

Week 3

Echo

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Unit 1



Week 3

Student Checklist

This week you will read pages 1-161 of *Echo*:

- Pages 1-30
 - Answer comprehension questions, workbook page 41
- Pages 37-77 (chapters 1-5 of Part One)
 - Answer comprehension questions, workbook page 46
- Pages 78-118 (chapters 6-12)
 - Answer comprehension questions, workbook page 49
- Pages 119-161 (chapters 13-20)
 - Answer comprehension questions, workbook page 53

Complete lessons on:

- Titles, introductions, and conclusions to personal essays
- Parts of speech: adjectives
- Brainstorming and topic choice for research papers
- Doing research

Finish your personal essay

- Finish the rough draft
- Rewrite the rough draft focusing on content and organization
- Rewrite the rough draft focusing on noun and verb choice
- Write the final draft

Do extra activities (optional)

- _____
- _____

Reading

Read pages 1-30 of *Echo*.

Note that the book uses the word “Gypsy” because that is the word that would have been used in this time and place. I will use the currently preferred term “Romani.”



Questions

1. The opening scene is set “fifty years before the war to end all wars.” What war is this referring to?

2. Who are Eins, Zwei, and Drei?

3. What special talent do the sisters have?

4. What two things does Otto get from the Romani?

5. What do the sisters have to do to be free of the witch’s spell?

Lesson: Titles, Introductions, and Conclusions to Personal Essays

Titles and Introductions for Personal Essays

As a general rule, titles and introductions for papers have two jobs: to intrigue the reader and to orient the reader. Right now your teacher may have to read what you write, but someday you’ll want non-captive readers to enjoy your words. If you don’t grab them right away, they may not get beyond the title or first few sentences. You need to tell them what they’ll be reading about and make them want to read it.

Titles

Your title must at least hint at the paper's topic. Early on, students often stick to bland but informative titles like "Poisonous Snakes in Australia" or "The Causes of WWI." The reader knows where they're going with titles like these, but they also know it may not be a thrilling journey. You're ready now to move beyond these simple titles.

How to do this? Intrigue the reader. Perhaps hint at your topic rather than spell it out. We see examples of this in fiction all the time. "Beyond Lies the Wub" is the first short story you read this year. What is a wub? What is it lying beyond? Why is it lying there? You're currently reading a book titled *Echo*. The meaning of this title is not clear yet. Will it refer to a person in the story? Will it mean an actual, auditory echo, or will it be some other sort of echo?

But this same hinting is appropriate in nonfiction works too. Later this year you'll read a piece of literary criticism titled "Fenimore Cooper's Literary Offenses." This title gives some clear information. We know what Mark Twain (the author of the piece) will be examining, and we know what his opinion is. But this is not a flat title such as "A Critique of Fenimore Cooper's Writing," or "Why Fenimore Cooper is a Bad Writer." Instead, Twain makes his position clear but with humor, and he will carry that humor throughout his piece.

Similarly, a nonfiction book you will read later this year is titled *My Family and Other Animals*. Again, the author gets across an idea about the story (we expect to learn about his family) and a hint as to the tone (we expect it to be humorous). Both titles intrigue the reader. Pick me up and give me a try, they say.

Introductions

Once you've caught the reader's interest with your title, you need to maintain that interest in the introduction. For now, you are writing short papers and only need one paragraph as an introduction. In the introduction, be clearer about your topic (especially if your title is mysterious). By the time the reader is done with your introduction, they should know your topic. As with your title, use your introduction to make the reader want to read more. Raise questions they want answered. Be funny. Be outrageous. Be interesting. Surprise. Delight. Fascinate. (You don't have to do all these, but strive for one or two.)

Your essay is about an event. This means you have three basic choices for your introductory paragraph. First, you could introduce the topic (a time you felt afraid) without starting the story yet. Second, you could start the story at the beginning. Third, you could start the story right before, or at, the climax, then go back to the beginning in the second paragraph.

