student's readiness for independent work. Some students may become anxious when given autonomy.



LEARNING STYLES

Please go to this website and take the VARK learning style inventory!

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

After you learn what your learning style is read about it below.
Do you agree with it?

Visual (V):

- This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labeled diagrams, and all the symbolic arrows, circles, hierarchies and other devices, that instructors use to represent what could have been presented in words. It could have been called *Graphic (G)* as that better explains what it covers. It does NOT include movies, videos or PowerPoint. It does include designs, whitespace, patterns, shapes and the different formats that are used to highlight and convey information.

Aural / Auditory (A):

- This perceptual mode describes a preference for information that is "heard or spoken." Students with this modality report that they learn best from lectures, tutorials, tapes, group discussion, email, using mobile phones, speaking, web chat and talking things through. It includes talking out loud as well as talking to yourself. Often people with this preference want to sort things out by speaking, rather than sorting things out and then speaking.

Read/write (R):

- This preference is for information displayed as words. Not surprisingly, many academics have a strong preference for this modality. This preference emphasizes text-based input and output - reading and writing in all its forms. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, filofaxes, dictionaries, thesauri, quotations and words, words, words...



Kinesthetic (K):

- By definition, this modality refers to the "perceptual preference related to the use of experience and practice (simulated or real)." Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, "either through concrete personal experiences, examples, practice or simulation" [See

Fleming & Mills, 1992, pp. 140-141]. It includes demonstrations, simulations, videos and movies of "real" things, as well as case studies, practice and applications.

What about Mixtures? Multimodals (MM):

- Life is multimodal. There are seldom instances where one mode is used, or is sufficient, so we have a four-part VARK profile. That is why the VARK questionnaire gives you four scores. Those who prefer many modes almost equally are of two types. There are those who are *context specific* who choose a single mode to suit the occasion or situation. There are others who are not satisfied until they have had input (or output) in all of their preferred modes. They take longer to gather information from each mode and, as a result, they often have a deeper and broader understanding.



Another Brick In The Wall

By Pink Floyd

We don't need no education.
We don't need no thought control.
No dark sarcasm in the classroom
Teacher leave them kids alone.
Hey! Teacher! Leave them kids alone!
All in all it's just another brick in the wall.
All in all you're just another brick in the wall.

We don't need no education.
We don't need no thought control.
No dark sarcasm in the classroom
Teacher leave them kids alone
Hey! Teacher! Leave us kids alone!
All in all you're just another brick in the wall.
All in all you're just another brick in the wall.

<http://www.youtube.com/watch?v=LUASiDg-kq4>

ENG 111 Course Objectives

1. Read and demonstrate comprehension of a text by annotating, paraphrasing, and summarizing

My bet is when you read any recipe, you annotate, paraphrase, and summarize it. We will practice these writing skills in class with your culinary textbooks and these two links may be of interest to you.



Amanda Hesser

http://topics.nytimes.com/top/reference/timestopics/people/h/amanda_hesser/index.html?offset=0&s=newest

Today's Times, Cooking Olympics

http://www.nytimes.com/2009/01/28/dining/28bocuse.html?_r=1



ANNOTATING

Annotate is a transitive verb and means to add critical or explanatory notes to a text. Critical is an adjective and means containing or involving comments and opinions that analyze or judge something, especially in a detailed way. Analyze is another transitive verb meaning to examine something in great detail in order to understand it better or discover more about it.

A transitive verb can take an object and usually needs a direct object.

When you read anything, you should take notes.

This website gives a definition of annotating and an example.

<http://www.greece.k12.ny.us/instruction/ELA/6-12/Reading/Reading%20Strategies/annotating%20a%20text.htm>

Here is another website that does the same thing.

<http://www.bucks.edu/~specpop/annotate.htm>

PARAPHRASING AND QUOTING



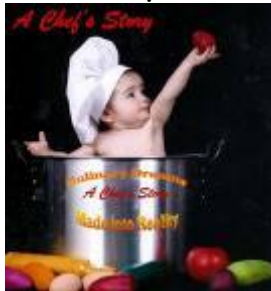
Eat your words! Then paraphrase them!

