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T H I R D E D I T I O N

Reasoning & Writing Well

A RHETORIC, RESEARCH GUIDE,
READER, AND HANDBOOK

BETTY MATTIX DIETSCH



Reasoning & Writing Well

A Rhetoric, Research Guide,
Reader, and Handbook

THIRD EDITION

Betty Mattix Dietsch

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Marion, Ohio



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REASONING AND WRITING WELL: A RHETORIC, RESEARCH GUIDE, READER, AND HANDBOOK

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A Note to Instructors

Reading, critical thinking, and writing skills are cornerstones of an education—not just for the elite but for everyone who aspires to attain a college degree. A fourth cornerstone, oral presentation skills, has been identified recently by many colleges and universities and added to their graduation requirements. These skills serve as the foundation of a successful career as well as a solid higher education: To gain credibility in the workplace, employees need to be able to present their ideas cogently and convincingly, both in writing and speaking.

To help students meet and exceed the requirements of their schools and employers, *Reasoning and Writing Well* is a practical and comprehensive process-based rhetoric that demystifies the art of writing well. This book emphasizes not only analytical reading and thinking but also accuracy and ethics. The central goals of *Reasoning and Writing Well* are to enable students to

- Write with a purpose or an aim that considers the rhetorical situation
- Write clearly, concisely, and accurately
- Use language appropriately and correctly
- Develop an awareness of their voices as writers
- Research a topic using a variety of print and electronic sources, including the Internet
- Document sources correctly
- Read and think critically
- Analyze and evaluate logically and objectively
- Give a presentation before an audience
- Appreciate the value of effective writing and speaking

The philosophy of *Reasoning and Writing Well*, Third Edition, is based on my belief that students at all levels of preparedness can be motivated to do their best through encouragement and clear instruction in plain English. My philosophy has been shaped by experience in the workplace, graduate education at Ohio State University, over twenty years of college teaching and curriculum development,

participation in Toastmasters International, research, and professional writing. Employers, editors, reviewers, and students have all influenced this book's content.

PROVEN FEATURES

Four books in one, *Reasoning and Writing Well* provides exceptionally comprehensive coverage and abundant learning aids. Its proven features include the following.

Students like it. Students consistently comment that the tone of the book is friendly, respectful, and encouraging and that its explanations are clear and its examples helpful. Students especially like the lists of Ideas for Writing that conclude chapters.

In-depth coverage of rhetorical strategies. The rhetorical situation is introduced in chapter 1 and reinforced throughout the book, including related activities. Students are asked to consider elements of the rhetorical context such as audience, purpose, and occasion. Separate chapters cover each major method of development and progress from prewriting to proofreading, providing step-by-step instruction for each stage of the writing process. Student papers model each rhetorical mode.

The writing process. After the two opening chapters on the rhetorical situation, part 1 covers the early stages of the writing process: prewriting (chapter 3) and drafting (chapter 4). In part 2, chapters 5 through 9 cover the later stages of revision, editing, and proofreading. These early chapters include clear, specific help for focusing ideas with topic sentences, thesis statements, controlling questions, purpose statements, and outlines. Many examples of formal, scratch, and working outlines are provided. Students are advised of the recursive nature of the writing process and encouraged to return to the early stages of the process as necessary.

A unique revision workshop. *Reasoning and Writing Well* offers extensive, and intensive, coverage of revision, with five chapters focused on this important skill in the Revision Workshop, part 2. Chapter 5 provides an overview of revising, editing, and proofreading. Chapter 6 introduces students to critical thinking in the context of revision by focusing on accuracy in writing. Individual chapters then cover revising paragraphs (chapter 7), editing sentences (chapter 8), and improving word choice (chapter 9).

Critical thinking, problem solving, and argument. Four chapters focus on critical thinking, including the related skills of evaluation, problem solving, and argument—the most comprehensive coverage of these important aca-

demic and workplace skills available in a four-in-one composition text. Early in the book, chapter 6, *Revision and Accuracy*, sets forth criteria for evaluating so-called *facts*, using inferences, and avoiding hasty generalizations and absolute terms.

Part 4, *Critical Thinking, Evaluation, and Argument*, covers practical strategies for organizing problem-solving papers, shaping effective arguments, and identifying fallacies. Chapter 18 explains Dewey's version of the scientific method and applies problem solving to report writing and research papers. Chapter 19 explains the classic appeals of logos, ethos, and pathos and shows how these appeals can form the basis for effective argument. Chapter 20 explains how to recognize common logical and emotional fallacies. In part 6, chapter 26 includes instruction for critical reading.

