

CHAPTER 7

SUMMARY / RESPONSE ESSAYS

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Analyze a summary / response essay
- Distinguish between objective and subjective points of view
- Summarize an essay in an introductory paragraph
- Plan and write a response to the essay
- Use active and passive voice in appropriate contexts
- Write, edit, and revise an essay about culture



The United States: a mixture of cultures

INTRODUCTION

Writing a summary and response essay plays an important role in college work. Throughout your academic career, you will be expected to produce summary and response writing in essay examinations and research papers. A **summary** demonstrates your understanding of a reading's main ideas. Then your **response** allows you to analyze it, compare or contrast it with other material you have studied, agree or disagree with its claims, or expand on the claims further.

Summary and response also plays an important role outside of the college classroom. In business correspondence and presentations, you may summarize the contents of a report, memo, discussion, or experiment before analyzing, comparing, or evaluating those results. In the field of medicine, doctors, nurses, and hospital personnel may summarize information from patients to evaluate the symptoms before responding by recommending treatment. Police officers write summaries of events in automobile accidents and then file a report. Lawyers summarize the facts of a case before making their arguments in response. People who write letters to public officials or newspaper editors often summarize an issue before stating their viewpoints on the matter. In this chapter, you will summarize and respond to issues related to cultural traditions and adaptations.

ANALYZING THE MODEL

The model essay summarizes and then responds to an article by Richard Rodriguez. The model is based on the assignment.

Assignment: Write an essay in which you summarize the article "An Education in Language" and then explain what you think Richard Rodriguez's parents might have done in order to maintain a close relationship with Richard as he learned English and succeeded in school.

Read the model. Then answer the questions.



Writing Model



1 2 3 4 5 6

Did It Have to Happen?

1 Learning the language of an adopted country provides great benefits: It helps the child get an education, get accepted into society, and enjoy economic opportunities. Unfortunately, for some children these benefits come at a cost. They lose their closeness with their family because their parents still communicate by using their primary language. This loss can even lead to a child's feeling embarrassed because his or her parents keep their "old fashioned" or even "illiterate" ways. This happened to Richard Rodriguez, a famous author, journalist, and social commentator. In his article, "An Education in Language," he describes his experiences in learning English and leaving behind his "family language" of Spanish. While adapting to English-speaking culture, he

(continued on next page)

felt increasingly alienated from the warm and loving environment of his family. After he was able to communicate in this second language, he quickly “moved very far from the disadvantaged child” the school thought he was. However, he says, “This great public success was measured at home with a great sense of loss. We remained a loving family—[but] enormously different. No longer were we as close as we had been earlier.” Although his mother and father “wanted for my brothers and me the chances they never had,” they were ambivalent¹ about Richard’s academic success. His father, “whose hands were calloused by a lifetime of work,” claimed that “school work was not real work,” yet he could not understand why Richard did not show off his own academic awards in his bedroom. His mother, a high school graduate who had been discouraged from becoming a typist, was proud of his achievements but could not fully understand them. He writes that, as a result, his departure for college “made only physically apparent the separation that had occurred long before.”

2 Rodriguez’s story raises two questions in my mind. Was his emotional separation from his parents just the result of assimilation? In other words, could the separation have been avoided? Or could his parents, he, or the school system have done more to allow him to feel both a proud Latino and American? Although there are no perfect answers to these questions, I believe that certain steps could have made the changes in Rodriguez’s life easier.

3 For one thing, both his parents spoke English (although not perfectly), but they used only Spanish at home. They did not start speaking English to Richard until he entered school at the age of “nearly seven” after his teachers convinced them to do so. However, if they had chosen to speak both languages to Richard from birth, as my best friend’s parents did, he might have felt more comfortable reconciling his use of Spanish, the intimate language of his family and culture, and English, the “public” language of the larger society. Instead, he admits, his inability to speak English, the public language, “kept me safely at home and made me a stranger in public. In school, I was terrified by the language of Gringos.”² He could feel at home only in his Spanish-speaking environment. That feeling decreased, however, as he acquired English skills and achieved academic success in the larger society.