Paraphrase is one of those words that works as a verb and a noun. As a verb, it means to restate something using other words, especially in order to make it simpler or shorter, and as a noun, it means a rephrased, simplified, and usually shorter version of written or spoken material.

If you feel uncomfortable paraphrasing, I hope the following information will be helpful.

When we write, we write with ideas, and if the ideas are not ours we have to acknowledge the source, which means that we have to tell the readers whose ideas they are and where they came from.

Writers quote when the idea they want to use is special and the words are also special - so special that they do not want to change them, but writers do not quote very much.



Writers paraphrase when the idea they want to use is special but the words are not, so they change the words but they keep the idea. Even though it is more difficult to paraphrase than it is to quote, writers paraphrase more than they quote.

Writers get in trouble if they copy somebody's idea without acknowledging the source, so they learn to quote and paraphrase quickly. Writers also learn different systems for acknowledging or citing a source. At BHCC, we teach the MLA, Modern Language Association, style in our writing courses.

The syllabi for CUL 135 and CUL 145 have statements about plagiarism. You can avoid plagiarizing if you follow MLA.



Here are some steps for you to follow when you want to paraphrase; we will practice these steps in class:

1. Copy an idea from a reading that you like on a piece of paper; this could be one or two sentences or even a complete paragraph. The reading can be one of your college textbooks, a newspaper, and magazine or Internet article. Copy word for word and make sure you leave no words out.
2. What is the meaning of the ideas you copied? Why do you like the ideas and what do they mean to you?
3. Read the ideas that you copied from the reading and then don't look at them.
4. Write the ideas but use your own words and don't look back.
5. Compare what you copied to what you wrote. Did you do a good job of paraphrasing?
6. You should have the same idea with different words.
7. MLA will tell you how to cite or acknowledge your source.



MLA format looks like this.

Student's Name

Student's Last Name and Page #

Professor's Name

Course Number and Section

Date



Title

MLA = Modern Language Association

Visit this website for more details.

<http://owl.english.purdue.edu/owl/resource/557/01/>

Use 8.5 by 11 inch paper.

Double space and use Times New Roman or Courier Font.

One space after periods

Set margins to 1 inch

Indent first line of each paragraph with five spaces.

Number pages in upper right hand corner

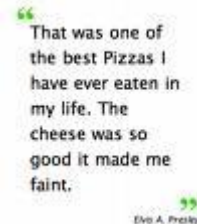
In the upper left hand corner type your name, your teacher's name, course number and section, and date and double space it; see above.

Center title in title case and not capital letters.

Use quotation marks and underlinings or italics when referring to other works.

Double space between title and first line of your writing.

After you paraphrase or quote from a source, you write the author's name and the page number of the quote or paraphrase in parenthesis.



QUOTE OR PARAPHRASE

This web site explains when to paraphrase, quote and summarize.

http://owl.english.purdue.edu/handouts/research/r_quotprsum.html

The web site below explains how to quote and paraphrase.

<http://leo.stcloudstate.edu/research/usingquotes.html>

This web site explains how to paraphrase and gives examples.

http://owl.english.purdue.edu/handouts/research/r_paraphr.html

When you paraphrase,

- you copy ideas from an article.
- you put ideas from an article in your own words.
- [Click here for the answer.](#)



Whose quotation is this?

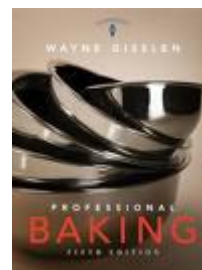
"Tis an ill cook that cannot lick his own fingers."

- A. William Shakespeare
- B. Julia Child
- C. [Click here for answer](#)

Whose quotation is this? "Fat gives things flavor."

