As a class, we’ll review the attached document “Real-world Writing Purposes”, and your assignment is to think of:

1. writing task examples for 4 of the 6 categories, and
2. to begin to identify the writing tools you’ll need for each of those 4 tasks.

Writing task example:
We’ve practiced in class with the Broad Business School application, but all professions will require you to be able to communicate about yourself, your goals, your skills, your past inspirations, hardships, work experience, motivations, your achievements, etc.

Which real-world category fits this writing task example?
Which writing tools will you need when you write for this task?
Which writing tools will help you communicate most effectively for this task?

In class:
• Brainstorm real-world writing tasks
• Keep learning more about: concession, hedging, grammar tools (conjunctions, transitions, subordinators) through class lessons and assignments
• Brainstorm a list of these writing tools we’ve studied
• Review the document 1: “Real-world Writing Purposes”
• Begin your writing task worksheet of 4 out of 6 categories
• Practice with giving opinions on “Attitudes, Values, Beliefs”
• Document 2: Writing Task Composition - Choose the real-world writing task you’ll work on for your assignment and in-class editing

For all Writing Tasks:

Format: • double spaced (papers that are hand written or single spaced will not be accepted)
• 12 point sized, normal font (times new roman, times, arial, etc.)
• indent each paragraph (indent = 0.5” or one “tab”)
• 1 inch margins all around

Length: Whatever length is required to fully communicate your message, likely 1-3+ paragraphs

Purpose: *What do you think? ___________________________

Audience: *What do you think? ___________________________

Tone: Formal

Style: MLA style (Do your best. This will be addressed in detail later—the editing stage.)

### Document 1: Writing Task Worksheet based on “Real-world Writing Purposes”

<table>
<thead>
<tr>
<th>Purpose / Category</th>
<th>Real-world Writing Task</th>
<th>Writing Tools To Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: I have students write in class, under time constraints too. I use documents 1 and 2 with the formatting here but room for their compositions. Document 2 is usually two pages.

### Document 2: Writing Task Composition (initial, less-advanced assignment work)

Choose a real-world writing task you’ll work on in class (review, blog, e-mail, etc.)

Name:
EAP 220 English Grammar and Composition

Real-world Writing Tasks
Purpose/Category: ____________________________
Real-world Writing Task: ________________________________

Composition:

Reflection: Which writing tools did you use? Read your composition and indicate where you used four different writing tools (highlight/underline/star/circle the text and label that section with the writing tool used). Then complete the reflection portion below:

<table>
<thead>
<tr>
<th>Writing Tool</th>
<th>Why did you use this tool in this section?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Laura Ramm, rammbo@msu.edu – EAP 220 – Real-world Writing Tasks
Attitudes, Values, Beliefs

Everyone has attitudes, values, and beliefs about something important in life, but how these work together, or don’t work well together (making a claim/argument), is more interesting than just stating what they are (reporting). In class, we’ll discuss these three important words and then brainstorm topics for real-work writing about them in our lives.

Point of View: Objective. This is even more important here because you are touching on beliefs, which tend to be biased. This will be good practice for you to (1.) separate yourself from what you hold so closely, and (2.) construct an analytical treatment of something really important. Something that will help with this is our class work on concession and hedging. You’ll want to watch for these lessons.

Using Sources: You will need to use our core sources from class, but you will want to also find outside sources, at least one other, about your topic. Outside support is to clarify, further, or add to what you have already written. You may paraphrase or quote the material you use from any of the articles, but you must do so only to support your argument. You cannot use the articles for the majority of your paragraphs.

Definitions:
- Attitudes – A feeling, position, tendency, or inclination, esp. of the mind, toward a person or thing.
- Values – relative worth, merit, or importance of ideals/customs of a society toward which the people of the group have an affective regard (pos. or neg.).
- Beliefs – confidence in the truth, or existence of something, not immediately susceptible to rigorous proof; a conviction.

Videos:
- Definitions - [https://www.youtube.com/watch?v=F7XF6jMsaP0](https://www.youtube.com/watch?v=F7XF6jMsaP0)
- Persuasive texts - [https://www.youtube.com/watch?v=nP2goZljZRE](https://www.youtube.com/watch?v=nP2goZljZRE)
- Lecture on Tolerance - [https://www.youtube.com/watch?v=Qxyknsq5QOU](https://www.youtube.com/watch?v=Qxyknsq5QOU)

In-class video and notes with activities:
Student video with bias, prejudice, discrimination - [https://www.youtube.com/watch?v=t27EzBD6t_4](https://www.youtube.com/watch?v=t27EzBD6t_4)

Looking at the world through rose-colored glasses (spectacles) or colored lenses: Red, yellow, blue
9 People – What’s your first impression?
1. Write down some words to describe what you see.
2. Then write down how what you see makes you feel
3. Which of the 9 people do you think you’d get along with or would want to meet?
4. Who is a: drug addict, pregnant, HIV positive, criminal, or father?
5. Why did you make these choices? What did you consider to make this opinion?