4 Second, since his parents spoke some English, they could have made more of an effort to expose Richard to both their native and adopted cultures from the time Richard was born. They could have read him books in both English and Spanish, sung him songs in both languages, and taken him to museums, libraries, and other public facilities. Yes, these efforts would have required them to learn more about the public culture themselves. However, they were not completely isolated from that public culture. Richard’s mother had worked in two English-speaking jobs. Richard’s father had “dressed in a dandy’s wardrobe,” attended Saturday operas, and even “used to watch polo matches on Sundays” upon his arrival in the United States. Clearly, he wanted to assimilate. Although Richard’s parents had been disappointed in their hopes for advancement, his mother wanted her children to “get all the education [they] can.” But, as the saying goes, education begins in the home. Instead, however, Richard confesses, “My teachers became the new figures of authority in my life. . . . It was their encouragement that mattered to me.” He wanted to impress his teachers more than his parents. Richard felt ashamed of his parents and “then guilty of the shame.”

5 Third, although his father was bitter about his hard life and personal disappointments, he did not have to show that bitterness to his children. Richard explains that his father had been a laborer since the age of eight, when he dropped out of school in Mexico. Certainly, his father had a right to be resentful. Nonetheless, because he made fun of higher education and “Gringos” this

¹ **ambivalent:** unsure whether you want or like something or not

² **Gringos:** Spanish slang for non-Spanish-speaking people, often from the United States

made Richard and his brothers feel distant from him emotionally. They were becoming part of the “Gringo” culture and began to see their father’s attitude as a threat to their attempts to fit in.

6 Every immigrant or refugee child probably feels caught between the “inside” world of their families and the dominant “outside” culture. Richard’s parents were loving and devoted. They certainly wanted their children to escape from what Rodriguez describes as a “socially disadvantaged” environment. Unfortunately, that escape often means leaving something behind and only the most thoughtful and understanding parents can help their children with the conflict they feel. Could Richard’s parents have done better? Yes, they could have. The challenge would have been great, but if they had met it, Richard and his brothers might not have felt so estranged from their parents.

Source: The essay was a response to Rodriguez, Richard. “An Education in Language.”

Questions about the Model

1. What is the thesis statement in Paragraph 1? Underline it.
2. What is the thesis of Paragraph 2? Circle it.
3. What, according to the author of the response, caused the separation between Richard Rodriguez and his parents?
4. How realistic are the suggestions in the response? Would they have prevented Richard from feeling alienated from his parents?
5. Have you or anyone you know encountered problems similar to the ones Rodriguez faced? If the answer is yes, briefly discuss them.



Noticing Vocabulary: Words Related to Cultural Change

These words from the writing model can be useful in summarizing and responding to articles about differences in traditions and family relationships in various cultures.

PRACTICE 1 Finding Meaning from Context

These words have more than one meaning. Find them in the writing model. Then circle the word that best expresses the meaning of each word based on its context. Use a dictionary as needed.

- | | | |
|---|---------------|--------------------|
| 1. primary (<i>paragraph 1</i>) | a. first | b. most important |
| 2. assimilate (<i>paragraphs 2 & 4</i>) | a. conform | b. be similar |
| 3. reconcile (<i>paragraph 3</i>) | a. merge | b. make peace with |
| 4. intimate (<i>paragraph 3</i>) | a. private | b. confidential |
| 5. acquire (<i>paragraph 3</i>) | a. learn | b. know |
| 6. isolated (<i>paragraph 4</i>) | a. segregated | b. cut off |
| 7. conflict (<i>paragraph 6</i>) | a. fight | b. tension |
| 8. dominant (<i>paragraph 6</i>) | a. forceful | b. main |

ORGANIZATION

In a summary / response essay, the opening paragraph addresses the **summary**. The summary must be **objective**. That is, it must report only what you have read; it does not include your opinions or interpretations. Therefore, a well-written summary should never include the personal pronouns *I* or *me*. On the other hand, the **response**, which follows the summary, is **subjective** and consists of your interpretations of and opinions about the material summarized at the beginning of the essay.

A summary / response organization, with examples from the writing model, looks like this:

Introductory Paragraph

The summary appears in the opening paragraph(s). It identifies the author, topic, and title of the reading and states the main ideas, usually in the sequence of the original. The final sentence can restate the topic or transition into the response.



First Body Paragraph

The response appears in the remaining paragraphs. The first paragraph of the body transitions into the response and states the central claim of the reaction (thesis).

Transition: restates the author's name and recycles language from the previous paragraph

Thesis: states his belief that the author's life might have been easier if his parents had done things differently



Subsequent Body Paragraphs

Each subsequent body paragraph states a main supporting idea to your claim and supports it with examples, details, and explanations.

Paragraph 3: parents could have spoken English as well as Spanish at home

Paragraph 4: parents could have exposed the author to both Spanish-speaking and English-speaking cultures

Paragraph 5: his father need not have displayed his own bitterness toward "Gringo" culture



Concluding Paragraph

The last paragraph restates the central claim of the response.