- a. William Shakespeare
- b. Julia Child
- c. [Click here for answer](#)

Eat Your Words - **Then paraphrase them!**



Chapter 4 Professional Baking Gisslen

1. "The characteristics of flour depend on the variety of wheat from which it is milled, the location in which it is grown, and its growing conditions. The most important thing for the baker to know is that some wheats are hard and some are soft." (Gisslen 56)



2. "The endosperm is the white, starchy part of the kernel that remains when the bran and germ are removed. This is the portion of the wheat kernel that is milled into white flour." (Gisslen 57)
3. "A typical small bakery keeps three white wheat flours on hand: cake flour, pastry flour, and a bread flour such as patent. You should be able to identify these three by sight and touch, because sooner or later someone will dump a bag of flour into the wrong bin or label it incorrectly, and you will need to be able to recognize the problem." (Gisslen 62)
4. "Whole wheat flour is made by grinding the entire wheat kernel, including the bran and germ. The germ, as you have learned, is high in fat, which can become rancid, so whole wheat flour does not keep as well as white flour." (Gisslen 63)
5. "Soy is not a grain but rather a bean or legume. Nevertheless, it may be ground into a flour like a grain. Unlike regular grains, however, it is low in starch. It is, however, high in fat and protein, although it contains no gluten proteins." (Gisslen 66)
6. "All sugars share one characteristic that is important for bakers and pastry chefs to understand. They are hygroscopic. This

means they attract and hold water. Some sugars are more hygroscopic than others.” (Gisslen 67)

7. “Many fats are available to the baker. Each has distinctive properties that make it suitable for different purposes. Among the properties a baker must consider when selecting a fat for specific use are its melting point, its softness or hardness at different temperatures, its flavor, and its ability to form emulsions.” (Gisslen 71)



8. “Next to water, milk is the most important liquid in the bakeshop. As we will discuss in chapter 5, water is essential for the development of gluten. Fresh milk, being 88 to 91% water, fulfills this function. In addition, milk contributes to the texture, flavor, crust color, keeping quality, and nutritional value of baked products.” (Gisslen 74)
9. “As a baker, you will not be concerned so much with the firmness of yolks and whites. Rather you will want eggs that are clean and fresh-tasting, free of bad odors and tastes caused by spoilage or absorption of foreign odors.” (Gisslen 79)
10. Fermentation is the process by which yeast acts on sugars and changes them into carbon dioxide gas and alcohol. This release of gas produces the leavening action in yeast products. The alcohol evaporates completely during and immediately after baking.” (Gisslen 83)
11. “Gelatin is a water-soluble protein extracted from animal connective tissue.” When a sufficient quantity of gelatin is

dissolved in hot water or other liquid, the liquid will solidify when cooled or chilled.” (Gisslen 86)

12. “For these reasons, the quantity of salt in a formula must be carefully controlled. If too much salt is used, fermentation and proofing are slowed. If not enough salt is used, fermentation proceeds too rapidly. (Gisslen 94)



SUMMARIZING

Summarize is a transitive and an intransitive verb. Its meaning is to give a shortened version of something that has been said or written, stating its main points. A summary is a short version containing the gist or main points of something.

If you do not summarize when you read your college textbooks, you should because doing so will help you understand what you read more effectively and you will be better prepared to participate in class discussions and do well on exams. Summarizing also helps you with paraphrasing.

This web site explains how to summarize

<http://depts.gallaudet.edu/englishworks/writing/summaries.html>

and this web site gives you an example.

<http://depts.gallaudet.edu/englishworks/reading/iceland.html>

Should I summarize first or paraphrase first?

[Click here for the answer.](#)

2. Respond to a text by relating it to personal experience and insight



This second objective should not be difficult because you have to relate what you read to your personal experience and life and I think it is always easier for us to write about ourselves. Now, giving our insight might be more challenging.

Insight is a noun and means perceptiveness, which is the ability to see clearly and intuitively into the nature of a complex person, situation, or subject. Intuitive means known automatically or known directly and instinctively, without being discovered or consciously perceived. Do you trust your intuition?

