

Writing Exposition

A Program For Expository Writing

a
publication
of

NATIONAL WRITING INSTITUTE
624 W. University #248
Denton, TX 76201-1889

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ISBN10: 1-888344-02-4

ISBN13: 978-1-888344-02-8

Manufactured in the United States of America

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Reading Strands

This book is dedicated to the wonderful young minds that taught me to teach.

Dear Fellow Writer,

Congratulations. You've come a long way, whether it was with the *Writing Strands* program or some other one, you're now ready to learn to write the academic papers colleges require. The exercises in this book aren't easy, and that's good, for if you work hard on them with a strong desire to use your language with precision, you'll be able to handle any writing assignment you'll be given throughout college.

If you haven't used Writing Strands materials before and you have a year or so to get ready for college work, you should start with Writing Strands Levels 4 or 5. If you don't do this catch-up work, you might find that this book is too much of a challenge. You would be able to write the assignments, but you might not benefit from them as much as you should.

When you think you're finished with each assignment, check back over the directions and make sure you've completed correctly every part. Then read the student paper in the appendix that was generated by the same assignment. This will let you know if you're working hard enough. Don't be discouraged if you don't think your papers are as good as the examples in this book, for they were written over many times. You may have to work that hard to do as well.

When you're done and you're satisfied with your work, you'll find that all the effort's been worth it. Soon, when you have to write college papers or when your boss asks you to write reports, you'll be very glad you worked so hard.

Good luck and don't expect to be perfect. None of us is.

Sincerely,

Dave Marks

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NOT RULES, BUT THINGS TO THINK ABOUT

In almost everything we do, there are rules (like laws), and then there are what we call "rules." The rules that are like laws are written, and we all accept these as the rules we have to live by. Then there are the "rules," the things that we *should* do, that we agree to do, and things that make life nicer if we do them.

This is also true in writing. As an example of the difference in the rules of writing, look at the rule (law) that says that every sentence must start with a capital letter. This is written down and we all must write using this rule. A "rule" of writing is that we use an exclamation point only once a year.

The following "rules" are just strong suggestions. You can violate them if you want to. It might be good to keep in mind however, that if you do, your college teachers or bosses will look at your writing the same way that company at dinner might look at you if you burped at the end of the meal. So, below is a short list of the "rules" of writing:

1. Don't use exclamation points! This makes any writing look amateurish and fuzzy. If you're saying something that's important, the way you say it should be strong enough so that you don't have to tell your reader that it's important by using exclamation points at the end of your sentences.
2. Don't underline the titles of your papers. The only time there should be an underline in one of your titles is when you use the names of books or magazines in the title.
3. Skip a line after the title in any paper you're giving to someone else to read.
4. Never put "The End" at the end of anything you write for school.
5. Don't try writing humor until you've studied it and really know the difference between being funny and being corny. (Those places in this book where I've tried to be funny and was just corny will give you an example of what I mean.)
6. Don't skip a line between paragraphs.
7. Always leave a margin at the bottom of each page.
8. Check your papers for clichés before you write the final drafts.

LIBRARY MANUAL

This exercise has been designed to help you learn to:

1. Use all the facilities in a library
2. Arrange a mass of information into a usable form
3. Explain how to use a library

Many public libraries have manuals which are given to interested members. Very often they're the result of a group effort over many years and reflect the desires of a number of people who wish to include things and to write what they think would reflect well on themselves or on the library.

A well written manual is a tool. It makes no sense to have flowers painted on a wrench, just as it makes no sense to have them on a manual of operation. The user of a manual wants information, and that's all. Any words that are unnecessary for the conveying of that information just get in the way of the manual's use.

In this exercise you'll write a manual for a library. It will help you to do a good job if you keep in mind how a reader might use it.

Usually, the reader of a manual wants only one piece of information. This means that the manual should be written in such a way that one piece of information is all the user has to read. The reader should be able to open the manual to the table of contents, find the listing for what is wanted, turn to the indicated page and read the desired information. Anything else the user has to read should not be there.

