

Assignment Overview: Essay #3 (Argumentative)

Why do professors assign essays? To make their students' lives miserable? To punish them? To drain all the happiness out education?

No.

It's usually to give students a chance to learn about a topic that isn't covered in class but is related to the course. In other words, to learn. To replicate this process, we'll be examining and learning about a topic, and then communicating that knowledge – and your opinion of the topic – to a reader.

On one level, the how to is easy: first you have to read up on the subject and think about it. Then, as we've discovered from essay number one and two, read some more, think some more, ask questions; read some more and think some more, ask questions

Why is this questioning, this desire to understand so important? Because without it, you will not devote the necessary mental energy needed to feed your imagination. And it's your imagination and intellect – the left and right side of your brain – that fire off the neurons that will get you to understand abstractions. And that understanding lies at the core of the college endeavor. It's this ability to understand connections between seemingly disparate ideas or evidence that mean the difference between a job with a corner office ("I'm presenting at the London conference") – and a job in a grease trap ("Where does this used lard go?")

Purpose of Essay

This next assignment is designed to get you in that corner office. It will show you how to understand, form an opinion on, and then write about an abstract concept.

The Writing Assignment: Essay #3

There have been a spate of recent essays (and protests – see Occupy Wall Street demonstrations) dealing with economic mobility -- a ten dollar word for what is more commonly known as the American Dream: work hard, play by the rules, and you'll prosper. Apparently, there are now some questions about this mobility, and driving these questions is the growing income inequality in America.

For this essay, we'll dive into this debate, examining the argument from all sides and reaching a specific conclusion about this social phenomenon.

Specifically, you'll write an essay which argues that the current income gap is either good or bad for America. Your divisions should focus on specific reasons why this inequality helps or hurts various aspects of American life. Thus, if readers mentally adds up your reasons and agree that they are valid, you'll convince them that your position is informed and logical.

This will be the main essay for this semester and as "The Intellectual Free Lunch" made clear, it's essential to understand an issue before you develop an opinion about it. Thus we'll be reviewing issues that affect our daily lives, including the environment, social welfare, education, public health, and worker and individual rights. The writing assignment ties these issues together under the broad umbrella of income inequality.

Requirements

Final draft, minimum of 1,500 words (most go beyond this). Essay must include introduction (with thesis and division statement); body paragraphs; counter-argument and rebuttal; and conclusion.

Note on sources

You need to include a minimum of four different sources (which means a minimum of four works cited entries and at least four in-text citations) -- but remember, the emphasis is on your reasoning: it's what you actually do with the sources that makes a good essay. At least three of the essays must be from the assigned readings – and at least one reading must be from a source you've discovered from a book or college database.

Any source taken from a general web site (i.e. from a search on Google, etc.) MUST (that's MUST) be approved by me before (that's BEFORE) you include them in your essay. The penalty? A substantially lowered grade (i.e. in the "D" range).

Learning Objectives

1. Articulating the differences and similarities between several different abstract concepts
2. Moving from abstraction (projections about effects of economic mobility) to the concrete (examples of each)
3. Information literacy: finding, selecting, and evaluating sources
4. Turn information into knowledge by using current events, statistics, and/or historical examples to prove an argument
5. Developing engaging introductions and conclusions
6. Developing a single idea (division) over the course of two or more paragraphs
7. See the advantages of revising your work in stages (paragraph by paragraph)
8. Using more sophisticated punctuation (dashes, colons, semi-colons)
9. Proofread your work so that it does not interfere with reader's comprehension of your argument
10. Manage your time and complete each draft by the assigned due date

Directions

See the suggestions which follow and in "A Writer's Guide" (294-312); and "Directions for Rough Draft of Argumentative Essay" (I&C 96).

Grading Criteria

To receive a passing grade, you must successfully complete the following:

Organization: A thesis statement which clearly states the subject, your position and the divisions of your essay. A counter-argument and rebuttal.

Content: Clear and balanced arguments, developed with examples, descriptions and stories, and a full and persuasive development of the reasoning behind each of the examples.

Proofreading: Sentences that are clear and no more than 5 major errors.

Major errors:

Sentence fragments, run-on sentences, verb-tense error, subject-verb agreement error, unclear phrasing, documentation and spelling/wrong word error.

Things to Watch for:

Lack of explanation. Your examples do not speak for themselves – in fact, your argument lies not in the evidence, but in why and how the evidence supports your point. And since examples can't speak, it's up to you to connect them to the point of your paragraph and the larger point of your essay. Remember that whenever you make a claim about a social issue, you must connect it to a source.

Counter-arguments usually work best when they seem to naturally flow from your argument: avoid the "stuck-on-at-the-end-because-I-have-to-include-one" type of counter-argument.

As you're developing arguments, remember that if you're against income inequality, it does not mean you favor income equality. Instead, it means that you are troubled by the disparity between the high and the low, not that you want everyone to make the same.

Definitions

From preface to "Should America Do More to Reduce Economic Inequality?"
Social Justice, 2010

By 2007, the richest 10 percent of families in the United States acquired nearly half of all income in the country. This percentage of income—49.74, to be exact—is the highest ever recorded. To see such a huge chunk of U.S. income going to one-tenth of U.S. families is atypical; in fact, the last time that such a small fraction held over 49 percent of income was in 1928, nearly eighty years before today's peak. As a comparison, between 1945 and 1980 an average of 34 percent of income went to the top tenth of U.S. households.

When that top decile, or tenth, is broken down further, economists find that the bulk of income is really going to only 1 percent of U.S. households. Professor Emmanuel Saez of the University of California at Berkeley tracks the income gap between rich and poor, and his figures show that 1 percent of U.S. families now collect 23.5 percent of the nation's income. Much of the wealth comes from large stock portfolios and capital gains. The average income of

the top 1 percent is over a million dollars a year. Put another way, the three hundred thousand people in the top tier earned, on average, 440 times as much as the average family in the bottom half—where 150 million of the total 305 million Americans find themselves.

That 1 per cent of the population holds so much of the country's income alarms many economists, social scientists, politicians, and commentators. They worry that the rich are getting richer while the poor grow poorer, a saying that became popular during the U.S. Great Depression of the 1930s. "When income growth is concentrated at the top of the income scale, the people at the bottom have a much harder time lifting themselves out of poverty and giving their children a decent start in life," states Jared Bernstein, a progressive economist and advisor in the administration of President Barack Obama.

Republican columnist David Frum accuses fellow conservatives of simply ignoring the income gap and "being not bothered by the accumulation of wealth as such." But he warns, "Inequality taken to extremes can overwhelm conservative ideals of self-reliance, limited government and national unity. It can delegitimize commerce and business and invite destructive protectionism and overregulation. Inequality, in short, is a conservative issue too."

Frum does not speak for all conservatives, however. Talk show host Michael Medved believes that the income gap is not as one-sided as it appears. Medved reports in a 2009 Townhall.com article, "As the rich get richer, the poor also get richer, dramatically richer—but redistributionists [those who want to spread the wealth among all classes] express horror at the fact that the distance between the least and most successful continues to increase." In short, he believes the gap is widening but the greatest gain in wealth is being made by the nation's poor. "Far from being left behind," Medved attests, "the least privileged Americans are making faster progress than any other segment of the population."

Further Readings

Books

Larry M. Bartels *Unequal Democracy: The Political Economy of the New Gilded Age*. New York: Russell Sage Foundation, 2008.

Bill Fletcher, Jr. *Solidarity Divided: The Crisis in Organized Labor and a New Path Toward Social Justice*. Berkeley and Los Angeles: University of California Press, 2008.

David B. Grusky and Szonja Szelényi *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Boulder, CO: Westview, 2007.

Chester Hartman *Challenges to Equality: Poverty and Race in America*. Armonk, NY: M.E. Sharpe, 2001.

Charles P. Henry *Long Overdue: The Politics of Racial Reparations*. New York: New York University Press, 2007.

Edward J. McCaffery *Fair Not Flat: How to Make the Tax System Better and Simpler*. Chicago: University of Chicago Press, 2002.

Jerold L. Waltman *The Case for the Living Wage*. New York: Algora, 2004.

Periodicals

Laura Fitzpatrick "Brief History: The Minimum Wage," *Time*, August 3, 2009.

