

**PEARL CITY SCHOOLS  
WRITING & COMPOSITION  
ESSAY PROPOSAL SHEET**

Name \_\_\_\_\_

1- *Purpose of essay (describe, narrate, analyze, inform, argue, persuade):*

2- *The intended audience (specify):*

3- *Your position as a writer (use a noun to name yourself):*

4- *The preliminary claim, thesis, or opening hypothesis:*

5- *Suggested title of your essay (two-part title recommended):*

## THESIS

What a thesis is not:

1. Not a title
  - "Someone Special,"
  - "Honey on the Breeze"
  - "How to Change a Tire"
2. Not an announcement of the subject
  - "I want to share some thoughts with you about a person very special to me."
  - "My subject is the problem of open casket visitations."
  - "The thesis of this paper is the need for stop signs at the 4-way stop at Killer Road."
  - "In this paper I am going to tell you how to change a tire."
3. Not a statement of fact
  - "There have been four accidents at Killer Road this year."
  - "The School Board has voted to suspend for ten days any students who fall asleep in English class."
  - "I am afraid of heights."
  - "When your tire goes flat, you have to change it."
4. Not a definition
  - "Suicide is the deliberate taking of one's own life."
  - "A democracy is a form of government in which the supreme power is vested in the people and exercised directly by them or their elected agents."

What a thesis is:

The thesis is the controlling idea of a paper; it does more than name the topic; it asserts a position. The thesis contains the author's view of the topic, the reason for writing, the goal.  
The thesis is one sentence highlighting one main idea that states the conclusion the author has reached.

"The inconvenience associated with living on a gravel road could be improved through better maintenance of the roads."

"A memorial service can be less stressful for a grieving family than an open casket visitation."

"Sixteen-year-olds should not have the legal option of dropping out of high school."

"Knowing how to change a tire can save you time and money."

A good thesis has these qualities:

It is restricted: To be restricted, a thesis must limit the subject to what can be discussed in sufficient detail to support the thesis (or dramatic focus).

Not restricted: The United States has a serious pollution problem.

Restricted: "The widespread use of agricultural pesticides must be curbed through legislation."

It is precise: A thesis is precise when it can have only one interpretation.

Not precise: My hometown is very unusual.  
"The Sunday night races at the Freeport race track are interesting."

Precise: "I love the streets of my hometown because they are lined with flowers the city has planted there."  
"The Sunday night races at the Freeport race track should not be banned."

It is unified: A thesis is unified when it has one sentence containing just one main idea (there may be subordinate parts, but there must be just one main clause).

Not unified: "The nuclear bomb has immense destructive power, and it should never be used again."

Unified: "The nuclear bomb should never be used again because of its immense destructive power."

A thesis states the author's position, attitude, point of view toward a subject.

Examine the following theses and determine which are restricted, precise and unified.

1. Fort Lauderdale is an interesting place to spend spring vacation.
2. The most recent Olympics and who won.
3. Funerals cost too much; morticians take advantage of grieving relatives; therefore, the price of funerals should be regulated.
4. Pro football is a better game than college football.
5. Foreign films are obscene and pornographic, and they ought to be censored.
6. When you grow tomatoes, you'd better not count your chickens before they're hatched.
7. The United Nations has many weaknesses and cannot prevent a war between the major powers.
8. It is easy to see the beginnings of things and harder to see the ends.
9. The Star Wars trilogy films enjoyed enormous box-office success, and they proved that science-fiction film must be taken seriously by the critics.
10. Social historians agree that the American Dream is no more than the snows of yesteryear.
11. Enrollment at Highland is up by 5% this semester.
12. The twenty-first century will be an exciting time in which to live.
13. In this essay I will tell you about a miserable experience I had.
14. Misery is taking an Army physical.
15. Laying linoleum is not as difficult as you might think.



papers of a certain purpose. In contrast, a traditional outline, with its specific detail on various levels of subdivision, is useful for only one paper. To phrase it another way, the paradigm is an ideal pattern for many different papers, and the outline is a content-oriented plan for one paper only. Start with a paradigm and finish with an outline.

#### **A General All-Purpose Model**

If you have any hesitation about the design of your paper, start with this bare-bones model and expand it with your material. Readers, including your instructor, are accustomed to this sequence for research papers. It offers plenty of leeway.

- Identify the subject
- Explain the problem
- Provide background information
- Frame a thesis statement
- Analyze the subject
  - Examine the first major issue
  - Examine the second major issue
  - Examine the third major issue
- Discuss your findings
- Restate your thesis and point beyond it
- Interpret the findings
- Provide answers, solutions, a final opinion

To the introduction you can add a quotation, an anecdote, a definition, comments from your source materials, and other items discussed more specifically in Section 6e (see pages 133–37). Within the body you can compare, analyze, give evidence, trace historical events, and handle many other matters as explained in Section 6f (see pages 137–42). In the conclusion you can challenge an assumption, take exception to a prevailing point of view, and reaffirm your thesis, as explained in Section 6g (see pages 142–45). Flesh out each section, adding subheadings as necessary, and you will create an outline.

#### **Paradigm for Advancing Your Ideas and Theories**

If you want to advance a theory in your paper, adjust this next design to eliminate some items and add new elements as necessary.

- Introduction
  - Establish the problem or question
  - Discuss its significance
  - Provide the necessary background information
  - Introduce experts who have addressed the problem
  - Provide a thesis sentence that addresses the problem from a perspective not yet advanced by others

#### **Body**

- Trace issues involved in the problem
- Develop a past to present examination
- Compare and analyze the details and minor issues
- Cite experts who have addressed the same problem
- Conclusion
  - Advance and defend your theory as it grows out of evidence in the body
  - Offer directives or a plan of action
  - Suggest additional work and research that is needed

#### **Paradigm for the Analysis of Creative Works**

If you plan a literary analysis of poetry, fiction, or drama or if you must study music, art, or other artistic works, use this next paradigm and adjust it to your subject and purposes.

- Introduction
  - Identify the work
  - Give a brief summary in one sentence
  - Provide background information that relates to the thesis
  - Offer biographical facts about the author that relate to the specific issues
  - Use quotations and paraphrases of authorities that establish the scholarly traditions
  - Write a thesis sentence that establishes your particular views of the literary work or other art form
- Body
  - Provide an analysis divided according to such elements as imagery, theme, character development, structure, symbolism, narration, language, and so forth
- Conclusion
  - Keep a fundamental focus on the author of the work, not just the elements of analysis as explained in the body
  - Offer a conclusion that explores the contributions of the writer in concord with your thesis sentence

#### **Paradigm for Argument and Persuasion Papers**

If you must write persuasively or argue from a set position, your paper should conform in general to this next paradigm. Select the elements that fit your design.

- Introduction
  - In one statement establish the problem or controversial issue that your paper will examine
  - Summarize the issues
  - Define key terminology

- Make concessions on some points of the argument
  - Use quotations and paraphrases of sources to build the controversial nature of the subject
  - Provide background to establish a past/present relationship
  - Write a thesis to establish your position
- Body
- Argue in defense of one side
  - Analyze the issues, both pro and con
  - Give evidence from the sources, including quotations as appropriate
- Conclusion
- Expand your thesis into a conclusion that makes clear your position, which should be one that grows logically from your analysis and discussion of the issues

### Paradigm for Analysis of History

If you are writing a historical or political science paper that analyzes events and their causes and consequences, your paper should conform in general to the following plan.

- Introduction
- Identify the event
  - Provide the background leading up to the event
  - Offer quotations and paraphrases from experts
  - Give the thesis sentence
- Body
- Provide a thorough analysis of the background leading up to the event
  - Trace events from one historic episode to another
  - Offer a chronological sequence that explains how one event relates directly to the next
  - Cite authorities who have also investigated this event in history
- Conclusion
- Reaffirm your thesis
  - Discuss the consequences of this event on the course of history; that is, explain how the course of history was altered by this one event

### Paradigm for a Comparative Study

A comparative study requires that you examine two schools of thought, two issues, two works, or the positions taken by two persons. The paper examines the similarities and differences of the two subjects, as outlined in the following general plan. It shows three arrangements for the body of the paper.

- Introduction
- Establish A
  - Establish B
  - Briefly compare the two
  - Introduce the central issues
  - Cite source materials on the subjects
  - Present your thesis

|                              |                            |                 |
|------------------------------|----------------------------|-----------------|
| Body (choose one)            |                            |                 |
| Examine A                    | Compare A and B            | Issue 1         |
| Examine B                    | Contrast A and B           | Issue 2         |
| Compare and contrast A and B | Discuss the central issues | Issue 3         |
| Conclusion                   |                            | Discuss A and B |

- Discuss the significant issues

Write a conclusion that ranks one over the other  
or

Write a conclusion that rates the respective wisdom of each side

Remember that the models provided above are general guidelines, not ironclad rules. Use them in that spirit and adjust each as necessary to meet your special needs. (See page 292 for the paradigm to a scientific report.)

### 3c Writing a Formal Outline

A formal outline classifies the issues of your study into clear, logical categories with main headings and one or more levels of subheadings. Not all papers require the formal outline, nor do all researchers need one. A short research paper can be created from key words, a list of issues, a rough outline, and a first draft.

Many writers, however, benefit by developing a formal outline that classifies the investigation into clear, logical divisions. It should be started fairly early, during the drafting stages and modified as the writing progresses. The outline will thereby change miscellaneous notes, computer drafts, and photocopied materials into an ordered progression of ideas. *Note:* A formal outline is not rigid and inflexible; you may, and should, modify it while writing and revising. In every case, treat an outline or organizational chart as a tool. Like an architect's blueprint, it should contribute to, not inhibit, the construction of a finished product.

You may wish to experiment with the Outline feature of your word processor. If you use this feature when composing the original document, it

will allow you to view the paper at various levels of detail and to highlight and "drop" the essay into a different organization.

### Using Standard Outline Symbols

List your major categories and subtopics in this form:

- I. \_\_\_\_\_ First major heading  
 A. \_\_\_\_\_ Subheading of first degree  
 1. \_\_\_\_\_ Subheadings of second degree  
 2. \_\_\_\_\_  
 a. \_\_\_\_\_ Subheadings of third degree  
 b. \_\_\_\_\_  
   (1) \_\_\_\_\_ Subheadings of fourth degree  
   (2) \_\_\_\_\_  
     (a) \_\_\_\_\_ Subheadings of fifth degree  
     (b) \_\_\_\_\_  
 B. \_\_\_\_\_ Subheading of first degree

The degree to which you continue the subheads will depend, in part, upon the complexity of the subject. Subjects in a research paper seldom carry beyond subheadings of the third degree; the first series of small letters.

An alternative form, especially for papers in business and the sciences, is the *decimal outline*, which divides material by numerical divisions, as follows:

1. \_\_\_\_\_  
 1.1. \_\_\_\_\_  
   1.1.1. \_\_\_\_\_  
   1.1.2. \_\_\_\_\_  
   1.1.3. \_\_\_\_\_  
 1.2. \_\_\_\_\_  
   1.2.1. \_\_\_\_\_  
   1.2.2. \_\_\_\_\_  
 2. \_\_\_\_\_

### Writing a Formal Topic Outline

If your purpose is to arrange quickly the topics of your paper without detailing your data, build a topic outline of balanced phrases. The topic outline may use noun phrases:

- III. The senses  
 A. Receptors to detect light  
 1. Rods of the retina  
 2. Cones of the retina

It may also use gerund phrases:

- III. Sensing the environment  
 A. Detecting light  
 1. Sensing dim light with retina rods  
 2. Sensing bright light with retina cones

And it may also use infinitive phrases:

- III. To use the senses  
 A. To detect light  
 1. To sense dim light  
 2. To sense bright light

No matter which grammatical format you choose, you should follow it consistently throughout the outline. A portion of one writer's topic outline follows:

- I. Distorting the truth with television news and talk shows  
 A. Skewing and distorting objectivity  
 1. Recognizing television as a presentation, like a drama  
 2. Contriving an illusion  
 3. Falsifying the line between fact and fiction  
 B. Perceiving objectivity in television broadcasts  
 II. Finding the scholarly issues in the way we construct reality  
 A. Identifying three categories  
 1. Recognizing the objective social reality  
 2. Accepting a symbolic social reality  
 3. Building our own subjective social reality  
 B. The producers: Dressing television as "real" or "objective"  
 1. Presenting both sides of a controversy  
 2. Squeezing out reality to conform to a format  
 3. Rehearsing and editing to compromise objectivity

### Writing a Formal Sentence Outline

The sentence outline requires full sentences for each heading and subheading. It has two advantages over the topic outline:

- Many entries in a sentence outline can serve as topic sentences for paragraphs, thereby accelerating the writing process.
- The subject/verb pattern establishes the logical direction of your thinking. (For example, the phrase "Vocabulary development" becomes "Television viewing can improve a child's vocabulary.")

Consequently, the sentence outline brings into the open any possible organizational problems rather than hiding them as a topic outline might do. The

do use an ampersand in APA style references (e.g., Spenser & Wilson, 1994, p. 73).

### Annotated Bibliography

An annotation describes the essential details of a book or article. Place it just after the facts of publication. Follow these suggestions:

1. Explain the main purpose of the work.
2. Briefly describe the contents.
3. Indicate the possible audience for the work.
4. Note any special features.
5. Warn of any defect, weakness, or suspected bias.

Provide enough information in about three sentences for a reader to have a fairly clear image of the work's purpose, contents, and special value. Turn to Section 4e, pages 97–99, to see a complete annotated bibliography.

### Arabic Numerals

Both the MLA style and the APA style require Arabic numerals whenever possible: for volumes, books, parts, and chapters of works; acts, scenes, and lines of plays; cantos, stanzas, and lines of poetry.

Spell out whole numbers from one through ninety-nine. Use Arabic figures to express all numbers 100 and above (such as 154, 1,269). Write as Arabic numerals any numbers below 100 that cannot be spelled out in one or two words (e.g.,  $3\frac{1}{4}$  or 6.234).

For inclusive numbers that indicate a range, give the second number in full for numbers through 99 (e.g., 3–5, 15–21, 70–96). In MLA style, with three digits or more give only the last two in the second number unless more digits are needed for clarity (e.g., 98–101, 110–12, 989–1001, 1030–33, 2766–854). In APA style, with three digits or more give all numbers (e.g., 110–112, 1030–1033, 2766–2854).

Place commas between the third and fourth digits from the right, the sixth, and so on (e.g., 1,200 or 1,200,000). Exceptions are page and line numbers, addresses, the year, and zip codes (e.g., page 1620, at 12116 Nova Road, in 1985, or New York, NY 10012).

Use the number 1 in every case for numbers, not the lowercase *l* or uppercase *L*, especially if you are typing on a word processor or computer.

### Numbers Expressed as Figures in Your Text

Use figures in your text according to the following examples:

1. All numbers 100 and above:  
a collection of 148 illustrations

2. Numbers that represent ages, dates, time, size, score, amounts of money, and numerals used as numerals:

AD 200 *but* 200 BC  
in 1991–92 *or* from 1991 to 1992, *but not* from 1991–92  
32–34 *or* pages 32–34 *but not* pp. 32–34  
lines 32–34 *but not* ll. 32–34  
page 45, *but not* the forty-fifth page  
March 5, 1991 *or* 5 March 1991, *but not* both styles  
1990s *or* the nineties  
six o'clock *or* 6:00 p.m.  
60% *but* use "six percent" in discussions with few numbers  
\$9.00 *or* \$9  
scores in the 92–96 percentile  
from 1965 through 1970

3. Statistical and mathematical numbers:

6.213  
0.5 *but not* .5  
consumed exactly 0.45 of the fuel

4. Numbers that precede units of measurement:

a 5-milligram tablet  
use 7 centimeters of this fluid

5. Numbers below 100 grouped with higher numbers:

3 out of 142 subjects  
tests 6 and 130  
*but* 150 tests in three categories (Tesis and categories are different groups; they are not being compared.)