Paragraphs should not be used when a sentence would do. Sentences should not be used when a single word would do. Procedures should be listed and numbered. There should be headings for each entry, and these should be outdented or underlined so that they can be seen easily.

There's no problem with multiple entries in the manual. In fact, this should be the case. Since the user usually will want only one piece of information, the repetition of information will not be offensive.

Under the section where the user is instructed in the procedure for checking out a fiction book, there might be a listing for a fine in case the book were to be returned late. In the section where the user is instructed in the procedure for taking out a nonfiction book, the same

information about the book being overdue should appear or the user should be referred to the page where that information could be found. In this section of your manual you should list the steps the user must take to check out a book. These should be numbered in the order they should be taken.

Most users of libraries are familiar with the card catalogue but are not sure how to use all of the information contained on each card. The inclusion of this information in your manual would make it a more valuable instrument. Your library might have a computer for the selection of books from the catalogue. If this is the case, by all means explain its use and give examples. The student paper in the appendix of this book does not have that explained because the library used did not have that facility, but many university libraries do.

The easiest way for a user of your manual to receive this information is for you to reproduce a card from the catalogue and to draw an arrow from each entry to some explanation in the margin of the page. In this way the user need look at only the one piece of information to get the desired help. This same procedure should apply to the section on "The Guide to Periodical Literature." You should have an example entry and show with arrows and explanations what information each part of the entry gives the reader. You may find it convenient to do the same thing in the part where you explain how to check out a book or magazine. There should be a floor plan of the rooms in your library so the user can find what is needed. In the section on reference books, it might be a good idea to refer the reader to the floor plan.

A good way to determine if a piece of information or any section should be in your manual would be to ask yourself this question: "Would a reader need to know this, and if so, is this the briefest way it can be put?" If you do this you won't be inclined to include a section on the library's history or to have an introduction.

A good manual should have an extensive table of contents that contains a listing for every bit or category of information the user could want. This should be ordered alphabetically so the user can find quickly that one piece of information needed. The page numbers in the table of contents will not be in order, but that makes no difference at all.

It would not be possible for you to list all of the kinds of books in your library. You might include a chart showing the Dewey system of classification. In the section on reference books, you'll not be able to list all of the kinds of materials available, but you should be able to list groups of materials. For instance, you could list literary references and direct the user to that section on the shelves.

When you make your floor plan, of course you would not include the tables and chairs, but you might indicate where the major sources of information are located, like the map cabinet. I would suggest you start this exercise by making the floor plan and then mark on it the location of all of the materials. Before you start your paper read the student paper in the appendix.

LIBRARY MANUAL NOTES

One of the major problems in this exercise is organization. It might help you to list all of the items, services and resources you can find in your library. The following list might help you.

1. Fiction:

2. Periodicals and Newspapers:

3. Audio-Visual:

4. Non-Fiction:

5. Reference:

6. Procedures:

A good way to find out what a user of your manual might need to know is to think through a typical assignment. Pick any subject and write down just how a student would find all the information and use all of the services. If the student had to do a report on some aspect of the American Civil War, list how that student would find information and use and/or check it out. Below is a listing of some of the major areas you should think about for this assignment:

Maps:

Biographies of military leaders:

Fictional accounts:

Film strips:

Magazine articles:

Newspaper clippings:

History books:

Records:

Paintings and photographs:

FAIR

This argumentative essay exercise was designed to help you learn to:

1. Use models to aid you in understanding the present and in anticipating future events
2. Use hypothetical situations as support in exposition
3. Understand the nature and function of abstractions as they guide your life
4. Use logic and knowledge to resist the acceptance of jingoism

Most young people of high school age, being fairly naive, tend to accept the values that they're given by any adult source—even if they come to them through television—not questioning either the source or the implications inherent in their acceptance. One of the benefits of this exercise is that you'll have a chance to look objectively at a word that is very familiar to you, one which you think you understand and believe is good for you. This exercise is not given as a way for you to question the values given to you by your parents or your church. Those are given to you with your best interests at heart. But all of your life you'll be asked to believe things and accept the ideas represented by words and/or abstract concepts that will not be given to you for your benefit but to aid those people giving you the ideas.