Clara Jeffery "A Look at the Numbers: How the Rich Get Richer," *Mother Jones*, May/June 2006.

James Pethokoukis "The Income Gap," *U.S. News & World Report*, January 22, 2007.

Virginia Postrel "Inconspicuous Consumption: A New Theory of the Leisure Class," *Atlantic Monthly*, July/August 2008.

Dirk Van Dijk "All Men Created Economically Unequal," *Daily Markets*, August 14, 2009.

Source Citation:

"Preface to 'Should America Do More to Reduce Economic Inequality?'" *Social Justice*. Ed. William Dudley. San Diego: Greenhaven Press, 2010. *Opposing Viewpoints*. Gale *Opposing Viewpoints In Context*. Web. 23 Oct. 2011.

Gale Document Number: GALE|EJ3010397131

Graphs and Statistics

Rich Got Richer While Poor Lagged

The top 1 percent of American earners took in an average of \$1.3 million after taxes in 2007, nearly a 300 percent increase over 1979. By contrast, income for the bottom 20 percent of earners rose only 16 percent over the same period.

Average After-tax Income, 1979 and 2007
(in 2007 dollars)

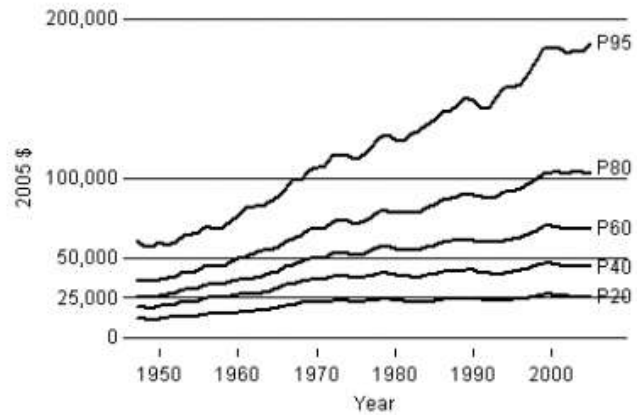
| Income category | 1979 | 2007 | % change | \$ change |
|-----------------|-----------|-------------|----------|-----------|
| Lowest fifth | \$15,300 | \$17,700 | 16% | \$2,400 |
| Second fifth | \$31,000 | \$38,000 | 23% | \$7,000 |
| Middle fifth | \$44,100 | \$55,300 | 25% | \$11,200 |
| Fourth fifth | \$57,700 | \$77,700 | 35% | \$20,000 |
| Top fifth | \$101,700 | \$198,300 | 95% | \$96,600 |
| Top 1 percent | \$346,600 | \$1,319,700 | 281% | \$973,100 |

Source: Arloc Sherman and Chad Stone, "Income Gaps Between Very Rich and Everyone Else More Than Tripled in Last Three Decades, New Data Show," Center on Budget and Policy Priorities, June 2010

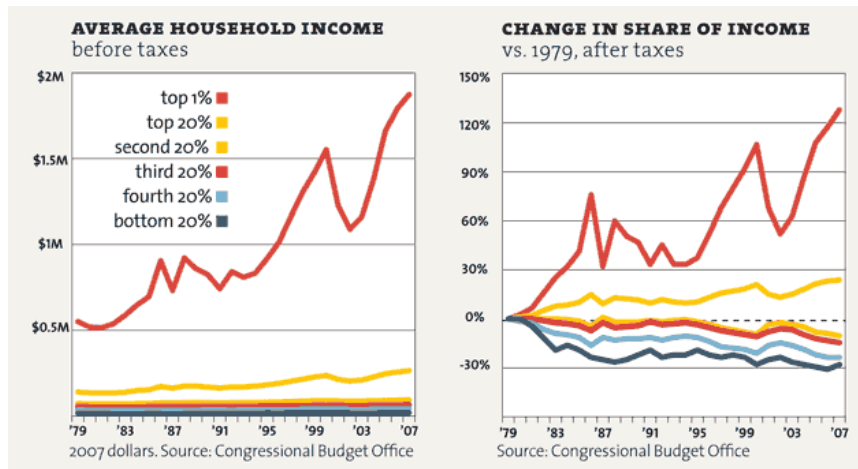
From

<http://library.cqpress.com.libproxy.ocean.edu:2048/cqresarcher/document.php?id=cqresrre2010120300&type=hitlist&num=0>

Inequality rising: inflation-adjusted pretax family incomes, 1947-2005

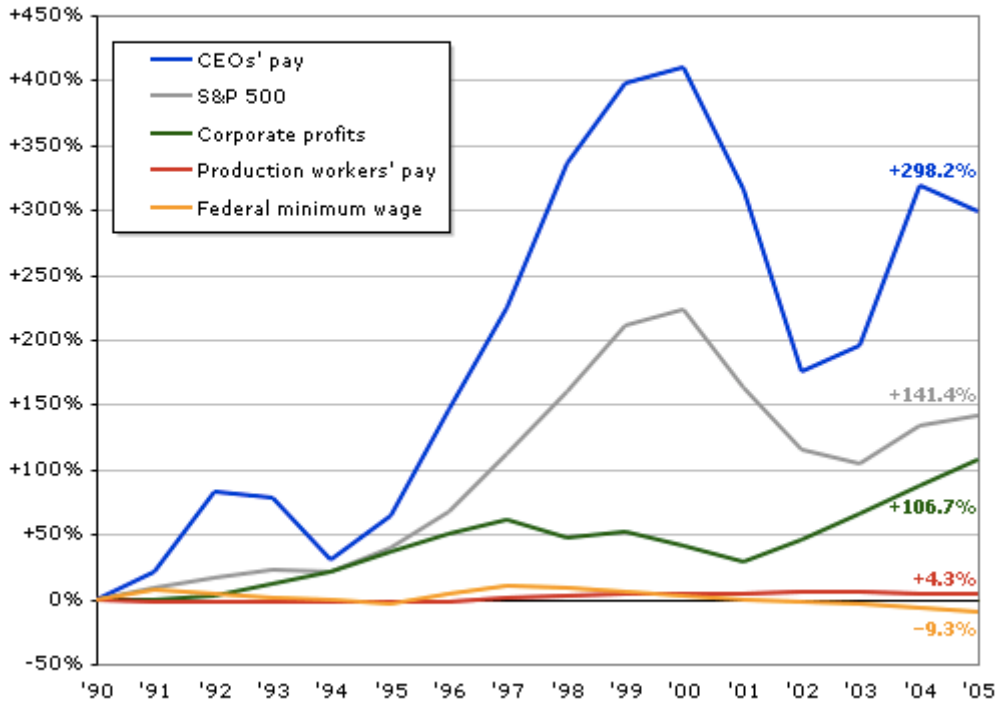


From <http://lanekenworthy.net/2008/03/09/the-best-inequality-graph/>



From <http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph>

**Figure 9: CEOs' average pay, production workers' average pay, the S&P 500 Index, corporate profits, and the federal minimum wage, 1990-2005
(all figures adjusted for inflation)**



Source: *Executive Excess 2006*, the 13th Annual CEO Compensation Survey from the Institute for Policy Studies and United for a Fair Economy.

From <http://www.businessinsider.com/what-wall-street-protectors-are-so-angry-about-2011-10?op=1>

Image on next page from <http://www.businessinsider.com/plutocracy-reborn>

PLUTOCRACY REBORN

A half-century ago, thoughtful Americans considered the Gilded Age ancient history. By the 1950s, robber baron fortunes no longer dominated – or dazzled – America’s political and economic landscape. But that’s all changed. The awesomely affluent haven’t just returned. Today they cast an even greater shadow.