### Numbers Expressed in Words in Your Text

Spell out numbers in the following instances:

1. Numbers less than 100 that are not used as measurements:  
three students  
he is one who should know  
a group of sixty-four professors  
six proposals  
three-dimensional renderings
2. Numbers less than 100 that are grouped with other numbers below 100:  
five sessions with six examinations in each session



| Citing from Primary and Secondary Sources  |   |   |
|--|---|---|
|  | <i>Primary Sources</i>  | <i>Secondary Sources</i>  |
| Literature                                 | Novels, poems, plays, short stories, letters, diaries, manuscripts, autobiographies, films, videos of live performances                                       | Journal articles, reviews, biographies, critical books about writers and their works  |
| Government<br>Political Science<br>History | Speeches, writings by presidents and others, the <i>Congressional Record</i> , and reports of agencies and departments, documents written by historic figures | Newspaper reports, news magazines, political journals and newsletters, journal articles, history books  |
| Social Sciences                            | Case studies, findings from surveys and questionnaires; reports of social workers, psychiatrists, and lab technicians   | Commentary and evaluations in reports, documents, journal articles, and books   |
| Sciences                                   | Tools and methods, experiments, findings from tests and experiments, observations, discoveries, and test patterns   | Interpretations and discussions of test data as found in journals and books (scientific books, which are quickly dated, are less valuable than up-to-date journals) |
| Fine Arts                                  | Films, paintings, music, sculptures as well as reproductions and synopses of these for research purposes  | Evaluations in journal articles, critical reviews, biographies, and critical books about the authors and their works  |
| Business                                   | Market research and testing, technical studies and investigations, drawings, designs, models, memorandums and letters, computer data                          | Discussion of the business world in newspapers, business magazines, journals, government documents, and books   |
| Education                                  | Pilot studies, term projects, sampling results, tests and test data, surveys, interviews, observations, statistics, and computer data                         | Analysis and evaluation of educational experimentation in journals, pamphlets, books, and reports   |

## 4e Preparing an Annotated Bibliography

An *annotation* is a summary of the contents of a book or article. A *bibliography* is a list of sources on a selected topic. Thus, an annotated bibliography does two important things: (1) it gives a bibliographic entry to all your sources, and (2) it summarizes the contents of each book or article. The annotated bibliography will evaluate the strength of your sources.

- For instructions on writing an annotation, see 5f. "Using the Précis to Write an Annotated Bibliography," page 116.
- For instructions on writing the citation to a source in MLA style see Chapter 9 (For other styles, consult Chapters 10–11).

*Note:* This writer chose the Arial font for developing the paper and used italic lettering rather than underscoring. You may also prepare your paper in this fashion; that is, you are not required to use the Courier font for all of your papers.

### Annotated Bibliography

Clark, Charles S. "Pursuing the Paranormal." *The CQ Researcher* 6, 12 (29 Mar. 1996): 265–288. Clark explores the new interest in paranormal activity and unexplained phenomena ranging from UFO sightings to alien abduction testimonials to psychic abilities. This new interest in the paranormal is attributed by Clark to the high level of mistrust in government, which is due in part to the decade-old rumors about the coverup of the Roswell Incident. A brief chronology of paranormal activity from the 1940 to 1996 is given, as well as annotated bibliographical information on sources pertaining to paranormal activity.

Headquarters United States Air Force. *The Roswell Report: Fact Versus Fiction in the New Mexico Desert*. D301 8217:R73. Washington: GPO, 1995. In an attempt to end rumors of government conspiracy, this is the first official report on the "Roswell Incident" issued by the Department of the Air Force regarding the alleged UFO crash in Roswell, New Mexico. The report contains Colonel Richard L. Weaver's report of Air Force research and a synopsis of balloon research findings. A number of interviews with and statements of airmen stationed at Roswell in 1947 are also disclosed.

Hesemann, Michael and Phillip Mantle. *Beyond Roswell: The Alien Autopsy Film, Area 51, & the U.S. Government Coverup of UFOs*. New York: Marlowe, 1997. This book by a cultural anthropologist, Hesemann, and the Director of Investigations for the British UFO Research Association, Mantle, delves into the specifics of the Roswell UFO crash and the alien autopsy that followed. A number of eyewitness accounts and affidavits are included to provide support for the argument that such an event actually occurred and

to prove the contradictions present in the official Air Force report on the subject.

"Interview with Carl Sagan, Author, Astronomer." *NOVA Online*. 1996. 31 July 1997 (<http://www.pbs.org/wgbh/pages/nova/aliens/cartsagan.html>). In this interview, the fact that Sagan believes in extraterrestrial life is evident; however, he is skeptical of "alien abductions." Sagan fails to see psychological evidence as being proof that such events have occurred and rather sees the lack of physical evidence as proof that they did not occur. He says of two believers in alien abductions, John Mack and Budd Hopkins, that they "want the validation of science" without the "standards of evidence."

"Interview with John Mack, Psychiatrist, Harvard University." *NOVA Online*. 1996. 31 July 1997 (<http://www.pbs.org/wgbh/pages/nova/aliens/johnmack.html>). Not only does Mack believe in extraterrestrial life, but he also believes that aliens have visited earth and abducted human beings. The basis of his belief lies in the numerous interviews with abductees in which common experiences are described and common injuries are evident. In the interview, Mack gives the details of the commonalities of abductees that provide the foundation for his belief in such occurrences.

Naeye, Robert. "OK, where are they?" *Astronomy* 24.7 (July 1996): 36+.

*InfoTrac: Expanded Academic Index*. CD-ROM. Information Access. July 1997. Naeye writes that there is little scientific evidence to support the hypothesis that intelligent forms of life exist on other planets in the universe. Having only life on earth to study, scientists consider the fundamental characteristics of life on this planet to be universal. When these fundamental characteristics are combined with the theories of the evolution of life, there is little scientific basis for the belief that intelligent life actually exists elsewhere in the universe.

"Poll: Most in U.S. Believe in Space Life." *Yahoo! News*. 28 July 1997. 31 July 1997 ([http://www.yahoo.com/headlines/97/0828/news/stories/space\\_1.html](http://www.yahoo.com/headlines/97/0828/news/stories/space_1.html)). This news story gives the statistical findings of a Harris poll released Monday, July 28, 1997. The poll of 1,002 adults was taken between July 9 and 14; it revealed that the belief in intelligent life in space has increased from fifty-three to fifty-nine percent since last year. Other specific statistical information is also included where space exploration is concerned.

"Poll: U.S. Hiding Knowledge of Aliens." *CNN Interactive*. 15 June 1997. 31 July 1997 (<http://www.cnn.com/US/97/06/15/ufo.poll/index.html>).

The statistic that eighty percent of Americans think that the government is hiding knowledge of extraterrestrial life forms is included in this report of a CNN/Time poll released July 15th. Other

statistical data includes the belief of sixty-four percent that aliens have contacted humans and the belief of fifty percent that aliens have abducted humans. Statistical data on the Roswell incident and personal knowledge of alien encounters is also included.

Rayl, A.J.S. "Inside the Military UFO Underground." *Omni* 16.7 (Apr. 1994): 48+. *InfoTrac: Expanded Academic Index*. CD-ROM. Information Access. July 1997. In 1969, the U.S. Government abandoned unidentified flying object research; however, three insiders give testimony in this article to the contrary. Robert O. Dean, retired Command Sergeant Major; Bob Lazar, independent contract scientist and businessman; and Charles I. Halt, retired United States Air Force Colonel, report that underground investigations are still being conducted by the U.S. Government. In this article, the claims, backgrounds, and stories of these three men are reported, as well as critical and official responses to their claims.

"Roswell Report: Case Closed." *Air Force Web Information Service*. 24 June 1997. 31 July 1997 (<http://www.af.mil/lb/roswell/>). In this executive summary, the release of a second report on the "Roswell Incident" is discussed. This report, "The Roswell Report: Case Closed," discloses the Air Force activities and experiments conducted on the base at Roswell, New Mexico, in an attempt to disprove claims of a governmental cover-up of UFO activity and "alien bodies." The web page summarizes the conclusions drawn from documented research.

Stacy, Dennis. "Cosmic Conspiracy: Six Decades of Government UFO Cover-Ups." *Omni* 16.7 (Apr. 1994): 34+. *SIRS Researcher on the Web*. 31 July 1997 (<http://researcher.sirs.com/cgi-bin/res-article-display?4PR030A>). In this article, Stacy follows the reported incident of a UFO crash in Roswell, New Mexico, and the recovery of the debris by the Army Air Corps. In addition, he examines the information on Project Blue Book released by the U.S. Government. Interviews with many believers in the conspiracy to coverup knowledge of alien encounters are also included in the article.

#### 4f Preparing a Review of the Literature on a Topic

The review of literature presents a set of summaries in essay form for two purposes:

1. It helps you investigate the topic because it forces you to examine and then to show how each source addresses the problem. *Note:* Do not simply list summaries of the sources without relating each source to your thesis.

### To This Point

Before you leave the library or your primary sources for your typewriter, check to make sure your research is complete.

1. Does your working outline show any gaps in your argument?
2. Have you found adequate data to support your claim?
3. Have you identified the warrants linking your claim with data and ensured that these warrants too are adequately documented?
4. If you intend to quote or paraphrase sources in your paper, do your notes include exact copies of all statements you may want to use and complete references?
5. Have you answered all the relevant questions that have come up during your research?
6. Do you have enough information about your sources to document your paper?

### COMPILING AN ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a list of sources that includes the usual bibliographic information followed by a paragraph describing and evaluating each source. Its purpose is to provide information about each source in a bibliography so that the reader has an overview of the resources related to a given topic.

For each source in an annotated bibliography, the same bibliographic information included in a Works Cited or References list is provided, alphabetized by author. Each reference also has a short paragraph that describes the work, its main focus, and, if appropriate, the methodology used in or the style of the work. An annotation might note special features such as tables or illustrations. Usually an annotation evaluates the source by analyzing its usefulness, reliability, and overall significance for understanding the topic. An annotation might include some information on the credentials of the author or the organization that produced it.

#### A SAMPLE ANNOTATION USING THE MLA CITATION STYLE

Warner, Marina. "Pity the Stepmother." *New York Times*. 12 May 1991, late ed.: D17. [Lexis/Nexis Universe 12 Dec. 1998](http://web.lexis-nexis.com/universe/form/academic/univ_gennews.html)  
<[http://web.lexis-nexis.com/universe/form/academic/univ\\_gennews.html](http://web.lexis-nexis.com/universe/form/academic/univ_gennews.html)>

The author asserts that many fairy tales feature absent or cruel mothers, transformed by romantic editors such as the Grimm brothers into stepmothers because the idea of a wicked mother dese-

created an ideal. She argues that figures in fairy tales should be viewed in their historical context and that social conditions often affected the way that motherhood figured in fairy tales. Warner, a novelist and author of books on the images of Joan of Arc and the Virgin Mary, writes persuasively about the social roots of a fairy-tale archetype.

#### A SAMPLE ANNOTATION USING THE APA CITATION STYLE

"Don't Zoos Contribute to the Saving of Species from Extinction?"  
*Animal Rights Resource Site*. EnviroLink Network. 14 Dec. 1998  
<<http://arrs.envirolink.org/Faqs+Ref/ar-faq/q68.html>>

This website provides arguments against the idea that zoos save species from extinction. Breeding in captivity doesn't always work, and the limited gene pool creates problems. Habitat restoration is difficult, and until the problems of poaching and pollution are solved, the habitat will be dangerous for reintroduced species. Meanwhile, the individual animals living in zoos lose their freedom because of an abstract and possibly faulty concept. This website, part of the Animal Rights Resource Site sponsored by the EnviroLink organization, is brief but outlines the major arguments against zoos' role in preserving species.

### MLA SYSTEM FOR CITING PUBLICATIONS

One of the simplest methods of crediting sources is the Modern Language Association (MLA) in-text system, which is used in the research paper on fairy tales in this chapter. In the text of your paper, immediately after any quotation, paraphrase, or anything else you wish to document, simply insert a parenthetical mention of the author's last name and the page number on which the material appeared. You don't need a comma after the author's name or an abbreviation of the word "page" or "p." For example, the following sentence appears in the fairy tale paper (para. 8):

Famines in the seventeenth century often reduced the peasantry to a diet of "bad black bread, acorns, and roots" (Weber 96).

The parenthetical reference tells the reader that the information in this sentence came from page 96 of the book or article by Eugen Weber that appears in the Works Cited, at the end of the paper. The complete reference on the Works Cited page provides all the information readers need to locate the original source in the library:



Weber, Eugen. "Fables and Hard Facts: The Reality of Folktales." *Journal of the History of Ideas* 42 (1981): 93-113.

If the author's name is mentioned in the same sentence, it is also acceptable to place only the page numbers in parentheses; it is not necessary to repeat the author's name. For example (para. 24):

Bettelheim sees symbolic meaning in every motif and element in the story, and assumes that children interpret these symbolically as well (159-66).

Some sources do not name an author. To cite a work with an unknown author, give the title, or a recognizable shortened form, in the text of your paper. If the work does not have numbered pages, often the case in Web pages or nonprint sources, do not include page numbers. For example:

In some cases Sephardic Jews, "converted" under duress, practiced Christianity openly and Judaism in secret until recently ("Search for the Buried Past").

The list of works cited includes all material you have used to write your research paper. This list appears at the end of your paper and always starts on a new page. Center the title Works Cited, double-space between the title and the first entry, and begin your list, which should be arranged alphabetically by author. Each entry should start at the left margin; indent all subsequent lines of the entry five spaces. Number each page, and double-space throughout.

Another method of documenting sources is to use notes, either footnotes (at the foot of the page) or endnotes (on a separate page at the end of the paper). The note method is not as commonly used today as the in-text system because reference notes repeat almost all the information already given on the Works Cited page. If footnotes or endnotes are used, most word processing programs have functions that make the insertion of these notes convenient. Nevertheless, it is a valid method, so we illustrate it here. Superscript numbers go at the end of the sentence or phrase being referenced:

Roman authors admit to borrowing frequently from earlier Greek writers for their jokes, although no joke books in the original Greek survive today.<sup>1</sup>

The reference note for this citation would be:

<sup>1</sup>Alexander Humez and Nicholas Humez, *Alpha to Omega*. (Boston: Godine, 1981) 79.

On the Works Cited page this reference would be:

Humez, Alexander, and Nicholas Humez. *Alpha to Omega*. Boston: Godine, 1981.

Notice that the page number for a book citation is given in the note but not the reference and that the punctuation differs. Otherwise the information is the same. Number the notes consecutively throughout your paper.

One more point: *Content notes*, which provide additional information not readily worked into a research paper, are also indicated by superscript numbers. Susan Middleton's paper on fairy tales features four such notes, included on a Notes page before the list of Works Cited.