For example, think of the words that describe the value of diamonds. Many of us believe that diamonds are rare and very valuable. We have been told that they last forever. Jewelry store owners and the owners of diamond companies advertise precious stones, and in these advertisements you're told how valuable diamonds are. This information is not given to you to help you in any way. In truth, diamonds are a controlled commodity and the value, or price, is fixed by a cartel run by the De Beers Company. Gem quality stones have no intrinsic value, and their distribution is so tightly managed, to keep the price up, that this company has had to spend hundreds of millions of dollars to buy the production of Russian and Australian diamond mines. The "value" of a diamond is not a real thing, but is a manufactured idea of value.

In this paper you're to demonstrate that it's easy for people to misunderstand some of the abstractions which are used to dictate beliefs and actions. To do this you'll take one such abstraction, examine it, and show what it really means. You might find this exercise unsettling; if you find a word that right now means so much to you, and in writing this essay, you discover that it doesn't really mean what you thought it did, then you'll begin to ask yourself the question: Do I really want to be guided by my previous understanding of this word? Some examples of such words might include, *responsibility*, *justice*, *freedom*, *truth*, and the one you're going to work with, *fair*.

It's very common to hear children cry out on the playground and even sometimes at home, "That's not fair!" What is really meant is that they do not like it, it's hard, or it's inconvenient. They have a clearly defined concept of fair that has nothing at all to do with the word as it's understood and used in the educated, adult world.

1. You should begin this exercise with an explanation of *abstractions*. You might use the notes page at the end of this exercise to do this.
2. Make a list of some of the abstractions and their definitions which people use to help them make decisions. You'll find that some of the words which they or even you might use to make decisions are not as clearly understood as you thought they were.
3. You should include a definition of *fair* in the list for point #2. It would be good if you were to ask some others what they think *fair* means. You might get definitions like, "Equal distribution, Equality, Even-handedness," and, "Everybody getting the same amount."

The information you put in the backgrounds of your papers is intended to give your readers that information which will allow them to understand your contentions. In this paper, your readers have to know that there have been a number of political and cultural influences which have given the American middle class its concept of what is fair, and this group of people has passed this concept on to its children. Some of these influences have been:

- A. The "Magna Carta" which gave us the idea that power should not be only in the hands of one man but that it should be shared;
- B. "The Declaration of Independence" which gives us the idea that people should be treated equally;
- C. The "Constitution of the United States" which denies special treatment to any person or group;
- D. Organized sports which have given us the idea that we must all follow the same rules, and that there must be an evenness of forces in confrontation, (the same number of players of similar skill for each side);
- E. Our religious backgrounds which have given us the idea that there's value in equal treatment and that justice is possible;
- F. Our educational systems which tell us that all people should have equal opportunities;
- G. Our judicial system which is based on the concept that all people will be treated equally under the law.

4. You should use this idea in your paper, even beginning with these same words: "If there were some way to impose these concepts of fairness on the entire world, my life would be changed greatly for the better/worse (you have a choice here) in terms of. . ." You might choose to include such areas as: educational opportunities, life expectancy, anticipated life income, health and diet.
5. An example of how much your life might be changed if the agreed upon concept of fair were to be imposed on the whole world would be clear if you were to look at your educational opportunities.

If all the education in the world were to be equally divided among all the world's people, the opportunity for schooling for everyone would not go beyond the fourth grade level. This would have tremendous implications for your reader, because, if no one could have an education past the fourth grade, there would no doctors, scientists, engineers, or any professional people at all. There would be no new technology and no one to repair what technology we now have. You and your reader would have to live in a rural and primitive agrarian society. You would not have your own phone, bedroom, car, future schooling, clothes or most of the things you see as making your life fun, and what some people call "the good life" would end.

You'll have to make clear to your reader that the change to a fair world would mean that there could be no new opportunities or objects produced so as to make more opportunities, but that those things which now exist would have to be evenly divided. The world's people would have to share equally what is now available. The same condition would hold true for food, telephones, refrigerators, cars, health and all the other conditions of life.