Paragraph 6: If the Rodriguez parents had been more thoughtful, their relationship with their sons might have been better.



Read the excerpt from an article. Then with a partner or in a small group, list the key points that you would include in a summary.

Arranging a Marriage in India Serenda Nanda

1 In India, almost all marriages are arranged. Even among the educated middle classes in modern, urban India, marriage is as much a concern of the families as it is of the individuals. So customary is the practice of arranged marriages that there is a special name for a marriage which is not arranged: It is called a “love match.”

2 On my first field trip to India, I met many young men and women whose parents were in the process of “getting them married.” In many cases, the bride and groom would not meet each other before the marriage. At most, they might meet for a brief conversation, and this meeting would take place only after their parents had decided that the match was suitable. Parents do not compel their children to marry a person who either marriage partner finds objectionable. But only after one match is refused will another be sought. . . .

3 The basic rule seems to be that a family’s reputation is most important. It is understood that matches would be arranged only within the same caste and general social class, although some crossing of sub-castes is permissible if the class positions of the bride’s and groom’s families are similar. Although the dowry is now prohibited by law in India, extensive gift exchanges take place with every marriage. Even when the boy’s family does not “make demands,” every girl’s family nevertheless feels the obligation to give the traditional gifts to the girl, to the boy, and to the boy’s family. Particularly when the couple would be living in the joint family—that is, with the boy’s parents and his married brothers and their families, as well as with unmarried siblings—which is still very common even among the urban, upper-middle class in India, the girl’s parents are anxious to establish smooth relations between their family and that of the boy. Offering the proper gifts, even when not called “dowry,” is often an important factor in influencing the relationship between the bride’s and groom’s families and perhaps, also, the treatment of the bride in her new home.

4 In a society where divorce is still a scandal and where, in fact, the divorce rate is exceedingly low, an arranged marriage is the beginning of a lifetime relationship not just between the bride and groom, but between their families as well. Thus, while a girl’s looks are important, her character is even more so, for she is being judged as a prospective daughter-in-law as much as a prospective bride. Where she would be living in a joint family, as was the case with my friend, the girl’s ability to get along harmoniously in a family is perhaps the single most important quality in assessing her suitability.



Source: Adapted and excerpted from: Nanda, Serenda. “Arranging a Marriage in India.”

Key Points:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

GRAMMAR

To write well in English, you should be clear and to the point. Your writing should be natural (but not too formal or informal) otherwise it may sound awkward. One common source of awkwardness is the inappropriate use of the passive voice, which often does not indicate who or what is performing the action of the verb.

USING PASSIVE AND ACTIVE VOICE APPROPRIATELY

There are two voices in English: **active**, in which the subject performs the action of the verb, and **passive**, in which the subject receives the action of the verb:

Active voice: Many ^{SUBJECT}people in Latin America ^{VERB}speak Spanish.

Passive voice: ^{SUBJECT}Spanish ^{VERB}is spoken throughout most of Latin America.

A passive voice verb includes some form of *to be* and the *past participle*. The verb can occur in any tense:

PRESENT TENSE Foreign language **is taught** in many high schools.

PAST TENSE The holiday **was celebrated** on Sunday.

FUTURE TENSE Final grades **will be mailed** after the holidays.

PRESENT PERFECT TENSE The distance from the earth to the moon **has been precisely calculated**.

Logical Uses of Passive Voice

To decide whether or not you want to use passive or active voice, think about what you wish to emphasize. The passive voice is logical and appropriate in some circumstances:

RULES	EXAMPLES
1. Use the passive voice when the action is more important than the person who performs it.	Spanish is spoken throughout most of Central America, South America, and most of the United States. <i>(The identities of the speakers are not important.)</i>
2. Use the passive voice when we do not know or care who performed the action.	My wallet was stolen ! <i>(You do not know who stole the wallet.)</i>
3. Use the passive voice to describe processes.	The children are sent to school where they are taught only in English.
4. Use the passive voice to introduce formal evidence.	A distinction can be made between the intimate family culture and the public culture.

However, many statements in the passive voice result in problems. Because they do not specify who performs the action, the statements are unclear, or they sound awkward and unnatural. Compare these sentences in the passive and active voices:

PASSIVE VOICE The homework was finally completed at 3:00 A.M.
(Who completed it?)

Adding words to the passive voice to specify who performs the action not only makes the sentence longer, but also unnatural sounding:

PASSIVE VOICE The homework was completed by me at 3:00 A.M.
(This sounds awkward and uses more words than the active-voice statement.)