Following are examples of the citation forms you are most likely to need as you document your research. In general, for both books and magazines, information should appear in the following order: author, title, and publication information. Each item should be followed by a period. When using as a source an essay that appears in this book, follow the citation model for "Material reprinted from another source," unless your instructor indicates otherwise. Consult the *MLA Handbook for Writers of Research Papers*, Fifth Edition, by Joseph Gibaldi (New York: Modern Language Association of America, 1999) for other documentation models and a list of acceptable shortened forms of publishers.

#### A BOOK BY A SINGLE AUTHOR

Gubar, Susan. *Facechanges: White Skin, Black Face in American Culture*. New York: Oxford UP, 1997.

#### AN ANTHOLOGY OR COMPILATION

Dark, Larry, ed. *Prize Stories 1997: The O. Henry Awards*. New York: Anchor, 1997.

#### A BOOK BY TWO AUTHORS

Alderman, Ellen, and Caroline Kennedy. *The Right to Privacy*. New York: Vintage, 1995.

Note: This form is followed even for two authors with the same last name.

Ehrlich, Paul, and Anne Ehrlich. Extinction: The Causes and Consequences of the Disappearance of Species. New York: Random, 1981.

**A BOOK BY TWO OR MORE AUTHORS**

Heffernan, William A., Mark Johnston, and Frank Hodgins. Literature: Art and Artifact. San Diego: Harcourt, 1987.

If there are more than three authors, name only the first and add: "et al." (and others).

**A BOOK BY A CORPORATE AUTHOR**

Poets & Writers, Inc. The Writing Business: A Poets & Writers Handbook. New York: Poets & Writers, 1985.

**A WORK IN AN ANTHOLOGY**

Head, Bessie. "Woman from America." Wild Women: Contemporary Short Stories by Women Celebrating Women. Ed. Sue Thomas. Woodstock: Overlook, 1994. 45-51.

**AN INTRODUCTION, PREFACE, FOREWORD, OR AFTERWORD**

Callahan, John F. Introduction. Flying Home and Other Stories. By Ralph Ellison. Ed. John F. Callahan. New York: Vintage, 1996.

**MATERIAL REPRINTED FROM ANOTHER SOURCE**

Hutchinson, Earl Ofari. "The Fallacy of Talkin' Black." The Crisis in Black and Black. Los Angeles: Middle Passage, 1998. Rpt. in Elements of Argument: A Text and Reader. Annette T. Rottenberg, 6th ed. Boston: Bedford/St. Martin's, 2000. 276.

**A MULTIVOLUME WORK**

Skotheim, Robert Allen, and Michael McGiffert, eds. Since the Civil War. Vol. 2 of American Social Thought: Sources and Interpretations. 2 vols. Reading: Addison, 1972.

**AN EDITION OTHER THAN THE FIRST**

Charters, Ann, ed. The Story and Its Writer: An Introduction to Short Fiction, 5th ed. Boston: Bedford/St. Martin's, 1999.

**A TRANSLATION**

Allende, Isabel. The House of the Spirits. Trans. Magda Bogin. New York: Knopf, 1985.

**A REPUBLISHED BOOK**

Weesner, Theodore. The Car Thief. 1972. New York: Vintage-Random, 1987.

Note: The only information about original publication you need to provide is the publication date, which appears immediately after the title.

**A BOOK IN A SERIES**

Eady, Cornelius. Victims of the Latest Dance Craze. Omnation Press Dialogues on Dance Series 5. Chicago: Omnation, 1985.

**AN ARTICLE FROM A DAILY NEWSPAPER**

Doctorow, E. L. "Quick Cuts: The Novel Follows Film into a World of Fewer Words." New York Times 15 Mar. 1999, sec. B: 1+.

**AN ARTICLE FROM A PERIODICAL**

Schulhofer, Stephen. "Unwanted Sex." Atlantic Monthly Oct. 1998: 55-66.

**AN UNSIGNED EDITORIAL**

"Medium, Message." Editorial Nation 28 Mar. 1987: 383-84.

**ANONYMOUS WORKS**

"The March Almanac." Atlantic Mar. 1996: 20.  
Citation World Atlas. Maplewood: Hammond, 1987.

**AN ARTICLE FROM A JOURNAL WITH SEPARATE PAGINATION FOR EACH ISSUE**

Brewer, Derek. "The Battleground of Home: Versions of Fairy Tales." Encounter 54.4 (1980): 52-61.

**AN ARTICLE IN A JOURNAL WITH CONTINUOUS PAGINATION THROUGHOUT THE VOLUME**

McGafferty, Janey. "The Shadders Go Away." New England Review and Bread Loaf Quarterly 9 (1987): 332-42.

Note that the issue number is not mentioned here; because the volume has continuous pagination throughout the year, only the volume number 9 is needed.

**A REVIEW**

Walker, David. Rev. of A Wave, by John Ashbery. Field 32 (1985): 63-71.

## AN INTERVIEW

Hines, Gregory. Interview. With D. C. Denison. Boston Globe Magazine 29 Mar. 1987: 2.

Note: An interview conducted by the author of the paper would be documented as follows:

Hines, Gregory. Personal interview. 29 Mar. 1987.

## AN ARTICLE IN A REFERENCE WORK

"Bylina." The Princeton Encyclopedia of Poetry and Poetics. Ed. Alex Preminger. Enlarged ed. Princeton: Princeton UP, 1974.

## A GOVERNMENT DOCUMENT

United States. National Endowment for the Arts. 1989 Annual Report. Washington: Office of Public Affairs, 1990.

Frequently the Government Printing Office (GPO) is the publisher of federal government documents.

## REPORTS

Gura, Mark. The Gorgeous Mosaic Project: A Work of Art by the Schoolchildren of the World. Teacher's packet. East Brunswick: Children's Atelier, 1990. ERIC ED 347 257.

Kassebaum, Peter. Cultural Awareness Training Manual and Study Guide. ERIC, 1992. ED 347 289.

The ERIC number at the end of the entry indicates that this source is available through ERIC (Educational Resource Information Center); some libraries have these available on microfiche. The number indicates which report to look for. Some ERIC documents were published elsewhere, as in the first example. If no other publishing information is given, treat ERIC (with no city given) as the publisher, as shown in the second entry. Reports are also published by NTIS (National Technical Information Service), state geological surveys, organizations, institutes within universities, and so on and may be called "technical reports," or "occasional papers." Be sure to include the source and the unique report number, if given.

## COMPUTER SOFTWARE

Xyquest. XyWrite. Vers. III Plus. Computer Software. Xyquest, 1988. PC-DOS 2.0, 384KB, disk.

Note here that the version is given in roman numerals, since it appears that way in the title; usually software versions are given in decimals (e.g., Vers. 2.1).

## MATERIAL ACCESSED THROUGH A COMPUTER SERVICE

Boynon, Robert S. "The New Intellectuals." Atlantic Monthly Mar. 1995. Atlantic Unbound. America Online 3 Mar. 1995. Keyword: Atlantic.

## A CD-ROM

Corcoran, Mary B. "Fairy Tale." Grolier Multimedia Encyclopedia. CD-ROM. Danbury: Grolier, 1995.

## AN UNPUBLISHED MANUSCRIPT

Leahy, Ellen. "An Investigation of the Computerization of Information Systems in a Family Planning Program." Unpublished master's degree project. Div. of Public Health, U of Massachusetts, Amherst, 1990.

## A LETTER TO THE EDITOR

Flannery, James W. Letter. New York Times Book Review 28 Feb. 1993: 34.

## PERSONAL CORRESPONDENCE

Bennett, David. Letter to the author. 3 Mar. 1993.

## A LECTURE

Calvino, Italo. "Right and Wrong Political Uses of Literature." Symposium on European Politics. Amherst College, Amherst. 25 Feb. 1976.

## A FILM

The Voice of the Khalam. Prod. Loretta Pauker. With Leopold Senghor, Okara, Birago Diop, Rubadiri, and Francis Parkes. Contemporary Films/McGraw-Hill, 1971. 16 mm. 29 min.

Other pertinent information to give in film references, if available, is the writer and director (see model for radio/television program for style).

## A TELEVISION OR RADIO PROGRAM

The Shakers: Hands to Work, Hearts to God. Narr. David McCullough. Dir. Ken Burns and Amy Steehler Burns. Writ. Amy Steehler



Burns, Wendy Tighman, and Tom Lewis. PBS. WGBY, Springfield. 28 Dec. 1992.

#### A VIDEOTAPE

Style Wars Videotape. Prod. Tony Silver and Henry Chalfont. New Day Films, 1985. 69 min.

#### A PERFORMANCE

Quilters: A Musical Celebration. By Molly Newman and Barbara Damashuk. Dir. Joyce Devlin. Musical dir. Faith Fung. Mt. Holyoke Laboratory Theatre, South Hadley, MA. 26 Apr. 1991. Based on The Quilters: Women and Domestic Art by Patricia Cooper and Norma Bradley Allen.

#### A CARTOON

Henley, Marian. "Maxine." Cartoon Valley Advocate 35 Feb. 1993: 59.

#### A WEBSITE

Fairy Tales: Origins and Evolution. Ed. Christine Daasé. 12 Dec. 1998. <<http://www.darkgoddess.com/fairy/>>.

Include the title if available; the author's name if available or, if not, a generic description such as "Home page"; the sponsoring organization or institution except in the case of commercial sponsorship; date of access; and URL in angle brackets.

#### A PAGE WITHIN A WEBSITE

"Don't Zoos Contribute to the Saving of Species from Extinction?" Animal Rights Resource Site. EnviroLink Network. 14 Dec. 1998. <<http://arrrs.envirolink.org/faq+Ref/ar-faq/q68.html>>.

#### A BOOK AVAILABLE ON THE WEB

Kramer, Heinrich, and James Sprenger. The Malleus Maleficarum. Trans. Montague Summers. New York: Dover, 1971. 14 Dec. 1998. <[http://www.geocities.com/Athens/2962/witchoraze/malleus\\_2\\_ii.html](http://www.geocities.com/Athens/2962/witchoraze/malleus_2_ii.html)>.

In this case the book had been previously published, and information about its original publication was included at the site.

#### AN ARTICLE FROM AN ELECTRONIC JOURNAL

Minow, Mary. "Filters and the Public Library: A Legal and Policy Analysis." First Monday 2.12 (1 Dec. 1997). 28 Nov. 1998. <[http://www.firstmonday.dk/issues/issue2\\_12/minow/index.html](http://www.firstmonday.dk/issues/issue2_12/minow/index.html)>.

#### AN ARTICLE FROM A FULL-TEXT DATABASE AVAILABLE THROUGH THE WEB

Warner, Marina. "Pity the Stepmother." New York Times. 12 May 1991, late ed.: D17. Lexis/Nexis Universe 12 Dec. 1998. <[http://web.lexis-nexis.com/universe/form/academic/univ\\_gennews.html](http://web.lexis-nexis.com/universe/form/academic/univ_gennews.html)>.

Include the original source information and the name of the database, access date, and URL.

#### AN ARTICLE FROM A CD-ROM FULL-TEXT DATABASE

"Tribal/DNC Donations." News from Indian Country. (Dec. 1997). Ethnic Newswatch. CD-ROM. Sofline. 12 Oct. 1998.

Include the original source information and the name of the database, the designation *CD-ROM*, the publisher of the CD-ROM, and the electronic publication data, if available.

#### AN ARTICLE FROM AN ELECTRONIC REFERENCE WORK

"Folk Arts." Britannica Online. Encyclopaedia Britannica. 14 Dec. 1998. <<http://www.eb.com:180/>>.

#### A PERSONAL EMAIL COMMUNICATION

Franz, Kenneth. "Re: Species Reintroduction." E-mail to the author. 12 Oct. 1998.

#### AN EMAIL COMMUNICATION POSTED TO A DISCUSSION LIST

Lee, Constance. "Re: Mothers and Stepmothers." Online posting. 10 Sept. 1998. Folklore Discussion List <[cmglazer@panam.edu](mailto:cmglazer@panam.edu)>.

If the address of the discussion list archives is known, include that information in angle brackets; if not, place the moderator's e-mail address in angle brackets.

#### A POSTING TO A WEB FORUM

DeYoung, Chris. Online posting. 12 Dec. 1998. Issues: Gay Rights. 14 Dec. 1998. <<http://community.cnn.com/cgi-bin/WebX?14@62?bmlaP0s49v0@ee72396/12479>>.

Include the author, header (if any) in quotation marks, the designation *Online posting*, the date of the posting, the name of the forum, the date of access, and the URL.

#### A NEWSGROUP POSTING

Vining, Phillip. "Zoos and Infotainment." Online posting. 16 Oct. 1998. 12 Dec. 1998. <[news:alt.animals.ethics.vegetarian](mailto:news:alt.animals.ethics.vegetarian)>.

Include the author, header in quotation marks, the designation *Online posting*, the date of posting, the date of access, and the name of the newsgroup.

A SYNCHRONOUS COMMUNICATION

Krishnamurthi, Ashok. Online discussion of cyberlaw and the media.

"Reinventing Copyright in a Digital Environment." 25 Oct. 1998.

MediamOO. 25 Oct. 1998 <telnet://purple-grayon.media

.mit.edu:8888/>.

To cite a synchronous communication from a MUD or a MOO, include the name of the speaker, a description of the event, the date, the forum, the date of access, and the electronic address.

**SAMPLE RESEARCH PAPER (MLA STYLE)**

The following paper, prepared in the MLA style, was written for an advanced composition course. Told to compose a research paper on a literary topic, Susan Middleton chose to write on fairy tales — a subject literary enough to satisfy her instructor, yet general enough to encompass her own interest in developmental psychology. But as she explored the subject, she found herself reading in a surprising array of disciplines, including folklore, anthropology, and history. Although she initially expected to report on the psychological importance of fairy tales, Middleton at last wrote an argument about the importance of their historical and cultural roots. Her paper, as is typical for literary papers, anchors its argument in the events and details of its chosen text, "Hansel and Gretel." But it also makes effective use of sources to help readers understand that there is more to the tale than a story that sends children happily off to sleep.

When a Fairy Tale Is Not Just a Fairy Tale

By

Susan Middleton

Professor Herrington

English 2A

May 1999

Include a title page if an outline is part of the paper. If no outline is required, include name, instructor's name, course name, and date at the upper left corner of page 1.

Writer's name:  
page number

Middleton II

Outline

Topic outline:  
Some instructors  
require a thesis  
statement under  
"Outline" heading  
and before the  
outline itself.

- I. Introduction:
  - A. Dictionary definition of "fairy tale"
  - B. Thesis: "Hansel and Gretel" has historical roots
- II. Origin and distribution of tale
- III. Historical basis of motifs
  - A. Physical and economic hardship
    - 1. Fear of the forest
    - 2. Poverty and starvation
    - 3. Child abandonment
    - 4. Fantasies of finding treasure
  - B. Cruel stepmother
  - C. Wicked witch
    - 1. Eating meat associated with cannibalism and upper classes
    - 2. Elderly caretaker for unwanted children
    - 3. Witches in community
    - 4. Witchcraft as remnant of ancient fertility religion
- IV. Rebuttals to historical approach
  - A. Motivation for telling realistic tales
  - B. Psychological interpretations
    - 1. Fairy tales dreamlike, not literal
    - 2. Freudian interpretation
- V. Conclusion

Middleton 1

When a Fairy Tale Is Not Just a Fairy Tale

Title centered

"Hansel and Gretel" is a well-known fairy tale, beloved of many children in both Europe and North America.<sup>1</sup> Although it has no fairies in it, it conforms to the definition of "fairy tale" given in Merriam-Webster's *Collegiate Dictionary*, Tenth Edition: "a story (as for children) involving fantastic forces and beings (as fairies, wizards, and goblins)." As anyone familiar with this tale will remember, Hansel and Gretel are two children on an adventure in the woods, where they encounter a wicked witch in a gingerbread house, who plans to fatten and eat them. Through their ingenuity they outsmart her, burn her up in her own oven, and return home triumphantly with a hoard of riches found in her house.