Instinctively is a synonym and means spontaneously, naturally, without needing to ask, and unthinkingly. Is it possible to teach or learn this skill?



Everything is possible!

Ask questions about the text.

Take it apart.

Decide what matters.

Make meaning from the text for both you and your reader.

This website

http://www.associatedcontent.com/article/305700/is_personal_experience_critical_to.html

has an interesting answer to the question:

- Is Personal Experience Critical to Your Writing?

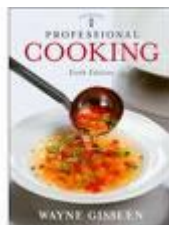
This website

http://www.kenoshalit.org/Tutor/downloads/Tips_PersonalExperienceWriting.pdf

has some tips.

3. Analyze a text by determining fact from opinion and identifying the author's point of view

Cooking is all about chemistry, so your textbooks Professional Cooking and Professional Baking are full of facts with no opinions or prejudices.



Here is a quote and a fact from Professional Baking, "Chocolate truffles get their name because of their resemblance to black truffles, the aromatic underground fungus prized by gourmets." (Gisslen 649)

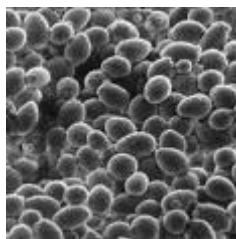
From this fact, we can logically conclude other facts. Chocolate truffles look like black truffles, but they don't taste like black truffles.



I snapped this picture while my uncle was digging out black truffles in the Abruzzi Region of Italy. Then we went home and grated them over a plate of pasta.

From the textbook, Professional Cooking, "Fermentation is the process by which yeast acts on the sugars and starches in the dough to produce carbon dioxide gas and alcohol." (Gisslen 912)

Another fact: Yeasts convert the sugar found in crushed grapes into alcohol and carbon dioxide gas. Sometimes the carbon dioxide gas can give off odors so this fermentation has to be monitored closely, and the winemaker must have a sensitive sense of smell.





Pressed grapes after all juice extracted

What if all readings were like this? Unfortunately, they are not; thus, we have to distinguish facts from opinions and prejudices whenever we read.

Who said this?

"Cooking is an art, but you eat it too."

a. Susan Rothenberg



b. Marcella Hazan



c. Leonardo Da Vinci



d. Click here for the answer.

Is this quotation a fact, opinion, believe, or prejudice?

We will discuss your answers to this question in class but for now, begin with this website, so we have the same facts about facts, opinions, beliefs, and prejudices.

<http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>

This website

<http://www.worsleyschool.net/socialarts/factopinion/factopinion.html>

will give you some practice.

This one is even better because it is about food.

<http://www.rsmas.miami.edu/groups/niehs/ambient/teacher/food/MODULE%20SEGMENTS/X%20FoodMythsexercise.pdf>

4. Compare two texts that address a common issue but express opposing points of view

We will find two culinary readings about the same topic but with opposite positions. We will read and discuss them in class and generate a writing assignment.



THINK OUTSIDE THE BOX

For this writing assignment, you will use your critical thinking skills: finding the truth and always checking assumptions and your creative thinking skills, which you always use in the culinary field: creating new or original recipes, for example.

The next three critical thinking questions come from this website: <http://www.critical-thinking-lab.com/>



My spoon is dry, and my spoon would be wet if I had stirred my coffee. And I would not have stirred my coffee unless I had put sugar in it. So, I must not have sugared my coffee, right?

Yes _____

No _____

[Click here for the answer.](#)

Mary says she won't sleep with Clyde unless they are married. Clyde agrees to get married. But, on their honeymoon, Mary still refuses to sleep with Clyde. Did Mary break her promise?

Yes _____

No _____

[Click here for the answer.](#)



Lincoln's famous quotation, "You can fool some of the people all of the time and all of the people some of the time, but you can't fool all of the people all of the time," is a cogent argument.

Yes _____

No _____

Click here for the answer.



Cogent means rationally persuasive or forceful and convincing to the intellect and reason.