Instead, the sentence requires the active voice.

ACTIVE VOICE I completed my homework at 3:00 A.M.

PRACTICE 3 Revising Passive Voice Sentences

Rewrite each sentence using the active voice.

1. English is spoken in my home by my friend's parents.

My friend's parents speak English at home.

2. The book was finished by me in a very short time.

3. The information has been received by our office.

4. Rodriguez's father's clothes were worn with great pride.

5. Rodriguez's awards were barely acknowledged by his parents.

6. His public success was measured by Rodriguez's parents "with a great sense of loss."

PRACTICE 4

Forming Passive and Active Voice Sentences

Complete each sentence in the passive voice using the verb in parentheses.
Then rewrite the sentence in the active voice.

1. The news was communicated to Rodriguez's parents by his teachers.
(communicate)

Rewritten: Rodriguez's teachers communicated the news to his parents.

2. He _____ to be a slow learner by them. (perceive)

Rewritten: _____

3. His roots eventually _____ as he assimilated. (abandon)

Rewritten: _____

4. In many schools, bilingual education _____ by the local
school board. (require)

Rewritten: _____

5. Richard _____ by his teachers at first. (discourage)

Rewritten: _____

6. Aspects of both the family and public cultures _____ by
Richard's parents in their home. (address)

Rewritten: _____

PREPARATION FOR WRITING

The two parts of the summary and response are closely linked. A reader may not accept the arguments of your response if the summary is inaccurate or incomplete. Therefore, you must take special care to ensure that your summary is accurate, clear, and concise. You must likewise construct a clear and well-supported response that addresses the issues raised in the summary.

WRITING THE OPENING SUMMARY

Follow this procedure to prepare your summary.

1. Preview the reading. Scanning the material before starting to read it will help you see its general organization and main ideas. In textbooks, look for chapter objectives or chapter-ending summaries. In long articles or chapters in a book, look for headings that identify central ideas. And in any work, look at the opening paragraph, the first sentences of body paragraphs, and the conclusion.
2. Read the selection carefully. Then read slowly, highlighting or underlining topic sentences and making notes in the margins. Do the same with supporting ideas. Reread difficult passages until you are sure that you understand them.
3. Take notes and plan. Return to the parts you have highlighted or underlined. Then jot down a list of the ideas you want to include. Focus on the main ideas, not on supporting details.
4. Organize your ideas. List or outline the main points in a clear and consistent arrangement. In most cases, you will follow the organization of the original, presenting the information in the same sequence.
5. Draft a thesis statement that captures the main point of the material you are summarizing.
6. Write the summary in the present tense since you are explaining what the material *says now*—as you read it—even though the author wrote in the past. Do not copy sentences or parts of sentences from the original. *Paraphrase* the material, and, if necessary, quote short phrases from the original. If you omit words when quoting, you can use ellipsis marks (. . .) to show where they are omitted.
7. Introduce your response in a transitional sentence, either at the end of the summary paragraph or in the first sentence of the second paragraph.

WRITING THE RESPONSE

Follow this procedure for planning and writing the response.

1. Review your earlier notes and formulate a thesis. Consider which ideas or arguments you wish to develop. You can use any of these questions to help you create your thesis:
 - Does a problem or issue described in this source still exist today? Why or why not?
 - Do you agree or disagree with the author's argument or claims? Why? How?
 - Does the author's argument persuade you to think about an issue in a new way? Why? How?
 - What are the causes of the event or problem the author discusses in his essay? What are the effects?
 - What solutions would you propose to address a problem the author raises in the essay?
 - Have you observed or read about real-life examples that illustrate the author's claims or themes?
 - Which of the author's ideas are important to know, and why? Or does the author ignore ideas that you think are important?
2. Outline your main points. Make a list or informal outline, deciding on the order for presenting your claims.
3. Draft and revise the response. Make each major claim in a separate paragraph. Explain your reasoning, provide evidence (which can include specific details or quotations from the reading), and cite examples from other sources, including personal experience.

Writing Tip

Remember that the work you are summarizing pursues a thesis; it makes a point. Phrases such as "Jane Doe *writes about* . . ." or "Jane Doe *says* . . ." do not indicate the point, but only announce the subject matter of the work. Therefore, select a verb that most accurately characterizes the author's intentions; for example, "Jane Doe *reports, asserts, contends, insists, concludes, maintains, states, argues, suggests,*" and so on.

