Course Learning Outcomes for Unit V

Upon completion of this unit, students should be able to:

1. Effectively support claims with examples and outside sources.
2. Determine appropriate examples.
3. Demonstrate the difference between adequate examples and ethical pitfalls.
4. Discover a source utilizing the online Waldorf library.

Reading Assignment


Chapter 11: Illustration: Making Yourself Clear

*The Little, Brown Compact Handbook:*

Chapter 51: Finding Sources

Unit Lesson

It is now time for you to read through your rough drafts and find the missing pieces. Are there any paragraphs that are not painting a clear enough picture for your audience? Are there any paragraphs that you feel would benefit from a bit of expansion? Well, now is your chance to add those details. Again, do not worry about whether or not the information you provide will be long enough; we will revise again later.

When you use examples and outside sources to clarify your statements, keep in mind that you should keep them on topic. Do not stray into some other aspect of the subject you are talking about. For instance, if the topic sentence focuses on the effect firefighters experience from witnessing tragedy, then you would not bring in evidence stating how to handle hazardous materials. Rather, you would bring in an example of the types of tragedy firefighters witness or examples of how these events may make firefighters more prone to mental breakdown. The keyword throughout this course so far has been focus, and it is no different here. The more focused and sharp your paragraphs are the stronger and more original your paper will be.

Your paper will also be stronger if your ethos (credibility as a writer) is adequately established. You will not have a strong ethos if the illustrations you make are somewhat distorted. Sometimes, people make subjective illustrations that reflect their own presuppositions when, in fact, their papers would be stronger if they admitted that they did not have knowledge of the full extent of the research that has been done or the knowledge on the subject. There is nothing worse than losing trust with your audience. The very idea of writing an academic paper is to persuade your audience, but they could lose trust in you because you appear biased, unknowledgeable, or do not show all of the facts. They may never again believe in what you say. There is no point in writing an essay if you do not have anyone to read it.
If you present an outside source to support your claims, it may be imperative to gain your reader's trust. Although you may be new at finding sources, we will go slowly. Remember that you cannot just Google your topic and expect to find reliable sources. In fact, many of the sites that Google presents will be unreliable. The Internet, to a large extent, cannot be trusted. Along with not relying on the Internet, you must promise to NEVER use Wikipedia or a wiki site as a source for an academic paper as anyone can edit the information. You should only use sources written by scholars, not ordinary, everyday Joes. But for now, you are only expected to use one source for your paper...perhaps two if you are ambitious. Just trust in the process and follow the directions, and you will not go wrong. Again, we are going slowly so as not to lose you or steer you in the wrong direction.

Use the Waldorf Online Library to find your source. If you need to find a trustworthy source, go first to the library website, as Google and Yahoo should be the last resort. Anyway, when you are in the online library, find the academic journals/databases. It may help to go to ABI/Inform Complete (ProQuest) as your first option; these engines filter through many fields to help you find an article based on the topic you are looking for. Once you click on one of these, enter a word or phrase concerning your topic into the search bar. You may have to word your topic in different ways, and the use of Boolean operators will help with this. You will find a diagram of how to use them on page 359 in The Little, Brown Compact Handbook. Basically, if you are writing a paper about firefighting injuries, you could enter (firefighting injuries) in the search bar to get the exact phrase in your article, or you could enter firefighting* to view multiple variations of the word, such as firefight, firefighter, fire, etc. The number of articles that will develop off this will be much greater. You could use firefighting+injuries to include all sources with both of the terms in them. The Boolean operators are immensely helpful in giving you the sources you need.

Now, when you find a source that appears to support the claims, it may be too long to read in its entirety. Skim through it to see if it is in fact a source that will be useful. When you find a quote or idea you can use, make sure that you acknowledge where the information is coming from in your paper by stating something similar to, "According to (author), author of (Title of work), ‘quote’ (year of publication)." This is one way to include a quote in your work. Then, of course, you must analyze the information you presented and state how it supports your case. There is more information that you will eventually learn about the finding and citing sources process, which will come with time. Also, remember that using somebody else’s ideas, even if in your words, will need to be cited. There is nothing worse than plagiarism in the academic world. Refer back to your syllabus for more information on how you are expected to cite and reference sources in academic papers.

Although this is a lot of information, remember that writing is a process and not a quick one at that. Do not worry! We will keep working at this. Now let us get started backing up your claims and giving your paper power!

**Suggested Reading**

Using the Waldorf Online Library, locate and read the following articles:


Visit this website for examples of annotated bibliographies. This may help you with your Unit V Journal Assignment:

Learning Activities (Non-Graded)

For some extra practice, complete the following exercises in *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook*:

**Chapter 11**: Illustration: Making Yourself Clear, p. 200

Non-graded Learning Activities are provided to aid students in their course of study. You do not have to submit them. If you have questions, contact your instructor for further guidance and information.