



The Lantern English Co.  
The Advanced Writer

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## **The Advanced Essay I – Syllabus**

**Course Description:** Although mastery of the expository and persuasive essay are important components of any student's repertoire, there are several other important writing skills and types of essays to study in preparation for college or a career involving writing. This class guides students logically through the components of rhetorical analysis, beginning with skills in paraphrasing and summarizing, followed by skills in critical reading and analyzing rhetoric.

### **Course Outline:**

**Week One:** Paraphrase Skills

**Week Two:** Paraphrase of an Essay

**Week Three:** Summary Skills

**Week Four:** Summary of an Essay

**Week Five:** Critical Reading Skills

**Week Six:** Preparing for the Rhetorical Analysis

**Week Seven:** Writing the Rhetorical Analysis – Rough Draft

**Week Eight:** Writing the Rhetorical Analysis – Final Draft

**Grading Information:** Assignments 1-6 and 8 will be graded using *The Advanced Writer* Grading Rubric. Assignment 7 will be graded using our Rough Draft Rubric. All assignments will be averaged to receive a final course grade.



## **The Advanced Essay I**

### **Lesson One: Paraphrase Skills**

#### **SAMPLE LESSON**

So many advanced essays require you to respond to other works; therefore, you must be able to restate the information presented in the original text via paraphrase or summary – then critically evaluate or discuss this information. Paraphrase and summary skills are invaluable when it comes to almost any type of nonfiction writing.

While most students learn the art of paraphrasing and summarizing in grade school, applying those skills to longer works is a challenge. Admittedly, paraphrasing can be the greater challenge, because you must restate the original text without plagiarizing *or* simplifying. You also must remain entirely objective throughout, as a paraphrase leaves no room for your opinions or argument.

You will use the skills of paraphrasing and summarizing throughout this class, so we will begin with the concept of paraphrasing in the first two lessons.

#### **A paraphrase is...**

- *Your own version* of the main idea of and most important information in an original text.
- *A detailed rewriting* of an original, in contrast to a summary which is a simplified rewriting of an original.

#### **Paraphrasing is a valuable skill because...**

1. The process of paraphrasing requires significant attention to detail and mental skill, to fully grasp and convey the meaning of the original text.
2. It allows you to restate information or portions of a passage that may be difficult for the general audience to understand.
3. It allows you to explain abstract or unfamiliar terms in a more concrete and common way.
4. It helps you control the temptation to quote too much, but is still a useful means of evidence.

There are two types of paraphrase:

- **Literal:** A literal paraphrase copies the exact structure of the original text and substitutes synonyms for each word. Although this form of paraphrase can be useful for beginning drafts, literal paraphrase is not appropriate for final drafts because it often leads to awkward sentence structure and phrasing, plagiarism, and missing the main point of the original.
- **Free:** A free paraphrase focuses on expressing the main ideas of the original text, while substituting synonyms and rearranging structure. Free paraphrase creates more natural and fluid writing and allows you to focus more on expressing the main ideas of the original text instead of just switching out words.

Let's study an example:

**ORIGINAL TEXT:**

The origins of cotton candy trace back centuries, all the way to Renaissance Italy. Back then, chefs melted and spun sugar manually. The process included them pulling the candy into thin strands using forks and draping it over broom handles. These hand-spun candies were not only labor-intensive but also expensive. However, the cotton candy we know and love today didn't make its debut till the 19<sup>th</sup> century. Who introduced this sugary treat? Believe it or not, a dentist named Dr. William Morrison created cotton candy. In 1897, Dr. Morrison teamed up with candy maker, John C. Wharton, and invented a machine that heated sugar in a spinning bowl, which had several tiny holes in it. The sugar in the hot, spinning bowl caramelized and made its way through the holes turning the melted sugar into light strands. They called this sugary treat "Fairy Floss." In 1904, the two inventors introduced their machine and fun snack at the St. Louis World's Fair and sold 68,000 boxes over 6 months for 25¢ each (\$6.75 in today's money). The treat was so popular, a candy store purchased the electric machine and started selling the fairy floss just a year later. In 1949, Gold Medal Products created the first factory-made cotton candy machine. This helped cotton candy production become what it is today! **(219 words)**

**Reference:** "How Did Cotton Candy Get Started?" *Gold Medal*, <https://www.gmpopcorn.com/resources/blog/how-did-cotton-candy-get-started>.

