

# WRITING

# Resources

- MEL-Con Format & Templates
- Transitions
- Words to Avoid
- A.W.E. Quote Examples
- ACTS Introductions & STAC Conclusions
- Types of Writing

**KEEP THIS PACKET IN YOUR BINDER AT ALL TIMES**

# MEL-Con Writing

What does MEL-Con mean?

- **M** – Main idea. What is your topic?
- **E** – Evidence/ Example to support your main idea; something specific (an event, a quote, etc.)
- **L** – Link. Explain why and/or how your evidence supports your main idea. It's your own original thoughts, ideas, and connections!
- **Con** – Conclusion. A sentence summing up your main points.

# SAMPLE MEL-Con OUTLINE

**M**—main idea (topic sentence)

**E**—evidence/example of your main idea; something specific (an event, a quote, etc.)

**L**—link explains **how** and/or **why** your evidence supports your main idea; it's your own thinking

**Con**—concluding sentence sums up your main points

Remember that outlines use **phrases**, NOT SENTENCES.

<p>I. <b><u>M</u>ain idea/topic</b></p> <p>A. <b>Transition, <u>E</u>vidence/<u>E</u>xample 1</b></p> <p>1. <b><u>L</u>ink/explanation</b></p> <p>2. <b><u>L</u>ink/explanation</b></p> <p>B. <b>Transition, <u>E</u>vidence/<u>E</u>xample 2</b></p> <p>1. <b><u>L</u>ink/explanation</b></p> <p>2. <b><u>L</u>ink/explanation</b></p> <p>C. <b>Transition, <u>E</u>vidence/<u>E</u>xample 3</b></p> <p>1. <b><u>L</u>ink/explanation</b></p> <p>2. <b><u>L</u>ink/explanation</b></p> <p><b>II. Concluding points</b></p>	<p><b>I.</b></p> <p><b>Transition:</b></p> <p><b>A.</b></p> <p>1.</p> <p>2.</p> <p><b>Transition:</b></p> <p><b>B.</b></p> <p>1.</p> <p>2.</p> <p><b>Transition:</b></p> <p><b>C.</b></p> <p>1.</p> <p>2.</p> <p><b>II.</b></p>
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# SAMPLE MEL-Con SUMMARY FRAMES

**M**ain Idea (Topic Sentence)

**E**vidence/Example

(Your writing goes in the empty boxes)

**L**ink Evidence/Support to Topic Sentence

**Con**cluding Sentence (Recap/ Summary)

		<b>M</b> Topic Sentence
	(transition to 1 <sup>st</sup> example)	<b>E</b>
		First Example or Evidence
		<b>L</b> Links to topic (Explain)
	(transition to 2 <sup>nd</sup> example)	<b>E</b>
		Second Example or Evidence
		<b>L</b> Links to topic (Explain)
	(transition to 3 <sup>rd</sup> example)	<b>E</b>
		Third Example or Evidence
		<b>L</b> Links to topic (Explain)
	(transition to conclusion)	<b>Con</b>
		Concluding Statement Recap 3 examples

# TRANSITIONS

To separate items within a paragraph:

## **FIRST** (to replace the overused “first”)

- One good example is
- An interesting fact is
- First of all
- Initially
- One piece of evidence that points to this is
- It is important to note that
- The first good piece of evidence is
- One way to look at this is through
- One example that proves this is
- One example that suggests this is
- There are several examples that show this and one of them is
- There are several examples that show this, the first is
- First and foremost
- A good first example of this is
- It is important to first note that
- One notable example is
- The first indication of this is
- To begin with
- When looking over the evidence, it is clear that the first
- One reason is
- On way this is true is
- In the beginning
- On one hand, there is
- A great example is
- One example that stands out is
- Probably the best example to begin (start) with is
- The best place to begin is
- This can first be seen when
- For example
- For instance
- The first instance that comes to mind is when
- This can be clearly seen when

These are only some generic examples. Transitions can be more specialized around your own topic as well.