This is a very comprehensive critical thinking website:

<http://www.austhink.org/critical/>

<http://www.palgrave.com/skills4study/studyskills/thinking/creative.asp> is a website about creative thinking skills.



The following creative thinking questions come from:

http://www.teach-nology.com/worksheets/critical_thinking/brain/

What is boiled then cooled, sweetened then soured?

[Click here for answer.](#)

What is brought to the table and cut, but never eaten?

[Click here for answer.](#)

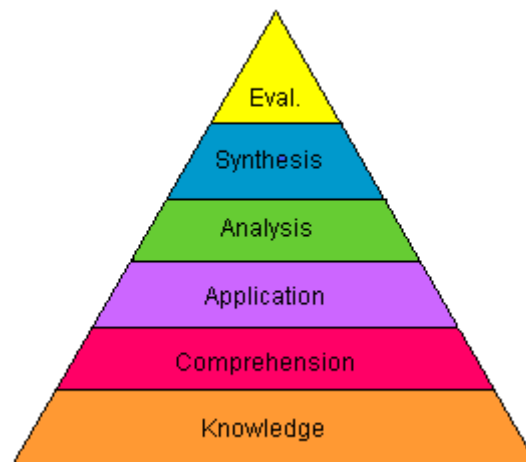
What is pronounced like one letter, written with three letters, and belongs to all animals?

[Click here for answer.](#)

With what vegetable do you throw away the outside, cook the inside, eat the outside, and throw away the inside?

[Click here for answer.](#)

BENJAMIN BLOOM (1956)



Mr. Bloom classified the following levels of thinking with evaluation at the highest level.

Knowledge: We know the facts.

Comprehension: We know what the facts mean and we can give new examples.

Application: We can use these new examples following rules and principles.

Analysis: We can explain in detail and break down into parts these new examples with the rules and principals and apply them to new situations.

Synthesis: We can take the knowledge we have and connect it with other knowledge and create something new.

Evaluation: We can figure out if an idea is solid or not.

I quote from Professional Cooking: "No written recipe can be 100 percent accurate. No matter how carefully a recipe is written, the judgment of the cook is still the most important factor in making a preparation turn out well. A cook's judgment is based on experience, on an understanding of the raw materials available, and on the knowledge of basic cooking principles." (Gisslen 63)

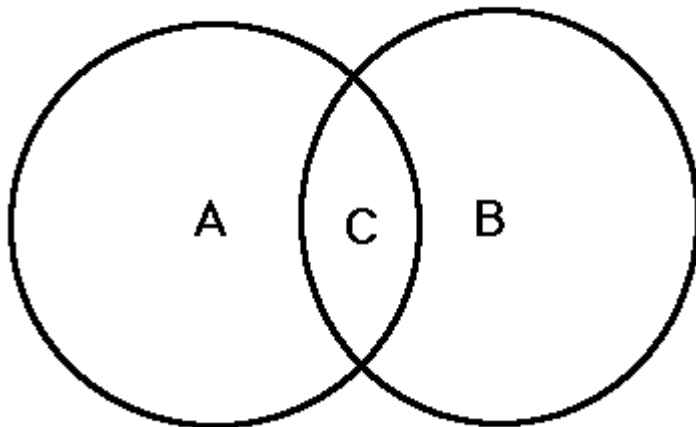
In my opinion, this is critical and creative thinking using Bloom's taxonomy at the highest level.

VENN DIAGRAMS

These can be useful especially when you organize your ideas for this kind of writing.

This website has a simple definition:

<http://www.sdcoe.k12.ca.us/score/actbank/tvenn.htm>



You have two readings about the same topic but each reading has an opposite view.

