

Upgrade Your Writing: Organizing Your Thoughts *Study Guide*

by
Laurie E. Rozakis, Ph.D.



Video Aided Instruction, Inc.
Roslyn Heights, New York

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Upgrade Your Writing: Organizing Your Thoughts

1 DVD · 1 hr. 14 mins.

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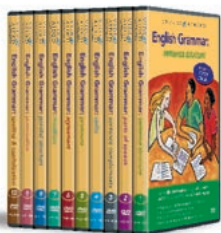
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Introduction

Video Aided Instruction's *Upgrade Your Writing* Series is like a virtual "writing clinic on DVD" that gives middle school students through adults (and challenged learners requiring remediation, in particular) the tools they need to dramatically improve their performance on any academic writing assignment or real-world writing task.

Before you begin viewing this program, please allow us to make a few recommendations. First, we suggest that you have a notebook and pen ready, so you're prepared to use the many on-screen graphics to take notes for yourself—the physical act of writing things down can help you remember them. Best of all, when you're done, you'll have a terrific resource filled with useful tips, key concepts, and easy-to-follow strategies that will help you become a better writer—all in one handy notebook that you can refer back to again and again.

Secondly, don't forget to take advantage of your "pause" button while viewing the program. This will allow you to try to complete the exercises in this study guide before you view the answers on-screen.

Finally, don't try to absorb too much at one time. By viewing the program over a number of short sessions (instead of all at once), you'll stay "fresher" and retain more of what you learn. And don't forget: you can review the entire program, or specific sections, as many times as you need to!

So now you can avoid the kind of incoherent, disorganized, and error-laden writing that inspires teachers to "break out the red pen"—you really can *Upgrade Your Writing*... let Video Aided Instruction be your guide!

About the Author

Laurie E. Rozakis, Ph.D., is a Professor of English and Humanities at the State University of New York at Farmingdale. An award-winning educator and vibrant public speaker, Dr. Rozakis is also a prolific author with more than 100 books to her credit, including numerous test prep titles for Scholastic, McGraw-Hill, and Peterson's and many books in the bestselling *Complete Idiot's Guide* series.

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PART 1: The Basics of Outlines

Exercise 1

Directions: On a separate piece of paper, place the following information about the Federal Government into a *simple five-paragraph outline*. (NOTE: Your answer may vary from the program.)

The Executive Branch carries out our laws. The Legislative Branch is comprised of Congress. The Judicial Branch interprets laws. The Executive Branch is headed by the president. The Legislative Branch makes laws. The Judicial Branch is headed by the Supreme Court. Congress includes the Senate and House of Representatives.

Exercise 2

Directions: On a separate piece of paper, create an *outline* for an essay on this topic: "Should we have mandatory school uniforms in public schools?". You may choose to make a word, phrase, or sentence outline. Be sure to use *parallelism*, *coordination*, *subordination*, and *division* correctly. (NOTE: Your answer will vary from the program.)

PART 2: Outlines: Cause and Effect

Exercise 3

Directions: Using the chart provided, sort the following information regarding the Irish potato famine into *causes and effects*. To locate this information, you may have to do some research by consulting an encyclopedia, dictionary, or online resource. Remember, some causes may also be effects, some causes may have multiple effects, and some effects may have multiple causes. (NOTE: Your answer may vary from the program.)

one million emigrated	homelessness
potatoes are nourishing	dependence on one crop
famine	at least one million died
crops failed	1845 potato blight

CAUSES	EFFECTS

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Exercise 4

Directions: On a separate piece of paper, create an **outline** using **cause-and-effect** structure for an essay on this topic: "What were the causes and effects of the *Titanic* tragedy of 1912?". You may choose to make a word, phrase, or sentence outline. To locate this information, you may have to do some research by consulting an encyclopedia, dictionary, or online resource. (*NOTE: Your answer will vary from the program.*)

PART 3: Outlines: Divide and Classify

Exercise 5

Directions: On a separate piece of paper, **divide and classify** the following list of things into two groups according to some reasonable method for classification. To locate this information, you may have to do some research by consulting an encyclopedia, dictionary, or online resource. (*NOTE: Your answer may vary from the program.*)

constitutional monarchy

republic

anarchy

theocracy

democracy

dictatorship

Exercise 6

Directions: On a separate piece of paper, create an **outline** using **divide-and-classify** structure for an essay on this topic: "What are some different types of students in your school (or a typical school)?". You may choose to make a word, phrase, or sentence outline. (*NOTE: Your answer will vary from the program.*)

PART 4: Outlines: Compare and Contrast

Exercise 7

Directions: Identify the method of organization used in the following **compare-and-contrast** paragraph; is it an example of: A) **point-by-point** structure or B) **chunk** structure?

Protons are positively charged particles within the nucleus of an atom. The nucleus of an atom always has at least one proton, and all atoms of the same element—for example, all silver atoms—have the same number of protons. Electrons, on the other hand, are negatively charged particles that move around the nucleus. An atom may have one or more electrons, and this affects the overall charge of that particular atom.

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Exercise 8

Directions: On a separate piece of paper, use **point-by-point** structure to rewrite the **compare-and-contrast** paragraph from **Exercise 7**. Try to stick as closely to the original wording as you can, just changing the order of the sentences. (*NOTE: Your answer may vary slightly from the program.*)

Exercise 9

Directions: On a separate piece of paper, create an **outline** using a **compare-and-contrast** structure for an essay on this topic: "Analyze Greek and Roman architecture to show how they are the same and different." You may choose to make a word, phrase, or sentence outline, organized in either the **chunk** structure or the **point-by-point** structure. To locate this information, you may have to do some research by consulting an encyclopedia, dictionary, or online resource. (*NOTE: Your answer will vary from the program.*)

PART 5: Outlines: Definition

Exercise 10

Directions: Identify how the following **definition** paragraph is developed. Does the author use define the term in question by using A) **compare and contrast**; B) **synonyms or metaphors**; C) the **word's history**; or D) **negation**?

Malaria is an infectious disease characterized by chills and fever and caused by the bite of an infected *Anopheles* mosquito. The word comes from the medieval Italian words *mal*, which means bad, and *aria*, which means air, describing the mist from the swamps around Rome. This "bad air" was believed to be the cause of the fever that often developed in those who spent time around the swamps.

Exercise 11

Directions: On a separate piece of paper, create an **outline** using **definition** structure for an essay on this topic: "What is hope?". You may choose to make a word, phrase, or sentence outline. (*NOTE: Your answer will vary from the program.*)

PART 6: Outlines: Process Analysis

Exercise 12

Directions: On a separate piece of paper, create an **outline** using **process analysis** structure for an essay on this topic: "Explain how to write an essay." You may choose to make a word, phrase, or sentence outline. (*NOTE: Your answer will vary from the program.*)

PART 7: Outlines: Chronological Order

Exercise 13

Directions: On a separate piece of paper, create an **outline** using **chronological order** structure for an essay on this topic: "Tell a story about a family meal." You may choose to make a word, phrase, or sentence outline. (*NOTE: Your answer will vary from the program.*)