Example: You are writing a paper on the “no hat policy” ... you can customize your transitions like this:

*A good first example of the hat policy in action was when...*

## **SECOND** (to replace the overused “second”)

- Another good example is
- Another interesting fact is
- Second of all
- Secondly
- Furthermore
- A great second example is
- Another good piece of evidence is
- Another way to look at this is through
- Another example that proves this is
- Another example that suggests this is
- Another great example that helps support this is
- Second and even more important is
- The second good example is
- Yet another good reason (example) is
- Yet another piece of evidence is
- Still another indication of this is
- Still
- Even so
- In the same way
- Next
- The next example (idea, reason, piece of evidence) is
- On the other hand, there is
- Even more compelling is
- In the same way
- Another example that stands out is
- Similarly
- Likewise
- Along with that, there is
- Moreover
- In addition
- Adding to that
- In addition to that
- Still another great example is
- Then again, another stronger example is
- Of course
- Also
- In the same light
- Even more interesting is
- Adding to the first example is
- Beyond the first example is
- Making an even stronger case, there is
- An even better example of this is
- Equally as interesting was
- To add even more fuel to the fire
- While the first example is good, an even better one is
- To add another even more interesting fact
- To add another even more powerful fact is
- An additional fact is
- Another strong indication is when
- Another quote that supports this is

## **THIRD or FINAL** (to replace the overused “third” and “finally”)

- A final example (fact, reason)
- And finally
- Lastly
- Last of all
- A final great example is
- The third and final example is
- The final good piece of evidence is
- The best way to look at this is through
- The final example that proves this is
- The last example that suggests this is
- The last (final) example that helps support this is
- Third and even more importantly
- Third and most importantly
- The third good example is
- Yes the best reason (example) is
- Yet the best piece of evidence is
- The last (final) indication of this is
- Most compelling is
- Even so
- The best and final reason is
- On top of that
- On top of all this
- The last example (idea, reason, piece of evidence) is
- Best of all
- The final example to note
- The last example that stands out is
- Most importantly
- Accordingly
- Along with the first two examples, there is
- In addition to these two reasons,
- Moreover
- In addition to the first two
- Adding to those
- In addition to those
- Still another great example is
- Then again, the strongest example is
- The strongest example is
- Of course
- But most conclusive is
- In the same light
- A perfect final reason (example, fact) is
- Adding to the first to examples is
- Making an even stronger case is
- An even better example of this is
- The last place this can be seen is when
- While the first two examples are good, an even better one is
- To add even more fuel to the fire
- To add a final, even more interesting fact
- A good way to really show this is true is
- The best way to really show this is true is
- This is best seen in the part where
- Yet the best quote to show this is

## **IN CONCLUSION** (the “CON” part of MEL-Con)

(to replace the overused “in conclusion” or “all in all” at the end of a paragraph)

- So, it is clear to see that
- Summing this whole thing up
- Accordingly
- In summary
- Consequently
- Thus
- As a result
- In short
- Therefore
- So
- The evidence clearly points
- All of this together means
- Put it all together and
- The best way to sum it up is
- With all of this
- The three examples, ....., prove that...
- And so therefore
- For all of these reasons, ....., one can see that...
- This all adds up to one conclusion
- So, when studying all of the reasons
- With all of this in mind
- Due to all of these reasons
- Together
- Taken together, we must believe that
- One can see that
- The evidence is clear
- No one can argue that
- And so it is
- Yes, it is evident that
- Yes! It is truly evident
- Truly
- To reemphasize
- To repeat
- Again
- Indeed
- Of course
- There is no doubt that
- There is no argument that
- With all of these examples
- In total
- When looking at all of the possibilities
- Clearly
- Yes, it is true then
- So, when looking at the facts, it is evident that

# OTHER USEFUL TRANSITIONS

To separate items and ideas within a paragraph:

## To show location

above	away from	by	on top of
across	back of	down	outside
against	behind	in front of	over
along	below	inside	throughout
alongside	beneath	into	to the right
amid	beside	near	to the left
among	between	off	under
around	beyond	onto	

## To show time

about	till	soon	when
after	until	later	whenever
at	meanwhile	afterward	in the future
before	today	immediately	daily
during	tomorrow	finally	weekly
first	yesterday	then	monthly
second	next week	next	yearly
third	next month	in the meantime	
prior to	next year	as soon as	

## To add information

again	and	likewise	as well
also	besides	moreover	together with
additionally	equally important	further	along with
in addition	for instance	next	plus
another	furthermore	finally	adding to that

## To compare

in the same way	likewise	similarly	in comparison
also	like	as	comparatively

## To contrast

in the meantime  
nevertheless  
even though  
but

however  
otherwise  
conversely  
even so

yet  
on the contrary  
still  
as opposed

although  
on the other hand  
counter to

## To emphasize

again  
indeed  
with this in mind

in fact  
to repeat  
truly

clearly  
to emphasize  
for this reason

undoubtedly

## To clarify

that is  
in other words

put another way  
stated differently

to clarify  
for instance

## To conclude

as a result  
finally  
consequently

thus  
therefore  
accordingly

due to  
in summary  
in short

undoubtedly  
so

# TRANSITIONS for within an ESSAY

To separate items within an essay:

## To set up your thesis statement, try:

This essay asserts...