**LITERAL PARAPHRASE:**

If we look back several centuries, to Renaissance Italy, we see the beginnings of cotton candy. In that time, chefs melted the sugar and spun it by hand. Cotton-candy making involved separating the candy into thin pieces using forks, then laying those pieces over broom handles. Naturally, since the process was completed entirely by hand, this cotton candy took a lot of time to make and was quite costly. Later, in the 19<sup>th</sup> century, the modern-day cotton candy came into being. Surprisingly, a dentist named Dr. William Morrison invented the cotton candy we know today. In 1897, he worked with a candy maker named John C. Wharton to create a machine that heated the sugar in a rotating bowl filled with small holes. When the bowl was hot, the sugar caramelized and was sifted through the holes, thus creating thin strands of sugar. Morrison and Wharton dubbed their new treat “Fairy Floss.” Several years later, in 1904, the two men showed their machine and sweet treat at the St. Louis World's Fair, selling 68,000 boxes in six months. Because this delicious treat was so popular, a candy store decided to buy the machine so that they could start selling their own Fairy Floss. Finally, in 1949, Gold Medal Products designed a factory-made machine, making cotton candy production even more efficient and allowing cotton candy to become as popular as it is today.

**(233 words)**

**FREE PARAPHRASE:**

Most of us have tasted cotton candy – sugar that is lighter than air, sweet and so delicious. Cotton candy is popular for good reason, but much time passed before it became the sweet treat we enjoy today. Cotton candy first appeared in Italy during the 1400s or 1500s. Italian chefs applied intensive efforts, melting the sugar and spinning it by hand. Although this treat was surely enjoyed by many locals, cotton candy was neither easy to make nor cost effective. Perhaps this is why several centuries passed before the idea of cotton candy surfaced again. Surprisingly, a dentist, Dr. William Morrison, helped introduce cotton candy into mainstream society. In the late 1800s, he worked with candy maker John C. Wharton to invent a machine that would perform the melting and spinning process which had before made cotton-candy making so difficult. The two men met great success with their machine, selling 68,000 boxes of cotton candy in just six months during the 1904 St. Louis World's Fair. A candy store caught on to this success, buying up the machine in order to sell their own cotton candy. Then, nearly fifty years later, a factory-made machine was built by Gold Medal Products. The increased efficiency of the cotton-candy-making process helped spur the popularity of this treat, so that we can now enjoy it at nearly any fair, festival, or amusement park we visit! **(232 words)**

**IMPORTANT NOTE:** Unless a literal paraphrase is specifically requested as part of an assignment, assume that any instance of paraphrase calls for free paraphrase. Again, this means that your main focus as the writer should be on expressing the main idea, without attempting to copy the exact structure or swap out each individual word with a synonym.

## **HOW TO WRITE A SUCCESSFUL (FREE) PARAPHRASE –**

You may utilize a variety of methods to paraphrase a text; however, an effective paragraph utilizes more than one of these methods. If you find yourself using only one method, you are likely not paraphrasing well, and are perhaps on the edge of plagiarism. Follow these steps to write a successful free paraphrase.

- **Read the original text several times at first**, to ensure that you have a well-rounded understanding of the purpose and main ideas of the text.
- If necessary, **make an outline for each paragraph or section of the original, including notes for the main ideas.**
- Once you understand the full meaning and have taken some notes, **put the original away so you are not tempted to plagiarize.** Now try to write out the full meaning, *in your own words*. Write as if you were telling a friend about the original and what it says.
- **Compare your paraphrase with the original to ensure that you have clearly and appropriately expressed all of the essential information. However, do NOT use the original as a guide for structure and organization. If you are having trouble writing your paraphrase without following along with the text, you need to read the original several more times until you can put it away and then paraphrase.**
- Obviously, if you read a text a dozen times, you will likely remember some specific sentences and phrases and may be tempted to use these in your paraphrase. In addition, if you are referring back to the original occasionally for clarity or remembrance, you may be tempted to copy sentence structure and just swap out a few words. To avoid this, **try to think about variety.**
  1. Change the word order.
  2. Change word form: think “The girl danced beautifully” to “The girl performed a beautiful dance.”
  3. Change sentence structure. Turn a long sentence into two shorter ones, for example.

4. Change the voice – active to passive or vice versa.

- When paraphrasing, you will need to **use synonyms to avoid copying exact words**. When looking for a synonym, choosing a word with the same meaning is necessary. A word with a close-enough meaning will not convey clearly the ideas of the original.
- **If you have used any unique terms or phrases exactly from the original, do place these in quotation marks. For words or phrases with no suitable replacement, quoting the original is acceptable.**
- Finally, double check the length of your paraphrase. Remember that a paraphrase is not a simplified re-writing of the original. Your paraphrase should be similar in word count to the original text.