Comprehensive research and documentation coverage. The five chapters forming part 5 of *Reasoning and Writing Well* provide thorough support for students who are writing research-based papers. Chapter 22 covers observation, interviews, and surveys and includes a sample questionnaire and student report of findings. Chapter 23 affords extensive help for conducting research on the Internet. Chapter 24 presents separate sections on the latest Modern Language Association (MLA) and American Psychological Association (APA) formatting guidelines and documentation models. Chapter 25 explains and shows how to use sources to write research-based papers. It includes a new sample student outline and research paper in MLA style on the subject of workers' compensation. Throughout part 5, step-by-step instructions and numerous examples help students through every stage of writing a research paper.

Integrated coverage of writing on a computer. *Reasoning and Writing Well* offers numerous tips and precautions that give students helpful "insider" information and alert them to possible pitfalls in writing on a computer. Two Web site directories (one in chapter 23 on Internet research, the other in chapter 30 on career resources) provide quick, handy information about help available online.

Plentiful student models. Exemplary but realistic models of student writing appear throughout the book. Dozens of introductions, conclusions, outlines, and complete papers illustrate various rhetorical strategies and techniques for writing from sources.

Exceptional learning resources and study aids. In addition to many essay assignments, *Reasoning and Writing Well* includes a wealth of resources for individual and collaborative learning: hundreds of suggested writing topics, numerous guides to generating topic ideas, and abundant practice activities. Role plays, case problems, peer review exercises, and small-group discussion guides help students strengthen their understanding of concepts and processes, analyze situations, and explore other points of view. Figures and tables, boxed guidelines

and checklists, chapter summaries, and “Test Yourself” exercises also help students to deepen their understanding while strengthening their skills.

Incremental, yet flexible organization. Parts and chapters in *Reasoning and Writing Well* appear in a logical sequence, with parts 1 and 2 following the steps of the writing process and parts 3 through 6 moving from less difficult to more difficult concepts and projects. Each section of the reader follows the same progression from less to more difficult, with selections progressing from least to most challenging. The chapters are freestanding, however, and can be used in whatever order and combination individual teachers deem appropriate. That is, instructors can quickly select what they need and adapt it to a wide variety of teaching and learning situations.

A separate Reader, organized by rhetorical modes. Forty-five engaging essays, short stories, and creation narratives, representing diverse authors and points of view, make up the Reader. Eudora Welty, C. S. Lewis, Elisabeth Kübler Ross, Amy Tan, Barbara Jordan, and John Updike are among the authors included. An alternate table of contents organized by thematic groupings appears at the start of the reader to ensure its flexibility.

Three chapters on writing about literature. Focusing on essays, short stories, drama, and poetry, chapters 26, 27, and 28 explain the elements of each major genre and common literary devices. These chapters also teach students how to analyze literature, take and defend a position on a literary work, and write papers that analyze and respond to literature. In all, part 6 provides a solid introduction to the study of literature, note-taking, and analytical reading.

Preparing for and writing essay exams. Chapter 29 focuses on studying for and writing essay exams. Related issues, such as time management and study techniques, are explained, and practical tips and examples appear throughout the chapter.

Writing for employment. Chapter 30 provides up-to-date guidelines not only for preparing print, scannable, and electronic résumés but also for writing various types of business correspondence, including e-mail. Students learn how to analyze the needs of employers and to represent themselves appropriately. This chapter also includes numerous examples and models, as well as an Internet Career Directory.

Workplace Relevance. Sixteen case studies, most based on real incidents in the workplace, offer insight into writing situations and provide topics for writing. Workplace examples and case problems offer opportunities for discussion and writing.

Concise Handbook. Students can find quick answers to common questions about grammar, punctuation, mechanics, spelling, and usage and can re-

fer to numerous examples. The handbook also refers to related chapters in the rhetoric that explain punctuation, sentence structure, and usage. To supplement the Handbook, grammar worksheets are provided in the instructor's manual, *The Idea Book*, that accompanies *Reasoning and Writing Well*.

NEW FEATURES

The third edition of *Reasoning and Writing Well* has been revised from cover to cover. The overall result is a more streamlined text that offers the most up-to-date coverage of such evolving topics as research, documentation styles, employment writing, and Internet use and resources. Among the many improvements are the following highlights:

Expanded coverage of the rhetorical situation. One entire chapter (chapter 1) explains rhetorical situation, and chapter 2 focuses on what is perhaps the most important element of any writing situation: audience. The rhetorical situation is now emphasized throughout the book.