The purpose of this paper is...

I purport that...

The main assertion of this paper is...

This paper examines...

I intend to examine the idea that...

The central theme of this document is...

This paper forwards the idea of...

This essay posits...

## To set up your restatement of your thesis, try:

From this discussion it is clear that...

With all that has been reviewed, it is evident that...

The central theme of this paper has been to prove...

The cumulative affect of this research proves...

In reviewing all the evidence, it is plain to see...

Having reviewed the major issues relating to \_\_\_\_\_ we must now agree that...

The net affect of these arguments is...

## To move from your introduction to your first body paragraph, try:

In order to understand (put key idea of these here) we must first look at...

The first way in which (put key idea of these here) is...

One way to look at (put key idea of these here) is to examine how...

## To move from the first body paragraph to the second, or from the second to the third, try:

Now that we have examined (key idea of last paragraph) we must next look at...

From this understanding of (key idea of last paragraph) we can now examine...

Having seen how (key idea of last paragraph) it is imperative to examine...

While understanding how (key idea of last paragraph) is important, ...

(Key idea of last paragraph) is not the only way in which (key idea from thesis), another important rationale is...

# WORDS TO AVOID

## The Vague / Generic Words

- things
- stuff
- any
- every
- no
- some
- many
- several
- some
- kind of
- one
- where
- thing
- body
- few
- often
- then
- i.e. someone
- i.e. anybody
- nothing
- everywhere

Combined with

## The Exaggeration Words

- so
- very
- really
- super
- most
- great
- a ton
- way
- almost
- everyone
- everything

## The Vague / Generic Words

- to start
- to begin
- never
- always
- suddenly
- all of a sudden
- all of the time
- forever
- a lot
- all

## The Helping Verbs

- to have (had, have, has)
- to be (is, are, am, was, were, been, being, be)
- to get (get, got, getting, gotten)
- to do (do, does, did, doing, done)

## The Pronoun “You”

Alternatives to the use of the second person pronoun “you”:

Indefinite Pronouns:

- Most
- All
- Few
- Some
- Any
- Many
- Anyone
- Someone
- Everyone

Generic Nouns:

- People
- Students
- Community
- Audience
- The reader

# QUOTES as EXAMPLES in essays (A.W.E. FORMAT)

- When you use a quote from a reading, you **cannot** just ‘put it in’ your essay.
- A quote must use the Author’s Words Exactly (A.W.E.)
- A quote (A.W.E.) must be preceded by **context** and a **signal phrase** (also known as a tag).
- Choose a signal phrase that **fits well with the type of evidence you have**.

## Example Signal Phrases:

When writing about fiction / literature (i.e. a quote from within story):

- A great example of this is when (character) comments (says, shouts, notes, etc.), ...
- (Character) explains this clearly when he/she says, ...
- This is supported by (character) when he/she remarks, ...
- This is demonstrated when the narrator shows...

When writing about non-fiction:

- This idea is outlined well in (author’s name)’s article “(title of article)” when he/she notes, ...
- Author (author’s name) recognized this in his/her article “(title of article)” when he/she stated, ...
- This is supported by (author’s name) in the article “(title of article).” (Last name) points out that, ...
- A great example can be found in “(title of article)” when the (author’s Last name) comments, ...
- (Author’s name) explains this idea clearly when he/she remarks...
- Another place this can be seen is when (Author’s name) writes, ...
- An instance that demonstrates (topic) can be easily found in (Author’s name) when he/she notes, ...

## When in doubt, follow this formula:

**Context + Signal Phrase + A.W.E. (your quote)  
= One Example in your essay**

**These are just a few examples. You can customize your own signal phrase to meet the needs of your paper and topic. Try writing one using one of the verbs listed here:**

comments	notes	observes	recommends
summarizes	writes	recognizes	implies
outlines	infers	discusses	advocates
says	suggests	proposes	recounts

## Writing an In-text (Parenthetical) MLA Citation

**Definition:** An in-text, or parenthetical, citation is put in the body of your paper to refer to one of the sources listed in your *Works Cited*.

**WHEN TO CITE:** You **MUST** use in-text citations whenever you are **quoting or paraphrasing someone else's work**. The full citation for your source must be on your works cited page.

**WHAT TO INCLUDE:** In parentheses, place the author's name followed by one space and the page number, and a period at the end. \*THE PERIOD ALWAYS GOES OUTSIDE OF THE PARENTHESES\*  
If your citation follows a quote, the citation goes AFTER the quotation marks.