Ultimately, your goal in a paraphrase is to write an entirely new version of the original, whilst retaining the meaning. The paraphrase is not about simplifying or cutting content; it is about expressing the main idea(s) *in your own words*.

Let's study one final example set:

**The original passage:**

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed., 1976, pp. 46-47.

**A version considered plagiarized:**

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes. (Lester 46-47).

**A legitimate paraphrase:**

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47). (1)

## ASSIGNMENT NOTES –

Before we begin with the assignment for this week, we would like to discuss expected rules in this writing course. Now that you have so much experience writing essays, we expect effort and attention to detail for each assignment. Every assignment should meet the following requirements, unless otherwise stated:

### Assignment Requirements:

- Standard font, size 12
- Double spacing
- Name and date at the top of assignment, formatted on the left-hand side of the page
- For essays, a title, centered above the essay
- As directed, citations (MLA Format) included in a works cited list following an essay along with proper textual citations

**We will not restate this list every week. It is expected that you return assignments with the proper requirements without being asked. Points will be deducted from your grade if these requirements are not followed.**

**Assignment 1A:** Read the following selections. Then, write a literal and free paraphrase for each one, as shown in the first example set of this lesson.

**ORIGINAL TEXT 1:** Brain scientists say that in order to speak a language as well as a native speaker, children must begin to study the language by age 10. A 2018 study found that this ability to more easily learn a language lasts until about age 17 or 18 – which is longer than previously thought – but then begins to decline.

Language immersion programs . . . represent one way to teach foreign language to children earlier. Research has shown that immersion students in Canada score higher in reading literacy than non-immersion students.

Research also shows immersion programs in general have many educational and cognitive benefits, as well as cultural, economic and social benefits both locally and globally. They have also been shown to be cost-effective.

**Reference:** Stein Smith, Kathleen. “Foreign Language classes becoming more scarce.” *American Academy of Arts and Sciences*, 6 February 2019, <https://www.amacad.org/news/foreign-language-classes-becoming-more-scarce>.

**ORIGINAL TEXT 2:** ICÔNE, a new office complex in Belval Luxembourg designed by Foster + Partners has broken ground. The 18,800 square-metre office building, filled with light and greenery, encourages a spirit of co-creation and collaboration. Its flexible layout addresses the need for safe working environments and the changes to the workplace that will emerge in the future. It also references the rich industrial heritage of Belval, revitalising the area by making a positive contribution to the site and its surroundings.

**Reference:** “ICÔNE breaks ground in Belval.” *Foster + Partners*, 1 June 2020, <https://www.fosterandpartners.com/news/archive/2020/06/icone-breaks-ground-in-belval/>. Accessed 11 June 2020.

**ORIGINAL TEXT 3:** This model is based on many sketches of a flying apparatus by Leonardo da Vinci. It features two wings, each with two sections that move independently, a rudder, and a “pilot” that pedals as the wings move and moves its arms together with the rudder. Powered by a single PF M Motor, it's quite impressive, but it doesn't fly – just like da Vinci's original designs.

The primary challenge was cramming all the mechanical and electric parts inside the narrow body. Because the model was never built in da Vinci's time, the colors used in the model are simply a guess, based on the assumption that da Vinci would have worked with wood, canvas, and metal.

**Reference:** Kmiec, Pawet “Sariel.” *Incredible LEGO Technic: Cars, Trucks, Robots, & More!* No Starch Press, San Francisco, 2015.

**Assignment 1B:** Choose an essay or article of interest (online), for which you will write a paraphrase in Lesson 2. Look for something between **500-800 words**. If the essay or article you have chosen is much longer, choose only a portion of it. If the essay or article is significantly shorter, look for a longer source.

Read the essay or article several times. Then submit the following:

- The title of the original text
- The author of the original text
- A URL of the original text, so the instructor can reference it
- The main idea of the original text
- A list of the most important details in the original text

**Source –**

1. Driscoll, Dana Lynn; Brizee, Allen. “Paraphrase: Write It In Your Own Words.” *Purdue Online Writing Lab*, 2 August 2016., [http://nevadanhd.weebly.com/uploads/5/5/0/0/5500297/quoting\\_paraphrasing\\_summarizing.pdf](http://nevadanhd.weebly.com/uploads/5/5/0/0/5500297/quoting_paraphrasing_summarizing.pdf).