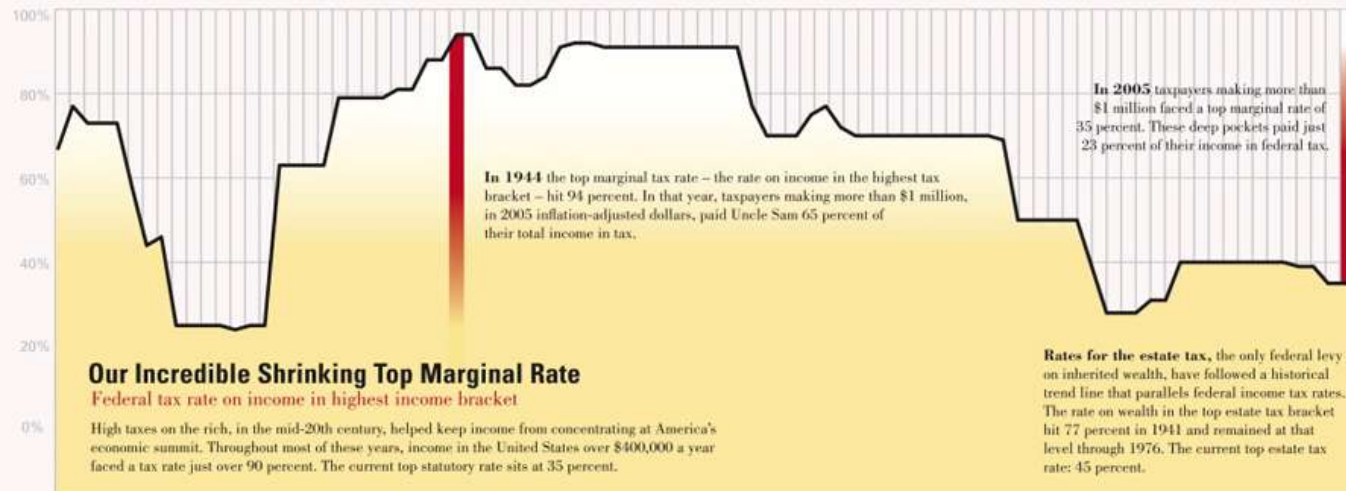
Re-creating the Gap that Gave Us the Great Depression

Average income of top 0.01 percent of US families as a multiple of average income of bottom 90 percent of US families



Our Incredible Shrinking Top Marginal Rate

Federal tax rate on income in highest income bracket



Sources: A detailed listing of all the sources for these charts appears in The Nation Online at: www.thenation.com/doc/2008/06/20/inequality

Charts compiled by the Institute for Policy Studies Program on Inequality and the Common Good. Design by Carol Rizzo, Worthmore Group, and Kheel Design. Consultation: Dennis Livingston. Research support provided by the Investigative Fund of The Nation Institute.

Glossary on Economic Terms

From Charles R. Cooper and Susan Peck MacDonald, eds. *Writing the World*. Boston: Bedford/St. Martin's, 2000.

GLOSSARY: WORDS ABOUT WORDS

In this chapter's readings, you will encounter several terms having to do with the restructured economy and with ways economists talk about the economy. This glossary introduces these special terms. You may want to review the glossary before you begin the readings and then later refer to it as needed.

assets: Property of different kinds that one may own — such as money, material goods, real estate, and stocks and bonds.

birth cohort: A group of people born in the same time period and therefore subject to the same demographic, economic, and historical forces.

business cycle: A period of years when economic activity goes from low to high and then cycles back again to low.

capital gains: Money earned from an asset (such as stocks, bonds, or real estate) between the time it is bought and the time it is sold.

Consumer Price Index (CPI): A measure of the cost of living, derived from the actual cost of a list of typical consumer purchases such as food, clothing, entertainment, and transportation.

demography/demographics: The study of populations.

Fortune 500: *Fortune* magazine's yearly list of the 500 most prosperous American corporations.

Great Depression: From 1929 to 1939, a time of weak economic activity, high unemployment, and great personal hardship for many Americans.

inflation: A general increase in prices; inflation was 2 to 3 percent in the mid-1990s as measured by the Consumer Price Index.

median: The midpoint in a distribution of numbers; *median income* is the midpoint in income in a highest-to-lowest list of incomes of all families in the United States.

monetary: Of or relating to money.

postwar: Usually refers to the period after World War II, which ended in 1945.

recession: A period when unemployment is high, demand for goods and services

(continued from previous page)

stock market: Stocks are shares of the value of a business. Stocks are bought and sold for individuals and groups of investors by members of stock exchanges like the New York Stock Exchange or the NASDAQ National Market. In 1997, 43 percent of Americans owned stocks, either as individual investors or as purchasers of stock mutual funds, in part through company pension plans or retirement accounts.

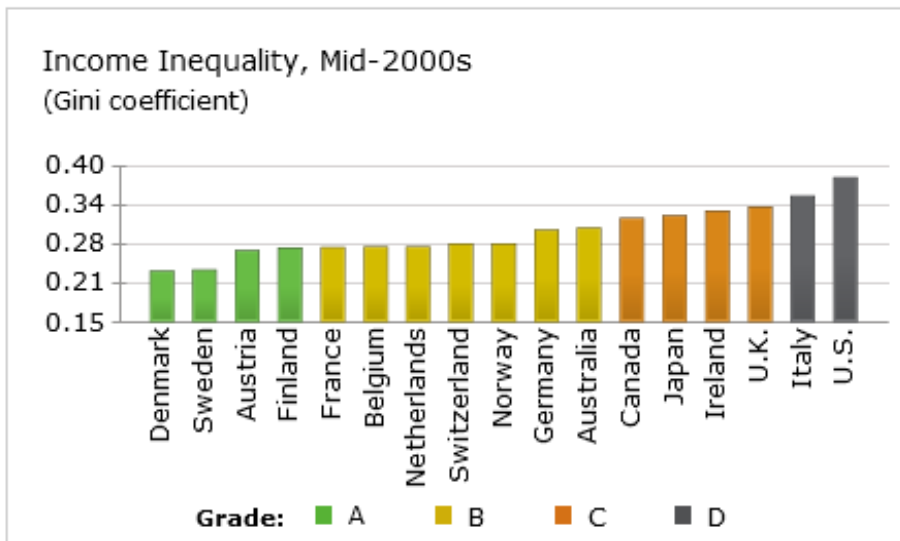
Free Market: an open economy where there are no restrictions – the law of supply and demand.

Living Wage: is a wage that is sufficient to provide a reasonable standard of living and full participation in the society in which an employee is living. Proponents of a living wage typically calculate its level by estimating the expenditure that is required for a decent standard of living. They also suggest that the statutory minimum wage is below the level of a living wage. In the USA, there has been a substantial living wage movement in recent years that has pressed public authorities to adopt living wage ordinances that require public contractors and firms in receipt of public grants and subventions to pay living wages.

"living wage." *A Dictionary of Human Resource Management*. Eds. Edmund Heery and Mike Noon. Oxford University Press, 2008. *Oxford Reference Online*. Web. 24 October 2011.

Supply Side Economics: A school of economic thought anchored in the belief that lower tax rates fuel economic expansion. The theory holds that a reduction in taxes will increase the aggregate supply of goods by encouraging production, providing greater incentives to work, and stimulating the savings and investment needed to support business growth. Supply-side economics focuses on the impediments to supply and the efficient use of the factors of production, rather than on the level of effective demand, as in conventional Keynesian macroeconomics. Increased supply is also seen as a means to restrain inflation, as greater production puts downward pressure on prices. A still more unusual argument of supply-side economists is that the prosperity generated by tax cuts will offset the lower tax rates. Supply-side found a modern champion in Arthur Laffer, whose Laffer curve (relating lower tax rates to higher tax revenues) provided much of the rationale for U.S. President Ronald Reagan's 1981 tax-cut program. "supply-side economics." *Dictionary of the Social Sciences*. Ed. Craig Calhoun. Oxford University Press 2002. *Oxford Reference Online*. Web. 24 October 2011.

Gini coefficient: The Gini coefficient (named after the Italian statistician Corrado Gini) is the most commonly used measure of income inequality. It calculates the extent to which the distribution of income among individuals within a country deviates from a perfectly equal distribution. A Gini coefficient of 0 represents perfect equality (that is, every person in the society has the same amount of income); a Gini coefficient of 100 represents perfect inequality (that is, one person has all the income and the rest of the society has none).
From (<http://www.conferenceboard.ca/hcp/details/society/income-inequality.aspx#gini>)



From <http://www.conferenceboard.ca/hcp/details/society/income-inequality.aspx#gini>

Comments on income inequality

From an EXXON discussion board

Mark McGwire wrote:

May 4, 2011 at 2:49 CT

The wealthiest 1% control about 99% of the dollars in this country. As an analogy 1000 people are gathered out on your local High School Football field. There is \$1000 distributed amongst these 1000 people. 10 out of the 1000 people out on the field get \$99 each. The other 990 people have to split the remaining \$10 which gives them each a penny. OK so let's tax these people now. Where would you start if you needed to collect \$5 in taxes from the original \$1000?