Two Internet directories. This edition provides two new Internet directories: one in chapter 23 for Internet research, the second in chapter 30 for career resources.

Expanded and updated coverage of the Internet. The third edition also contains more timely tips and additional instruction for students conducting research on the Internet, including detailed criteria for evaluating online sources. In addition, the number of documentation models for online sources has been increased in both the MLA and the APA style sections.

New chapter on oral presentations. Part 7 now includes a full chapter on public speaking that includes topics such as managing anxiety, adapting a paper for oral presentation, and incorporating audio-visuals into presentations. Students learn how to engage an audience and present points with conviction so that they gain confidence and skill in presenting their ideas orally.

Revised Reader. Over 30% (16) of the 45 reading selections are new to this edition. In addition to many new essays and short stories (by noted authors such as Kathleen Fury, Deborah Tannen, William Raspberry, Barbara Ehrenreich, and Kate Chopin), the Reader now also includes creation narratives drawn from the Pima Indians, the Bible (King James Version), the Torah, and the Qur'an. The discussion questions accompanying selections retained from the previous edition have been revised to focus on rhetorical considerations.

Expanded and updated research coverage. This MLA update version of *Reasoning and Writing Well*, third edition reflects the publication of new documentation guidelines in the *MLA Handbook for Writers of Research Papers*,

sixth edition (2003). The third edition of *Reasoning and Writing Well* also provides updated coverage of APA documentation style, according to the *APA Publication Manual*, fifth edition (2001). There are expanded discussions of conducting Internet research, with specific advice to help students avoid plagiarism, and additional documentation models for electronic sources.

An exemplary new student research paper (in MLA style) on the topic of workers' compensation appears in chapter 25, modeling such research writing skills as summarizing, paraphrasing, integrating short and long quotations, and preparing an extensive works cited list of both print and electronic sources.

Finally, the format of the MLA and APA sections has been changed for greater ease of use. Each section now opens with a directory of contents. Contrasting color strips mark the edges of the sections' pages so that students can locate and distinguish between them easily.

New part-opening photos and more visuals throughout. To make the book more visually appealing for students, the third edition offers an updated interior design that includes new part-opening photographs, more boxes, and more cartoons. Additional illustrations also appear throughout the book to enhance its appearance and improve its readability.

New workplace case studies, case problems, and activities. Updated activities appear throughout the book to ensure currency, increase student interest, encourage critical thinking, and stimulate topic ideas.

New margin notes and other cross-references. Cross-references are provided in the margins for greater visibility and easier reference. New reference boxes in chapters 10 through 17 (covering methods of development), 19 (argumentation), and 27 (reading and responding to fiction) direct students to corresponding essays and stories in the Reader.

Improved Handbook. Both the content and format of the Handbook have been revised. A new introduction and directory of contents precede the explanation and examples. A simplified numbering system identifies the sections of the handbook, and expanded coverage of verbs, including a new explanation of the four basic forms of a verb, and all four forms are shown for 70 irregular verbs.

Revised and expanded *Idea Book*. This unusually robust instructor's resource manual has been thoroughly revised to reflect all of the changes in the textbook, as well as expanded and enhanced in numerous ways. Elements new to the *Idea Book* include:

- A new model syllabus, making four in all
- A new directory of Internet resources for preventing and detecting plagiarism
- New grammar worksheets
- Page references to corresponding rules in the handbook added to all grammar worksheets

- Several evaluation forms for oral presentations and speech plans for students
- More quizzes
- More worksheets for collaborative activities

PRINT AND ELECTRONIC SUPPLEMENTS

The Idea Book. An unusually comprehensive resource for instructors with varying levels of experience, the instructor's manual to accompany *Reasoning and Writing Well* contains resources such as lesson plans, teaching objectives, supplemental assignments, answers to exercises, grammar worksheets, transparency masters, guides to working with the selections in the reader, a bank of quizzes, sample syllabi, and numerous activity worksheets.

Instructor CD-ROM. The CD-ROM contains the entire *Idea Book* in a portable electronic format, plus PowerPoint slides. Most of the *Idea Book* is also provided in electronic format in the instructor's area of the text's Online Learning Center [www.mhhe.com/dietsch].

Online Learning Center. The *Reasoning and Writing Well* Web site provides a wealth of resources for instructors and students, and is compatible with most online course management systems, such as WebCT and BlackBoard (for more information, see the related description in the next section).