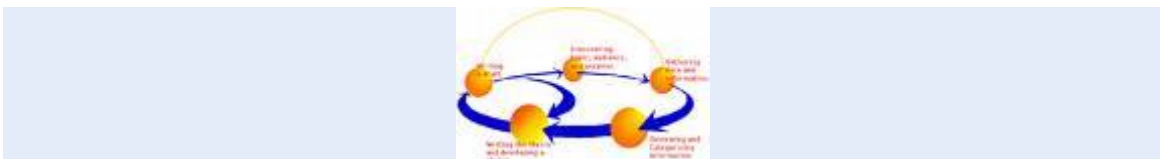
- A = one view
- B = the opposite view
- C = What is common to both, if any?

5. Employ the writing process to plan and develop a thoughtful essay of several paragraphs that integrates own ideas with the ideas of others

When you cook or do anything in the food industry, you follow a process, so why should writing be any different?

THE WRITING PROCESS

Click the picture below and learn more about the writing process.



No one sits down and writes a finished product without following a process. All writers have some kind of process; they may not all follow the same steps. Here are some steps you should think about following:



1. Collecting ideas
2. Organizing these ideas
3. Writing a first draft
4. Revising the ideas and editing the grammar and mechanics
5. Writing the final draft

Visit these web sites!

<http://www.angelfire.com/wi/writingprocess/>

<http://library.thinkquest.org/J001156/writing%20process/writingprocess.htm>

You will see two slightly different processes but most of the steps are the same.

Visit

<http://depts.gallaudet.edu/englishworks/writing/prewritin g.html>

for some clear examples of pre-writing activities.

Read this web site for a good example of an outline.

<http://depts.gallaudet.edu/englishworks/writing/outline.html>

This next web site shows you how to ask questions as a pre-writing strategy.

<http://depts.gallaudet.edu/englishworks/writing/prewritequest.html>

COLLECTING IDEAS

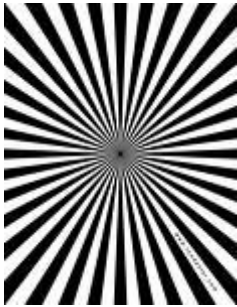
The first thing that you have to do is collect ideas and that means that you have to read. Once you have collected many ideas, you can find the system that works best for you to organize these ideas. Try a map, or an outline, or questioning until you discover the strategy that works best for you.

ORGANIZING IDEAS

There are many ways to organize ideas and I have no clue what will work best for you. Try them all and see which one you like best. However, I must write that I see too many students who free write. Free writing is one way to organize ideas. However, unless you are an experienced "FREE-WRITER" I would not free write. Free writing can make you go in many different directions without ever answering the question.

My advice is to focus on the question that you have to answer and create an outline or a map or a list with specific information that

answers the question. Don't start thinking about your introduction until you have enough information to answer the question you are writing about.



Focus on the writing prompt!

After you read and collect ideas and after you organize them, you have to write your first draft. Then you have to revise and edit this first draft. When you revise, you have to make sure that your ideas are logical and well connected. You can delete the ideas that do not belong and add more ideas if you need them.

THE BODY

Always keep in mind your purpose for writing and your audience. These body paragraphs are the most important ones because they contain your main message. An essay should have at least 3 body or supporting paragraphs and they must support the thesis statement. I encourage you to put together more ideas than you need. It is easier to delete ideas than it is to find more ideas.

THE THESIS STATEMENT

English 111 teaches the five-paragraph essay, and the first paragraph is the introduction and the thesis statement is usually the last sentence in this introductory paragraph. My advice is not to worry about this introduction and thesis statement until you have collected ideas to answer the question. Focus on the

question you are answering, collect information, and then form a specific thesis statement that addresses the question that you are answering.

Please visit this web site and we will quickly learn more about essays and thesis statements.

http://owl.english.purdue.edu/handouts/general/gl_thesis.html

If you visit this web site

<http://depts.gallaudet.edu/englishworks/writing/thesishandout.html>

you will read another definition of thesis statement and many examples.



INTRODUCTIONS AND CONCLUSIONS

After you have collected ideas, organized them, and written your body paragraphs, you can do the same for your introduction and conclusion. Always keep in mind your purpose for writing and your audience.

This website

<http://depts.gallaudet.edu/englishworks/writing/introconslu.html>

will give you more than enough information about writing effective introductions and conclusions.