*Example:* (Friedman 3).  
"You are quoting something here" (Friedman 3).

**No author listed:** Use the first word or two of the title in quotation marks.

*Example:* Many Chinese families abandon their baby girls, hoping to have boy babies in the future ("Missing Girls" 5).

**Web site without Page numbers:** In MLA format, use paragraph numbers if given. If your website doesn't have paragraph numbers (most do not), put 'n. pag.' for 'no pagination.'

*Example:* "This web site has no paragraph numbers listed" (Author n. pag.).

**Two or more sources by the same author:** The in-text citation would include the author's last name, the first word or two of the title and the page number.

*Examples:* journal article (Smith, "Common Errors" 7).  
Book (Smith, Library Fun 227).

**Two or more authors with the same last name:** If the authors have different first names but the same last name, the reference would include the first initial of the first name with the last name (J. Smith 23).  
If the first initials are the same, you would use the first names (Jonathan Smith 23).

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### What if I'm paraphrasing information when I've found the same ideas in more than one source?

Your citation should mention each source. This shows the reader that you have done thorough research on the topic.

*Example:*

Researchers have found that high school students believe their skills in doing research are better than they actually are (Smith 34; Jones 567).

### What if I'm talking about my own idea, but I find the same idea in an article?

Make a reference to the work of the other person, using the term 'see also.' Otherwise the reader may think you have plagiarized that person's work.

*Example:*

My experience with students has led me to conclude that the lack of ability to create a visual image as they read greatly hinders reading comprehension (see also Jones 65).

**What if I want to use information from a person, but I found it quoted in a source written by someone else?**

You would include the information, with your citation showing the source it was originally from and also where you found it cited.

*Example:*

Research done by John Smith found that 46% of high school students are not effective at doing online research (Smith, cited in Miller 789).

**What if the quote is printed on more than one page of the book or article?**

You would list the entire page number of each page with a hyphen between (Smith 396-397).

**What if a quote is good, but I want to leave part of it out?**

You would quote as you normally would, but use 3 spaced periods, called ellipsis points, to show that a part was omitted.

*Example:*

"You would quote as you normally would, but use three spaced periods ... to show that a part was omitted" (Smith 45).

"You would quote as you normally would, but use three spaced periods..." (Smith 45).

**What if the material I'm quoting already has quotation marks in it?**

You would put the quote you're using in quotation marks and change the part that was quoted within your larger quote to single quotation marks.

*Example:*

"You would put quotation marks around the quote you are using, and 'use single quotation marks, the librarian said, around quotations within your quote'" (Smith 678).

**What if the author's name is already stated in my text?**

Since the author Harvey Teacher's name is already stated in the text of the paper, it is omitted from the in-text citation and only the page number or paragraph number is used (39).

**What if the quote is long?**

If the quote is 3 lines or longer, you need to use a "block quote" format, indent the entire quote one inch from each margin, single space it, and use no quotation marks. In most cases a quote like that would be introduced with a colon.

*Example:*

According to John Smith, an MLA expert, a long quote is usually introduced in this way:

A long quote begins on a new line and is indented one inch or 10 spaces. The entire quote is single spaced. There are no extra indentations and quotation marks are left off. If the quote includes two paragraphs, each is indented an additional 3 spaces. The reference information comes at the end of the quote, just as it would in a shorter quote. It includes the last name of the author and the page number (Smith 5).

Following this block quote and citation, you would continue writing your paper by explaining the quote in the same paragraph.

**Additional Questions?**  
**Please ask your teacher or a librarian!**

# **OPENING ACTS: Introduction Method**

For essays and speeches

<b>A</b>	Attention Getter:
	_____
	_____
	_____
	_____
	_____
	_____

<b>C</b>	Connector Statement:
	_____
	_____
	_____

<b>T</b>	Thesis:
	_____
	_____
	_____

<b>S</b>	Summary:
	_____
	_____
	_____
	_____
	_____
	_____

# CLOSING “STAC” IT: Conclusion Method

For essays and speeches

<b>S</b>	Summary:
	_____
	_____
	_____
	_____
	_____

<b>T</b>	Thesis Restated (in a new way):
	_____
	_____
	_____

<b>A</b>	Attention Getter (revisited):
	_____
	_____
	_____

<b>C</b>	Clincher (something new, interesting, leave audience with something to remember or think about):
	_____
	_____
	_____
	_____
	_____

# 8 COMMON MODES OF RHETORIC (WRITING)

Narrative  
Descriptive

These are two common types that have different uses than the ones discussed below. The 8 types below are commonly used for more academic papers.