For students, the site provides 500 interactive grammar, punctuation, and editing exercises, as well as interactive activities focused on skills such as critical reading and evaluating Web sites. Chapter-by-chapter links are also provided, offering easy access to sites whose URLs are printed in the text, hypertext definitions of key terms, and interactive student models.

For instructors, the Online Learning Center provides all of the content of the instructor's manual (*The Idea Book*) as well as all of the non-Web-based content of the instructor's CD-ROM, excluding answers to exercises, quizzes, and tests. The instructor's area of the OLC also provides links to a wide array of online resources for composition teachers.

MCGRAW-HILL'S RESOURCES FOR ONLINE COURSE DELIVERY AND DISTANCE EDUCATION

Compatibility with Online Course Management Systems. The online content of *Reasoning and Writing Well*, Third Edition, is supported by WebCT, Blackboard, eCollege.com, and most other online course systems.

PageOut. McGraw-Hill's own PageOut service is available to help you get your course up and running online in a matter of hours—at no cost. Additional information about the service is available online at <<http://www.pageout.net>>.

AllWrite! Available online or on CD-ROM, *AllWrite* offers over 3,000 exercises for practice in basic grammar, usage, punctuation, spelling, and techniques for effective writing. The popular program is richly illustrated with graphics, animations, video, and Help screens.

Webwrite. This online product, available through our partner company MetaText, makes it possible for writing teachers and students to, among other things, comment on and share papers online.

For further information about these and other electronic resources, contact your local McGraw-Hill representative, visit the English pages on the McGraw-Hill Higher Education Web site at <www.mhhe.com/catalogs/hss/english/>, or visit McGraw-Hill's Digital Solutions pages at <www.mhhe.com/catalogs/solutions/>.

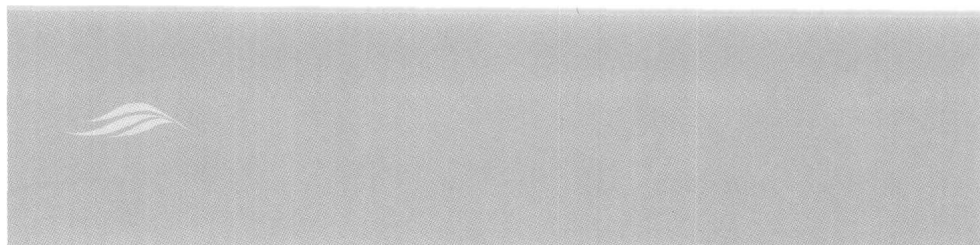
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Contents in Brief

A Note to Instructors xxxix

RHETORIC AND RESEARCH WRITING GUIDE

PART 1. The Writing Situation and Early Stages of the Writing Process 1

- 1 Writing in Context 3
- 2 Different Voices for Different Occasions and Audiences 12
- 3 Prewriting: Discovering Ideas 24
- 4 Drafting: Exploring Ideas 32

PART 2. Revision Workshop: Later Stages of the Writing Process 47

- 5 Revising, Editing, and Proofreading: An Overview 49
- 6 Revision and Accuracy: Beginning to Think Critically 66
- 7 Revising Paragraphs 78
- 8 Editing: Styling Sentences 92
- 9 Editing: Improving Word Choice 108

PART 3. Options for Organization 121

- 10 Narration: Recounting Events 123
- 11 Description: Conveying Impressions 138
- 12 Process Analysis: Explaining How 151
- 13 Illustration: Showing with Examples 163
- 14 Classification: Grouping and Dividing 173
- 15 Comparison and Contrast: Explaining Likeness and Difference 186
- 16 Definition: Identifying Basic Characteristics 200
- 17 Cause and Effect: Explaining Why 215

PART 4. Critical Thinking, Evaluation, and Argument 227

- 18 Problem Solving 229
- 19 Shaping an Effective Argument 243
- 20 Detecting Fallacies 273

PART 5. Research Writing 287

- 21 Preliminary Considerations for Research 289
- 22 Primary Research: Observation, Interviews, and Surveys 295
- 23 Secondary Research: Locating Print and Electronic Sources 316
- 24 Documenting Sources 339
- 25 Using Sources and Writing a Research Paper 378

PART 6. Reading and Writing about Essays, Fiction, Plays, and Poetry 409

- 26 Reading and Responding to Essays 411
- 27 Reading and Responding to Short Stories, Novels, and Plays 428
- 28 Reading and Responding to Poetry 450