I'll give you examples for each one. Let's stick with the first roller-coaster ride. Here's how I might introduce the topic without yet starting the story:



INTRODUCTION

Fear comes in many forms. There's worrying that keeps you up at night, being startled in a scary film, avoiding a certain person who makes you uncomfortable. You might feel nervous or panicky or horrified. Sometimes your heart races or pounds, your palms sweat, your hands shake. But can you imagine a type of fear that you want to feel again and again? And again?

Here I introduce the topic of fear. I get the reader involved by examining different types of fear, an idea the reader may never have thought about before. I also ask questions, and I end with a surprising idea. This idea – a fear that you want to feel over and over again – is the fear I'm going to describe in my story, so it leads smoothly to my next paragraph. Notice I haven't specifically said in here that I felt this fear, but it's a good assumption on the reader's part. And in any event, I will make it clear in the following paragraph.

Now let's look at how I might start the story at the beginning:

I'll never forget that scorching August day. I arrived at the fair with my family eager to do everything – well, almost everything. The animals had always been my favorite, but this day I was too distracted to really appreciate the adorable lambs and lazy pigs. As I pitched baseballs and threw rings on pegs, my concentration was shattered by the screams coming from the rides. Without thinking I filled up on corndogs, waffle fries, and cotton candy, later praying that they wouldn't all come back up again. The whole day was overshadowed by the dread of my first roller coaster ride.

Here I begin at the beginning, giving readers a quick overview of the setting before focusing the rest of the story on the ride itself. Finally, here is how I might start closer to the climax:

At first the line seemed long, and I suggested to my brother that maybe we shouldn't bother with the wait. "Ha! Fat chance! You're not getting out of it that easy, and it'll move fast anyway." He was right on both accounts. I was trying to get out of it, but I would never admit my fear to him. And the line did move fast – oh so fast. With each step my heart beat faster and my palms got sweatier. My stomach was churning all the junk food I'd eaten like some deranged cement mixer. I stared down at the blinding white gym shoes of the woman in front of me. How upset would she be if I threw up on them? But before I got the chance, those shoes were stepping up and into a car of the roller coaster, and my brother was pulling me into the one right behind them. The bar came down with a cruel clank, and I knew I was trapped. How did I get myself into this?

Now I can go back to the beginning and fill the reader in on how I got to this place. Any of these methods can work. Feel free to try more than one in your rough draft to see which works best for your essay.

Conclusions to Personal Essays

You've come up with a catchy title, you've written an exciting introduction, your paper deftly tells your story. Now it's time to wrap up with a conclusion that is as interesting as your introduction.

You may have been told to conclude your paper by restating, in brief, the body of your paper. And that's not bad. Especially early in your writing career, if you're having trouble saying much in your conclusion, it's fine to do this. (Certainly, if you have a teacher who tells you to do it, you should do it.) But your reader has just read a paper that is only a few pages long. Do you think in that short space of time they've managed to forget your main points? Do they need to be told again? Probably not.

So why do people tell you to do this? Because it's easy to do, and because writing a good conclusion is hard. But hard is not bad. Hard only means you (and I and every writer) have to work more at it. And as you're getting nearer to high school, you're going to have to take on more difficult writing tasks. Teachers will be expecting more, so it's best to exercise these writing muscles sooner rather than later.

Here's the tricky bit about a great conclusion – it needs to stick to the subject, but it still needs to somehow be fresh and interesting. It will ideally give the reader one last thought, without going off track from what has come before. This can be a challenge. Right now, we're focused on your essay about a time you felt afraid. Here are some ways to elevate that conclusion:

- Share a lesson you learned that day
- Give the reader a final thoughtful question or two
- Give an interesting quote from someone involved in the event (and that relates to your fear)
- Show how this event is still impacting your life
- If this was a bad experience or you wish you could have done things differently, talk about what you would do different now



Here's a possible conclusion to my roller coaster story:

When I got on that roller coaster, all I wanted was for the ride to be over. But when I stepped off, all I wanted was to get on again. Facing my fear didn't just make me feel better about myself, it gave me a new favorite activity. We may think we know what something will be like, but until we do it we can never be sure. I now remind myself of that every time I face a new fear or challenge. Or, as my mother says, "Don't just live life – embrace it!"