6. A model is a small, easily handled and studied copy of a large object or idea. Models are created because of cost and convenience. A model of anything is like a child's toy plane. The toy is something the child can handle and control. It's used to teach the child what a real plane is like but is in a form the child can relate to. Models can be created to allow people to study cities, institutions, concepts, future situations, and in our case, an abstraction and its implications.
7. In this paper you'll be using the future perfect tense. You should begin the hypothetical situation in the introduction with the word *if*: "If a way were to be found to impose on the whole world this concept of *fair*, my life would change. . ." or, "I would have less . . ." or, "People would not be. . ." or, "There would be no. . ." or, ". . .cars would be divided among. . ."
8. The process statement for this paper will consist of the way you indicate your life would change: "My life would change for the worse in terms of my life expectancy, my educational opportunities and the kinds and amounts of food I would be able to eat."

INTRODUCTION

Your introduction should contain:

1. The idea that abstractions are very important in guiding people's lives
2. A short explanation of where most Americans get their ideas of what is fair
3. The idea that it's important that people understand not only what abstractions mean but also accept what the implications are of using the abstractions to help them make decisions
4. The hypothetical situation about making the whole world fair
5. The process which will contain the list of what in your life would change if the world were to be reorganized according to the American concept of "fair"

BODY

The body of this paper will have two parts, as indicated by the process, which should start like this: 1) "My life would change. . .in terms of. . ." This means you'll have to explain what your life is like now in those respects, and 2) what your life would be like if the world were to be changed so that the generally accepted meaning of the word *fair* were able to be imposed upon it.

Example:

If you were to decide to use food as one process point, you would have to explain what kinds and what amounts of food you have now and then what kinds and what amounts would be available after the change to a fair world. The first half of the body would have to explain about the refrigerator and cupboards at home being full of food and that you can go to them at any time and eat. Also, that you have access to any number of restaurants and usually have money to buy food when you are hungry, and that you have well balanced meals and consume on average two thousand to three thousand calories a day. The second part of the body would have to contain an explanation of the food situation in the rest of the world now where one third of all the people go to bed hungry every night, and one fifth of the people are starving.

If all the food in the world were to be evenly divided among the world's people, you might receive only one thousand calories a day and you would not have the variety you now enjoy. Of course, this would have to have an effect on your health and life expectancy.

Once you've chosen those areas of life you're going to examine, you should go to the library and do the research necessary to understand the situation in other areas of the world. Encyclopedias, almanacs, and magazine articles should give you the information you need.

CONCLUSION

1. There should be some connection made between the observations you made in the introduction about the importance of abstractions and the implications of your accepting them.
2. There should be a statement near the end of the conclusion about your new understanding of what it would be like if things were to be fair.
3. There should be a statement at the end of the conclusion about your awareness of the necessity of careful thought when given abstractions and told to guide your life by them.

FAIR NOTES

1. Definition of *Abstraction*:

2. List of abstract concepts that help you make decisions:

3. Your definition of *fair*:

4. The conclusion you've come to about abstractions:

5. Your **contention** based on that conclusion:

6. Your **process** sentence which will explain how you'll support that contention:

BOOK COVERS

This argumentative exercise was designed to help you learn:

1. The structure of an argumentative paper
2. To use your own experience in support of an argument
3. The parts of a paperback book cover that indicate its type and reading level

It's a problem to know, when in a bookstore amid hundreds of available selections, which book might be a good selection. Without a system to help make the choice, a person is restricted to making the decision on the basis of whether or not the cover looks exciting.

Fortunately, it's not true that you cannot tell a book by its cover. If we consider the cover to include the covering material and the first few pages of a paperback book, we can tell a great deal about it. In this argumentative paper, you'll demonstrate that the old saying about telling a book by its cover is not true.

There's a relationship between the sophistication of the art on a paperback book cover and the sophistication of the writing in the book. Generally speaking, the more sophisticated the art, the better the writing.

In many paperback books, the publishers list suggested further readings, indicating that if you liked this book you might like these others. You might be familiar with some of the titles. If so, it would give you some idea of the level of reading of the book in question.