Writer briefly summarizes tale to orient readers.

We think of fairy tales as being lighthearted fantasies that entertain but don't have much relevance to daily life. We often borrow the word to describe a movie with an unlikely plot, or a person not quite grounded in reality: "Oh, he's living in a fairy tale world; he hasn't got his head on his shoulders." In fact, the second definition of "fairy tale" in *Webster's* is "a made-up story usually designed to mislead."

So what is the meaning of "Hansel and Gretel"? Is it simply a story of make-believe, or something more? Fairy tales are told, read, and heard in the context of a time and place. Today we are exposed to them through illustrated storybooks, cartoons, and film. But in Europe, before technologies in printing made mass publishing possible, folktales were passed on orally. Women were the primary tellers of folktales, though they were later gathered and published by male writers such as Charles Perrault and the Grimm Brothers ("Tales"). They were told by adults mostly for adult audiences, although people often first heard them as children. They served to entertain and to relieve the boredom of repetitive work in the fields during the day and in the home in the evening (Weber 95, 113). In peasant and aboriginal communities, that is often still the case (Taggart 437).

In-text citation of author and pages: citation appears at the end of the sentence before the period.

I believe that "Hansel and Gretel" has historical meaning. Embedded in this simple narrative is a record of the

Thesis with claim of fact that the writer must support.



Middleton 2

experiences and events once common in the lives of the people who first told and listened to it.

Where did "Hansel and Gretel" come from? We do not know for certain. In oral form this tale shows wide distribution. Different versions have been recorded all over Europe, India, Japan, Africa, the Caribbean, Pacific Islands, and among native North and South Americans ("Hansel and Gretel"). As with all folktales, there is no agreement among folklorists<sup>2</sup> about whether all these versions migrated from one place to another, sprang up independently, or derive from some combination of the two ("Hansel and Gretel"). Most oral versions of it have been recorded in Europe (Aarne 117). This does not prove that the tale originated there—it may simply reflect the eagerness of people in Europe during the nineteenth and twentieth centuries to record their own folk history—but it is the best guideline for now.

The tale may be very ancient, since folktales can be passed on faithfully from one generation to another without change. (The origins of "Cinderella," for example, can be traced back to China in the ninth century [Thompson, *Folktales* 126].) But we can't know that for sure. So, even though "Hansel and Gretel" may have originated hundreds or even thousands of years ago, it probably is only safe to compare a tale with the historical period when the tale was first recorded. For "Hansel and Gretel" this means Europe in the seventeenth to nineteenth centuries.<sup>3</sup>

Eugen Weber is one historian who sees direct parallels between the characters and motifs in "Hansel and Gretel" (and other Grimms' fairy tales) and the social and economic conditions in Europe during this period. One of the central themes in the tale is poverty and abandonment. Recall how the tale begins: Hansel and Gretel live with their parents near a huge forest; their father is a woodcutter. The family is facing starvation because there is a famine. Twice their parents abandon them in the woods to save themselves. The first time the children are able to find their way home, but the second time they get lost.

Middleton 3

As Weber points out, until the middle of the nineteenth century, the forest, especially for northern Europeans, carried the real potential for encountering danger in the form of robbers, wild animals, and getting lost (96-97). Moreover, conditions of poverty, starvation, early death, and danger from unknown adults were common throughout Europe for peasants and the working class (96). The majority of Europeans at the beginning of the eighteenth century were farmers, and the average life expectancy was about twenty-five years (*Treasure* 660, 667). Famines in the seventeenth century often reduced the peasantry to a diet of "bad black bread, acorns, and roots" (Weber 96). Hansel and Gretel are treated by the witch to a dinner of pancakes and sugar, milk, nuts, and apples (101). This may not sound particularly nourishing to our ears because we assume a healthy dinner must have vegetables and/or meat. But when you're starving, anything is likely to taste good; this would have been a sumptuous meal for Hansel and Gretel.

Childhood was thought of differently then than today. "Valued as an extra pair of hands or deployed as an extra mouth to feed, the child belonged to no privileged realm of play and protection from life's responsibilities" (*Treasure* 664). Social historian John Boswell estimates that anywhere from 10 to 40 percent of children in towns and cities were abandoned during the eighteenth century. Parental motivation included removing the stigma of illegitimate or physically deformed children, being unable to support their children and hoping to give them a better life with strangers, desiring to promote one child's inheritance over another's, or simply lacking interest in raising the child (48, 428).

Weber points out that peasants had very little cash and didn't use banks. Hiding and finding treasure—gold, silver, and jewelry—was a much more common occurrence two centuries ago than it is today (101), a kind of lottery for the poor. In this light, the riches the children find in the witch's house could reflect the common person's fantasy of striking it rich.

Consecutive references immediately following an identified source ("Weber") cite only the pages within the source without repeating the source.

Narrative details linked to historical facts

Source cited after direct quotation

Writer's interpretation of one aspect of the story



Middleton 4

A central motif in the story is the stepmother who wants to abandon the children to keep herself and her husband from starving. (The father, at first reluctant, eventually gives in to his wife's plan.) As Weber and others have noted, stepmothers were not unusual in history. The death rate among childbearing women was much higher in past centuries than it is today. When women died in childbirth, there was strong economic motivation for fathers to remarry. In the seventeenth and eighteenth centuries, 20 to 80 percent of widowers remarried within the year of their wife's death. By the mid-nineteenth century, after life expectancy rose, only 15 percent of widowers did so (94, 112).

Reference to a newspaper

What accounts for the stereotype of the heartless stepmother? Warner argues that mothers, not stepmothers, actually appeared in many of the tales in their original forms, until romantic editors, like the Grimm brothers, "rebelled against this desecration of motherhood and changed mothers into wicked stepmothers" (D17). Weber suggests that stepmothers were assigned the role of doing evil to children for economic reasons: "The family would risk losing its good name and perhaps its land if a biological parent killed a child (107). There is also the issue of inheritance from the stepmother's point of view: If her husband dies, her husband's children, not she, would inherit the land and property. Literary and legal evidence of stepmothers plotting to eliminate stepchildren, especially stepsons, shows up in European literature as far back as two millennia ago (Boswell 128).

Transition to new topic: witches

Another major theme in "Hansel and Gretel" is the wicked witch, which also shows up in lots of other fairy tales. One of the common beliefs about witches was that they ate children. According to the words of a purported witch in the *Malleus Maleficarum*, a treatise on witchcraft published originally around 1486, "[w]e cook them in a cauldron until the whole flesh comes away from the bones to make a soup that may be easily drunk" (Kramer and Sprenger, ch. 2, para. 12). The authors of this work were alarmists, describing in sometimes improbable terms the

Middleton 5

evil behavior of witches, but the question remains: Were there witches in European history, and if so, where did the reputation for eating children come from?

Weber notes that in fairy tales only evil figures eat meat of any kind, whether animal or human flesh. Before the middle of the nineteenth century the peasantry rarely ate meat, but the aristocracy and bourgeoisie did. This discrepancy may be the origin of the motif in some fairy tales of evil figures of upper-class background wanting to eat children (112, 101). Weber seems to imply that child-eating witches symbolized to the peasantry either resentment of or paranoia about the aristocracy.

Although the witch's cottage in "Hansel and Gretel" is not described as grand or large, there are other allusions to wealth and comfort. The witch puts the two children to bed between clean sheets, a luxury for much of the peasantry, who slept on straw and for whom bed lice were a common reality (Treasure 661-62). And of course there is the hoard of coin money and jewelry the children later discover there. Perhaps more significantly, the witch herself has a lot of power, just as the aristocracy was perceived to have, including the power to deceive and take away life.

David Bakan suggests that the historical basis for the witch is the unmarried elderly woman in the community who took in unwanted, illegitimate children and was often paid to do this (66-67). There is also evidence that witchcraft, ranging from white magic to sorcery (black magic), was practiced by both individual women and men among the peasantry during this time. For example, "the 'cunning folk' were at least as numerous in sixteenth-century England as the parish clergy. Moreover, in their divinator, medical, and religious functions they were far more important in peasant society than were the official clergy" (Horsley 697). Witches were called on to influence the weather, provide love potions, find lost objects, midwife, identify thieves, and heal illnesses (698). Some services performed by witches were ambiguous: "Apparently some peasants would conjure the storms or weather

Middleton 6

spirits to avoid striking their own fields—but to strike someone else's instead," but for the most part the wisewomen and sorcerers were different people (698).

The idea that an organized witch cult, as portrayed by the Catholic Church during the Middle Ages, actually existed is dismissed today by most social historians. Jesse Nash thinks we should reconsider the possibility that some of the behavior witches were accused of, including ritual cannibalism and sexual orgies in the woods, actually occurred in some form (12). He sees witchcraft as "a surviving remnant of a religion which was concerned with the fertility of crops, animals, humans, and with the alteration of seasons and with the identification of humans with animals" (13). These practices date back to a matriarchal goddess religion which flourished in Europe 5,000 to 7,000 years ago, before invasion of the patriarchal cultures from India (Marjia Gimbutas in Nash 12). This religion included human sacrifice and was based on the concept of maintaining balance in the universe: The goddess of life was at the same time the goddess of death. Wood-wives and fairies, who lived in the forest, "were mediators of sacred knowledge to their communities" (16).

Nash suggests that in Europe, although Christianity became the official way of thinking about the world, it did not replace the old beliefs entirely, despite strong attempts by the Church to eliminate them. Religious beliefs and practices can persist hidden for generations if need be.<sup>4</sup> The peasants were able to live with and practice both Christianity and paganism in combination for centuries (25).

So we have seen there is validity to the claim that many of the motifs of "Hansel and Gretel" have historical roots. However, one might well ask why people would want to hear stories so close to their own experiences. If oral tales during this time were meant as entertainment mostly for adults, wouldn't they want something to take their minds off their troubles? Weber suggests a couple of motivations for telling fairy tales. One was to experience "the delights of fear" (97). Fairy tales were told along with ghost stories, gossip, jokes,

Middleton 7

and fables. I suspect it was similar to the thrill some people get today watching scary movies with happy endings.

Second, fairy tales helped to explain how the world worked. To most people not able to read, the world of cause and effect was mysterious and could only be explained through symbolism and analogy. Folktales had been used in church sermons since the fourteenth century (Weber 110, Zipes 22).

But the industrial age ushered in the scientific revolution, and with it came the concept of explaining the unknown by breaking it down into working parts (Weber 113). Reading became available to large numbers of people. By this time fairy tales were no longer meaningful ways to explain the world for ordinary adults, so they became the province of children's entertainment (113).

Folklorist Alan Dundes thinks it is naive to assume fairy tales have literal meaning. In recent years he and a number of other people have looked to psychology to explain the origin of fairy tales. "Fairy tales are like dreams—can you find the historic origin of dreams?" (Dundes). In their structure and characters fairy tales do have a number of dreamlike aspects. They rarely state the feelings of the hero directly, and all inner experiences of the hero are projected outward into objects in nature and other people (Tatar 91). The other characters seem not to have separate lives of their own; all their actions and intentions relate to the hero (Brewer 55). Also, magical things happen: Elements of nature speak, granting favors to the hero or threatening success or even life. In one version of "Hansel and Gretel," for example, a white duck talks to the children and carries them across a lake on their way home.

The symbolic nature of fairy tales, however, doesn't deny the validity of examining them for historical origins. As anyone who has recorded their own dreams knows, people and objects from mundane, daily life show up regularly in them. Sometimes these elements are disguised as symbols, but other times they are transparently realistic. Similarly, the talking duck and the gingerbread house in "Hansel and Gretel" may be unreal, but other themes have more literal counterparts in history.

Two sources cited at once

Competing theories presented

Telephone interview — no page numbers

Middleton 8

One of the most quoted interpreters of fairy tales is psychologist Bruno Bettelheim, whose The Uses of Enchantment analyzes fairy tales in Freudian terms. In his view, "Hansel and Gretel" represents the task each of us as children must face in coming to terms with anxiety--not the anxiety of facing starvation and being literally abandoned in the woods, but the ordinary fear of separating from our parents (especially mother) in the process of growing up to become independent adults. Bettelheim sees symbolic meaning in every motif and element in the story, and assumes that children interpret these symbolically as well (159-66).

Partial validity of competing theories acknowledged

Undeniably, there are themes in "Hansel and Gretel"--as in many of our most common fairy tales--that strike deep psychological chords with both children and adults. The wicked stepmother is a good example: Children often fantasize they are really stepchildren or adopted as a way to account for feeling victimized and abused by their parents. "In real life this fantasy occurs among children with a very high frequency" (Bakan 76).

These themes help to explain the enduring popularity of fairy tales among middle-class children over the last two centuries. But we cannot treat fairy tales as if they spring full-blown from the unconscious and tell us nothing about the past. For the people who told and heard "Hansel and Gretel" in the seventeenth to nineteenth centuries in Europe, the tale was describing events and phenomena that happened, if not to them, then to someone they knew. Everyone in rural communities was likely to have been exposed, whether in person or by hearsay, to some elderly woman claiming powers to alter weather patterns, heal the sick, cast spells, midwife, or take in illegitimate babies. Stepmothers were common, poverty and famine ongoing, and abandonment and child abuse very real. In addition to providing entertainment, tales like "Hansel and Gretel" reassured teller and listener alike that the ordinary physical hardships, which for most of us today are fictions, were possible to overcome.

Middleton 9

## Notes

<sup>1</sup> We in the United States know it primarily in printed form, as it has come to us from Germany. Between 1812 and 1857, the Grimm brothers, Jacob and Wilhelm, published several editions of Kinder und Hausmärchen (Children's and Household Tales) (Zipes 6, 41, 79). In addition to "Hansel and Gretel," this book included over 200 other folktales (though not all of them were fairy tales). The anthology increased in popularity until by the turn of the twentieth century it outsold all other books in Germany except the Bible (Zipes 15). To date it has been translated into some seventy languages (Denicke).

<sup>2</sup> Folklorists collect folktales from around the world and analyze them. Tales are categorized according to type (basic plot line) and motifs (elements within the tale). Two widely used references for folklorists are Antti Aarne's Types of the Folkllore and Stith Thompson's Motif-Index. "Hansel and Gretel" is type 327A in the Aarne classification.

<sup>3</sup> The Grimms were the first to record tale type 327A in 1812 (see note 1). A related tale about Tom Thumb (tale type 327B) was first recorded by Charles Perrault from France in 1697 (Thompson, Folktales 37, 182).

<sup>4</sup> Consider the example of Sephardic Jews who "converted" to Christianity under duress in Spain in the fifteenth century. Some of them moved to North America, and their descendants continued to practice Christianity openly and Judaism in secret until recently ("Search for the Buried Past").

Content notes appear at the end of the paper, before Works Cited.

Space included between superscript number and beginning of note

indent five spaces to superscript number; rest of note is flush left.