## Comparison / Contrast

*How is the subject similar and/or different from something else?*

Use this mode to explain or evaluate how two items/ideas/people are alike or different or both. You may also argue that one is better than the other with this method.

Ex. American football versus rugby.

How nursing has changed in the last ten years.

Drug addicts versus casual users.

### Useful Verbs:

compare	explore	consider	point out	differ
contrast	highlight	realize	regard	vary
identify	determine	review	inspect	match
investigate	search	note	observe	observe

## Cause and Effect

*Why did the subject happen? What were or may be its consequences?*

Use this mode to determine and analyze how certain events lead to certain results. Or, how certain events resulted because of certain occurrences. Analyze why something does or does not happen.

Ex. Why the football team was so successful this year.

Why is traffic so bad in Chicago?

What does it take to be a good student?

### Useful Verbs:

look at	examine	analyze	explore	acknowledge
understand	highlight	clarify	grasp	be aware of
identify	determine	perceive	demonstrate	inquire
investigate	confront	note	seek out	probe

## Argument / Persuasion

*Why do I believe as I do about a subject? Why do others have different opinions?*

*How can I convince others to accept my opinion or belief as I do?*

This method aims to find agreement with readers or change the minds of readers, or get readers to take action on an idea. This method often relies on the other methods for parts of it. You may have to define, explain a cause and effect, classify an idea, etc. in various parts of your paper...but the main focus is to convince.

Ex. Social media websites should be banned from schools.

The driving age should be raised.

Professional athletes should not be paid such high salaries.

**Argument / Persuasion Useful Verbs:**

analyze	note	remind	convince	satisfy
understand	grasp	resolve	acknowledge	consider
beware of	accept	verify	regard	think over
be aware of	urge	change	critique	inspect
respect	know	ponder	contemplate	reconsider
adopt	utilize	learn from	respond	act (upon)
react	model	institute	introduce	follow

**Example***How can the subject be illustrated? What are instances of it?*

Use this mode to entertain a reader, demonstrate why something should be, or to counter a prevailing view about a subject. This method is also good for showing how a policy or change in ideas would benefit a group of people (a company, teenagers, women, Americans, etc.). Example is a mode which uses evidence to support a general statement.

Ex. Grandparents relate better to their grandchildren than their own children.

Rudeness is on the rise.

Crime mimics TV and movies.

**Useful Verbs:**

look at	highlight	see	give examples of
understand	determine	note	illustrate
identify	take a glimpse	point out	clarify
investigate	explore	review	explain
discuss	provide	demonstrate	

**Division or Analysis***What are the subject's parts and what is their relationship or significance?*

Use this method to take apart and reassemble a topic or idea. Peer into the insides of an object, an institution, a work of art of literature, a policy or rule. Identify the parts and analyze how the parts relate. A good method for criticizing, identifying flaws, or arguing that something is good or bad.

Ex. The perfect vacation spot.

Personality of a friend or relative.

The impact of a book/poem/story.

**Useful Verbs:**

look at	expose	explore	point out	know
understand	summarize	accept	study	provide
identify	determine	uncover	realize	
investigate	consider	distinguish	divide	

## **Process – Analysis**

*How does the subject work, or how does one do it?*

This mode is great to explain how a sequence of actions leads to an expected result. Use this when you want the reader to understand how something works, or how to do something. The important part of this method is the analysis of the process.

Ex. How to prevent weight gain.

How to design a webpage.

How to follow a new procedure.

### **Useful Verbs:**

look at	discuss	explore	review
understand	appreciate	perceive	know
identify	determine	see	search
investigate	take a glimpse	note	grasp

## **Definition**

*What are the subject's characteristics and boundaries?*

Use this mode to specify what something is and what it is not. This method is used to explain the meaning of an abstract idea or complicated subject or controversial idea.

Ex. The meaning of the phrase *family values*.

What is *success*?

What does it mean to be a *good sport*?

## **Classification**

*What groups or categories can the subject be sorted into?*

Use this method to write about people/ideas/objects which share at least one characteristic (writers, computer users, a law or rule, motorcycles) and arrange them into groups or types. This method is like breaking up a topic into parts the way you see it.

Ex. Types of customers in a store.

Four styles of email.

Types of high school courses.

### **Useful Verbs:**

classify	analyze	sort	distribute
categorize	highlight	arrange	break up
separate	determine	order	stratify
identify	place	divide	assign