Many paperback books have review blurbs on the covers or on the first few pages. If this is not the case, the book is either a literary classic which needs no reviewer's comments, or it's so poorly written it has not been reviewed.

Even the reviewers will give you information. If the major large city newspapers or nationally known reviewers have reviewed the book, it very well might be a better choice than if the reviewers were from small town papers.

The copyright date and the number of printings will give you an indication of the popularity of the book. If the book is in its third or fourth printing, you'll know it has been popular.

The picture on the cover of a paperback can give you strong indications of the type of book it is. Some of the genres are obviously related to the pictures. Gothic mysteries almost always

have a young lady in a long dress running from a large house. The art is usually romantic. Historical romances have a man and a woman in period dress. Westerns have men in western clothes, usually with horses. Novels which have swastikas on the covers deal with the threat of, the history of, or the rebirth of the Nazi movement. Young girl romances have pictures with soft lines, pastel colors, pictures showing young girls, and in the background there are often boys of the same age. There are many other types of covers which you'll discover.

The best way for you to do this exercise is to go to the library and take a large pile of paperback books and line them up on one of the tables. Group them in categories of reading by the above method. You'll quickly begin to see patterns.

You're to write a persuasive paper with the position that you *can* tell a book by its cover.

CULTURAL STABILITY

This argumentative exercise was designed to help you learn that:

1. Cultural values are important and are transmitted from generation to generation
2. The influences children are subjected to shape their values
3. You must come to some conclusion for yourself about the benefits of our cultural values
4. You can integrate these ideas and conclusions into a paper that presents how you feel about contemporary culture

We place our values, known by the labels of "good" and "bad," on beliefs, objects and institutions. If we believe that good health is important, we have health as a value. This would help us make many of the decisions about our activities. It would mean that we would decide to exercise and eat healthy foods, to have regular medical checkups and not to smoke or use drugs.

Most people are under the impression that the values they hold are ones that they decided upon for themselves. This paper is designed to examine the ways that many of the young people in this country have adopted their values. Every day we see the results of young people adopting destructive values—gang shootings, crack houses, runaways, violence in schools, and the great increase in alcohol use. This paper is in no way intended to have you evaluate your value choices, or to encourage you to change your values. Those are yours. It's intended to encourage you to examine the ways many middle class American young people get the values they hold.

Just as individual values determine what each of us does, the values of a culture determine group activities. If each generation in any culture were to create for itself new values, there would be no continuity in our culture from one generation to the next. You can see the chaos that would ensue if one generation were to decide that zoos were a good way to show children what animals are like and spent a great deal of money building zoos and stocking them with wild animals from all over the world, and the next generation were to decide that zoos are cruel places and had the animals sent back to their natural homes and had the zoos torn down. This example makes it easy to see the necessity of stabilizing cultural values by having each generation pass the values it holds on to its children.

To this end, every culture has developed what are called cultural perpetuators. These are institutions and practices that teach the young people of the culture the values currently held by the adults. All cultures have developed means of educating their young. Usually, the more

developed the culture, the more sophisticated are the educational institutions. In America, we have developed an extensive educational system, and many of the wonderful things you see young people doing on television they learned in school.

Still, in our culture, parents are the major influencers of children. They pass on their values to their children by making decisions about their participation in various activities. Fathers teach their sons values when they select toys for them. If a father were to give his son a football or a gun, he would transmit different values than he would if he were to give him a microscope and a set of science books.

Social scientists tell us that not much reliability can be placed on what people say their values are, rather, individual or group values can be determined only by an examination of the time, money and energy spent on objects and activities. For example, if a boy spends most of his time and money working on and fixing up his car, and only a few minutes a day with his girlfriend, he couldn't get away with saying that he values his girl more than he does his car. In the same way, in many cases, this selection of time, money and energy by parents transmits a value message to their children.