For writing guides to help you introduce a summary and a response, see Appendix A, page 193.

Read this short excerpt from a sociology textbook. Write a two- or three-sentence summary of this short essay on the lines below. Be sure to include the author and title.

Material and Nonmaterial Culture

James Henslin

1 What is culture? The concept is sometimes easier to describe than to define. For example, suppose you meet a young woman from India who has just arrived in the United States. That her culture is different from yours is immediately evident. You first see it in her clothing, jewelry, makeup, and hairstyle. Next you hear it in her speech. It then becomes apparent by her gestures. Later, you might hear her express unfamiliar beliefs about relationships or what is valuable in life. All of these things are characteristics of culture—the language, beliefs, values, norms, behaviors, and even material objects that are passed from one generation to the next.

2 In northern Africa, I was surrounded by a culture quite different from mine. It was evident in everything I saw and heard. The material culture—such things as jewelry, art, buildings, weapons, machines, and even eating utensils, hairstyles, and clothing—provided a sharp contrast to what I was used to seeing. There is nothing inherently “natural” about material culture. That is, it is no more natural or unnatural to wear gowns on the street than it is to wear jeans.

3 I also found myself immersed in an unfamiliar nonmaterial culture, that is, a group’s ways of thinking (its beliefs, values, and other assumptions about the world) and doing (its common patterns of behavior, including language, gestures, and other forms of interaction). North African assumptions that it is acceptable to stare at others in public and to push people aside to buy tickets are examples of nonmaterial culture. So are U.S. assumptions that it is wrong to do either of these things. Like material culture, neither custom is “right.” People simply become comfortable with the customs they learn during childhood, and—as when I visited northern Africa—uncomfortable when their basic assumptions about life are challenged.

Source: Excerpted from Henslin, James M. *Sociology, A Down-to-Earth Approach*.

Summary: _____

PRACTICE 6**Planning a Response**

Read this short essay. Write a thesis statement for a response in which you agree or disagree with the conclusion of the paragraph. Then list two points you would make in a response.

A Cultural Mosaic

Philip R. Popple and Leslie Leighninger

The presence of diverse racial, ethnic, and other distinct groups in society gives rise to various notions¹ about the proper relationship between individual groups and “the whole.” Such notions emerge particularly in discussions of immigration, although they have relevance also to the situations of longtime residents (African Americans and American Indians) and of those belonging to categories such as the elderly or people with disabilities. A traditional version of “ideal group relations” in the United States is the idea of a melting pot, in which the cultures of all groups join to produce a new, distinctly American culture. In real life, this early twentieth-century idea of a “blended American” proved unrealistic. Newcomers were unwilling to give up all their traditions and customs, and, perhaps more significantly, the dominant society had a stake in maintaining its own identity. We like the reframing of the melting pot image proposed by historian Lawrence Levine. Levine argued that today’s model of diversity “is not the American melting pot, but a cultural mosaic in which discrete ethnic groups persist and interact with other groups.”

Source: Excerpted from Popple, Philip R. et al. *Social Work, Social Welfare, and American Society*.

¹ **notions:** ideas or theories

Thesis Statement: _____

1. _____

2. _____

TRY IT OUT!

Here is another paragraph from Serenda Nanda’s article on arranged marriages in India. Write a one-sentence summary of the paragraph and then one or two paragraphs in response. Do you agree with Nanda’s viewpoint, or do you see some value in arranged marriages?

Six years later I returned to India to do fieldwork, this time among the middle class in Bombay, a modern, sophisticated city. From the experience of my earlier visit, I decided to include a study of arranged marriages in my project. By this time, I had met many Indian couples whose marriages had been arranged and who seemed very happy. Particularly in contrast to the fate of my married friends in the United States who were already in the process of divorce, the positive aspects of arranged marriages appeared to me to outweigh the negatives.

Applying Vocabulary: Using Words Related to Cultural Change

Before you begin your writing assignment, review what you learned about the words in Practice 1 on page 131.

PRACTICE 7 Forming Different Parts of Speech

- A** Work in pairs or small groups. Fill in the appropriate word form for each. Use a dictionary as needed. As you work, look for recurring patterns.

VERB	NOUN	ADJECTIVE
1. acquire	<u>acquisition</u>	acquisitive
2. conflict	conflict	_____
3. reconcile	reconciliation	_____
4. assimilate	_____	assimilated
5. devote	_____	devoted
6. perceive	_____	perceived

- B** Change these nouns into verbs. Most, but not all, of the verbs will follow a consistent pattern. Consult your dictionary as needed.