PART 7. Essay Exams, Employment Writing, and Oral Presentations 465

- 29 Writing Effective Essay Exams 467
- 30 Employment Writing for the Twenty-First Century 477
- 31 Oral Presentations 520

THE READER 545

THE HANDBOOK: A BRIEF GUIDE TO GRAMMAR, PUNCTUATION,
MECHANICS, AND USAGE 733

Credits C-1

Index of Authors and Titles I-1

Subject Index I-4



Contents

A Note to Instructors xxxix

RHETORIC AND RESEARCH WRITING GUIDE

PART 1 The Writing Situation and Early Stages of the Writing Process 1

CHAPTER 1 Writing in Context 3

Why Learn to Reason and Write Well? 3

What Is the Rhetorical Situation? 4

Occasion 4

Purpose 4

The General Purpose 4

The Specific Purpose 5

Topic 5

[Box] Selecting a Topic 6

Audience 6

The Voice of the Writer 6

[Box] Questions to Assess Audiences 7

How Should a Writer's Voice Sound? 7

Word Choice and Voice 7

[Box] Key Point: What Makes Writing Effective? 7

What Is the Writing Process? 8

A Word of Encouragement 8

[Box] The Four Stages of the Writing Process 9

Summary 9

Key Terms 10

Practice 10

Ten Ideas for Writing 10

CHAPTER 2 Different Voices for Different Occasions and Audiences 12

The Writer's Voice 12

Workplace Case Study: A Series of Collection Letters	13
How Casual Conversation Differs from Focused Writing	14
Standard and Nonstandard Usage	14
Standard Usage	14
Nonstandard Usage	15
Dialect and Regionalism	15
Where Can I Find Keys to Usage Labels and Abbreviations?	15
What If Dictionaries Disagree?	15
Three Vocabularies	15
[Box] Levels of Formality	16
Three Levels of Formality	16
Informal Standard English	16
Watch the Pronouns	17
Mixing Levels of Formality	17
Professional English	17
[Box] Levels of Formality in the Workplace	18
Formal English	18
Three Common Concerns That Affect Voice	19
Out-of-Place Colloquialisms	19
Switching Pronouns in Mid-Sentence	20
Inappropriate Prescriptive Tone	20
Three Crucial Questions for Achieving an Appropriate Voice	21
Summary	22
Key Terms	22
Test Yourself	22
Practice	22
Test Yourself Answers	23
CHAPTER 3 Prewriting: Discovering Ideas	24
Overcoming Anxiety	24
Finding a Topic and Ideas by Prewriting	25
Freewriting	26
Clustering	26
Brainstorming	27
List-Making and Scratch Outlining on a Computer	28
[Box] Computers and Outlining Tip	29
Questioning	29
Combining Invention Techniques	29
Gathering Information	30
Reading Literature and Doing Research	30
Keeping a Journal	30
Summary	30
Key Terms	31

<i>Practice</i>	31
<i>Ten Ideas for Ten-Minute Writings</i>	31
CHAPTER 4 Drafting: Exploring Ideas	32
Fleshing Out Your Prewriting Notes	32
When Ideas Disappear	33
Focusing an Exploratory Draft	33
Narrowing a Topic	33
Case Study: Nita Narrows Her Topic	34
Writing a Purpose Statement	34
Writing a Thesis Statement	35
Where Should the Thesis Statement Go?	36
[Box] Drafting a Thesis Statement	35
Omitting a Thesis Statement	36
Drafting an Introduction	36
Begin with an Anecdote That Sets the Scene	37
Overuse of the Pronoun "I"	37
[Box] Dietsch's "I" Rule	37
Begin with a Description	38
Begin by Stating a Problem	38
Begin with a Surprising Statistic or Striking Bit of History	39
Begin by Disputing a Common Belief or Defying a Stereotype	39
Seven Basic Ways to Organize a Draft	39
[Box] The Seven Basic Orders	40
Chronology	40
Spatial Order	40
Order of Importance	40
Order of Generality	41
Order of Formation	41
Order of Complexity	41
Order of Materiality	41
Writing an Effective Conclusion	42
End with a Reference to a Benefit	42
End by Referring Back to the Thesis	42
End with a Personal Response	42
End on a Note of Optimism	43
End with an Unexpected Twist	43
Drafting on a Computer	43
[Box] Tips for Maintaining Security of Computer Files	43
A Note of Reassurance and a Brief Review	44
<i>Summary</i>	44
[Box] Guidelines: Tips for Drafting Successfully	45
<i>Key Terms</i>	46