Introductions

One way to begin an introduction is with a story, an interesting story.

Another way is with a famous quotation. For some famous quotations, click this website:

<http://search-famous-quotations.com/>

When you use a quotation, please remember to tell your reader where the quotation came from. In other words, whose quotation is it?



A third way is to begin with an interesting statistic. Here are a few websites:

<http://www.funfacts.com.au/some-interesting-usa-statistics/>
<http://funnyfact.com/>

You could also begin with a question, but if I were you I would not do this all of the time as it can become boring for the reader.

Conclusions

Your conclusion could be a simple summary but make sure it is interesting and doesn't just say the same things you wrote in the body.

You can make your conclusion interesting by using logic.

You can conclude with a question that leaves your reader thinking about the answer.

You can also end your writing with an opinion.

If you don't like any of these, try a recommendation.

6. Incorporate a secondary source, by quotation or paraphrase, gracefully into own writing

Incorporate means to combine something with, or include it within, something already formed. It also means to combine one thing with another, so as to form a united whole.

We discussed this before so see objective number 1, but do so gracefully, which means showing elegance, beauty, and smoothness of form or movement and marked by poise, dignity, and politeness.

Incorporate a secondary source with dignity or don't do it at all just like you would prepare and serve food for someone you really care about.

Whose quote is this?

"Cooking is like love, it should be entered into with abandon or not at all"

- a. William Shakespeare
- b. Julia Child



- c. Harriet van Horne
- d. [Click here for the answer.](#)

Therefore, incorporate a secondary source with abandon, love and dignity.

7. Work with various rhetorical modes (for example, description, narration, cause/effect, comparison/contrast, definition) and weave them appropriately into an essay



Modern "Rhetorical Modes"	
Description	Expresses a direct, objective, and detailed account of the facts of a subject.
Narration	Expresses a direct, objective, and detailed account of the facts of a subject.
Exemplification	This rhetorical mode is used to illustrate a point by using a specific example.
Process Analysis	This rhetorical mode is used to explain how something is done or how a process works.
Classification	This rhetorical mode is used to categorize or group things based on certain characteristics.
Comparison	Each of these is a method of developing and ordering ideas.
Definition	Each of these is a method of developing and ordering ideas.
Cause-Effect	Can you apply one or more of these to your subject?

[Click image for a Power Point!](#)

Your culinary art textbooks weave or blend these different rhetorical modes or organizational styles. For example, the first chapter in each book gives a historical background with the narration style; chapters that explain recipes use the style of process. Other chapters mix all these styles. Chapter 4 Basic Cooking Principles of Professional Cooking has all the styles, especially definition, cause and effect, process, and description.

Here is an easy way to remember the organizational styles.

1. Explanation

- cause and effect
- compare and contrast
- classification
- reasons
- examples
- definition

2. Persuasion

3. Description

4. Narrative

Explanation is probably the most used organizational style in college writing because students are frequently asked to explain things. However, sometimes writers combine these styles in one piece of writing.

If you go to this website, you will not only be able to read more about these styles but also see the pictures that go with the explanations.

<http://depts.gallaudet.edu/englishworks/writing/essay.html>

When you read, you should identify the organizational style and when you write you should know which style you are using.

8. Locate information in the library and on the Internet



The professionals who work in the BHCC Library and Learning Commons will work with us on this objective. Here is the link so please click it and see what is available to you.

<http://www.noblenet.org/bhcc/>

Whose quotation is this?

"What is literature compared with cooking? The one is shadow, the other is substance."

- The Director of the BHCC Library and Learning Commons
- E. V. Lucas (1868-1938) **365 Days and One More**
- William Shakespeare
- [Click here for answer.](#)

What are the shadow and the substance?



9. Revise writing for effective structure, support, and coherence

The 10th objective deals with editing for structure, so let's focus on revising for support and coherence.

You have written your first draft either in-class with a time limit or at home with no time limit, so my advice is take a break: a short break for in-class writings and a longer break at home. After your break, revise.