What’s involved in our impressions (judgments)?
- Value: important to you; based on your moral experiences
- Belief: opinion you accept as true, even though it can’t be proven
- Attitude: your thinking based on values/beliefs; how you express yourself in thoughts, words, and actions as influenced by values/beliefs.
- Behavior: coming from your attitude
There is no one rule to arrive at beliefs. 
Examples: 1. expensive goods are better quality, or 2. Women are better caregivers than men.

Your strong opinions (judgments?) can lead to:
- Bias: favoring one thing over another
- Prejudice: unreasonable dislike for a person or group
- Discrimination: action on prejudices (or dislikes); unfair treatment

Task: List of qualities - Order these by which you value the most/least.
Dedicated Caring Serious Thorough
Intelligent Friendly Funny

Questions:
How do you think these values influence your attitudes toward others?
How do you think your attitudes impact how you behave toward others? Do you judge?

Discussion Questions for Brainstorming:
- Do values shape human progress?
- How significant are these 3 in your life, culture?
- How does culture influence these 3 for you?
- Identity? You may believe one thing but have a different attitude.
- How do these 3 shape your decision making?
- How do these 3 influence the decisions you make?

Document 2: Writing Task Composition (more challenging)
Choose a real-world writing task you’ll work on for your assignment and in-class editing, based on our work with “attitudes, values, beliefs” (blog, personal statement, protest doc, discussion/response, etc.)

Name:
EAP 220 English Grammar and Composition

Real-world Writing Tasks
Purpose/Category: 
Real-world Writing Task: 

Composition:

Reflection: Which writing tools did you use? Read your composition and indicate where you used four different writing tools (highlight/underline/star/circle the text and label that section with the writing tool used). Then complete the reflection portion below:

Writing Tool Why did you use this tool in this section?
1.
2.
3.
4.

Laura Ramm, rammbo@msu.edu – EAP 220 – Real-world Writing Tasks
## Real-World Writing Purposes

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| express and reflect | The writer…  
...expresses or reflects on his or her own life and experiences.  
...often looks backwards in order to look forward. |
| inform and explain  | The writer…  
...states a main point and purpose.  
...tries to present the information in a surprising way. |
| evaluate and judge  | The writer…  
...focuses on the worth of person, object, idea, or other phenomenon.  
...usually specifies the criteria to the object being seen as “good” or “bad.” |
| inquire and explore | The writer…  
...wrestles with a question or problem.  
...hooks with the problem and lets the reader watch them wrestle with it. |
| analyze and interpret | The writer…  
...seeks to analyze and interpret on phenomena that are difficult to understand or explain. |
| take a stand/propose a solution | The writer…  
...seeks to persuade audiences to accept a particular position on a controversial issue.  
...describes the problem, proposes a solution, and provides justification. |

Figure 1.1  
Source: adapted from *Reading Rhetorically*, by Bean, Chappell, and Gillam. See Appendix 1 for a copy.
Concession Paragraphs

When you are writing an argumentative essay, you need to acknowledge the valid points on the other side of the table, otherwise you will come off sounding narrow-minded and thereby less effective. Rather than weakening your paper, a good concession paragraph will actually strengthen your essay by showing that you have thoughtfully considered both sides before arriving at your own point of view.

1. a concession paragraph concedes to the opposing side's valid point,
2. then presents a counter argument,
3. and finally a concluding statement which will either restate the original position on the issue, suggest a course of action, or even suggest a compromise.

**Topic: Rock Music**

*It is true that* some rock music contains lyrics that are both provocative and rebellious. In fact, one form of rock music, punk rock, concentrates purely on antisocial subjects as a basis for its songs. *However,* rock music itself is not enough to make a teenager rebel against society. Even though some lyrics contain hints of social rebellion and moral decline, the average teenager does not take this seriously and concentrates more on the musical value of the songs rather than the inner meaning of the lyrics. *In conclusion,* I feel that even though lyrically rock music shows hints of anarchy and social rebellion, it is not a threat to society.

*Source: Rebecca Caplan's Writers in Training*

In the above paragraph, transitional phrases have been italicized for emphasis. These help guide the reader through the three parts of the paragraph. Below are some additional transitions you make find helpful in writing concession paragraphs.