Reply

- bill hill wrote:

May 8, 2011 at 9:56 CT

America has the greatest ability to make paupers millionaires which is why we attract entrepreneurs. The wealth disparity is unfortunate but I believe it is not deceit and special favors that favor the wealthy, it is their upbringing. The poor don't bring up their children well...those that do have children that thrive in our capitalist society. That is the real tragedy...who your parents are and what they teach you. XOM can't affect this . and to put it differently you can't polish a sneaker.

Income Groups in America

Use this chart to narrow down and focus your discussion.

From Charles R. Cooper and Susan Peck MacDonald, eds. *Writing the World*. Boston: Bedford/St. Martin's, 2000.

Focus on One Income Group. It would be quite difficult to speculate about the consequences of the restructured economy for an entire generation, for both men and women, working-class and upper-middle-class workers, high school dropouts and MDs or Ph.D.s, employees and employers, Southerners and Westerners, or recent immigrants and long-timers. Therefore, you can benefit greatly by focusing on one of the groups in the following widely recognized income-level categories:

- working poor (less than \$18,000 a year)—fast-food preparers and servers, laborers working for roughly minimum wage
 - lower-middle class (\$18,000–\$30,000 a year)—lower-level office workers, noncommissioned and telephone salespeople, security guards, managers of fast-food franchises
 - middle class (\$31,000–\$60,000 a year)—teachers, nurses, social workers, police officers, skilled and union laborers, small-business owners, midlevel office workers, manufacturers' representatives
-
- upper-middle class (\$60,000–\$150,000 a year)—lawyers, medical doctors, engineers, architects, and other degreed professionals, medium-size business owners, upper-level managers and executives
 - wealthy (\$150,000 to millions of dollars a year plus earnings from stocks, bonds, property, and other investments)—corporate chief executive officers, investors, real estate developers, surgeons, large-business owners, media celebrities, professional athletes, people with inherited wealth

Choose one income group and speculate about the consequences for that group alone. (You could also focus on women or some ethnic group within one of these income categories.) You need not be a present or prospective member of the group you choose, and you need not assume your readers are primarily in the group.

Writer's Worksheet for Essay #3 Readings (see course site for download)

For each essay, set up a Writer's Worksheet with the following categories:

MLA Works Cited entry

Instructions: For each question below, be sure to take careful notes, using quotation marks if *ANY* words from the original are used and to note page numbers for both quoted and summarized information. See Annotating (19) for more detail.

General information on economic situation in America (i.e. income rates, stats, cost of living, etc.)

Reasons why this income inequality is not good for America

Reasons why this income inequality is good or doesn't matter

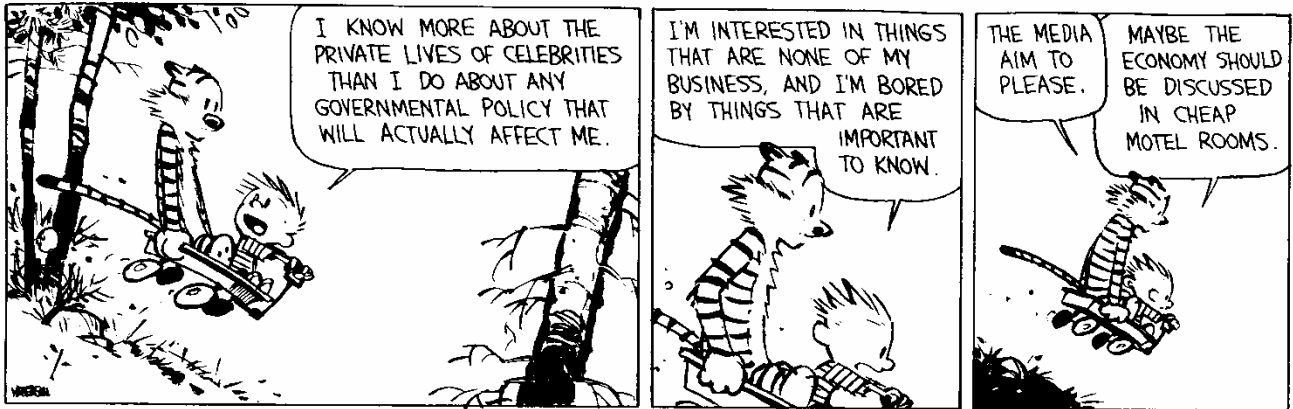
Connections between readings

Vivid examples in this essay

Discourse

Parts of Argumentative/Evaluative Essay

Introduction:



Get the reader interested in topic – as in expository essays, you can start with a story or a vivid example.

Ideas? Sure, go to Rules for Writers for a handy list. You should also look over each of the essays you've already read. How did those writers open their work?

Define the Issue: Provide Background/Context

Help reader understand the topic. Here, you'll be arguing that income inequality is good or bad. Wait a second . . . what's income inequality? Does it exist? These questions will have to be quickly answered in a paragraph before you come to your

Here you want information on the dates incomes of the classes started separating, what the differences are (income differences b/t the poor and the wealthy), and what classes of people are affected by this. You may want to bring up social mobility and supply side economics as well.

Thesis and Divisions

State your argument (thesis) and then list the reasons that will support it (divisions).

Argument

Remember that your goal is to argue, not merely report on a current feature of the economy. Thus, you'll have to not only prove that, for instance, income inequality will lead to less educated Americans, but you'll have to explain to readers why that result – less educated Americans – is bad. If not, your reader can say "I think Americans are over-educated anyway" (and as a past school board member, I've heard members of the public say this).

The lesson here? Explain yourself.

Counterarguments

Unlike an in-class essay where you include the argument in a single paragraph, here you should work in counterarguments throughout your essay. Just sticking them in at the end will make your essay too rote, too formulaic.

Conclusion

End with a bang, not with a whimper. See the suggestions in *McGraw Hill Reader, Rules for Writers* and the Revision Ideas Essay #3 on Course Documents for more specifics

Suggested Drafting Plan

1. Look over homework and group work and make a list of 10 pros and cons on income inequality
 - a. Look over “How Do I Come Up/Explain With Reasons?” (*I&C* 73) and home/group work to prime your mental pump and get you thinking about possible pros and cons
 - b. Ask the following questions if you’re having trouble getting started:
 - i. Income inequality is good because it _____
 - ii. Income inequality is bad because it _____
2. Look over list and
 - a. group related ideas:
 - b. Choose three reasons from these as divisions.
 - c. Assemble a list of quotes from the readings which are connected to your divisions
3. Craft thesis and division statement (see below for thesis statement format)
4. Use Reasons and Evidence sheet or outline to organize your thinking and prepare to notes – use quotes from readings to support your assertions.
5. Develop topic sentences with focus words that repeat your divisions
6. Define divisions in body paragraphs
7. Use two part development for each division:
 - a. Show/illustrate your division. Your goal is to prove that the point you’re raising does, indeed, exist. Specifically, you’ll use quotes from the readings to connect division to what you’re saying about income inequality
 - b. Explanation of why/how division is good or bad for America (your argument). Extrapolate what you think will be the effects of your divisions.
8. Counterargument: discuss how the other stances would view your divisions
9. Get draft to me ASAP

Developing Body Paragraphs

It’s your job to prove why income inequality in America is problematic or positive. Using argumentative discourse will help (“This will” “These statistics prove”) shift your essay into, well, an argument.

Try this two part approach:

- 1) **quote from readings to prove the connection of your thesis to your division. Thus, if you think income inequality leads to falling education levels, use facts from the readings to support this.**
- 2) **Don’t stop there: you need to include your argument. Explain to reader why your division will have a negative or positive effect. For instance, once you show that there is a connection between low income and falling education levels, you’ll have to add a paragraph or two (or three) on the ramifications of this: what’s the problem with falling education levels (see “How Do I Come Up/Explain With Reasons?” (*I&C* 73)?**

Should you use personal examples? Yes. Should you use examples from the textbook? Yes. Should you use examples from “real life”? Yes. Could you invent scenarios? Yes. Should you tell your readers that these scenarios are invented? Yes. Most importantly, should you remember that this is only the first of many drafts and the most important thing to do is finish the darn thing? Yes. Are you tired of me asking “yes” questions? Then how about an example

Thesis statement is:

Income inequality in America is bad for the country because it leads to the increase in the mortality rate of the poor, it slows income mobility, and it hinders economic growth.