Middleton 10

## Works Cited

- Sources arranged alphabetically by author's last name or by title
- Aarne, Antti. The Types of the Folklore: Classification and Bibliography. Trans. and ed. Stith Thompson. 2nd rev. ed. FF Communications 184. Helsinki: Suomalainen Tiedekatemia, 1964.
- First line flush left  
in citation, rest indented five spaces
- Bakan, David. Slaughter of the Innocents. Toronto: Canadian Broadcasting System, 1971.
- Bettelheim, Bruno. The Uses of Enchantment: The Meaning and Importance of Fairy Tales. 1976. New York: Vintage, 1977.
- Book
- Boswell, John. The Kindness of Strangers: The Abandonment of Children in Western Europe from Late Antiquity to the Renaissance. New York: Pantheon, 1988.
- Periodical
- Brewer, Derek. "The Battleground of Home: Versions of Fairy Tales." Encounter 54.4 (1980): 52-61.
- Encyclopedia
- Denecke, Ludwig. "Grimm, Jacob Ludwig Carl and Wilhelm Carl." Encyclopaedia Britannica: Micropaedia. 1998 ed.
- Interview
- Dundes, Alan. Telephone interview. 10 Feb. 1993.
- "Fairy tale." Merriam-Webster's Collegiate Dictionary. 10th ed. 1993.
- "Hansel and Gretel." Funk & Wagnalls Standard Dictionary of Folklore, Mythology, and Legend. Ed. Maria Leach. New York: Funk & Wagnalls, 1949.
- Horsley, Richard A. "Who Were the Witches? The Social Roles of the Accused in the European Witch Trials." Journal of Interdisciplinary History 9 (1979): 689-716.
- An online book
- Kramer, Heinrich, and James Sprenger. The Malleus Maleficarum. Trans. Montague Summers. New York: Dover, 1971. 14 Dec. 1998. <[http://www.geocities.com/Athens/2962/witchoraze/malleus\\_2\\_ii.html](http://www.geocities.com/Athens/2962/witchoraze/malleus_2_ii.html)>.
- Nash, Jesse. "European Witchcraft: The Hidden Tradition." Human Mosaic 21.1-2 (1987): 10-30.
- Radio broadcast
- "Search for the Buried Past." The Hidden Jews of New Mexico. Prod. Nan Rubin. WFCR, Amherst, MA. 13 Sept. 1992.

Middleton 11

- Taggart, James M. "'Hansel and Gretel' in Spain and Mexico." Journal of American Folklore 99 (1986): 435-60.
- "The Tales and Their Tellers." Ed. Christine Daasé. Fairy Tales: Origins and Evolution. 12 Dec. 1998. <<http://www.darkgoddess.com/fairy/tellers.htm>>.
- Tatar, Maria. "Folkloristic Phantasies: Grimm's Fairy Tales and Freud's Family Romance." Fairy Tales as Ways of Knowing: Essays on Märchen in Psychology, Society and Literature. Ed. Michael M. Metzger and Kaharina Mommensen. Germanic Studies in America 41. Berne: Lang, 1981. 75-98.
- Thompson, Stith. The Folktale. New York: Holt, 1946.
- . Motif-index of Folk-literature: A Classification of Narrative Elements in Folktales, Ballads, Myths, Fables, Mediaeval Romances, Exempla, Fabliaux, Jest-books, and Local Legends. Rev. ed. 6 vols. plus Index. Bloomington: Indiana UP, 1957.
- Treasure, Geoffrey R. R. "European History and Culture: The Emergence of Modern Europe, 1500-1648." Encyclopaedia Britannica: Macropaedia. 1992 ed. 657-83.
- Warner, Marina. "Pity the Stepmother." New York Times. 12 May 1991, late ed.: D17. Lexis/Nexis Universe 12 Dec. 1998. <[http://web.lexis-nexis.com/universe/form/academic/univ\\_gennews.html](http://web.lexis-nexis.com/universe/form/academic/univ_gennews.html)>.
- Weber, Eugen. "Fairies and Hard Facts: The Reality of Folk-tales." Journal of the History of Ideas 42 (1981): 93-113.
- Zipes, Jack. The Brothers Grimm: From Enchanted Forests to the Modern World. New York: Routledge, 1988.
- Two consecutive works by the same author
- Volume in a multi-volume revised edition
- Newspaper online from a computer service
- Article in an edited anthology
- A page within a Web site

ADVANCED WRITING  
PEARL CITY SCHOOLS  
MAJOR ESSAY PARADIGM (BODY)  
FALL/SPRING SEMESTERS

INSTRUCTIONS: Please use this paradigm only when writing major essays. The introduction and conclusion paradigms are given to you in your packet. For additional assistance with the paradigm of the body of the major essay, please use the information below. The sample body paradigm below is based on the assumption that you are using three reasons to support your side of the controversy, while the opponents are using two reasons to support their side of the controversy. Please make the necessary adjustments when applying this body paradigm to your particular major essay. Thank you.

**II. Body of the Major Essay (seven paragraphs)**

- A. Presentation and defense of reason one in support of your side of the controversy (one paragraph)
  - 1. Formulation (introduced by a transition) of your argument in favor of the side of the controversy you support
  - 2. Presentation of specific evidence containing numbers, capital letters, specific terminology in support of the argument formulated above
  
- B. Presentation and defense of reason two in support of your side of the controversy (one paragraph)
  - 1. Formulation (introduced by a transition) of your argument in favor of the side of the controversy you support
  - 2. Presentation of specific evidence containing numbers, capital letters, specific terminology in support of the argument formulated above

C. Presentation and defense of reason three in support of your side of the controversy (one paragraph)

1. Formulation (introduced by a transition) of your argument in favor of the side of the controversy you support
2. Presentation of specific evidence containing numbers, capital letters, specific terminology in support of the argument formulated above

D. Presentation of reason one and the evidence the opponents use to support their side of the controversy (one paragraph)

1. Formulation (introduced by a transition) of the opponents' argument to support their side of the controversy
2. Presentation of the specific evidence (containing numbers, capital letters, specific terminology) the opponents use in support of the argument formulated above

E. Presentation of reason two and the evidence the opponents use to support their side of the controversy (one paragraph)

1. Formulation (introduced by a transition) of the opponents' argument to support their side of the controversy
2. Presentation of the specific evidence (containing numbers, capital letters, specific terminology) the opponents use in support of the argument formulated above

F. Rebuttal of the Opponents' Arguments (two paragraphs)

1. Rebuttal of the opponents' reason one with evidence
2. Rebuttal of opponents' reason two with evidence

ADVANCED WRITING  
PEARL CITY SCHOOLS  
BRIEF ARGUMENT PARADIGM  
FALL/SPRING SEMESTERS

INSTRUCTIONS: Please use this paradigm only when writing brief arguments. For a specific example of a brief argument, please refer to the sample brief argument found in your packet. Thank you.

**I. Introduction to the Brief Argument (one paragraph)**

- A. Identification of the controversy in one statement
- B. Summary of the two sides of the controversy (always starting with your side first and using transitions) in one or two declarative sentences
- C. Underlined claim

**II. Body of the Brief Argument (three paragraphs)**

- A. Presentation and defense of the side of the controversy you support (one paragraph)
  1. Formulation (introduced by a transition) of your argument in favor of the side of the controversy you support
  2. Presentation of specific evidence containing numbers, capital letters, specific terminology in support of the argument formulated above
- B. Presentation of the argument and evidence used by the opposing side (one paragraph)
  1. Presentation (introduced by a transition) of the argument used by the opposing side
  2. Presentation of the specific evidence containing numbers, capital letters, specific terminology used by the opponents to substantiate their claim
- C. Rebuttal of the opponents' side of the controversy (one paragraph)
  1. Rebuttal (introduced by a transition) of the opponents' argument
  2. Refutation of the opponents' evidence with stronger evidence of your own



### III. Conclusion Introduced by a Transition (one paragraph)

- A. Re-iteration of your position OR
- B. Prediction about the future of your controversy OR
- C. Solution to the problem at the center of the controversy

IMPORTANT NOTE: For the brief argument assignments distributed to you on a handout, you are supposed to use an exercise of your choice as a basis for generating your own controversy or argument. Sometimes the controversy may be given to you in clear terms. For example, on page 24 of the "Claims" chapter distributed to you, choice A of exercise 1 reads: "Congress should endorse the right-to-life amendment." Obviously, this statement contains a controversy in clear and direct terms.

On the other hand, on page 151 of the "Definitions" chapter distributed to you, exercise 2 asks you to choose one of the words or phrases provided, "explaining both the favorable and unfavorable connotations of the term." Obviously, to comply with the brief argument format, you should use one of the terms provided to generate a controversy rather than simply explain the favorable and unfavorable connotations. For example, if you choose "Palestinian homeland," then you should explore the controversy surrounding this term. Do Palestinians deserve to have their own state or not? As you can see, you do have the flexibility of deciding the controversy often associated with any one of the terms provided. Please follow the same approach with future brief argument assignments. Please ask me if you need additional clarifications. Thank you.

Jane Doe  
ENG 122NA  
September 23, 2008  
Page 104 Ex 4

### **Dogs: Man's True Best Friends**

#### Support:

- In a 2003 survey, the American Humane Association stated that productivity increased by 45 percent and sales were boosted by 65 percent at a place of employment where dogs were allowed.
- The Mayo Clinic recently completed a survey that found that 75 percent of cancer-free patients who owned dogs remained in remission five years longer than cancer-free patients who did not own any dogs.
- In surveys conducted by municipal associations of the five most populous U.S. cities, it was found that canine waste constituted the second highest cause of aesthetic decline in urban areas.

#### Claim:

Potential dog owners should be allowed to own dogs in urban areas because such ownership contributes to their overall well-being.

#### Warrant(s):

Pets offer companionship. Life is precious.

#### Argument:

The issue surrounding the legality of dog ownership in urban areas has been debated for at least one decade. On the one hand, proponents of dog ownership claim that such ownership directly contributes to the owners' well-being. On the other hand, opponents of dog ownership claim that dog ownership in urban areas should be banned because canine waste seriously compromises the beautification



projects of such urban areas. Since dog ownership advantages by far outweigh the disadvantages, potential dog owners should be allowed to own dogs in urban areas because such ownership contributes to their overall well-being.

Most definitely, dog ownership has proven to be quite beneficial in a variety of ways. For example, in a 2003 survey, the American Humane Association stated that productivity increased by 45 percent and sales skyrocketed by 65 percent at a place of employment where dogs were allowed. Consequently, it is obvious that canine presence has proven to constitute quite a boost to business profitability and efficiency.

However, opponents of dog ownership in urban areas claim that such ownership causes serious concerns. For example, in surveys conducted by municipal associations of the five most populous U.S. cities, it was found that canine waste constituted the second highest cause of aesthetic decline in urban areas. Such decline may lead to a decrease in tourism revenue or even precipitate urban blight or increased crime rates.

While opponents of dog ownership in urban areas do make valid points, dogs should certainly not be blamed or punished because of canine waste, decrease in tourism dollars, urban blight, or increased crime rates. The



responsibility for picking up waste should lie with the owners, not with their dogs. More reasonable alternatives to banning dog ownership in urban areas may range from fining owners for canine waste to educating potential owners about the benefits of personal responsibility. Moreover, the Mayo Clinic recently completed a survey that found that 75 percent of cancer-free patients who owned dogs remained in remission five years longer than cancer-free patients who did not own any dogs. Clearly, allowing potential dog owners to own dogs would undoubtedly improve the quality of life of those owners

In conclusion, in view of the tremendous proven benefits of dog ownership to the well-being of dog owners and even the workplace, dog ownership in urban areas should be allowed, encouraged, and even celebrated.





SAMPLE!

PEARL CITY SCHOOLS  
WRITING & COMPOSITION  
ESSAY PROPOSAL SHEET

Name: [REDACTED]

*1- Purpose of essay (to describe, narrate, analyze, inform, argue, persuade):*

To persuade the U.S. Supreme Court Justices that human cloning is unethical

*2- The intended audience (specify):*

United States Supreme Court Justices

*3- Your position as a writer (use a noun to name yourself):*

Opponent of human cloning

*4- The preliminary claim, thesis, or opening hypothesis:*

Human cloning should be banned because such cloning defies the laws of humanity.

*5- Suggested title of your essay (two-part title recommended):*

Human Cloning: Stop Playing God

[REDACTED]

English IV Advanced Writing  
February 19, 2010  
Essay #1

### **Human Cloning: Stop Playing God**

Since the announcement of the first successful cloning of a mammal on February 23, 1997, experts and non-experts alike have taken sides on the ethics surrounding human cloning. On the one hand, opponents of human cloning, the asexual production of a new human organism that is genetically identical to a currently existing or previously existing human being (Roleff 17), claim that human cloning demeans human life (Roleff 16), is inefficient (qtd. in Ruse and Sheppard 20), and may be psychologically harmful to the cloned children (Goodnough 42). However, proponents of human cloning believe that infertility could be halted (Wilmut, Campbell, and Tudge 287) and diseases prevented (qtd. in Ruse and Sheppard 210) through the science of human cloning. Although proponents of human cloning make some valid points, cloning is an unnatural process of creating children. In 1971 James D. Watson, co-discoverer along with Francis Crick of the double-helical structure of DNA, predicted that one day human cloning would be possible and urged that, "As many people as possible be informed about the new ways for human

[REDACTED]

[REDACTED]

-----

reproduction and their potential consequences, both good and bad" (qtd. in Kass and Wilson vii). Human cloning should be banned because such cloning defies the laws of humanity.

First of all, human cloning should be banned because human cloning demeans human life. As a clone, children may feel that because they were born to "replace" a life, their life could be just as easily "replaced" (Roleff 20). The feeling of not being irreplaceable may have long-lasting effects on children's feelings of self-worth, as well as the feeling that they are loved for who they are, not for whom they have "replaced" (Dimauro and Grant 17).

Furthermore, human cloning should be banned because of its inefficiency. While attempting to clone Dolly, the sheep and first cloned mammal, researchers exhausted 277 embryos (qtd. in Ruse and Sheppard 19). Only one out of those 277 embryos was successful in creating a life. The process involved in creating a human clone would undoubtedly mean exhausting more embryos than in the case of Dolly the sheep, the reason being that the DNA of humans is more complex than that of animals (Stein and Boorstein A1).

Moreover, human cloning should be banned because the expectations that society passes onto cloned humans is





psychologically straining (Goodnough 42). Living up to the reputation of one's parents is undesirable. Living up to the reputation of one's clone can be even more undesirable. "Having insight into one's potential may cause enormous pressures to live up to expectations (or inappropriately relieve pressure to do so), even more so than those generally experienced by children" (Kass and Wilson 33). Cloned children may never live up to these potentials because environmental factors, not solely genetics, play a part in children's personalities and abilities. If the cloned children do not live up to the expectations forced upon them by society and family, the children may suffer from low self-esteem and guilt (Goodnough 43).

On the other hand, proponents of human cloning believe that cloning is a practical way to "cure" infertility (Wilmut, Campbell, and Tudge 287). Human cloning should be allowed because it allows both parents to have a genetic link to their children. Because infertility affects both men and women, both sexes can become ashamed by the thought that they cannot give their partner children. One infertility physician states that, "None of these people [these critics] have sat down and talked to my patients. None of them have seen the misery my patients are living through" (qtd. in Pence 108).