1. **Phrases to introduce the concession:**
   
   *For example:* "*It is often argued that school uniforms improve academic performance.*"
   
   It is true that...                Of course,...
   Admittedly,...                   Although,...
   Granted,...                      It is true that...
   Certainly,...                   It is often argued that...

2. **Transitions and phrases to introduce the counter argument:**
   
   However,...                             On the other hand,...
   Nevertheless,...                        But...

3. **Transitions and phrases to introduce the concluding sentence of the concession paragraph:**
   
   Thus,...
   Therefore,...
   As a result...

**Topic: Are grades harmful?**

Certainly, grades do serve as a powerful motivational tool for students. The fear of failure gets otherwise disengaged students to complete their work, and the desire to receive excellent marks (A's) motivates good students to push themselves to do their very best work. It is also true that grades contribute to a productive classroom environment that benefits the entire group; students who know they will be graded down if they don't have their homework done tend to come prepared, thus improving the quality of class discussions. On the other hand, the positive motivational effects are overpowered by the negative impact of competition between students. Students who don't earn those A's often feel like failures, even though they have learned a great deal. What is gained from the B is often lost in the desired for an A. Often, students compare their grades with others in an effort to see how they rank. This relative status has little to do with how much an individual is actually learning. In short, we must find another way to motivate students that puts the emphasis on learning rather than on the delineation of winners and losers.
Features of academic writing: Hedging

It is often believed that academic writing, particularly scientific writing, is factual, simply to convey facts and information. However, it is now recognized that an important feature of academic writing is the concept of cautious language, often called "hedging" or "vague language". In other words, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making.

Language used in hedging:

<table>
<thead>
<tr>
<th>Introductory Verbs</th>
<th>seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain lexical verbs</td>
<td>believe, assume, suggest</td>
</tr>
<tr>
<td>Certain modal verbs</td>
<td>will, must, would, may, might, could</td>
</tr>
<tr>
<td>Adverbs of frequency</td>
<td>often, sometimes, usually</td>
</tr>
<tr>
<td>Modal adverbs</td>
<td>certainly, definitely, clearly, probably, possibly, perhaps, conceivably</td>
</tr>
<tr>
<td>Modal adjectives</td>
<td>certain, definite, clear, probable, possible</td>
</tr>
<tr>
<td>Modal nouns</td>
<td>assumption, possibility, probability</td>
</tr>
</tbody>
</table>
| Modal Clause + "that" | It could be the case that... \(\ldots\)  
It might be suggested that... \(\ldots\)  
There is every hope that... \(\ldots\) |
| Modal Clause + infinitive "to" | It may be possible to obtain... \(\ldots\)  
It is important to develop... \(\ldots\)  
It is useful to study... \(\ldots\) |

*Note: Modal here means a grammatical form (or category) characteristically indicating an assertion of an action or state in some manner other than as a simple fact.*

EXAMPLES: Compare the following sentences and highlight the hedging language.

1a. It may be said that the commitment to some of the social and economic concepts was less strong than it is now.  
1b. The commitment to some of the social and economic concepts was less strong than it is now.

2a. The lives they chose may seem overly ascetic and self-denying to most women today.  
2b. The lives they chose seem overly ascetic and self-denying to most women today.

3a. Weismann suggested that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.  
3b. Weismann proved that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.
4a. Yet often it cannot have been the case that a recalcitrant trustee remained in possession of the property entrusted to him.
4b. Yet a recalcitrant trustee did not remain in possession of the property entrusted to him.

5a. Recent work on the religious demography of Northern Ireland indicates a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.
5b. Recent work on the religious demography of Northern Ireland shows a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.

6a. By analogy, it may be possible to walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.
6b. By analogy, one can walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.

7a. There are certainly cases where this would seem to have been the only possible method of transmission.
7b. There are cases where this would have been the only possible method of transmission.

8a. Nowadays the urinary symptoms seem to be of a lesser order.
8b. Nowadays the urinary symptoms are of a lesser order.