First topic sentence, then prove that idea in topic sentence (your division) is valid:

Not only does income inequality have negative effects on the health and mobility of the poor, but also, it hinders economic growth. America is one of the countries that has one of the fastest-improving technologies. Due to this, manual jobs are being eliminated in a company’s system. According to Greenblatt, “many good-paying manufacturing jobs are being sent overseas” because labor is cheaper there than it is in America (372). This is a wise

move for the companies because by investing more on countries that have cheaper labor, they can save more while earning more profit.

Then explain why/how that division is good or bad for all Americans (or a particular income group).

Secret hint: consider division from a health/social/safety/economic/freedom/etc. perspective.

However, this does not do any good to the factory workers here, and most especially, to the economy. Because many workers are losing jobs, they do not earn money to buy food, clothing, and other personal necessities. If this is so, then businesses do not earn as much profit as they used to because middle- and low-class families cannot afford to buy their products. Income inequality will hurt the economy even more since there is a substantial number of middle- and low-class families in the country, and America's economy depends on how much consumers spend.

Good start for a rough draft. For the revision, specific details/facts on the why it's bad would clinch the argument. For instance, how much of our economy is based on consumer spending?

Reasons and Evidence Sheet: Essay #3 (Page 1)

| | |
|--|---|
| <p>1. _____ is a reason the income gap is good/bad for America</p> | <p>Connection to Stance (use quote from readings) a. _____</p> <hr/> <p>Explanation of why/how division would help Americans a. _____</p> <hr/> <p>Example b. _____</p> <hr/> <p>Explanation of why/how the example would help Americans b. _____</p> <hr/> |
| <p>2, _____ is a reason the income gap is good/bad for America</p> | <p>Connection to Stance (use quote from readings) a. _____</p> <hr/> <p>Explanation of why/how division would help Americans a. _____</p> <hr/> <p>Example b. _____</p> <hr/> <p>Explanation of why/how the example would help Americans b. _____</p> <hr/> |
| <p>3. _____ is a reason the income gap is good/bad for America</p> | <p>Connection to Stance (use quote from readings) a. _____</p> <hr/> <p>Explanation of why/how the division would help Americans a. _____</p> <hr/> <p>Example b. _____</p> <hr/> <p>Explanation of why/how the example would help Americans a. _____</p> <hr/> |

Reasons and Evidence Sheet: Essay #3 (Page 2)

| | |
|--|---|
| <p><i>Remember that only two or three reasons may be sufficient – particularly if you break them into subdivisions.</i></p> <p>4. _____ is a reason the income gap is good/bad for America</p> | <p>Connection to Stance</p> <p>a. _____</p> <p>_____</p> <p>Explanation of why/how the division would help Americans</p> <p>b. _____</p> <p>_____</p> |
| <p>Counterarguments</p> <p>_____ is a counterargument for #1</p> <p>_____ is a counterargument for #2</p> <p>_____ is a counterargument for #3</p> | <p>Example for counter-argument</p> <p>b. _____</p> <p>_____</p> <p>Rebut or qualify: why is the example wrong or why isn't it important/misleading</p> <p>a. _____</p> <p>_____</p> <p>Example for counter-argument</p> <p>b. _____</p> <p>_____</p> <p>Rebut or qualify: why is the example wrong or why isn't it important/misleading</p> <p>b. _____</p> <p>_____</p> |

Thesis Statement #1 (remember to include divisions)

#2

#3

Peer Review for Essay #3 (Argumentative)

Remember that your goal isn't to answer "yes" to every question: it's to make suggestions. Try using "Consider ____" or "Try ____" to preface your comments.

1. Introduction

- a. What changes could be made to help the intro grab your attention?
- b. Does it provide enough background information to set up the issue? Do you understand the topic? Should two or more paragraphs be needed to provide more information?
- c. Is the background material cited?

2. Thesis

Copy out what you think is the thesis and division statement.

- a) Comment on its clarity
 - can you tell the position of the writer?
 - Are the divisions really distinct and separate, or could two of them be combined into one?

3. Support your position

For each paragraph complete the following:

a) Topic Sentences

- Does the topic sentence set up an argument based on the divisions?
- Is there a focus word which connects back to the division in the first sentence (or so)?

b) Evidence/Details

- Where can more specific information from the readings to connect the division to income inequality be included?

c) Explanation

- The #1 item that usually needs work is the explanation: where can a more specific explanation on why ____ (topic of paragraph) helps or hurts America be added?
- What kind of argumentative language is used to explain the logic behind the argument? Do they use any of the following:

The problem with ____ is that _____.

This _____ helps/hurts society/America/people because _____

The advantage/s/disadvantage/s of _____ is/are _____.

If ____ continues, then _____.

Where could they include such language?

- Where can more explanations – analogies to other events, reference to economic, social, political, moral arguments, etc. (see *I&C* 73) – be included? Remember that it is the explanation, not the evidence, that shows your reasoning.
- Ask yourself "How does this division prove the argument in the essay?" or "Why is this division important to the thesis?"

4. Counterargument and Rebuttal

- Could these be worked more smoothly into the essay?
- Does it need to be treated separately at the end, or could it be included in more detail throughout essay?
- Is the counter argument a specific argument or is it general?
- Is it cited?

5. Conclusion

Avoid merely repeating the thesis.

- Does the writer refer back to the introduction?
- Does the writer address the question "What's it all mean?"?

Revision Ideas: Essay #3

Overview of Revision Strategies

Okay, you have a rough draft . . . now what? Follow the suggestions below to sharpen your opinion, gain new insights, and come up with new examples.

1. **Organize: focus divisions and body paragraphs**
 - a. Make sure body paragraphs follow divisions. Work on one paragraph at a time. (This is the key to successfully revising this [and any] essay). See
2. **Titles and Introductions**
 - a. Using the suggestions in *Rules for Writers* or in *I&C* (58) or on the course site (Revision Suggestions Essay #3) develop a new introduction. NOTE: do not try to reinvent the wheel – try out one of the specific patterns in *I&C* or the ideas in the textbook. Review the sample introductions as well on the pages which follow.
3. **Supply Overview Context**
 - a. Have I cited all the information in the context – even the summaries?
 - b. Have I set out the different categories and dates so that readers understand the issues (see below for more on this)?
4. **Connect and explain**
 - a. For each division you have two responsibilities:
 - b. For each division you have two responsibilities:
 - i. Quote from readings to connect to the division
 - ii. Explain why/how each of your divisions is good or bad for Americans. (see “How do I come up with/explain reasons” (see “How do I come up with/explain reasons” *I&C* 73). See Peer Review question 3c. for more on this.
5. **Specific Examples**
 - a. Work on providing a specific example – a word picture, a description of an interaction – in each ¶ or for each idea. See Revision Ideas Essay #3, “Specific Examples” paragraphs for, well, examples of specific paragraphs.
6. **Repetition**

We’ve already talked about the importance of repetition (remember in essay #1?) , now use it in your paragraphs

 - a. Generate a list of synonyms or words associated with your divisions: use ’m in the appropriate paragraphs
 - b. How do you remind readers, in each paragraph, of your stance? Repeat it. You should have the words “inequality” and “income” throughout each paragraph. And you should have your division words in the appropriate paragraphs (“health care,” “education,” “social mobility,” “political policies,” etc.)
7. **Word Choice**
 - a. Use argumentative wording: use Verb List for Citing Sources in *I&C* (84)
 - b. Help readers see the inferences of your arguments by adding phrases such as “This could . . .” “This will . . .”
8. **Library Research**
 - a. Remember to focus not on the stances, but on specific facts. How many people are on welfare? How many people do not have health care?
 - b. Review search material in “Uh . . . Dr. Bordelon. How do I find sources?” (*I&C* 81). See also the sample research paragraphs in the Revision Essay #3 section of *I&C* (Error! Bookmark not defined.).

Organization

The first thing to revise in your essay is your organization. If the reader cannot clearly tell the point you are making (your thesis) and what you will use to prove that point (divisions/forecasting statement), then all your great descriptions will go to waste. The Organization exercise in *I&C* 75 should help determine which part of your organization needs work.