Also, human cloning should be allowed because such cloning would provide a way to eliminate certain diseases before they even develop (qtd. in Ruse and Sheppard 210). Some couples do not try to conceive children because of the possibility of their children inheriting certain genetic diseases, which have been passed down through generations. By allowing scientists to manipulate DNA before an egg is fertilized, the government is promoting the elimination of inherited diseases such as Down syndrome, celiac disease, and cancer (Cohen 96).

Although proponents of human cloning do make valid points, there are other resolutions to problems such as infertility. Adoption seems to be the best option. By adopting a child, adoptive parents remove one more child from the sometimes unhealthy environment of foster homes or abusive family members. According to the most current AFCARS (Adoption and Foster Care Analysis and Reporting System) report, which was released in December 2009, there were approximately 463,000 children in the United States foster care system on the day of September 30, 2008 ("AFCARS"). If couples desperately want children, then it should not matter whether those children are biologically related to them or not.





Also, human cloning for the purpose of eliminating certain inherited diseases should not be allowed because the purpose of eliminating inherited diseases is equivalent to that of eugenics (Cohen 96). Adolph Hitler used a form of eugenics, the study and practice of selective breeding applied to humans with the aim of improving the species, by executing persons of the Jewish faith and humans not of the Aryan race or those without blonde hair and blue eyes. Adolph Hitler was considered a monster for the genocide of certain humans. Eliminating certain inherited diseases would essentially be considered genocide of humans with certain diseases, which makes us no better than Adolph Hitler.

In conclusion, human cloning is inefficient, as well as expensive and psychologically harmful to the cloned children. In light of the evidence above, human cloning should be banned.



## Works Cited

- "AFCARS Report." Administration for Children and Families.  
Oct. 2009. 03 Feb. 2010  
<[http://www.acf.hhs.gov/programs/cb/stats\\_research/afc  
ars/tar/report16.htm](http://www.acf.hhs.gov/programs/cb/stats_research/afc<br/>ars/tar/report16.htm)>.
- Cohen, Daniel. Cloning. Brookfield: Twenty-First Century,  
2002.
- Dimauro, Laurie, and Tina Grant. Ethics. New York:  
Greenhaven, 2006.
- Goodnough, David. The Debate over Human Cloning. New York:  
Enslow, 2003.
- Kass, Leon, and James Q. Wilson. Ethics of Human Cloning.  
Washington, D.C: AEI, 1998.
- Pence, Gregory E. Who's Afraid of Human Cloning? Lanham:  
Rowman, 1998.
- Roleff, Tamara L. Cloning. San Diego: ReferencePoint, 2009.
- Ruse, Michael, and Aryne Sheppard, eds. Cloning:  
Responsible Science or Technomadness? New York:  
Prometheus, 2000.
- Stein, Rob, and Michelle Boorstein. "Vatican Ethics Guide  
Stirs Controversy." Washington Post 13 Dec. 2008: A1
- Wilmut, Ian, Keith Campbell, and Colin Tudge. The Second  
Creation. New York: Farrar.



RESEARCH  
PEARL CITY SCHOOLS  
ESSAY PROPOSAL  
ESSAY 2

Name Abby, Heidi, Nicole, and Sam

**1. Purpose of essay: (describe, narrate, instruct, illustrate, compare and contrast, explain, analyze, persuade):**

To persuade consumers of animal products that antibiotics used in livestock contribute to the consumers' well-being.

**2. The intended audience (specific):**

The Food and Drug Administration.

**3. Your position as a writer (specify):**

An opponent of banning antibiotic use in meat-producing animals.

**4. The preliminary claim, thesis sentence, or opening**

**Hypothesis:**

Antibiotic use in livestock production should not be banned because such antibiotics contribute to the overall well-being of consumers of products produced from animals treated with antibiotics.

**5. Suggested title of your essay:**

Antibiotic Use in Livestock Production: Essential for Consumer Health



Research  
April 1, 2016  
Essay 2

**Antibiotic Use in Livestock Production: Essential for Consumer Health**

Since the October 15, 2015 announcement that Subway would begin to transition to serving only animal proteins that have never received antibiotics, therapeutic medicines that control and destroy microorganisms that inhabit animals (qtd. in "Antibiotic Use"), both opponents and proponents of antibiotic use in livestock production have chosen to take a side on the healthiness of antibiotic use in livestock production (qtd. in "SUBWAY®"). On the one hand, opponents of the banning of antibiotic use in livestock production, a critical tool for the prevention, control, and treatment of diseases in animals later processed for consumer consumption (qtd. in "Animal"), claim that antibiotic use in livestock production protects consumers' health, improves product quality, and saves consumers money. On the other hand, proponents of the banning of antibiotic use in livestock production claim that the antibiotics used to treat livestock negatively affect consumers' health and harm the environment. Although proponents of the banning of antibiotic use in livestock production do make valid points, antibiotic use in livestock production contributes to the overall well-being of

the consumer. In 2010, Dr. Guy Loneragan, an epidemiologist and associate professor at West Texas A&M University, stated: "Prompt and judicious use of efficacious antibiotics is critical for the successful treatment and, at times, control of specific bacterial diseases in cattle. Certain FDA-approved antibiotics also enable us to significantly improve the efficiency of beef production. Maintaining access to FDA-approved safe and effective technologies, including animal health products, helps ensure both the health and resource efficiency of U.S. herds and flocks" (qtd. in Bottemiller). Antibiotic use in livestock production should not be banned because such antibiotics contribute to the overall well-being of consumers of products produced from animals treated with antibiotics.

In order to explore the controversy of antibiotic use in livestock production, we interviewed Gary Whitebread, a large-animal veterinarian at the Mount Carroll Veterinary Clinic located in Mount Carroll, Illinois. Gary Whitebread earned a Bachelor of Biochemistry degree, a Bachelor of Animal Science degree, and a Doctor of Veterinary Medicine degree from the University of Illinois located in Champaign, Illinois. Mr. Whitebread has spent the last forty years practicing veterinary medicine and has been employed by the Mount Carroll Veterinary Clinic for the previous thirty-five years.

**Q: Why should antibiotic use in livestock production not be banned?**

**A:** Because of the benefits that antibiotic use in livestock production provides, the Food and Drug Administration should not ban the use of antibiotic use in livestock production. Antibiotics contribute to the well-being of consumers in many ways. Antibiotic use in livestock production allows producers to treat their animals safely while protecting the products that food-producing animals treated with antibiotics yield.

**Q: How do antibiotics being used in livestock contribute to the well-being of consumers?**

**A:** Antibiotics contribute to the overall well-being of consumers by ensuring that the products yielded from animals lack serious diseases and illnesses. Animals that receive antibiotics to combat illnesses tend to be healthier than sickly animals that lack antibiotic treatment. Consumers may feel at ease when consuming products from animals that were treated with antibiotics.

**Q: How do antibiotics improve the quality of products produced from livestock treated with antibiotics?**

**A:** In order to combat a disease or illness in an animal, some producers request veterinarians to administer antibiotics to sickly animals so that the animals can regain optimal health.

When producers allow animals to heal naturally, the animals put all of their energy and resources towards healing their bodies rather than concentrating on basic needs such as staying hydrated and fulfilling their appetites. Animals treated with antibiotics return to concentrating on basic needs, allowing their bodies to produce a product of better quality due to the lack of stress being placed on their bodies to repair the damage the disease has done.

**Q: How does antibiotic use in livestock production allow consumers to save money?**

**A:** Because antibiotics heal sickly animals, the use of antibiotics in livestock production allows producers to fulfill the demand for livestock products. Without the use of such antibiotics, most ailing animals would suffer and perish. Soon, a food shortage would occur due to the lack of healthy livestock. As a result, the price of products generated from livestock would increase significantly. By enabling producers to use antibiotics to keep livestock healthy, the FDA helps consumers potentially save hundreds of dollars annually or around \$1.10 for every product purchased that an animal that received antibiotics produced.

**Q: According to the Centers for Disease Control and Prevention, more than 2 million consumers become sick due to antibiotic-**

resistant infections (qtd. in U.S. Department of Human and Health Services). How do antibiotics found in livestock products contribute to the antibiotic-resistant infections of these United States consumers?

**A:** To my knowledge, no actual studies exist that prove that antibiotics used in livestock production contribute to human resistance of antibiotics. Because antibiotics used in livestock undergo a series of tests by the Food and Drug Administration, these antibiotics used to treat livestock have been proven to comply with government laws created to protect human and animal health. Additionally, the Food and Drug Administration enforces a meat-and-milk withholding period, the minimum amount of time before the sale of an animal that has been treated with antibiotics, to ensure that consumers do not ingest animal products laced with antibiotics. Thus, any antibiotic resistance found in human patients most likely originates from antibiotics administered from medical practices, such as hospitals.

**Q:** According to a 2002 study conducted by the Concentrated Animal Feeding Operation, 33 percent of ground water samples were contaminated due to antibiotics found in livestock production (qtd. in Starmer). How do antibiotics harm the environment?



**A:** In my experience, antibiotics used in livestock production do not affect the environment negatively. Small strains of the antibiotics used in livestock production may be excreted in the wastes of the animals that were treated with such antibiotics; however, no studies prove a connection between antibiotic waste from livestock and the deteriorating state of the environment.

*Because of this interview with Mr. Whitebread, we explored the controversy of antibiotic use in livestock production and the benefits such antibiotics provide to consumers. With an increasing number of consumers becoming concerned about the source and quality of their food, educating consumers about antibiotic use in livestock production will soon become essential for supporters of antibiotic use in livestock production. Our interview with Mr. Whitebread confirmed our side of the claim that antibiotics in livestock production should not be banned. Antibiotics in livestock production protects consumer's health, improves product quality, and saves consumers money. Antibiotics used in livestock production contribute to the overall well-being of consumers; therefore, such antibiotic use should not be banned.*

Works Cited

"Animal Antibiotics." *Animal Health Institute*. 23 Jan. 2016.

Web. 24 March 2016.

"Antibiotic Use in Livestock Production: Ensuring Meat Safety."

*American Meat Institute*. Feb. 2010. Web. 1 April 2016.

Bottemiller, Helena. "Meat Industry Defends Antibiotic Use."

*Food Safety News*. 25 Feb. 2010. Web. 25 March 2016.

"SUBWAY® Restaurants Elevates Current Antibiotic-Free Policy,

U.S. Restaurants Will Only Serve Animal Proteins That Have

Never Been Treated With Antibiotics." *Subway*. 20 Oct. 2015.

Web. 24 March 2016.

U.S. Department of Human and Health Services. "Antibiotic

Resistance Threats." *Centers for Disease Control*. 23 April

2013. Web. 24 March 2016.

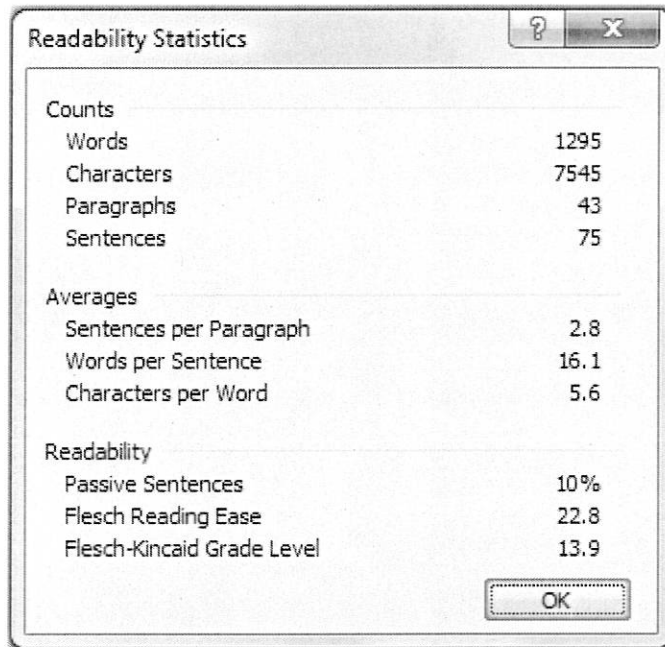
Starmer, Elanor. "Environmental and Health Problems in Livestock

Production: Pollution in the Food System." *Agribusiness*

*Accountability Initiative*. 23 Jan. 2006. Web. 31 March

2016.

Whitebread, Gary. Personal Interview. 24 March 2016.



A dialog box titled "Readability Statistics" with a question mark icon and a close button (X) in the top right corner. The dialog box contains three sections: "Counts", "Averages", and "Readability", each with a horizontal line separator. The "Counts" section lists Words (1295), Characters (7545), Paragraphs (43), and Sentences (75). The "Averages" section lists Sentences per Paragraph (2.8), Words per Sentence (16.1), and Characters per Word (5.6). The "Readability" section lists Passive Sentences (10%), Flesch Reading Ease (22.8), and Flesch-Kincaid Grade Level (13.9). An "OK" button is located at the bottom right of the dialog box.

| Counts                     |      |
|----------------------------|------|
| Words                      | 1295 |
| Characters                 | 7545 |
| Paragraphs                 | 43   |
| Sentences                  | 75   |
| Averages                   |      |
| Sentences per Paragraph    | 2.8  |
| Words per Sentence         | 16.1 |
| Characters per Word        | 5.6  |
| Readability                |      |
| Passive Sentences          | 10%  |
| Flesch Reading Ease        | 22.8 |
| Flesch-Kincaid Grade Level | 13.9 |

OK



SAMPLE 2

PEARL CITY SCHOOLS  
WRITING & COMPOSITION  
ESSAY PROPOSAL SHEET

Name: 

**1- Purpose of essay (describe, narrate, analyze, inform, argue, persuade):**

To persuade the Illinois State Legislature that same-sex marriage should not be legally recognized

**2- The intended audience (specify):**

Illinois State Legislature

**3- Your position as a writer (use a noun to name yourself):**

Opponent of the legalization of same-sex marriage

**4- The preliminary claim, thesis, or opening hypothesis:**

Same-sex marriage should not be legally recognized because recognizing such a marriage would weaken the respect for the institution of marriage.

**5- Suggested title of your essay (two-part title recommended):**

Legalizing Same-sex Marriage: Damaging to Society

Legalizing Same-sex Marriage: Damaging to Society

By



Mr. Kostallari

English 4

13 April 2012



## Outline

- I. Introduction to the controversy of the legalization of same-sex marriage
  - A. Identification of the controversy of the legalization of same-sex marriage
  - B. Summary of the two sides in the controversy of the legalization of same-sex marriage
    1. Opposition to the legalization of same-sex marriage
    2. Support for the legalization of same-sex marriage
  - C. Definition of key terms in the controversy of the legalization of same-sex marriage
    1. Marriage
    2. Homosexuality
    3. Heterosexuality
  - D. Concessions on the controversy of the legalization of same-sex marriage
  - E. Direct quotes on the controversy of the legalization of same-sex marriage
  - F. Background of the controversy of the legalization of same-sex marriage
  - G. Thesis: Same-sex marriage should not be legally recognized because recognizing such a marriage would weaken the respect for the institution of marriage.