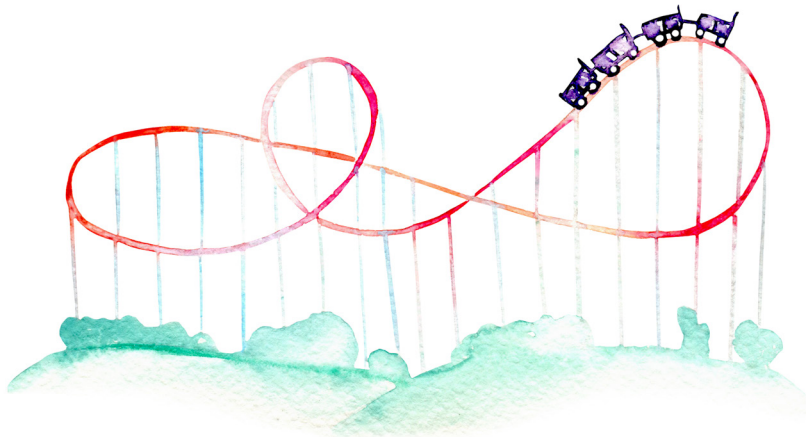
Here I share a lesson learned, I tell how this event still impacts me, and I share a quote from someone close to me.

Work at making your conclusions more than a summary of your paper. A good introduction

will make your reader want to read the rest of your paper. But a good conclusion will make your reader want to read more of your writing.

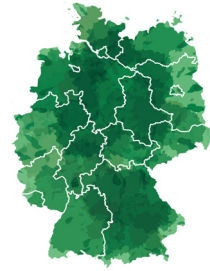
Summary

- Titles and introductions have two jobs: to intrigue and orient the reader.
- By the end of your introduction, your reader should know what is in store for them.
- While teachers have to read your papers now, when someone has the choice whether to read your writing, they might make that decision in the first paragraph.
- Some ways to hook a reader: amuse, delight, surprise, fascinate, or be outrageous.
- Your conclusion needs to be as interesting as your introduction.
- Conclusions should stick to the topic but leave the reader with one new idea.
- Ways to do this include quotes, questions, and brief anecdotes.
- A strong conclusion will make a reader want to read more of your writing.



Reading

Read pages 37-77 (chapters 1-5 of Part One) of *Echo*.



Questions

1. What is Friedrich nervous about in the opening of Chapter 1?

2. Friedrich misses many things about his sister, Elisabeth. Name at least two.

3. What is Friedrich ashamed of?

4. How old is Friedrich? _____
5. Why did Ernst join the Nazi Party?

6. Friedrich feels different emotions when he is in the graveyard. Name one of them.

Lesson: Parts of Speech: Adjectives

Adjectives

Adjectives are words that describe or modify nouns. Descriptive adjectives are the ones we most commonly think of: enormous, fuzzy, delicious, grey, melancholy, helpful. Numbers are also adjectives, as are words that indicate amounts (some, few, several). When we talk about *my ear* or *their home*, “my” and “their” are adjectives because they’re telling us more about the ear and home.

By now, you probably know that *the* is the definite article and *a* and *an* are the indefinite articles. But they also are adjectives. *The* tells us we’re talking about a specific noun, whereas *a* and *an* are more general.

Demonstrative adjectives are those you might use when demonstrating something: this, that, these, those. Interrogative adjectives are those that ask questions: which, what, whose. All of these words must be attached to a noun to be an adjective. Stop *that* racket! Look at *those* cute ducks in the pond. (It's fine if another adjective comes between the demonstrative adjective and the noun.) If the word is not attached to a noun, it is something else (*This* is not funny!).

Adjectives have a comparative (when comparing two things) and superlative (when comparing three or more). The comparative is usually formed by either adding -er (usually in words of one or two syllables: *hardy* – *hardier*) or adding the word *more* (in longer words: *fascinating* – *more fascinating*). The superlative is usually formed by adding -est or adding the word *most*.

Sometimes we create adjectives out of proper nouns. For example, we may talk about the various *Chinese* languages or *French* food or *Elizabethan* sonnets. Any time you would capitalize the noun (because it's a proper noun) you also capitalize the adjective.

Then there are those times when we need to join two or more words to create one adjective. When we do this, we need to hyphenate the words, creating a hyphenated (or compound) adjective. Here are some examples:

Your *two-page* paper was supposed to be ten pages long.

The *eight-year-old* girl refused to go on the roller coaster.

We had a *five-hour* layover in Rome.

People disagree on whether *fat-free* milk is healthier for you.

It was a long but *thought-provoking* movie.



Be careful. When an adverb is combined with an adjective, you don't use hyphens:

We had a *terribly long* layover in Rome.

That's certainly a *thoughtfully written* book.

When writing, it's important to choose accurate, interesting adjectives and to use them when you need them. Sometimes writers use a weak noun and bolster it with adjectives. A "warm coat" could be an anorak or an overcoat. An "old car" could be a jalopy or junker or rattle-trap. When you write your first draft, it's fine to put down whatever comes to mind. But later, when you are rewriting your rough draft, examine all adjectives closely to see if you can do a better job.

Also don't make the mistake of thinking the only way to describe something is a list of adjectives before it. You have other options in addition to using more specific nouns. For example, adjectives can come after the noun they're modifying:

The cat's tongue was rough on my skin.

Her scarf, crimson and midnight blue, draped about her neck.

In the first of these, *rough* is a predicate adjective. It's called this because it occurs in the predicate part of the sentence. The second sentence is simply an example of reworking the word order. Rather than *Her crimson and midnight blue scarf*, placing the adjectives afterwards, separated by commas, makes them pop more. The reader's attention is drawn more to the nature of the scarf. Whether this is the right decision for this sentence depends on what the writer is trying to achieve. This last example is also the most unusual. It's much more common to see adjectives before the noun or in the predicate. So don't overdo this choice. Use it when you really mean it.

Examine your rough drafts – are there adjective-noun combinations that can be replaced with a stronger noun? Might the adjective be more effective placed after the noun rather than before it? Play around with your adjectives, eliminate them, move them – use them to enliven your writing, not to pad it or weigh it down.

Summary

- Adjectives give more information about nouns.
- There are various types of adjectives including descriptive adjectives, possessive adjectives, numbers, articles, and demonstrative adjectives.
- Adjectives have comparative and superlative forms.
- Proper adjectives are capitalized.
- Compound adjectives are hyphenated.
- In your writing, be sure to choose interesting adjectives, and don't use an adjective if a more precise noun can communicate the same idea.

Replace each adjective-noun combination with one more specific noun that captures the sense of the adjective. Multiple answers are possible. It's fine as long as you choose one that works.

Example: yellow dog

Golden Retriever



1. Red flower _____
2. Tall tree _____
3. Prickly plant _____
4. huge house _____
5. comfortable shoes _____
6. large bird _____

Reading

Read pages 78-118 (chapters 6-12) of *Echo*.

Questions

1. Elisabeth says several shocking things to her father and Friedrich. Name two.

2. What disturbing discovery does Friedrich make?

3. Why did Friedrich's mother insist on keeping his epilepsy a secret?

4. Friedrich's father experiences several emotions about Elisabeth and her revelations. Name three.

Lesson: Brainstorming and Topic Choice for Research Papers

Today's lesson looks ahead to a paper you will begin next week.

Brainstorming for a research paper is essentially identical to brainstorming for a personal essay except your target is different. While for the personal essay you were brainstorming about topics personal to your life, for the research paper you will be brainstorming topics that you can research and that fall within the boundaries of the assignment.

As written in this guide, the research paper is to be on any setting (time and place) in *Echo*. Because the choices for this paper are limited, you will probably not need to brainstorm to choose which to do. You have five options:



- Germany in 1864
- Germany in 1933
- Philadelphia in 1935
- Southern California in 1942
- New York City in 1951

It doesn't matter that you won't get to these last two parts of the book until later. You are not reporting on the book. Instead you are writing a research report on some aspect of this time and place.



Teachers set parameters for papers. Here are my parameters for this paper: choose one of these times and places. The time doesn't need to specifically be that year, but could be a period around that year with a range of five years. For example, you could specifically write about Germany in 1933, or you could write about any period in the range from 1931-1935.

It's important that the topic you choose fits the limits you've been given. For example, France in 1933 or Germany in 1965 would not fit the parameters of this assignment. But, you can always ask your teacher for permission to report on a topic outside the limits assigned. They might even say yes. If not, find an interesting topic within the boundaries, and keep your other topic for some other time. How likely they are to say yes may depend on how far you stray from the topic. For example, I probably wouldn't grant permission for a paper on the 1972 Summer Olympics in Germany. But, I would grant permission to write on the 1936 Berlin Olympics, because it is only a year from the prescribed date range (and it was a memorable Olympics).

I've given teachers the freedom to alter paper assignments as they see fit. So if your teacher assigns you a different topic for your research paper, you will need to brainstorm within those parameters. If that is the case, your next consideration is your interest in the topic. You will have a lot of work to do on the report – planning, researching, writing and rewriting – and you might as well spend that time on a topic that interests you.

Sometimes you will be assigned a topic that doesn't interest you, in which case make the best of it. You may not care about any of the times or places associated with this book. But perhaps you would prefer reading about someplace in the United States to Germany. Or maybe you know you don't want to read about any place during WWII. Choose the one that most interests you, even if none of them thrill you.

Regardless of how you get to your choice of main topic, you'll next need to choose your subtopics.

Research Paper Subtopics

Once you have the main topic, you need to choose what parts of the topic to tackle. You will need something you can find sufficient information on but isn't so broad you can't tackle

in a short paper. Let's say you've chosen Germany in or around 1933. This is too broad a topic by itself for a research paper. How will you narrow it? Have a brainstorming session, and write down as many aspects as possible. Here is an example list (many of which could apply to the other possible choices):

- Important historical occurrences
- What schooling was like
- Why was Germany approaching war?
- What were women's roles in this society?
- What was life like for a particular minority class?
- What was happening in the musical/artistic/literary/film world?
- Were there important sports events or records set?
- What was life like for children?
- What medical/scientific advances were being made?

This list is short – I'm sure you can think of others. The lists will differ somewhat for each time and place, but they will be similar. Think about what aspects might grab you. That is what you will focus on.

How tight that focus will be will vary. Sometimes you won't know this until you do the research. For example, maybe you started by wanting to write on sports during the years 1933-1937 in Philadelphia. As you research, you discover there is too much information for a short paper. You could narrow your focus by choosing only one year. Alternatively, you could narrow your focus by choosing only one sport. It's important that your paper have a strong focus. You don't want to end up with an encyclopedic listing of names and dates with nothing interesting to say. But it's also important that you aren't so narrow that you can't find material.

Thesis Statement



Once you have your topic, the next step is writing a thesis statement. The topic is what the report is about (e.g., *life for Mexican migrant workers in Southern California in 1940*). The thesis statement is the most important thing you want to say about your topic (*While there were many reasons migrants came to Southern California from Mexico in 1940, life was also difficult and grossly unfair.*). As with the topic, the thesis statement needs to be sufficiently focused to tackle appropriately in your paper.

Notice the thesis statement is a sentence. Not only is it a sentence, it takes a position on your topic. You are going to argue something about your topic and support yourself with

facts from your research. This ensures you don't end up with a boring list of dates and events. When you choose your topic you may find you're not ready to write your thesis statement yet – that may come after you do research. That's fine. It's only important that you know your thesis statement before you begin writing.

Summary

- When choosing a topic for a research paper, remember the limitations of the assignment.
- When choosing a topic for a research paper, if possible choose a topic that interests you.
- When choosing a topic for a research paper, choose one that can be sufficiently researched.
- Your thesis statement must be a sentence that is focused on the assignment and states a position.



Reading

Read pages 119-161 (chapters 13-20) of *Echo*.

Questions

1. What does Anselm want Friedrich to do?

2. What might save Friedrich from having to be sterilized?

3. Why won't Rudolph play music with Joseph?

4. Who tells the authorities that Friedrich and his father are planning to leave?

Lesson: Doing Research

Research is the heart and soul of the research paper. If you do great research, you may still end up with a poor research paper, but if you do poor research, you'll definitely end up with a poor research paper. So be careful and honest in your research. Many if not most of you will have access to more research materials than any students in the past.



Most likely you'll start your research on the Internet. It's easy to search on any topic. You can enter key words (Germany sports 1935) or you can form it as a statement or questions (What were some important sports events in Germany in 1935?) It's often good to conduct multiple searches with different key words or sentences, because sometimes you will get different results.

But the web shouldn't be your only source of information. The web has advantages: It's easy for most people to access, it has a lot of information from a lot of sources, and often that information is presented in an interesting fashion. But it also has its disadvantages. The main one is that nearly anyone can put anything they want on the web, without much control.

This is why you also want to use old-fashioned books. It's not impossible, but it's harder

for people to publish incorrect information in books. Books tend to be more in-depth than websites. In college you may find that you need information that is only available in books or in professional journals and not available on the web (though this is changing as more and more of the world is digitized). Nevertheless, you want to learn how to access bound paper in addition to the web.

For any report, try to use a mixture of Internet sources and books (and possibly magazines, but you may not be able to find a magazine on your topic). If you don't have access to the Internet, don't worry. People have done excellent research for centuries using only books.

Evaluating Information

Regardless of the source of your information, you must evaluate how trustworthy it is. You cannot assume that every “fact” you come across will be true. You must learn how to discern between true facts and people's opinions. You cannot always know, but there are important things to keep in mind as you gather information – whether for a research report or in daily life.



Probably the most important thing to remember about the Internet is this: **Just because you see it on the Internet, that doesn't mean it's true.** It can be almost impossible to tell if a website is giving you good information. But here are a few tips:

- Is it the website of an established, respected society? (If you aren't sure, you can ask an adult.) If so, the information is probably good.
- Does the website give the sources for its information? If the website isn't from an established society, it should tell you where they get their facts, and maybe link you to other websites. Then you should check those sites.
- Is the website giving any facts at all? Or is it all someone's opinion? This is probably best avoided as a source in writing a paper, especially a research paper.

Books can be more reliable than the web, but even here you have to be careful. If you read something in an encyclopedia or in almost any book in the nonfiction section of the children's department of your library, it's probably accurate – or at least was thought to be accurate at one time. The biggest disadvantage of books compared to the web is books get old. Information on the web can get old of course, but it's much easier to update a website than a book. Notice when your book was printed, and consider the information you're getting from it. Science information in particular can get outdated as new discoveries are made.

While people can publish their own books (avoid self-published books as sources in a paper), and some book publishers aren't as professional as others, most major book

publishers work hard to be sure that what they're publishing is accurate. This is also true of major magazine publishers and newspapers.

Taking Notes

Now that you have all this information to look at, what do you do? You need to take notes.

First consider where to write your notes. You can type them on a computer or handwrite them. Unless your teacher insists on one method, you can choose which works best for you. If you handwrite notes, some people use a notebook while others prefer notecards. I use a notebook because I find notecards annoying to write on and easy to lose. The advantage to notecards is you can shuffle them around to change the order, and you can put them in piles to change which are in which groups, so they can be useful when you're doing your outline. Again, decide what works best for you.



You're reading along and you find information you may want to include in your paper. If you're uncertain whether to note something, go ahead and note it. You can always choose not to put it in your paper later. But if you don't make a note about something, then decide later to use it, you'll have to go back through your sources looking for it to be sure you get your facts right.

There are many details you need to write down for each source depending on the source type. You will need this information later for citing your sources, especially for your bibliography.

- Books: title, author, page numbers your information appears on, the book's publisher and city of publication, the copyright date of the book. (These last three can be found on one of the first pages of the book, usually near the bottom.)
- Magazines: magazine title, article title, author, page numbers of the article, volume or issue number, date of publication. (Depending on the magazine type you will probably only have one or maybe two of the last three items.)
- Websites: website, name of the page on the site, author (if known), the url for the page, date the page was published or that the page or website was last updated (if known). If the last is not known, note the date you accessed the website.

Be sure you spell all details (names, titles, etc.) correctly. Triple-check this. When I grade research papers and see names spelled wrong, I immediately wonder if the rest of the research is as sloppy. You don't want your teacher to do that.

If you think you want to quote the source, put quotation marks (“”) around the quote, and be sure to quote it exactly. If you put this quote in your paper, you’ll need to be sure it’s right, and you’ll need to cite the source. But what if you want the information, but not in the same words as your source?

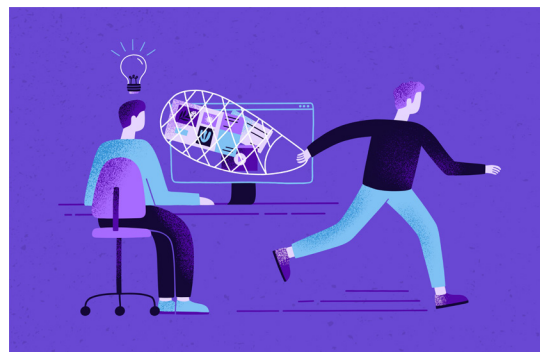
Most of the time you’ll want to take the information you gather and rewrite it in your own words. Teachers and other readers don’t want to read a bunch of quotes from other people. They want to know what you have to say, they want to read your writing. It’s fine to quote someone else once or twice in a paper, but most of the paper should be your own.

You may have a few questions: Do I really have to rewrite everything? How can I tell what I need to rewrite and what I don’t? How much do I have to rewrite? Is changing one word in a sentence enough? How do I rewrite but still give the same information? Rewriting can be tricky, and sometimes even adults get into trouble for not doing it properly. But there are some important guidelines to remember.

The more unusual the sentence in your source, the more important it is you rewrite it. If it’s a great sentence that you have to have, then quote it and tell us who wrote it. But if you’re not going to quote it, you must rewrite it. When I say the sentence is unusual, I don’t mean the information is unusual. I mean the way it’s written is unusual. This might be because the writer uses unusual or colorful language or a figure of speech. In that case, it’s important that you rewrite it rather than steal the way the writer expressed this idea.

What about a simple sentence like, “Many migrant workers came to Southern California in the early 1940s.” When the sentence is simple and the information is basic, it’s fine to put the same sentence in your report without quoting it. But be careful. Stick to one sentence. If you start copying two or three sentences in a row from the same source, it doesn’t matter how simple they are. You’re no longer writing your own paper, you’re copying someone else.

The technical term for this is plagiarism. Plagiarism is serious. You could get an F on the paper (I’ve given many F’s for plagiarism). Repeated offenses could mean you fail a class (I’ve failed a few students for this as well) and have to repeat it. If you become a professional writer, plagiarism could cost you your job or even your career.



One way to help yourself avoid plagiarism is not to copy much when you’re taking notes. For example, rather than copying, word for word, everything I read about migrant workers in the Southern US in the 1940s, I would take simple notes that I intentionally don’t make into sentences: “many came to the US, had little to no schooling, received terrible wages, were essentially slave labor,” etc. By sticking to the basic facts, you force yourself to create your own sentences later.

Rewriting – whether it’s rewriting another person’s words or rewriting your own words to make them better – is one of the most important writing skills anyone can have. It may even

be the most important. Be sure your final paper is mostly or only your own writing. The people who wrote your source material got their chance to write their words. This is your chance to have your say.

Summary:

- Be careful and honest in your research.
- If possible, use a variety of sources (books, magazines, the Internet, etc.).
- Just because you see it on the Internet, that doesn't mean it's true.
- Websites from established, respected organizations are more credible.
- Books and magazines from established publishers are more credible than self-published works.
- Choose your method for keeping notes (computer, notebook, or notecards).
- Write down all pertinent information about your sources.
- Spell all names correctly.
- Write down anything you think you might want to include in your paper. You can always throw it out later.
- Be sure all quotes are exactly right.
- For anything you're not going to quote, rewrite in your own words or make short notes for later.
- Plagiarism is serious, and must be avoided.