Remember that you are writing an argumentative essay, and thus need to clearly take a stand. You're not merely reporting on economic inequality, you're taking a position on its effects. Make sure your thesis clearly states your position. Your divisions should state specific reasons/rationales that prove your thesis

As in Essay #1, vary the flow of your information by separating paragraphs within your divisions. One typical way is to define and explain your division in one paragraph, and then use a specific, extended example in the next (see example paragraphs below). However, remember to clearly link each of your paragraphs to a specific word in your division/forecasting statement so the reader can follow your logic and not get lost in your descriptions (there's nothing worse than having to send up a rescue flare while reading an essay – please make the connection because my ceiling gets more scorched every semester).

The thesis for this essay was

This economic inequality is bad for America because it can negatively effect health, cripple education and contribute to crime.

One reason income inequality is bad for America is it can negatively affect the health of people who live here. Having access to adequate health care means having health insurance, but only 40 percent of American workers making less then \$20,000 a year are insured through their employers (Greenblatt 387). Alan Greenblatt reports that since 2001 all states have cut Medicaid, a subsidized health insurance for low income families, either by reducing the amounts paid to physicians or putting new limits on eligibility (387). Poverty contributes to high rates of obesity, injury, asthma, and premature death. How can we have people who live in a country, that states all are created equal, and yet have no access to good health care because they are considered to be poor?

This inequality does not stop with the poverty stricken. It is affecting those who make over \$75,000 a year also.

What would you like to imitate from this paragraph? What would you try to avoid or add?

Introductions

My great grandparents were immigrants from Italy. They came over as a young married couple hoping to achieve a dream for a better life. My great grandfather, Tom, worked hard on the docks in Hoboken, New Jersey. He told me when I was a child that he made a good living in 1913. He made \$12.00 a week. My great grandmother, Marion took his paychecks and saved what she could. Though neither had more than a ninth grade education, they eventually owned three brownstones in Hoboken – one for each son and one for rental income. They later sold the rental property to set up each son in their own business. This couple had achieved a dream for a better life. Their hard work provided a better life for their children.

Today, the docks are mechanized. And operating the machinery requires more than a ninth grade education, making the American dream sought after by my great grandparents harder to achieve today. And with a shrinking middle-class (Mantsios 335) and the rising costs of housing, the chance of laborer even earning (forget about saving) enough to buy three brownstones in a desirable neighborhood is almost impossible.

How effective is this introduction? What changes would you suggest?

Introduction and Context

Patricia Bucoy does a good job here of both using a contrast to engage the reader, and then providing context before her thesis:

For Richer or For Poorer

Growing up in the Philippines, a developing country, I was exposed to all walks of life: the affluent, the middle class, and the poor. The rich traveled internationally many times in a year. They had country clubs where they played golf or rode their horses. Some of the affluent children were trained to be equestrians, which the low class could only dream of. The affluent basically had all the comfort, money and luxury that the middle and low classes could only wish for.

The middle class were the people who lived better lives than the poor but not as luxurious and comfortable as the rich. People of the middle class could afford to eat at the restaurants at least once or twice a week. They could travel once in a while, like going to Manila (capital of the Philippines) during summer. Despite the seemingly comfortable lives of the middle class, they, too, suffered from competition with the rich. For instance, middle class entrepreneurs were having difficult times competing with fast food chains since their richer counterparts had more money to invest in advertising and had more famous names.

Aside from the affluent and the middle class, there was also the low class. They had terrible living conditions—some were homeless. Their jobs were not stable and the working conditions were poor. For instance, I remember seeing in the news the farmers of Hacienda Luisita (one of the oldest and famous haciendas in the Philippines) rallying because, according to the Phillipine Daily Inquirer, they were "only given work once a week with a take-home pay of as low as P9.50 [approximately 0.18 cents in US Dollars]," which was far below the minimum wage. The three aforementioned scenarios show how different and how alarming the living conditions of each class are due to income inequality. To my disappointment, I thought to myself with a sigh, "That's the real world, the stark difference between the fortunate and the less fortunate. Why does it seem that the poor gets poorer each year? Is it because the rich are greedy?" Those were my thoughts as a young girl back then. I thought America was the best place in the world—Disney World was there. Being innocent as I was, I thought that all the Americans were rich because they lived in the land of opportunity.

But after being exposed to articles on income inequality and poverty here in America, it finally hit me that even the richest countries have problems with income inequality. Alan Greenblatt, the writer of "Upward Mobility," shows how substantial the difference is between average incomes of the rich and the poor in America:

In 2000 the average income of the top 1 percent of American households was 189 times that of the bottom 20 percent, compared to 1979 when the top was earning 133 times as much. By 2001, The Economist reports, the top 1 percent of American households earned 20 percent of the income and held 33.4 percent of all the net worth – their biggest slice since the 1920s. (371)

The data shows that as years go by, the affluent gains more, while the poor remains poor. Due to the growing income inequality, poverty level is on the rise. As of 2004, "the poverty rate increased to 12.7 percent, from 12.5 percent in 2003" (Leonhardt). New York had the highest increase in poverty level—from 19 percent, it rose to 20.3 percent (Leonhardt). Just as income inequality weakened my home country, it can weaken my adopted country because it leads to the increase in the mortality rate of the poor, it slows income mobility, and it hinders economic growth.

Provide Specific Examples

Continue to work on providing specific examples – a word picture, a description of an interaction – in each paragraph or for each idea. This will help the reader "see" what you're talking about, and thus make your essay more persuasive.

Instead of trying to revise your essay all at once, use the writing process. Work on one body paragraph at a time, strengthening your argument by using the "show and tell" and below. As I've been mentioning, remember to use "real life" examples – and then connect them with transition words or by repetition to the focus of your paragraph and the readings.

In the following example, notice how Sharon Hatzelhoffter tells the stories of specific individuals, uses the example of another country, and ends it with a sharp counterargument and rebuttal to make her point clear:

This inequality does not stop with the poverty stricken. It is affecting those who make over \$75,000 a year also. According to recent Census Bureau figures reported in the New York Times by John M. Broder in "Problems of Lost Health Benefits is Reaching into the Middle Class", 1.4 million Americans lost their health insurance in 2001. The largest hit were some 800,000 people who had incomes in excess of \$75,000. Either they lost their jobs, or were priced out of health care due to rising premiums. The article talks about Brian and Anna Brooks, who own a small business in Westminster, Colorado. To keep their business afloat they had to give up their health insurance after the family premium jumped to \$989 a month. That was too much for their \$60,000 a year income. They changed their diet and adopted an exercise program to stay healthy. But Audrey Robar was not as lucky going without insurance. Ms. Robar was recently laid off and could not afford her \$300 a month Cobra package. She thought she could hold on until she obtained another job. The other job never came and Ms. Robar died of a heart attack while she was looking for her Cobra papers. She knew her chest pains and dizziness were serious warning signs, but she wanted to initiate her insurance again before calling the ambulance. She died before she made that call (Broder).

The benefits of a more equal income distribution can be seen by examining the health statistics of other countries. British epidemiologist Michael Marmot tells us that, "...all but three of the 26 countries [with longer life expectancy than] the United States have more equal income distributions" (qtd. in Greenblatt 386). With a more equal distribution of income all people would be able to have health care that they need. All Americans would have the chance to live healthy productive lives.

Of course, some who suggest that we have made stunning progress in longevity. Richard Epstein concluded in a 2004 article in the Los Angeles Times that we are living longer than we did in 1900. He tells us that in 1900, 247 out of 1000 infants in the poorest working class died, while the wealthiest group had an infant mortality of 94 to 1000. Today, the wealthiest have a 3.1 in 1000 chance of dying, compared to 8.1 to 1000 for the infants of the poorest working class. The fact remains that more infants are dying of the poorest class. How can we justify letting someone die because of the class they are in? If all Americans are created equal, then all should have access to health care no matter what income group they belong to.

The detail in each of these paragraphs results in a very persuasive argument.

Review Requirements

It's time to review the Assignment Sheet and Writer's Guide and start filling in what's missing from your essay. Did you neglect the overview of the other side? Now's the time to put it in. Do you have enough counterarguments?