II. Analysis of the controversy of the legalization of same-sex marriage

A. Opposition to the legalization of same-sex marriages

1. The shifting definition of marriage
2. The weakening of traditional family values
3. Impact on public education

B. Support for legalization of same-sex marriages

1. Protection of rights by the United States Constitution
2. Adoption of children

C. Rebuttal to the support for legalization of same-sex marriages

1. Rebuttal to the argument of the protection of rights by the United States Constitution
2. Rebuttal to the argument of the adoption of children argument

III. Conclusion to the controversy of legalization of same-sex marriage

A. Re-statement of position

B. Re-statement of reasons

## Legalizing Same-sex Marriage: Damaging to Society

The legalization of same-sex marriage has been disputed in America for decades. Although the United States Constitution protects the rights of individuals to engage in private sexual and romantic relationships with another adult of their choosing free from criminalization, marital recognition of those consenting relationships exists only in an evolving and devolving patchwork of state-specific laws across the country. The current national debate on gay marriage was sparked by the ruling of the Supreme Court of Hawaii in *Baer v. Lewin* on May 5, 1993 that the state could not ban same-sex marriage without "a compelling reason" to do so (qtd. in "Gay"). The case was sent back to a lower court, but voters approved a constitutional amendment to ban same-sex marriage before the courts settled the issue. Although gay marriage was never performed in Hawaii, the issue gained attention and prompted over forty states to pass the Defense of Marriage Act<sup>1</sup> (DOMA) that defined marriage as a legal union between one man and one woman. The DOMA statute ensured that no state would be forced to recognize gay marriages performed in other states and prevented same-sex couples from receiving federal protections and benefits given to married heterosexual couples. On July 1, 2000, Vermont became the first state in the United States to institute civil unions, giving

same-sex couples the same rights as heterosexual married couples without identifying the relationship as a marriage, a legally recognized relationship, established by a civil or religious ceremony, between two people who intend to live together as sexual and domestic partners (qtd. in "Gay"). As of July 2010, six jurisdictions have recognized marriage between individuals of the same sex: Connecticut, Iowa, Massachusetts, New Hampshire, Vermont, and the District of Columbia. Nine states have recognized domestic unions or civil partnerships in some form, seven states have recognized out of state marriages between same-sex couples, and twenty-nine states have constitutional amendments either banning marriage between individuals of the same sex or empowering the legislature to do so (qtd. in Fetter-Harrott 241). On July 19, 2011, the Obama administration announced that it will support a bill to repeal DOMA, the federal law that defines marriage as a legal union between a man and woman, over concerns that DOMA violates the equal protection component of the Fifth Amendment<sup>2</sup> (qtd. in "Gay"). Undoubtedly, as judicial and political challenges intensify, the vitality of governmental recognition of same sex marriage will likely continue to change in coming years (qtd. in Fetter-Harrott 241-2). Due to these facts, the argument on the legalization of same-sex marriage has become a growing debate. On the one hand, opponents of the legalization of same-sex

marriage claim that allowing gay couples to marry will radically redefine the definition of marriage. At the same time, supporters of the legalization of same-sex marriage argue that gay marriage is protected by the Constitution's commitments to liberty and equality. While supporters of same-sex marriage make good points, the Constitution already provides equal rights to homosexuals, those sexually attracted to members of the same sex (qtd. in McGreevey 248), as it provides to heterosexuals, those sexually attracted to members of the opposite sex (qtd. in McGreevey 287). Indiana Senator Daniel Coats shared his opinion on same-sex marriage, saying, "The definition of marriage is not created by politicians and judges, and it cannot be changed by them ... It is the union of one man and one woman. This fact can be respected, or it can be resented, but it cannot be altered" (qtd. in Walen 158). Same-sex marriage should not be legally recognized because recognizing such a marriage would weaken the respect for the institution of marriage.

First of all, same-sex marriage should not be legally recognized because the institution of marriage has traditionally been defined as a union between a man and a woman, and allowing gay couples to marry will radically redefine the institution of marriage. Marriage among a man and a woman is the foundation of a healthy society, and permitting same-sex marriage will further weaken the institution of marriage at a time when the

institution is already in deep trouble due to high divorce rates and the significant number of out-of-wedlock births (qtd. in "Gay"). In the October 15, 1971 decision *Baker v. Nelson*<sup>3</sup>, the Supreme Court of Minnesota found that "The institution of marriage as a union of man and woman, uniquely involving the procreation and rearing of children within a family, is as old as the book of Genesis" (qtd. in "Gay"). Granting gay couples the right to marry will ultimately lead to granting people in polygamous and other nontraditional relationships the right to marry as well (qtd. in Masci). The Supreme Court called marriage "the most important relation in life ... having more to do with the morals and civilization of a people than any other institution." The Court described marriage as an "association that promotes a way of life, a harmony in living, and a bilateral loyalty" (qtd. in Wilkins 178). Homosexual relationships have nothing to do with procreation; Permitting gay marriage would only further shift the purpose of marriage from producing and raising children to adult gratification (qtd. in "Gay"). The Supreme Court additionally noted in *Skinner v. Oklahoma*<sup>4</sup> that, "Marriage and procreation are fundamental to the very existence and survival of the race." The Court placed the "decision to marry" on "the same level of importance as decisions relating to procreation, childbirth, child rearing, and family relationships" precisely because "if the right to



procreate means anything at all, it must imply some right to enter the marital relationship." Traditional marriage furthers society's profound interest in the only sexual relationship with biological potential for reproduction (qtd. in Wilkins 179).

Furthermore, same-sex marriage should not be legally recognized because such a marriage would weaken traditional family values. Heterosexual marriage leads to stable families and, ultimately, to children who grow up to be productive adults (qtd. in "Gay"). The legalization of same-sex marriage would result in homosexual parenting, constituting a significant shift in the legal and social assumptions as well as the legal model of parenting; the legalization of same-sex marriage would establish profound alteration in the structure of marriage and the family (qtd. in Wardle, "Homosexual Parenting" 183). Texas Senator Phil Gramm stated that,

The traditional family has stood for five thousand years ... In every major religion in history, from the early Greek myths of the 'Iliad' and the 'Odyssey' to the oldest writings of the Bible to the oldest teachings of civilization, governments have recognized the traditional family as the foundation of prosperity and happiness ... Are we so wise today that we are ready to reject five thousand years of recorded history? (qtd. in Walen 158)

Additionally, same-sex marriage should not be legally recognized because such a marriage would impact public education. Because public schools provide most children with their first and most enduring experience with government,

schools are a place where culture is made and remade. The legalization of gay marriage would require schools to "teach gay marriage," even to very young students (qtd. in Fetter-Harrott 245). Events caused by the legalization of same-sex marriage in Massachusetts led to the significant federal court decisions in *Parker v. Hurley*<sup>5</sup>, in which case books designed to teach acceptance of same-sex relationships and families were given or read to kindergarten and first-grade children in a Massachusetts elementary school, with no prior notice given to parents to withdraw their children before the instruction, exposure, or event. The school district was unapologetic and uncompromising in the stand that the school had the right to expose children to such ideas and instruction without concern for and regardless of family values or parental objection. Asserting claims under the state education law and under federal constitutional law, the parents of the students sued the Massachusetts school. However, finding the law did not apply because the material was not really sex-ed material, the federal court rejected the claims on both grounds. The federal court concluded, rather, that "both books were part of the Lexington school system's effort to educate students to understand and respect gays, lesbians, and the families they sometimes form in Massachusetts, which recognizes same-sex marriage" (qtd. in Wardle, "Impacts" 599-600). Moreover, because of expressions of views not accepting

same-sex relationships, teachers as well as students have encountered discrimination. In 2008, California Professor June Sheldon was fired from her position at San Jose City College for noting in a Human Heredity class she taught that some research had found a correlation between maternal stress during pregnancy and later homosexual behavior (qtd. in Wardle, "Impacts" 609).

On the other hand, supporters of the legalization of same-sex marriage argue that gay marriage should be legalized because gay marriage is protected by the United States Constitution's commitments to liberty and equality. The United States Supreme Court declared in 1974's *Cleveland Board of Education v. Lafluer*<sup>6</sup> that the "freedom of personal choice in matters of marriage and family life is one of the liberties protected by the Due Process clause." United States District Judge Vaugh Walker wrote on August 4, 2012 that Proposition 8 in California banning gay marriage was "unconstitutional under both the Due Process and Equal Protection Clauses"<sup>7</sup> (qtd. in "Gay"). Also, in *Lawrence v. Texas*<sup>8</sup>, a Texas law that prohibited sexual acts between same sex couples was declared unconstitutional by the Supreme Court (qtd. in Ashbee 103). Gay and lesbian couples should be treated no differently from their heterosexual counterparts, and these couples should be permitted to marry like everybody else. Beyond wanting to uphold the principle of nondiscrimination and equal treatment, very practical reasons exist behind the fight for

marriage equity. For instance, homosexual couples who have been together for years often find themselves without the basic rights and privileges, from the sharing of health and pension benefits to hospital visitation rights, that are currently enjoyed by heterosexual couples who legally marry (qtd. in Masci). Denying homosexuals the right to marry whom they love is morally unjustifiable. As Representative Patrick Kennedy said,

It is really about a simple question, a question of equal rights. Marriage is a basic right ... Love and commitment are essential pillars of marriage. They are qualities that do not discriminate on account of gender ... Love and commitment can exist between a man and a woman and it can and does exist between men and between women. (qtd. in Walen 156)

Secondly, according to the proponents of the legalization of same-sex marriage, legalizing gay marriage will make it simpler for same-sex couples to adopt children. In the United States, 100,000 children are waiting to be adopted. A longitudinal study published in *Pediatrics* on June 7, 2010 found that children of heterosexual parents in social and academic competence had fewer social problems. Similarly, a July 2010 study found that children of gay fathers were "as well-adjusted as those adopted by heterosexual parents" (qtd. in "Gay"). Where same-sex parents are prohibited from marrying, some same-sex partners raising children are prohibited from becoming legal parents to the children whose upbringing they share. Two-thirds of children being raised in households by same-sex couples live

in areas where one of their parents cannot form a legal relationship with these children due to marriage or adoption inequalities. Children denied the rights to a legal relationship with one of their parents are also denied the security that comes with that relationship, including the right of support after parental separation, benefiting from employer-provided health benefits, survivor benefits, and others (qtd. in Fetter-Harrott 260). Recognition of same-sex marital relationships between adults caring for school children might very well bring those children increased certainty and security.

While supporters of the legalization of same-sex marriage make valid points, marriage is not a right. Society can choose to endorse certain types of sexual arrangements and give support in the form of benefits to these arrangements. Marriage was created to allow society to support heterosexual couples in procreation, and society can choose not to give the same benefits to same-sex couples (qtd. in "Gay"). During the May 15, 1996 hearings of the House Judiciary Committee on the Defense of Marriage Act, Representative Bob Inglis objected to gay rights activists comparing the fight for marriage equality with the African American civil rights movement. Inglis argued, "The fact is, that it is not a choice to be African American, but it is obviously a choice to be homosexual" (qtd. in "Gay"). Barring same-sex marriage should not be considered unconstitutional

because any laws barring such an institution would be further enforcing morals extensively held by society; objecting to the argument that laws prohibiting same-sex marriage reflect an unconstitutional moral judgment, Justice Edward D. White stated, "Any and all legal schemes enforce some moral code. The law is constantly based on notions of morality, and if all laws representing essentially moral choices are to be invalidated, the courts would be very busy indeed" (qtd. in Wilkins 176). Constitutional decision-making, above all other forms of judicial decision making, must be grounded on both principle and reason. Constitutional law must take cognizance of the biologically obvious distinction that the institution of marriage furthers the very survival of society. When it comes to the constitutional definition of marriage, the undeniable and well-grounded principle that has guided mankind for generations is straightforward: the fundamental difference between procreative sexuality and nonprocreative sexuality is noticeable (qtd. in Wilkins 180).

Also, though legalizing gay marriage will make it easier for same-sex couples to adopt children, this legalization would correspondingly lead to more children being raised in same-sex households, which are not an optimum environment for raising children because children need both a mother and a father. Nearly one-quarter of same-sex couples in America are raising a

child. One-sixth of gay men have fathered or adopted a child, and more than one-third of lesbians have given birth to a child (qtd. in Fetter-Harrott 242). Because gender-linked differences appear in child-rearing skills, men and women contribute different strengths and attributes to the development of their children. Fathers, as well as mothers, are extremely important for child development. Parents are essential as role models for their children of the same gender because children learn to be adults by watching adults. While children are generally more compliant with the parent of the same sex, the importance of the opposite-gendered parent for the complete emotional and social development of the child is now recognized as well. Boys and girls build their notions of their sex roles from experience with both sexes. The loss of cross-gender parenting may have severe emotional consequences for the child. Children raised by both single-parent families and same-sex couples face challenges in development due to the absence of obtaining experiences with adults from both genders. For example, the absence of a father in the home may result in a daughter having trouble relating to men throughout her adult life (qtd. in Wardle, "Homosexual Parenting" 189). Both theory and empirical studies indicate the potential that disproportionate percentages of children raised by homosexual parents will develop homosexual interest and behaviors (qtd. in Wardle, "Homosexual Parenting" 186). Girls



who are raised apart from their fathers are reportedly at higher risk for early sexual activity and teenage pregnancy. Children without a mother are deprived of the emotional security and unique advice that mothers provide. An April 2001 study published in American Sociological Review suggested that children with lesbian or gay parents are more likely to engage in homosexual behavior (qtd. in Masci). In the 1997 book Growing Up in a Lesbian Family: Effects on Child Development, Fiona Tasker, Professor of Psychological Sciences at the University of Wales, observed that 25 percent of young adults raised by lesbian mothers had engaged in a homoerotic relationship, compared to zero percent of sampled young adults raised by heterosexual mothers (qtd. in "Gay"). A girl in a lesbian home could be more vulnerable to developing homosexual attraction because of an increased awareness of herself in relation to other women and a sensitivity to environmental prejudices such as "the daughter of a gay woman could be gay herself." Additionally, the effect of an additional exposure to the lesbian subculture might promote internalized permission for homosexual behavior. In a study of New York children reared by lesbian mothers, it was found that three of thirteen lesbian mothers stated that they preferred for their daughters to become homosexual, compared to none of the fifteen heterosexual single mothers, and all of the heterosexual mothers hoped their

children would marry and have children, but only nine of the thirteen lesbian mothers wanted their children to have children. This study suggests that homosexual parenting may have some effect upon children in relation to the whole constellation of developmental issues surrounding their own sexuality (qtd. in Wardle, "Homosexual Parenting" 186).

To conclude, same-sex marriage should not be legally recognized. The legalization of same-sex marriage would result in a shifting purpose of marriage, a weakening of traditional family values, and a shifting public education system.

## Notes

<sup>1</sup> DOMA is a federal law that denies federal recognition of same-sex marriages and authorizes states to refuse to recognize same-sex marriages licensed in other states. DOMA was passed out of the fear that a lawsuit in Hawaii would force that state to recognize same-sex marriages. Under the Constitution, states are expected to recognize the public acts, records, and judicial proceedings of every other state. Therefore, Congress was alarmed at the prospect of a gay or lesbian couple being married in Hawaii and then going to another state and expecting that state to recognize them as legally married. In addition, Congress did not want to grant same-sex couples the same federal benefits that are given to heterosexual couples who are legally married (qtd. in Ashbee 104).

<sup>2</sup> "No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall any individual be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property,

without due process of law; nor shall private property be taken for public use, without just compensation" (qtd. in Ashbee 106).

<sup>3</sup> On May 18, 1970, Jack Baker and Mike McConnell became the first homosexual couple to apply for a marriage license in the United States. Their application was turned down by the local clerk for the sole reason that both applicants were men. The couple brought their case to the Minnesota Supreme Court, which became the first court in America to consider a Fourteenth Amendment challenge to a statute prohibiting same-sex marriage. In a decision spanning scarcely five pages, the court dismissed the claim, relying primarily on terse citations to the dictionary definition of marriage and the biblical book of Genesis (qtd. in "Gay").