**Identify the hedging expressions in the following sentences.**

1. There is no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.
2. For example, it is possible to see that in January this person weighed 60.8 kg for eight days,
3. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.
4. Escherichia coli, when found in conjunction with urethritis, often indicates infection higher in the uro-genital tract.
5. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.
6. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.
7. One possibility is that generalized latent inhibition is likely to be weaker than that produced by pre-exposure to the CS itself and thus is more likely to be susceptible to the effect of the long interval.
8. For our present purpose, it is useful to distinguish two kinds of chemical reactions, according to whether the reaction releases energy or requires it.
9. It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

Source: http://www.uefap.com/writing/feature/hedge.htm
<table>
<thead>
<tr>
<th>Category/Type of Relationship</th>
<th>Transitional Words &amp; Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>also, again, as well as, besides, (coupled with + N), furthermore, in addition, likewise, moreover, similarly</td>
</tr>
<tr>
<td>Consequence</td>
<td>accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore</td>
</tr>
<tr>
<td>Generalizing</td>
<td>as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually</td>
</tr>
<tr>
<td>Exemplifying</td>
<td>chiefly, especially, for instance, for example, in particular, markedly, namely, particularly, including, specifically, above all else</td>
</tr>
<tr>
<td>Illustration</td>
<td>for example, for instance, for one thing, as an illustration, (illustrated with + N), as an example, in this case</td>
</tr>
<tr>
<td>Emphasis</td>
<td>above all, chiefly, with attention to, especially, particularly, singularly</td>
</tr>
<tr>
<td>Similarity</td>
<td>comparatively, correspondingly, identically, likewise, similarly, moreover, (Phrase markers: verb: coupled with + N; adverb: together with + N)</td>
</tr>
<tr>
<td>Exception</td>
<td>(These all start phrases: aside from, barring, besides, except, excepting, excluding, exclusive of, other than, outside of)</td>
</tr>
<tr>
<td>Restatement</td>
<td>in essence, in other words, in short, in brief, to put it differently (These start phrases: namely, that is, that is to say)</td>
</tr>
<tr>
<td>Contrast &amp; Comparison</td>
<td>by contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, however, still, nevertheless, in contrast</td>
</tr>
<tr>
<td>Sequence</td>
<td>at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, later on, meanwhile, next, then, soon, in the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind</td>
</tr>
<tr>
<td>Summarizing</td>
<td>after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally</td>
</tr>
<tr>
<td>Diversion</td>
<td>by the way, incidentally</td>
</tr>
<tr>
<td>Direction</td>
<td>here, there, over there, beyond, behind, nearly, opposite, under, above, to the left, to the right, in the distance</td>
</tr>
</tbody>
</table>

EXAMPLES

Comparison/Contrast
-- Their gardens both looked beautiful. His was the product of intensive effort; conversely, hers was the product of a low maintenance approach.
-- His garden looked beautiful after many hours of work. By contrast, his neighbor’s garden looked equally beautiful, though she practiced a low maintenance approach.

Consequence
-- She was preparing to clean the chair and subsequently realized she had no soap.
-- She was cleaning the chair with a powerful solution. As a result, the chair was cleaner than it had ever been.

Direction
-- They grew impatient waiting for his arrival while in the distance they didn’t see him coming.
-- The team was practicing for their big game that was to take place the next day. Behind the stands, however, the scout was watching their every move.

Emphasis/Exemplify
-- The sixth grade class was reading 19th century children’s literature, particularly American Letter to My Young Cousin.
-- The class was challenged to research classic works on the strategies of war. Above all else, they were directed to read The Art of War.

Exception
-- A community non-profit foundation’s governing body serves without compensation exclusive of the chief executive officer who is considered an employee.
-- The author seemed to be describing everything that happened that day in my early childhood. Aside from the location, even the very sequence of events was strangely familiar.

Generalizing
-- Even though we live and work in the city, as a rule we try to get away every other weekend.
-- All of our committees should be as representative as possible. Ordinarily, each should not have less than four and not more than eight members.

Illustration
-- The editors seemed to be quite taken with the recent edition, illustrated as it was with beautiful drawings from nature.
-- The designers were discussing how the dress fit the model. For one thing, the length seemed to be most critical.

Restatement
-- My bed is my favorite place to be, or, to put it differently, I love to sleep!
-- A glider is an unpowered aircraft that uses air currents to ascend and descend. In essence, the glider is a small plane without an engine.

Sequence
-- I will be writing up an agreement simultaneously with the final paperwork.
-- The negotiations will begin next week. In the meantime, consultations will take place between political leaders.

Similarity
-- We discussed recent security problems, coupled with resolving key issues of protecting our computer network.
-- Mild weather extended the planting season even longer. Correspondingly, the bulk of the crop was planted by the end of the month.

Summarizing
-- “At least we can help make the world safe for diversity, for in the final analysis our most basic common link is that we all inhabit this small planet” (President John F. Kennedy, 1963).
-- The video game has many interesting graphics and the pace is set well with the music. On the whole, I would recommend it.