Adding an Outside Source

Remember that you must include one source from outside the textbook. Some commonly used sources include employment figures, wealth gap between wealth and poor, environmental abuses by businesses, specific regulations that businesses need to comply with and a range of other issues. Notice that none of these refer directly to any of the

civic stances. This is as it should be. The evidence you need should support your divisions, not just mirror what your thesis states.

TABLE 4.11 Child Abuse: Defining a Trust (Dr. Mel Ling Rein, Farmington Hills, Michigan: Gale, 2001
Table on page 46)

Incidence rates per 1,000 children for maltreatment under the Harm Standard in the NIS-3 (1993) for different levels of family income

| Harm Standard Maltreatment Category | <\$15K/yr | \$15-29K/yr | \$30K+/yr | Significance of Differences |
|-------------------------------------|-----------|-------------|-----------|-----------------------------|
| ALL MALTREATMENT | 47.0 | 20.0 | 2.1 | a |
| ABUSE: | | | | |
| All Abuse | 22.2 | 9.7 | 1.8 | a |
| Physical Abuse | 11.0 | 5.0 | 0.7 | a |
| Sexual Abuse | 7.0 | 2.8 | 0.4 | b |
| Emotional Abuse | 6.5 | 2.5 | 0.5 | b |
| NEGLECT: | | | | |
| All Neglect | 27.2 | 11.3 | 0.6 | a |
| Physical Neglect | 12.0 | 2.9 | 0.3 | a |
| Emotional Neglect | 5.9 | 4.3 | 0.2 | ns |
| Educational Neglect | 11.1 | 4.8 | 0.2 | a |
| SEVERITY OF INJURY: | | | | |
| Fatal | 0.060 | 0.002 | 0.001 | ns |
| Serious | 17.9 | 7.8 | 0.8 | a |
| Moderate | 23.3 | 10.5 | 1.3 | a |
| Inferred | 5.7 | 1.6 | 0.1 | b |

a All between-group differences are significant at or below the $p < .05$ level.
 b The highest income group (\$30,000 or more) differs significantly from the others (p 's $< .05$), but the difference between the $< \$15,000$ group and the $\$15,000$ to $\$29,999$ group is statistically marginal (i.e., $.10 > p > .05$).
 ns No between-group difference is significant or marginal (all p 's $> .10$).

SOURCE: *The Third National Incidence Study of Child Abuse and Neglect*, National Center on Child Abuse and Neglect, Washington, D.C., 1996

In the table to the left, what happens as income rises?

How could this information be used in an essay on civic stances?

What does this demonstrate about using research in this (or other) essays?

For an example of the kinds of research that might help your essay, consider the following rough draft by Matthew and my comments.

TITLE?

In the essay "Geese, Golden Eggs, and Traps", author Chris Tilly notes that "Economists William Easterly of New York University and Gary Fields of Cornell University have recently summarized this evidence: Countries, and regions within countries, with more equal incomes grow faster". <<<B/C THERE IS NOT CITATION, PERIOD GOES INSIDE QUOTATION MARK When there is unevenness in income it can lead to some problems. Income inequality is bad for America because it can affect the progression of education, cause harm to ones health, and cause crime.

THESIS AND DIVISIONS ARE CLEAR: INTRO NEEDS SOME WORK.

YOU CAN USE HISTORICAL DATA FOR THIS ESSAY (A NOW AND THEN CONTRAST OR COMPARISON WORKS WELL), START OFF WITH A STRIKING STATISTIC, USE YOUR PERSONAL EXPERIENCE, ETC.

DO YOU WANT TO EXPLAIN/PROVE THAT THERE IS, INDEED, INCOME INEQUALITY IN AMERICA TODAY – OR AT LEAST WE'RE HEADED IN THAT DIRECTION? REMEMBER THAT FOR LONGER ESSAYS (AND THIS IS ONE), INTROS ARE OFTEN TWO OR THREE PARAGRAPHS.

The first reason as to why Income Inequality is bad for society is because it can affect the progression of education. <<<CLEAR TOPIC SENTENCE Education is important because it helps plan our future. It gives us the

knowledge needed for our future career path. <<<MORE SPECIFICS HERE SO READERS CAN "SEE" WHAT YOU'RE TALKING ABOUT. EXAMPLES? Without that knowledge, the workforce would uneven. This inequality can affect low income families. If they cannot afford a descent education, how will they be successful? According to Tilly, "In society, when highly intelligent people are surrounded by people with little education, it causes productivity to suffer". Tilly refers to this as the "Match Effect". So without the proper education, both society and companies suffer. As a result, the next generation will be worse off because a bad example was set for them. It is a chain reaction caused by unequal ness.

GOOD START. HOW ABOUT MORE SPECIFIC EXAMPLES?

WHAT KIND OF JOBS ARE AVAILABLE NOW?

Because college tuitions are at such high costs, low income families are not receiving the proper education. Alan Greenblatt, author of "Upward Mobility: Does Income Inequality Threaten the American Dream?" states that "tuition increases have made it more difficult for low income students to attend college. Tuition has been raised by double digit percentages because most states have made cuts in the pay that would have been helpful to benefit education" (386). This proves that Income Inequality hurts society, especially the little people. However, colleges have begun to offer programs that give aid to this dilemma. According to Greenblatt, "a new trend most states are moving toward is merit-based scholarships. These scholarships give high school students who exceed state graduation requirements, eligibility for these scholarships, making it easier for them to get into college" (386). Luckily, actions are now being taken to help prevent the next generations from suffering as those before them did. <<<BUT IF THESE STUDENTS ARE ATTENDING HIGH SCHOOLS THAT DO NOT PREPARE THEM FOR COLLEGE LEVEL WORK, HOW WILL THE CYCLE BE BROKEN? Hopefully, new ideas will generate to help low income families, making a college degree easier to obtain.

WHY IS COLLEGE IMPORTANT? WHAT DIFFERENCE DOES COLLEGE MAKE?

GOOD JOB OF REFERRING TO HIGHER ED - MOST OF THE ESSAYS NOTE ITS IMPORTANCE

WHAT ARE THE CONSEQUENCES TO THE OVERALL SOCIETY OF LOWER EDUCATION - OR HIGHER ILLITERACY? DISCUSSING THIS WILL PROVIDE MORE REASONS TO MAKE YOUR ARGUMENT STRONGER. SEE THE LIST "HOW DO I COME UP WITH/EXPLAIN REASONS?" (I&C 97) FOR SOME IDEAS ON HOW TO BREAK THIS UP.

Follow instructions on pages 81 of *I&C* for hints on finding sources.

The revised body paragraphs ended up looking like this

The first reason as to why income inequality is bad for society is because it can affect the progression of education after high school for them. Education is important because it helps plan our future. It gives us the knowledge needed for our future career path. If someone is seeking to become a brain surgeon, that person must get into a good college that can teach this student everything that is required for that field. If this person cannot afford to attend college because they are in the low income class, their chance for success is slim. Without having the knowledge that is acquired from college can affect the workplace as well. If there are a large group of people who go in to the same trade of business and only half are educated in that field of work, the workforce would be uneven with intelligent people and those who were not properly educated after high school. This inequality affects the low income families. If they cannot afford a decent education, how will they have a successful future? According to Tilly, "In society, when highly intelligent people are surrounded by

people with little education, it causes productivity to suffer". Tilly refers to this as the "Match Effect". So without the proper education, both society and companies suffer. As a result, the next generation will be worse off because a bad example was set for them. It is a chain reaction caused by inequality.

Because college tuitions are at such high costs, low income families are not receiving the proper education. People need a college education to get a decent job so they can live comfortable lifestyles without worrying about things such as how they are going to pay the next month's mortgage on their "shoebox" sized house. Alan Greenblatt, author of "Upward Mobility: Does Income Inequality Threaten the American Dream?" states that "tuition increases have made it more difficult for low income students to attend college. Tuition has been raised by double digit percentages because most states have made cuts in the pay that would have been helpful to benefit education" (386). This shows that income inequality hurts society, especially the little people because this uneven trend makes attending college more of a challenge due to the high cost. However, colleges have begun to offer programs that resolve this dilemma. According to Greenblatt, "a new trend most states are moving toward is merit-based scholarships. These scholarships give high school students who exceed state graduation requirements, eligibility for these scholarships, making it easier for them to get into college" (386). Luckily, actions are now being taken to help prevent the next generations from suffering as those before them did. Hopefully, new ideas will generate to help low income families, making a college degree easier to obtain.