Revise has several meanings:

- to come to different conclusions about somebody or something after thinking again

- to change a previous estimate in order to make it more accurate or realistic
- to amend a text in order to correct, update, or improve it

REVISING IDEAS - SUPPORT

- Did you answer the question specifically?
- Do you have enough information in your writing?
- Which ideas will you keep?
- Which ideas will you delete?
- Which ideas will you change?

This is an excellent web site, which will help you write with lots of details so your reader will understand you 100%.

<http://leo.stcloudstate.edu/acadwrite/sensorydetails.html>

A COHERENT REVISION

Coherence means to stick or hold together in a mass that is not easily separated and to be logically or aesthetically consistent so that all the separate parts fit together and add up to a harmonious or credible whole.

When cooking, what do you use to hold ingredients together?



Subordinators, coordinators, and especially transition signals hold a piece of writing together effectively.

SUBORDINATORS

There are many subordinators and here is a comprehensive list.

ADJECTIVE CLAUSES

not so difficult



1. **Who or that** - Subject adjective clause
2. **Whom or that** - Object Adjective clause
3. **Whose** - Possessive



ADVERB CLAUSES

a little confusing

There are seven kinds of adverb clauses:

1. CONTRAST

Although Though Even though While
In spite of the fact that

2. REASON

Because Since On account of the fact that

3. CONDITION

Unless If In case Provided that

4. TIME

When Whenever Before After As As soon as
While Since Until

5. PLACE

Where wherever

6. COMPARISON

Than as much as as many as

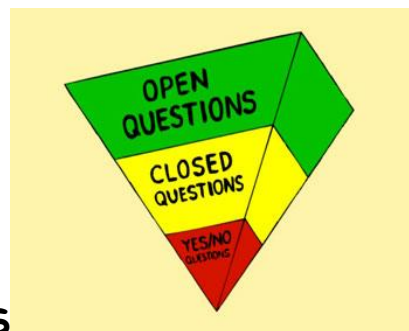
7. RESULT

so that

NOUN CLAUSES not so difficult

1. FROM INFORMATION QUESTIONS

2. FROM STATEMENTS



3. FROM YES/NO QUESTIONS

Noun clauses can begin with.....

If Whether That How Why When Who

Click this image for a simple explanation.



COORDINATORS

FANBOYS will help you remember the 7 coordinators but 3 are used most often.

For

And

Nor

But

Or

Yet

So

This website might help: Click the image.



TRANSITIONS

These words connect ideas within and between paragraphs, and here are two websites.

<http://www.cms.edu.do/Teachers%20Folders/willian%20arren/Pages/express/TWlistGL.htm>

<http://www.wisc.edu/writing/Handbook/ConjAdv.html>

10. Edit writing for correct grammar, syntax, punctuation, and spelling



After you revise your ideas, you can edit for

grammar

- verb tenses
- verb form
- word order
- sentence variety - simple, complex, compound, compound/complex

and

mechanics

- spelling
- punctuation.

For some of you, editing will be your most difficult challenge. If it is, try reading what you have written out loud. That may help you find mistakes with verb tenses or word order.



Read out loud or read aloud.

Teachers do not know why but sometimes when we ask students to read what they have written, they read it correctly but write it incorrectly. If you have a good "EAR" for English, you should be able to find your errors with grammar if you read what you have written out loud. Just don't bother the person sitting next to you.

This is a punctuation and grammar review web site from Gallaudet University. If you find it useful, you can print it.

<http://depts.gallaudet.edu/englishworks/writing/proofread.htm>

!

LAST QUOTATION

Who said this?

"Cooking is at once child's play and adult joy. And cooking done with care is an act of love."

- a. Marilyn Monroe
- b. Tiger Woods
- c. Craig Claiborne, Kitchen Primer
- d. Click here for answer.

Now, edit the quotation. "AND" is a coordinating conjunction and technically should not be used to begin a sentence.



LA MUSICA E FINITA!

THE END