

## **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 5: Introductions and Conclusions**

#### **5a: Craft effective introductions and conclusions**

**5a.1.** An introduction sets the expectations for the rest of an essay. It conveys the topic, tone, main ideas, and organization of your argument.

A. The first few sentences of an essay are an opportunity to catch your reader's attention and invite them to think about your topic. A writing device or strategy that engages your reader is called a hook. Give at least two examples of introduction strategies to hook the reader.

B. When your writing includes a thesis statement, the thesis should appear in the introduction. What is a thesis statement? When should your essay include a thesis? Describe the characteristics of an effective thesis statement.

**5a.2.** Effective writers end their essays with a concluding paragraph, rather than ending abruptly after they have finished making their main points. A conclusion should briefly summarize the argument made in the essay, but conclusions do more than just reiterate the thesis and main ideas. The conclusion is an opportunity to offer reader some take-aways: help the reader understand the purpose, implications, and significance of the argument.

A. Give at least two examples of writing devices or strategies for writing effective conclusions.

B. Give at least two examples of ineffective strategies to avoid when writing conclusions.

To learn more about the function of introductions and conclusions and to review some strategies for writing effective introductory and concluding paragraphs, read Humboldt State University's "[Writing Introductions and Conclusions](#)," MIT: Comparative Media Studies' "[Resources for Writers: Introduction Strategies](#)," and The Writing Center at UNC-Chapel Hill's "[Conclusions](#)." You also practiced writing and revising introductions and conclusions in the Unit 5 Assessment. You may wish to return to that assessment for additional review in preparation for the final exam.

## **5b: Differentiate among different types of academic essays with respect to purpose and writing elements**

**5b.1.** Many of the essays college students write are some form of expository writing. Expository writing is meant to explain and inform; it is organized around a central argument, and ideas are supported with evidence and examples. What are the basic elements of expository essays?

**5b.2.** College students may be tasked with writing many types of essays, each with a different purpose. Some of these types of essays will be expository in nature, while others will not be organized around a debatable claim.

A. Describe the purpose and writing elements of narrative essays.  
B. Describe the purpose and writing elements of descriptive essays.  
C. Describe the purpose and writing elements of reflective essays.  
D. Research papers are a form of expository writing. Research papers generally follow a set format, with several writing elements not commonly used in most other types of academic writing. Describe the following elements of a research paper:

- Abstract
- Literature review
- Methodology

If you are able to easily answer each of the study questions above, you will be well prepared to answer questions about types of academic essays on the final exam. For additional review, first re-read Lauren Patty's "[Types of Essays.](#)" Then review the elements of specific essay types by reading Yeditepe University Writing Center Wikispace: "[How to Write a Research Paper](#)" and watching the following videos: David Hunter's "[Elements of Expository Essays](#)" and ACAP Student Learning Support's "[Reflective Writing.](#)"

## **5c: Revise drafts to ensure effective organization**

**5c.1.** Revision is the fourth step of the writing process. Once you have completed a draft of an essay, you should review your draft for organization, message, and tone. While you revise, bear in mind the purpose and audience for your writing. Think of revision as an opportunity to re-envision your writing: try to see it again with fresh eyes. Name and describe at least two strategies for revising your writing.

To review the purpose of revision and strategies for revising your drafts, read The Writing Center at UNC-Chapel Hill's "[Reorganizing Drafts](#)" and *Handbook for Writers*, v1.0: "[Chapter 8, Section 1: Revising.](#)"

## **5d: Proofread to ensure spelling and usage appropriate to different writing contexts**

**5d.1.** Proofreading is a distinct phase of the writing process that is different than revision. Describe the difference between proofreading and revision. Describe strategies for effective proofreading.

If you would like to review the material covered in these study questions in preparation for the final exam, read *Handbook for Writers*, v1.0: [“Chapter 8, Section 1: Revising.”](#)

### **5e: Write well-organized analytical paragraphs in response to writing prompts**

**5e.1.** Having completed the reading materials, videos, and writing exercises in each of the five units of this course, you should be able to understand and apply the following writing elements to craft well-organized paragraphs:

- A. What is a main idea? What is a major detail? What is a minor detail? Describe the relationships between main ideas and subordinate ideas.
- B. What is a topic sentence?
- C. What are transitions? Explain the function of transitions in a well-organized paragraph. Give some examples of transitional expressions that signal different types of relationships.
- D. What are the elements of a grammatically complete sentence? Name two different types of sentences. Describe strategies for sentence variation.

For additional practice, complete the [reflection assignment](#) based on Sir Arthur Conan Doyle’s [“The Adventure of the Speckled Band.”](#) Be sure to look closely at the [rubric](#) for detailed information about evaluating the effectiveness of the paragraphs you write.

### **5f: Demonstrate principles of active reading**

**5f.1.** After reading and watching the materials in each unit, completing the practice exercises and end-of-unit assessments, and reviewing the study guides for each unit, you should understand the purpose, principles, and techniques of active reading.

- A. Define active reading. Describe the differences between reading actively and reading passively.
- B. Describe strategies for reading actively, including active reading strategies for online reading environments.
- C. Name and describe, in order, the steps of the Cornell Notetaking System.

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 Speckled Band](#)" Quiz, based on [the short story](#) by Sir Arthur Conan Doyle. You can check your work against the [answer key here](#).

### **5g: Craft short essays employing a variety of organizational patterns**

**5g.1.** College students are tasked with writing many different types of essays. Each discipline, instructor, and assignment will have different expectations. The most effective writers know how to tailor writing skills and techniques to different writing contexts.

A. Name and describe, in order, the steps of the writing process.

B. Name and describe at least three writing elements necessary in any type of argumentative essay.

To assess your understanding of the writing process and how to apply writing strategies to develop well-organized essays, review the "[Essay Based on the Works of Sir Arthur Conan Doyle](#)" assignment. Look back over the essay you wrote, and apply [the rubric](#) to evaluate your work.

### **Unit 5 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

Argumentative writing

Compare and contrast essay

Conclusion

Cornell Notetaking System

Descriptive essay

Expository writing

Hook

Introduction

Main idea

Major detail

Minor detail

Narrative essay

Persuasive essay

Proofreading

Reflective writing

Research paper

Revision

Sentence

Thesis statement

Topic sentence

Transitions  
Writing process