

## ENGL000: Pre-College English Study Guides

Note: This study guide is intended to help reinforce key concepts in each unit in preparation for the final exam. Each unit study guide aligns with course outcomes and provides a summary of the core competencies and a list of vocabulary terms. This study guide is not meant to replace the readings and videos that make up the course.

The vocabulary lists include (1) some terms that might help you answer some of the review items and (2) some terms you should be familiar with to be successful in completing the final exam for the course.

### Unit 4: Transitions and Summarization

#### **4a: Outline relationships between main ideas and subordinate ideas within the writing of others**

**4a.1.** When writing academic essays, you will often conduct research on your topic and draw on others' ideas to build your own argument. You will paraphrase and summarize the work of others in your own writing. To do this effectively, you need to be able to identify main ideas, major details, and minor details in a piece of writing.

- A. What is a main idea?
- B. What is a major detail?
- C. What is a minor detail?

You learned to identify the main idea and supporting evidence of an argument in Unit 1. To review these concepts, re-read Saylor Academy's ["Finding the Main Idea"](#) and ["Main Idea and Supporting Sentences."](#)

#### **4b: Use transitional words and expressions to signal relationships between ideas**

**4b.1.** Transitional words and expressions act as signals to the reader. They help the reader anticipate what is coming next and indicate to the reader how new information connects to what they have already read. Transitions are one tool for developing relationships between the main idea and supporting details.

A. Transitions can signal a wide variety of types of relationships between ideas. For each of the following types of relationships, name two appropriate transitional words or expressions:

- Addition
- Amplification
- Cause and effect
- Comparison
- Concession

- Contrast
- Emphasis
- Example
- Intention
- Interpretation
- Location/place
- Sequence/time
- Similarity
- Summary

B. Transitions can be used to signal relationships between ideas within a paragraph, between paragraphs, or between sections of a longer essay.

To review the purpose of transitions and some transitional words that express different types of relationships, see the following readings: Saylor Academy's "[Transitions](#)," Joe Schall's "[Transition Words](#)," and Allison Schroll's "[Transitional Devices](#)."

#### **4c: Write well-organized analytical paragraphs in response to writing prompts**

**4c.1.** In this course, you mastered the building blocks of an effective paragraph, including appropriate grammar and punctuation, topic sentences, main ideas, supporting details, and transitional devices. Write a well-developed paragraph (7-10 sentences) that describes your growth as a writer throughout this course. Use at least four transitional devices to develop the relationships between your ideas. You can evaluate your work with Saylor Academy's "[Guide to Responding to Assignments](#)."

#### **4d: Effectively quote, paraphrase and summarize ideas**

**4d.1.** When you quote, you include language directly from another text in your own writing. Place the original text within quotation marks, and properly cite the source of the quoted text.

**4d.2.** When you paraphrase, you restate ideas from another text using your own words and word order. To avoid plagiarism, properly cite the source of the text you are paraphrasing.

Quotation and paraphrase are both techniques that allow you to introduce ideas from outside sources to support your own argument. One or another technique may be more appropriate depending on the writing context. When should you use paraphrase in your writing? When should you use quotation?

**4d.3.** When you summarize, you give an overview of the most significant points from a text. A summary reduces a text to its main points using your own words and sentence structure. Keep direct quotation to a minimum. Properly cite the source of the original text. Explain the difference between paraphrase and summarization.

To review summarization, re-read Saylor Academy's ["How to Summarize."](#) To review the differences between quotation, paraphrase, and summarization, see Cardiff University, University Library Service: ["Paraphrasing and Summarizing."](#) To better understand when to paraphrase and when to use quotation, see Brianna Jerman's ["When to Quote and When to Paraphrase."](#)

#### **4e: Use quotation marks and apostrophes appropriately in writing**

**4e.1.** Quotation marks ( " ") are primarily used to indicate dialogue or quotation. Quotation marks should be used any time you use text from another source word-for-word.

A. Use commas to separate dialogue or quoted text from the remainder of a sentence when the remainder of that sentence is an independent clause. For example, *Ronald said, "Let's go to the movies."* or *"The course of true love never did run smooth," wrote Shakespeare.* Do not use commas when quoted material is integrated into an independent clause. For example, *Shakespeare wrote that "the course of true love never did run smooth."* Write a grammatically correct sentence that quotes from Sir Arthur Conan Doyle's ["The Adventure of the Blue Carbuncle."](#)

B. To enclose quotation within a quotation, use single quotation marks ( ' ' ) around the interior quotation. Use standard marks around the whole quotation as usual. Write a grammatically correct sentence that includes a quotation within a quotation.

**4e.2.** There are several other rules governing the use of quotation marks:

A. Use quotation marks to enclose certain types of titles:

- articles
- essays
- poems
- short stories
- book chapters
- songs
- television shows
- works of art

Titles of books, periodicals, and musical albums are placed in italics, rather than quotation marks. Write a grammatically correct sentence that includes the title of your favorite television show.

B. Use quotation marks to draw attention to a single word or phrase for ironic effect or when the word is the subject of discussion.