Much better job here explaining the ramifications of the lowered income.

What Makes A Good Essay

Proofreading

It's the details that count . . . Each error breaks the illusion of communication with the reader. In a good essay, the voice of the writer comes through and it seems as if the person is actually talking to you. In an essay filled with good ideas but marred with proofreading errors, the voice comes through like a cell phone at the edge of its calling area, breaking up and misheard through the static – which leads to aggravation instead of communication.

How do you proofread? For starters, you have to read your essay differently than before. Instead of reading for organization or content, you have to slowly read aloud, paying attention to word choice and experimenting with each sentence until you're satisfied with the sound. This is tedious work, but it pays off; instead of static, your reader will hear your voice clearly.

Look over the suggestions on "Overview on Proofreading" (*I&C 77*) for some pointers – and be sure to come into class on the proofreading day with a "finished" essay.

Proofreading Check List

1. Delete: Take out any words which aren't needed
2. Clarify: Change any phrases that do not read clearly; check punctuation
3. Engage reader: Add analogies (see below), descriptions, examples, sharp phrasing to help readers "see" your point. Vary the sentence structures: use colons to set up a point. Work, as well, on including short transitional/descriptive phrases in your sentence (be sure to separate them from the main sentence with commas). Grab the reader. Try short sentences to get the reader's attention – and use dashes to add a quick additional comment at the end of sentence. Dashes – in moderation – can also be used to set off a quick aside within a sentence.
4. Cohesion: Use repetition to keep reader focused. Supply introductory phrases to quotes and use transitions to move readers through your ideas

Using analogies to engage the reader

When a individual has an addiction, he or she needs to feed the addiction to remain stable. Other times, there is often an "enabler" that helps you carry out the nasty deed. Here in America, poverty is like a bad addiction and the government, through federally funded welfare, is the "enabler." As Amy Goodman notes "Since 1965, we have spent \$5 trillion on the War on Poverty, [...]. Yet the poverty rate is higher today than it was the year the War on Poverty began" (qtd. in Tuccille). How could we spend so much money and not have any results or a lower poverty rate? In fact, the participants in some cases might be enticed to have a child just for the sake of having a constant income. According to Michael Tanner, "welfare contributes to the rise in out-of-wedlock births and single-parent families." With results like this, it is time for the federal government help the poor break the cycle of addiction.

Citations

Remember that quotes need to be set up by providing a context – setting up for the reader how the quote fits into your argument and why you are using it.

Consider the following sentences

It took a couple of centuries but the liberals were finally able to free the slaves by means of a civil war and the Emancipation Proclamation. Although it still took many, many years for the African-Americans to enjoy true liberty, they were free to lead their own lives. "In certain places, it denied black Americans the right to sit where they wished on a public bus, to drink from a public water fountain, to eat in restaurants, to stay in hotels, to go to public schools with whites or to vote" (253).

As written, the "bus" quote refers back to the time of the Emancipation Proclamation – 1863 – which of course is incorrect. And who wrote this sentence?

It took a couple of centuries, but liberals were finally able to free slaves by means of a civil war and the Emancipation Proclamation. Although it still took many, many years for the African-Americans to enjoy true liberty, they were free to lead their own lives. Yet liberals realized that the battles fought during the Civil War were not finished. As late as the 1960s, Roger Rosenblatt reports that people of color were not allowed "[. . .] to sit where they wished on a public bus, to drink from a public water fountain, to eat in restaurants, to stay in hotels, to go to public schools with whites or to vote" (253).

With this in mind, it's time to tidy up your citations: be sure to introduce each quote with an introductory phrase, and be sure to accurately cite your source, whether you use quotations, summaries, or paraphrases. If citing the introductory material before the essays, be sure to let the reader know who is speaking – and where you got the information from. In particular, you'll need to use "qtd. in" (an abbreviation for quoted in) in your parenthetical citation (count the "in"s in this sentence). This phrase lets the reader know that while you're quoting from a particular person, that person is not included in your works cited sheet.

Proofreading Samples

Furthermore, income inequality requires hard work and in the end pays off with financial rewards. Most people will realize that exceeding in their careers will pay off and be a substantial reward. 1979, the top one percent had an average income of \$346,600 after taxes, and in 2007 it was a three hundred percent increase. In 2007, the top one percent had an income of \$1,319,700, which was a \$973,100 increase. In 1979, the lowest fifth class had an income of \$15,300 and a \$2,400 increase by 2007. (“*Rich Got Richer While Poor Lagged*,” Arloc Sherman and Chad Stone.) When most people see this, it shows them that times are changing financially; so you need to persevere harder and you will definitely be proud of yourself.

The ability to become upwardly mobile in the United States, “the American dream”, is not as attainable as in the past. Income inequality is making it harder than ever to ascend economically in America today. The key to opening the door to economic success has traditionally been higher education. To get the best jobs, you have to go to the best schools. During this time of income inequality the incomes of the Middle Americans have been stagnant. This constantly pushes the ability to attend top colleges further away and makes the American dream harder to obtain. The promise of higher education should be a part of “collective action” in the United States.

Punctuation Workout

The power of a colon – From Lynne Truss’s *Eats, Shoots and Leaves*

A woman, without her man, is nothing.

A woman: without her, man is nothing.

Colons

Consider these two versions of the same sentence:

Americans should have the right to choose the lives they want to lead. Lives that may include drug use, prostitution, freedom from safety laws, and most other personal freedoms.

The second sentence – “lives that may” – isn’t really a sentence, but an explanation/definition of the “lives” in the first sentence. To set this up more clearly for the readers (and avoid a sentence fragment), try a colon: AKA the emphazier.

Americans should have the right to choose the lives they want to lead: lives that may include drug use, prostitution, freedom from safety laws, and many other personal freedoms.

A bit more forceful, and definitely grammatically correct.

Consider the following original sentence and then revision as well.

While money is something that is important to every American, there is another issue equally as important to any member of our society, health care.

While money is something that is important to every American, there is an equally important issue: health care.

Colons also come in handy when setting up a list:

There are many different civic stances, but I will be concentrating on the three most popular stances in America: liberalism, conservatism, and libertarianism.

And I am proud that for all the mention of colons, I avoided any cheap “poop” jokes.

Dashes

When making a more offhand comment, dashes can separate and emphasize a point:

Liberals agree with the libertarian stance on individual rights to an extent.

Liberals agree with the libertarian stance on individual Rights – to an extent.

Comma(kazi)

The two main uses of commas in this essay will be with an introductory phrase,

If the federal government stopped making and enforcing so many rules and regulations, the American people would be free to make choices in our society.

and to separate a dependent from an independent clause – usually in a descriptive phrase.

The core of libertarianism, as described by David Boaz, revolves around “a society of liberty under law in which individuals are free to pursue their own lives so long as they respect the equal Rights of others” (qtd. in Cooper and Peck MacDonald 284).

By Sheryl Hartmann

Liberals, though, point out that people outside the workforce like the disabled and elderly need aid in order to have housing, health care, and nutrition.

Corrected version:

Liberals point out that people outside the workforce, like the disabled and elderly, often need financial aid for housing, health care, and nutrition.

Transitions

How do you move the reader from paragraph to paragraph? Do you just drop them off and say “I’m starting a new topic so pay attention!”? One technique is the mention a main idea or key word from a previous paragraph in the first sentence of a new paragraph.

Example: *The two sentences below are topic sentences from body paragraphs*

1. Not only will liberalism create more jobs, it also promotes individual freedom.
- or
2. But tyrants and dictators are not the only people who like conservatism. Many American politicians who want to keep the working class oppressed also follow conservative doctrines.

For one, the previous paragraph dealt with creating jobs; for two the previous paragraphs dealt with _____?

Checking Previous essays

Now is the time to pull out your previous essays, look over the kinds of errors you made, and work on avoiding them. Did you forget to include introductory phrases with direct quotes on the previous essay? Do so for this essay.

Did you forget to put quotation marks around quotes in your previous essay? Carefully review the readings and your essay and be sure you separate the words from your sources from your own words with quotation marks. Review the overview of proofreading and the proofreading instructions in *I&C*: follow the directions.