Other than direct parental influences, some of the major transmitters of values in our culture are:

1. Churches
2. Toys
3. Clothes
4. Games
5. Schools
6. Books
7. Leisure time activities
8. Television
9. Organizations like Cub Scouts and 4-H Clubs

In this exercise you'll pick one or two values you feel are representative of the majority of American middle class values and demonstrate to your reader how these values are given to children.

You'll have to decide for yourself what the values in our culture are and how they're transmitted. For example, if you were to decide that America is a sexist country because girls are discriminated against, you would have to show your reader how this sexism is transmitted from one generation to the next.

You might be able to find and give examples from children's books that show the wife in the kitchen fixing dinner when the father comes home from "work." You might be able to find catalogues from stores that have dress-up outfits, showing pictures of airline pilot outfits for boys and stewardess outfits for girls, football outfits for boys and cheerleader outfits for girls,

and doctor outfits for boys and nurse outfits for girls. In the toy sections you might be able to find construction toys for boys and tiny stoves and dishwashers for girls. If you were to find this condition in a catalogue, you would have to decide whether this was an indication of a cultural value and whether this might be a method by which parents could pass this value on to their children.

Keep in mind that the store which sells toys does not choose which toys to sell based on the values of the store owner. The demand for the toys is the basis on which the selection by the store owner is made. This demand is created mainly by television advertising. The children tell their parents what they want, and then the parents have to decide for themselves what they want their children to have. It's the parents who decide what values to transmit to their children.

You might take the following steps in the writing of this paper:

1. Decide on the major values of our culture.
2. Select one or two to use as examples.
3. List the perpetrators you feel transmit the value or values.
4. Decide how you feel about this situation—this will produce your contention.
5. Use your list of perpetrators as key words in your process.
6. Write the background using an intelligent adult as your audience.
7. Have examples for every position you take in the paper.

If you talk about children's books, you should name the books and include quotations in support of your points. If you use catalogues, you should cut out pictures and put them in your paper. If you use songs that children sing in clubs, or if you use TV shows, or games that children play, use examples directly from them. If you use church activities, you should give examples from church situations.

NOTES ON PERPETUATORS

What you see as the main middle class values in our culture:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The one or two you plan to use as examples and the methods of transmitting them:

1. _____
Transmitters: _____
2. _____
Transmitters: _____

Introduction:

1. How you feel about American values and the methods of perpetuating them:

2. This conclusion about how you feel stated as a contention:

3. Your perpetrators listed as key words for your process:

- | | |
|----------|----------|
| 1) _____ | 4) _____ |
| 2) _____ | 5) _____ |
| 3) _____ | 6) _____ |

4. Your process sentence:

Conclusion:

1. Write your contending idea in a different form for the conclusion:

2. Make the connection between the body, contention and background:

3. Since this as an argumentative exposition, you must use the fourth conclusion step—the asking of the reader to accept your position:

ROLE MODELS

This argumentative exercise was designed to help you learn to:

1. Recognize the function of one step in the process of child development in our society
2. Compare an ideal situation with an actual one
3. Predict the consequences of a decision
4. Structure an argumentative paper based on this experience
5. Present your views convincingly

The people who study how children develop their personalities tell us that each child "tries on" a number of "characters" before the child settles on one that is suitable. This is most evident when children are very young. We see them in Superman or nurse outfits. When they're older we see them adopt the dress and styles of movie and television stars. Young teens often adopt the manners of their peers whom they respect.

The types of heroes children have has changed since the advent of television. Many children now have as heroes people who play the roles of anti-heroes. These are characters who fight against enemies the children can understand are bad, but the characters do so in ways that might not be traditional or "good."

The children who identify with anti-heroes may adopt some of the characteristics which create the "anti" part of their characters.

An example of how this may work is seen in the re-runs of the television show, *Mash*. Hawkeye Pierce is an anti-hero. He relentlessly chases nurses, drinks to excess, is disrespectful to his superiors, and makes his own illegal alcohol. If a young boy were to identify with Hawkeye, he might adopt both his hero and his anti-hero characteristics. And in this adoption lies a possible problem.