C. Use quotation marks around the names of ships and airplanes.

To review the uses of quotation marks and see examples, re-read ["Quotation Marks,"](#) from Washington State Board for Community and Technical Colleges. Assess your knowledge by completing the practice exercises; then check your work against the [answer key.](#)

**4e.3.** Apostrophes ( ' ) are used to create possessive modifiers. Possessive modifiers indicate belonging or ownership.

A. To indicate possession with singular nouns, add 's when the noun does not already end with the letter *s*. When a singular noun does end with an *s*, writers should use their judgment to decide whether to add 's or only ' based on ease of pronunciation. Write a grammatically correct sentence that shows possession with a singular noun.

B. To indicate possession with plural nouns, add 's when the noun does not already end with the letter *s*. When a plural noun does end with an *s*, always add only '. Write a grammatically correct sentence that shows possession with a plural noun.

**4e.4.** Apostrophes are used to indicate contraction. Contractions shorten words by removing letters, most often in spoken language. In writing, contractions make language less formal. To indicate contraction, use one apostrophe in place of the omitted letter or letters. Give three examples of contraction.

To review the rules governing apostrophe use, re-read Washington State Board for Community and Technical Colleges' "[Apostrophe.](#)" Assess your knowledge by completing the practice exercises; then check your work against the [answer key](#).

#### **4f: Define plagiarism and implement strategies for avoiding plagiarism**

**4f.1.** Plagiarism occurs when you use language or ideas that originate from another source without clearly attributing those ideas to their original author. College instructors expect students to understand what plagiarism is and why it is a problem, and they expect that students will not commit plagiarism.

A. Why is plagiarism a problem?

B. What are some strategies for avoiding plagiarism?

**4f.2.** To attribute language or ideas that you have gathered from another source, properly cite that source in your writing. You may also need to cite the source in a separate bibliography or works cited page.

A. Under what circumstances do you need to cite a source? Under what circumstances do you not need to cite a source?

B. Different academic disciplines use different formats to cite sources, but in every discipline you will be expected to provide some of the same basic information: the name of the author; the name of the work; and some information about when, where, and how the work was published. In a college course, your instructor may require you to learn and implement a specific citation style. Name one of the primary citation styles used in college courses.

It is very important that you understand what plagiarism is and that you are able to cite sources appropriately to avoid plagiarizing in your own writing. Please review the following video and readings:

- Brock Library: [“What is Plagiarism and How to Avoid It,”](#)
- The Writing Center at UNC-Chapel Hill’s [“Plagiarism,”](#) and
- *Handbook for Writers*, v1.0: [“Chapter 22, Section 3: Quoting, Paraphrasing, and Summarizing.”](#)

#### **4g: Craft short essays employing a variety of organizational patterns**

**4g.1.** The writing skills you practiced throughout the course to develop well-organized paragraphs can also be applied to craft essays.

- A. Like a paragraph, an essay should be organized around a single, clearly stated claim or idea. In argumentative writing, this claim is called a thesis statement. You studied thesis statements in subunit 2.3. Describe the characteristics of an effective thesis statement.
- B. Just as the main idea of a paragraph is supported by major and minor details, the thesis of an essay is supported by subordinate ideas in the body of the essay. The main idea of each paragraph clearly ties back to the thesis statement, supporting the thesis with evidence and examples.
- C. Use quotation, paraphrase, summary, and citation to support your thesis with outside evidence while also avoiding plagiarism.
- D. Use appropriate grammar and punctuation, sentence variety, and transitions to communicate your ideas effectively to the reader.

To assess your understanding of these writing elements and your ability to apply them effectively to craft an essay, review the essay assignment from Subunit 4.5. Look back over the essay you wrote for the assignment, and apply the rubric to evaluate your work.

#### **4h: Demonstrate principles of active reading.**

**4h.1.** Active readers look for the main idea of a text, and they take effective notes by summarizing key points in their own words. By summarizing what you read, rather than copying down ideas from the reading word-for-word, you ensure that you understand the most important points.

To review the principles of active reading, revisit the following readings and video:

- Washington State Board for Community and Technical Colleges: [“Active Reading”](#)
- Literacy4DS: [“Active Reading”](#)
- California Community Colleges, Chancellor’s Office: [“Online Reading Strategies”](#)
- Essential Study Skills Wikispace: [“Cornell Notetaking System”](#)

To practice your active reading skills, you can retake Saylor Academy’s [“The Adventure of the Blue Carbuncle” Quiz](#), based on [the short story](#) by Sir Arthur Conan Doyle. You can check your work against the [answer key here](#).

### **Unit 4 Vocabulary List**

This vocabulary list includes terms that might help you answer some of the review items above and some terms you should be familiar with to be successful in completing the final exam for the course.

Active reading  
APA style  
Apostrophe  
Citation  
CMS style  
Contraction  
Main idea  
Major detail  
Minor detail  
MLA style  
Paraphrase  
Plagiarism  
Possessive  
Quotation  
Quotation marks  
Summarization  
Transitions