NOUN	VERB
1. demonstration	_____
2. integration	_____
3. education	_____
4. definition	_____
5. invitation	_____
6. conversation	_____
7. evolution	_____
8. resolution	_____

- C** Choose the word form from Parts A and B that best completes each sentence.

- When people get married, they pledge their complete devotion.
- Young children learn to _____ in a second language more quickly than most adults.
- The _____ of a new language can be very challenging.

4. A person who fits into a new culture is said to be _____.
5. When someone gets new eyeglasses, the person's visual _____ may improve.
6. When a person feels divided between one feeling and another, he is said to be _____.

WRITING ASSIGNMENT

Your assignment for this chapter is to write a summary and response essay on a topic related to culture. Write an essay of at least five paragraphs on one of the topics below or one that your teacher suggests. Follow the steps in the writing process.

POSSIBLE TOPICS

- Cultural identity
- Cultural diversity
- Cultural differences
- Adapting to a new culture
- Cultural assimilation
- Cultural practices in education



Explore

STEP 1: Explore your topic, audience, and purpose.

- Choose your topic from the list above.
- Research an Internet article on your topic.
- Read the article carefully, highlighting or taking notes of main points for your summary.
- Consider who might be interested in this article and a response; they are your audience.
- Consider what you wish to accomplish in your response; this is the thesis of your response.



Prewrite

STEP 2: Prewrite to get ideas.

- Freewrite, brainstorm, or cluster to uncover your ideas.
- Draft a preliminary thesis statement for your response.
- Brainstorm examples from your personal experience or the experiences of others that support or refute the article's thesis or supporting points.



Organize

STEP 3: Organize your ideas.

- Select the ideas to include in the summary.
- Outline the response, listing each claim.
- Select passages that you will paraphrase or quote as support for your claims.



Write

STEP 4: Write the first draft.

- Summarize the article in the first paragraph. Be sure to include the title of the work and the author's name, a thesis, and the article's main points.
- Include a transition that introduces the response.
- Introduce and develop the response in the remaining body paragraphs.
- End with a return to the summary.



Revise

STEP 5: Revise the draft.

- Exchange papers with a partner, and give each other feedback on your papers. Use the Chapter 7 Peer Review on page 237 to guide your feedback.
- Carefully consider your partner's feedback. If you agree with it, revise your paper by marking the changes on your first draft.



Proofread

STEP 6: Edit and proofread.

- Use the Chapter 7 Writer's Self-Check on page 238 to help you look for and correct errors in grammar, mechanics, and sentence structure.



Write

STEP 7: Write a new draft.

- Revise the draft, incorporating all the changes you want to make.
- Make sure the draft is legible and follows the format your instructor has provided.
- Proofread the draft so that it is error free.
- Hand in the essay to your instructor.

SELF-ASSESSMENT

In this chapter, you learned to:

- ☐ Analyze a summary / response essay
- ☐ Distinguish between objective and subjective points of view
- ☐ Summarize an essay in an introductory paragraph
- ☐ Plan and write a response to the essay
- ☐ Use active and passive voice in appropriate contexts
- ☐ Write, edit, and revise an essay about culture

Which ones can you do well? Mark them ✓

Which ones do you need to practice more? Mark them ✗

EXPANSION



TIMED WRITING

Return to “A Cultural Mosaic” in Practice 6 on page 141. Now summarize and write a full response to the passage. You will have 45 minutes. To complete the expansion, you will need to budget your time accordingly. Follow this procedure.

1. Reread the passage, underlining or highlighting the statement of the main argument and key supporting points. (10 minutes)
2. Write a one-paragraph summary of the passage. State the main argument and key supporting ideas you have located. Omit any long examples and explanations. (10 minutes)
3. Then write a response, beginning with a smooth transition and a thesis statement. Make your position clear. Do you agree or disagree with the argument, or is your response mixed? Refer back to the article to support your claims. What in your own experience, or the experience of others you know, can you cite as backing for your claims? Cite examples. (15 minutes)
4. Revise and edit your work. Be sure your summary and thesis are clear. If you write by hand, you may make changes above the lines in the margins. (5 minutes)
5. Check your summary and response for errors. Correct any mistakes. (5 minutes)
6. Hand in your paper to your instructor.



RESEARCH AND RESPOND

Do an Internet search using the key words “bilingual education” or “bilingual immersion.” Find a short article that argues either for or against one of these topics. Summarize the article and respond, using the same procedures you have followed in the chapter.