Many years ago a very popular program for children was *The Dukes of Hazard*. The Duke brothers are anti-heroes who perform in very anti-social ways. They have no jobs, they're just out of jail for running moonshine, they have invested all of their money in a car which they drive very fast right through town, they have no respect for the law and break it constantly, they're the cause of the sheriff repeatedly crashing his police car and they have no ambition to accept the responsibilities of adult life. Even though they are heroes in the show, if young people were to use them as role models, as I'm sure some do, the young people could copy patterns of behavior and methods of solving problems that could be very anti-social.

In this exercise you do not need to support the idea that children watching television will be damaged by it. You may decide that children now, because of television, have a great choice of heroes from which to choose their role models, many being very admirable. There are many people on news, sports, religious and talk shows who could become positive role models for young people. You'll have to decide the position you adopt.

You're to examine models you find available for children to copy from either TV or the movies and come to some conclusion about them, and then you're to turn that conclusion into a **contention** for this paper.

Your **background** will be an introduction to the creation and function of role models for children.

Your **process** for this paper will be a listing of your examples of role models and the kinds of behaviors they promote.

The **body** will contain the examples of the listing in the process. Since this is an argumentative exposition, there will be four points you're to make in the **conclusion**.

ROLE MODEL NOTES

1. The two or three characters you'll use as examples:

A. _____

B. _____

C. _____

2. The characteristics of these characters:

A. 1) _____ 3) _____

2) _____ 4) _____

B. 1) _____ 3) _____

2) _____ 4) _____

C. 1) _____ 3) _____

2) _____ 4) _____

The results of children adopting these characters as role models:

Character A. _____

Character B. _____

Character C. _____

The conclusion you've come to because of this understanding:

The contention you developed from that conclusion:

The key words for your process statement:

The words to the final step in the conclusion to this argumentative exposition:

COMPARISON AND CONTRAST IN DISCRIMINATION

This explanatory exercise was designed to help you:

1. Recognize the similarities and differences in two similar but slightly different objects
2. Organize these similarities and differences into categories
3. Come to some conclusions about this process that can be used to construct a contention for an explanatory exposition on discrimination
4. Write a paper about the process of discrimination in which you'll discriminate between two objects which you'll describe in detail in an objective way

One part of this exercise is similar to one that is very often given in colleges to students in their freshmen year. The assignment directions most often will be brief: "I want you to write a 1,000 word paper comparing two objects or conditions. Use detail in description, and make sure you write in complete paragraphs." Sometimes the directions will include the understanding that comparison includes both similarities and differences. But very seldom will the students be given any direction about how to structure their examination of the objects or the structure of their papers. The following exercise can be a useful guide.

You'll write an explanatory exposition of at least 800 words about the process of discrimination, and in doing so you'll examine two similar but slightly different objects. This will give you experience in recognizing details and in recording what you observe.

You may choose any two objects you wish, but you should keep in mind that the more complicated the objects are the more complicated will be the differences.

This paper should demonstrate to your reader that to discriminate wisely means that care has to be taken in examining the objects or options available. This idea should be supported by and limited to an examination of the two objects. The background should suggest that the process of discrimination is important if people are to make good decisions.

The **background** for this paper should introduce to your reader the consequences of the lack of care in decision making; what faulty discrimination has cost us as a country or as a group of people. Your reader should be told that this process is extremely complicated, and to demonstrate this complexity, you're going to compare and contrast two similar but different objects that are very simple. This will show your reader how complicated the process of

discrimination is for complicated decisions. This will help you to convince your reader of the importance of this process you're going to demonstrate.

The **process** sentence should tell your reader that you're creating an example of the process of examination using the two objects and mention the areas of similarity and difference you plan to examine. Of course, the process will depend on the objects, but there are some general rules that should apply. Some areas that might fit most objects are: weight, size, durability, cost, materials made from, color, function, flexibility, resistance to heat/cold/pressure, and repairability. In this background, it might be helpful to your reader if you were to talk about the importance of making a careful examination of the choices available in any situation where decisions have to be made.

The **body** can be set up by showing the similarities first then the differences for each area of examination, or by showing the similarities and differences simultaneously for each area.