<sup>4</sup> Oklahoma's Habitual Criminal Sterilization Act, which defined a "habitual criminal" as a person convicted two or more times for "felonies involving moral turpitude" in any court of law, provided for the sexual sterilization of such a person upon the completion of a proceeding instituted by the Attorney General. After a trial, if the person is indeed found to be a habitual criminal, they would be sterilized. In 1936, the Attorney General started proceedings against someone who challenged the Act as unconstitutional under the Fourteenth Amendment. In a unanimous decision, the Supreme Court found on June 1, 1942, that the Oklahoma law providing for involuntary

sterilization violated the Equal Protection Clause of the Fourteenth Amendment (qtd. in Wilkins 180).

<sup>5</sup> A federal district court in Massachusetts held against parents who objected to a pro-homosexual curriculum. This case was affirmed on appeal by the First Circuit, which held that there was no claim of extreme indoctrination that might constitute a form of coercion. The appellate court ruled that occasional exposure to material offensive to parents' religious belief did not prevent the parents from instructing the child differently. The district court held that parents do have a fundamental right to raise their children and that the parents are not required to abandon that responsibility to the state. Families may send their children to a private school that does not seek to foster understandings of homosexuality or same-sex marriage that conflict with their religious beliefs. The families may also educate their children at home. In addition, the plaintiffs may attempt to persuade others to join them in electing a Lexington School Committee that will implement a curriculum that is more compatible with their beliefs. However, the families have chosen to send their children to the Lexington public schools with its current curriculum. The Constitution does not permit the parents of these children to prescribe what those children will be taught (qtd. in Wardle, "Impacts" 599).

<sup>6</sup> Pregnant public school teachers challenged the constitutionality of mandatory maternity leave rules of the Cleveland, Ohio and Chesterfield County, Virginia School Boards. The Cleveland rule requires a pregnant school teacher to take unpaid maternity leave five months before the expected childbirth, with leave application to be made at least two weeks before her departure. Eligibility to return to work is not accorded until the next regular semester after her child is three months old. The Chesterfield County rule requires the teacher to leave work at least four months and to give notice at least six months before the anticipated childbirth. Reemployment is guaranteed no later than the first day of the school year after the date she is declared re-eligible. Both schemes require a physician's certificate of physical fitness prior to the teacher's return. Each Court of Appeals reversed the court below, one holding the Chesterfield County maternity leave rule constitutional, the other holding the Cleveland rule unconstitutional. It was held that the mandatory termination provisions of both maternity rules violate the Due Process Clause of the Fourteenth Amendment (qtd. in Fetter-Harrot 241).

<sup>7</sup> No state shall "deny to any person within its jurisdiction the equal protection of the laws" (qtd. in Ashbee 105).

<sup>8</sup> In response to a reported weapons disturbance, Houston police were dispatched to Lawrence's apartment, where the

officers found Lawrence and Garner engaged in a sexual act. Lawrence and Garner were charged and convicted under Texas law of "deviate sexual intercourse, namely anal sex, with a member of the same sex." Lawrence and Garner challenged the statute as a violation of the Equal Protection Clause of the Fourteenth Amendment. The Court of Appeals considered the defendants' federal constitutional arguments under both the Equal Protection and Due Process Clauses of the Fourteenth Amendment. The Supreme Court voted to strike down the Texas law, holding that the law violated due process guarantees and found that the law also violated equal protection guarantees. This ruling invalidated sodomy laws in the thirteen other states where the laws still existed, thereby making same-sex sexual activity legal in every U.S. state and territory. The court overturned its previous ruling on the same issue in the 1986 case *Bowers v. Hardwick*, where it upheld a challenged Georgia statute and did not find a constitutional protection of sexual privacy (qtd. in Ashbee 101).



## Annotated Bibliography

Ashbee, Edward. "Polygamory, Social Conservatism and the Same-Sex Marriage Debate in the US." Politics 27.2 (2007): 101-7. The arguments against same-sex marriage used by the Christian right and other social conservatives in the United States have shifted in character. Drawing upon the work of Stanley Kurtz, research fellow at the Hoover Institute in Stanford, California, opponents of same-sex marriage have increasingly suggested that same-sex marriage will necessarily lead to the legal recognition of polygamous and polyamorous relationships. From this perspective, the Supreme Court's ruling in *Lawrence v. Texas* had, by expanding notions of 'sexual liberty', paved the way for the legalization and recognition of all consenting adult relationships. The article suggests that the Christian right's increased use of consequential arguments rather than claims structured around biblical authority or opposition to homosexuality as such is a form of adaptation to long-term shifts in the character of United States popular attitudes.

Fetter-Harrott, Allison. "Recognition of Same-Sex Marriage and Public Schools: Implications, Challenges, and Opportunities." Brigham Young University Education & Law Journal 2 (2011): 237-62. This article discusses the legal

perspective of the impact of governmental recognition of same-sex marriage on public schools. The prevailing issues that affect same-sex marriage and public schools include whether the recognition of same-sex marriage would require a curricular change in public schools, whether parents have the authority to challenge curricular changes relating to same-sex marriage, and whether the denial of same-sex couples of the right to marry has an influence on parenting rights.

"Gay Marriage." ProCon. 13 Mar. 2012. 17 Mar. 2012. <<http://gaymarriage.procon.org/>>. The increased visibility of the gay community has prompted a well publicized backlash by opponents of gay-rights. In this article the background of the same-sex marriage controversy is given, beginning in June 1969 when the Stonewall Riots occurred during the gay rights movement. Since the gay rights movement, many states have legalized gay marriage, and many other states have banned gay marriage. This article presents facts, studies, and statements on questions related to whether same-sex marriage should be legalized or banned.

Masci, David. "An Overview of the Same-Sex Marriage Debate." The Pew Forum on Religion & Public Life. 21 Nov. 2008. 17 Mar. 2012. <<http://www.pewforum.org/Gay-Marriage-and>

Homosexuality/An-Overview-of-the-Same-Sex-Marriage-  
Debate.aspx>. This article addresses the nationwide debate ignited by the Massachusetts Supreme Judicial Court in 2003 when the court ruled that the state must allow gay and lesbian couples to marry. The views that have been taken on this controversy by Americans across the nation are given in this article. Supporters of same-sex marriage share the opinion that gay and lesbian couples should be treated no differently from their heterosexual counterparts and that same-sex couples should be allowed to marry like anyone else. However, the social conservatives and others who oppose same-sex unions assert the view that marriage between a man and a woman is the bedrock of a healthy society because marriage between a man and a woman leads to stable families and, ultimately, to children who grow up to become productive adults. Background is also given on the *Goodridge v. Massachusetts Department of Public Health* case, when the legislature was required to pass a law granting full marriage rights to same-sex couples. While it is hard to know who will win the next round in the battle over same sex marriage, it is safe to assume that the issue will remain part of the nation's legal and political landscape for years to come.

McGreevey, Dina Matos. Silent Partner: A Memoir of My Marriage.

New York: Hyperion, 2007. This book is a memoir written about the experiences of Dina Matos McGreevey, the ex-wife of the former Governor of New Jersey. Jim McGreevey, the former Governor of New Jersey, admitted to being a "gay American" as he left office in 2004. Dina writes this memoir eight months after her estranged husband released his version of events called "The Confession." Dina has denied knowing that her estranged husband was gay before or during their marriage. Dina writes about the bitter divorce battle with her husband and the difficulties and struggles that were caused by Jim McGreevey admitting to be gay.

Walen, Alec "Society Should Allow Same-Sex Marriage." Homosexuality. Ed. Helen Conthran. San Diego: Greenhaven, 2003. 156-64. In this chapter conservatives who want to keep gays and lesbians from legally marrying make fallacious arguments based on selective interpretations of the Bible and erroneous facts. By instituting the moral beliefs of this faction, the United States has failed to honor its commitment to protect the basic rights and liberties of all citizens.

Wardle, Lynn D. "Homosexual Parenting Should Not Be Legally Sanctioned." Homosexuality. Ed. Helen Cothran. San Diego: Greenhaven, 2003. 183-91. In this chapter Wardle writes

about how the children of homosexuals are more likely to be homosexual themselves, experience sexual identity problems, and report feeling angry and confused. The article also states that society should not legalize homosexual parenting because it is wrong to put the sexual self-gratification of adults before the needs of children.

---. "The Impacts on Education of Legalizing Same-Sex Marriage and Lessons from Abortion Jurisprudence." Brigham Young University Education & Law Journal 2 (2011): 593-609. This article discusses the impact of the legalization of same-sex marriage or marriage-equivalent civil unions on education, particularly public education, as well as the educational curriculum and rights of students, administration, employees, and parents. According to the author, due to same-sex marriage changing the meaning of marriage, an elementary legal analysis will show a need to change not only education laws and policies but also the curriculum on marriage, family life, and marital sexuality.

Wilkins, Richard G. "Society Should Not Allow Same-Sex Marriage." Homosexuality. Ed. Helen Cothran. San Diego: Greenhaven, 2003. 175-82. In this article Wilkins shares his opinion about how sanctioning marriage between one man and one woman is the best way to encourage procreation, which a nation needs to survive. Since preserving the

nation takes precedence over all other governmental concerns, banning same-sex marriage, which does not result in procreation, is legally justified.

# Transitional Words and Phrases

## Addition:

- furthermore
- also
- in addition
- further
- besides
- and, or, nor
- moreover
- too
- in the second place
- again
- even more
- next
- last, lastly
- finally
- first, second, secondly, etc.

## Time:

- while
- after
- when
- meanwhile
- during
- next
- then
- so far
- immediately
- later, earlier
- soon
- sometimes
- afterwards
- following
- at length
- this time
- never, always
- whenever
- in the meantime
- now, until now
- once
- simultaneously
- subsequently

## Place:

- here
- there
- nearby
- beyond
- wherever
- opposite to



soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion

**Diversion:**  
by the way, incidentally

**Illustration:**  
for example, for instance, for one thing

**Similarity:**  
likewise, similar, moreover

**Direction:**  
here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance

For more information, please see:

*The Gregg Reference Manual*  
*The Brief English Handbook*  
*The Least You Should Know About English*

[Return to Writing Strategies Menu](#)

---

[Return to Study Guides Index](#)

<http://www.iss.stthomas.edu/studyguides>

Site maintained by [Joe Landsberger](#)  
University of St. Thomas' [ISS-Learning Center](#)



Number ; update 04/07/99

- adjacent to
- neighboring on
- above, below

## Exemplification or Illustration:

- to illustrate
- to demonstrate
- specifically
- for instance
- as an illustration
- e.g., (for example)
- for example

## Comparison:

- in the same way
- by the same token
- similarly
- in like manner
- likewise
- in similar fashion

## Contrast:

- yet
- and yet
- nevertheless
- nonetheless
- after all
- at the same time
- but
- however
- though
- otherwise
- on the contrary
- in contrast
- notwithstanding
- on the other hand

## Clarification:

- that is to say
- in other words
- to explain
- i.e., (that is)
- to clarify
- to rephrase it
- to put it another way

## Cause:

- because
- on account of
- since
- for that reason

## Effect:

- therefore
- thus
- consequently
- hence
- accordingly
- as a result

## Purpose:

- in order that
- to that end
- to this end
- so that
- for this purpose

## Qualification:

- almost
- perhaps
- never
- nearly
- maybe
- always
- probably
- although
- frequently

## Intensification:

- indeed
- undoubtedly
- doubtedly
- to repeat
- in fact
- certainly
- by all means
- surely
- without doubt
- of course
- in fact
- yes, no

## Conclusion:

- in conclusion
- to conclude
- finally

Demonstratives act as transitions: this, these, those, that

Pronouns serve as links if they clearly refer to a specific word or phrase: his, her, it, its, they, their, theirs, our, your.

Repetition of key words and phrases link sentences and paragraphs.

**Pearl City Schools  
Writing/Composition**

**ESSAY GRADING COVER SHEET FOR:**

Descriptive\_\_ Narrative\_\_ Expository\_\_ Persuasive/Argumentative\_\_

**STYLISTIC ASPECTS:**

**30 %**

5 = Essay has a clear attention getter, theme/thesis, and plan of development

3 = Essay may be relevant but not well developed, contain irrelevant material, and trail off to a weak ending

1 = Essay begins without a clear purpose and goes astray

WORDING: Higher scores for appropriate, precise diction and clear phrasing. Lower scores for basic vocabulary, word misuse, etc.

|                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
| THEME/THESIS; FOCUS; CLARITY | 1 | 2 | 3 | 4 | 5 |
|------------------------------|---|---|---|---|---|

|                                       |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|
| WORD USE/MISUSE; VOCABULARY; PHRASING | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|---|---|---|---|---|

\_\_\_ Subtotal (Style) x 3 = \_\_\_\_\_

**CONTENT & ORGANIZATION:**

**40 %**

The *content* of the essay should be clear, logical, and appropriate to the theme/thesis. Relevant and sufficient details should be used and examples that support the theme/thesis should be provided. The essay should be written in one unified voice (one speaker or writer).

The *organization* of the paper should be coherent, readable, logically presented, and should flow naturally. Supporting paragraphs should be arranged in a logical order; each paragraph should contain clearly written topic sentences with appropriate details and closings.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| CONTENT: RELEVANCY; LOGIC; CLARITY; VOICE | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ORGANIZATION: ORDER; PARAGRAPH CONSTRUCTION | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

\_\_\_ Subtotal (C & O) x 4 = \_\_\_\_\_

**GRAMMAR & MECHANICS:**

**30 %**

*Sentences:* Pronoun usage/agreement PR; SV agreement; run-ons RO; sentence fragments SF; misplaced or dangling modifiers DM; awkward word/sentence AWK; passive voice PV; lack of parallelism LP.

*Punctuation:* Essays should follow punctuation rules.

*Spelling:* Essays should be proofread BEFORE they are turned in. Since you are using computers, there is no excuse for your submitting essays that contain spelling errors.

*Presentation:* Essays should be neatly typed, following all given guidelines. NO handwritten essays will be accepted. The appearance of your essays should reflect professionalism and caring on your part.

**SENTENCES:**

|    |    |    |    |    |     |    |    |   |   |   |   |   |
|----|----|----|----|----|-----|----|----|---|---|---|---|---|
| PR | SV | RO | SF | DM | AWK | PV | LP | 1 | 2 | 3 | 4 | 5 |
|----|----|----|----|----|-----|----|----|---|---|---|---|---|

|                                  |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|
| PUNCTUATION: < , ; ' " ( ) ! ? > | 1 | 2 | 3 | 4 | 5 |
|----------------------------------|---|---|---|---|---|

|           |   |   |   |   |   |
|-----------|---|---|---|---|---|
| SPELLING: | 1 | 2 | 3 | 4 | 5 |
|-----------|---|---|---|---|---|

|                                  |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|
| PRESENTATION: LEGIBILITY; FORMAT | 1 | 2 | 3 | 4 | 5 |
|----------------------------------|---|---|---|---|---|

\_\_\_ Subtotal (Grammar) x 1.5 = \_\_\_\_\_

**TOTAL GRADE/PERCENTAGE:**

\_\_\_\_\_

ADDITIONAL COMMENTS:

