Baxter Springs High School
PEEC Writing Guide

Name: _____

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PEEC Writing
For Technical & Academic Application

Technical & Academic Writing Purposes:

Clarification: Explaining "why?" or "how?"
  EX: Why did Hamlet delay in avenging Claudius's murder?
  EX: Why did the federal government implement Daylight Savings Time?

Enumeration: Listing & explaining multiple ideas, chronologies
  EX: Identify three types of Elizabethan drama and provide examples.
  EX: List three common practices that can improve safety in the shop area.

Definition/ Clarification: Explaining "what it is"
  EX: What is blank verse and how did Shakespeare use it to show class structure
  in the characters of some of his plays?
  EX: Why did the federal government implement Daylight Savings Time?

Comparison: Showing similarities in things
  EX: In what ways are Beowulf and King Arthur alike?
  EX: Are generic medicines a feasible substitute for name brand curatives?

Contrast: Showing differences between two or more things
  EX: How do Oedipus and Jocasta differ in their views on prophecy?
  EX: Would you rather be a teacher or a student?

Argumentative: Establishing a position on a topic
  EX: In Shakespeare's play, *Hamlet*, was Hamlet mad or just obsessed?
  EX: Should our school require students to wear uniforms to school every day?

How It Works

P **P = Point** (topic sentence for each paragraph)
E̲ Given a prompt:
E   • Restate the prompt (paraphrase or turn question into a statement)
C   • Answer the question

Example Prompt: *Why does the Kansas Board of Regents require all college-bound students to take a required curriculum?*
Example Topic Sentence: *The Kansas Board of Regents requires all college-bound students to take a required curriculum **because** students need a well-rounded education.*

P **E = Evidence** (often directly cited or paraphrased from text; tangible, concrete examples)(Could also be
E̲ considered **Example**.
E̲ Identify relevant examples, illustrations
C   • For example:

*The Kansas Board of Regents requires all college-bound students to take a required curriculum because they need a well-rounded education. **For example, students entering a Regents school must have four English credits, three science credits, four math credits, three history credits, two foreign language credits, and a fine arts credit in high school.***

E = Explanation (commentary, inferences, clarification of example)
P Comment, clarify, or draw a connection that helps connect the Evidence to the Point.
   • Shows an existing connection to the evidence.
E   • Clarifies why the example is relevant.
   • Leads the reader toward your deduction.
E̲   • DOES NOT SUMMARIZE THE EVIDENCE.
C   • For example:

*The Kansas Board of Regents requires all college-bound students to take a required curriculum because they need a well-rounded education. For example, students entering a Regents school must have four English credits, three science credits, four math credits, three history credits, two foreign language credits, and a fine arts credit in high school. **Being exposed to the varying content in each of these areas will help them become more well-rounded citizens.***

P **C = Conclusion** (found within the final sentence, a logical, valuable deduction that goes beyond the
E paragraph that uses the examples and explanation to go further.)
   • What conclusion does the example which the writer explained lead to?
E   • This states the thoughts that develop from the rest of the paragraph.
C̲   • The conclusion could be different from writer to writer as long as it is a logical conclusion that can be reached from examination of the examples and explanation.
   • Cause+effect, plan of action, logical prediction based on your examples.
   • For example:

*The Kansas Board of Regents requires all college-bound students to take a required curriculum because they need a well-rounded education. For example, students entering a Regents school must have four English credits, three science credits, four math credits, three history credits, two foreign language credits, and a fine arts credit in high school. Being exposed to the varying content in each of these areas will help them become more well-rounded citizens. **Therefore, students who complete this well-rounded curriculum are better prepared to succeed at the next level of education, while those who choose not to do so may struggle immensely to find success.***

Clarification
(explains how? or why?)

Template

*(Restate the prompt)*_____

because/by *(Briefly answer the prompt.)* _____. For

example, *(directly cited or paraphrased from text or statement of fact(s)*_____

_____. *(Connection, elaboration, explanation of the example)*_____

_____. As a result/ Therefore *(Go beyond what you*

have already stated or draw a conclusion.) _____

_____.

*In some cases, **a response may require more than one evidence/example**. In these cases, the second evidence/example, followed by the explanation or elaboration, will be included prior to the conclusion.

Example of Clarification Literary Response

Prompt: Why did Hamlet delay in avenging Claudius' murder?

Hamlet hesitated to avenge Claudius' murder <u>because</u> he was not certain that the ghost was trustworthy. <u>For example</u>, in Act I Hamlet questioned the ghost's spiritual nature. "Be thou a spirit of health or a goblin damn'd, Bring with thee airs from heaven or blasts from hell, Be thy intents wicked or charitable" (1.4.40-42). Because he is initially unsure that he can trust the ghost's council, he waits too long to exact his revenge. <u>Therefore</u>, Claudius becomes suspicious, devises a plot, and eventually has Hamlet killed.

Example of Clarification Other Content Area Response

Prompt: Why did the federal government implement Daylight Savings Time?

Originally, the U.S. government implemented Daylight Savings Time <u>because</u>, during winters, workers wasted precious fuels. <u>For example,</u> during the winter months, when days are short and nights are long, laborers might work in total darkness until 8:00 in the morning since electricity had not been invented. Craftsmen like Benjamin Franklin, a silversmith, had to burn expensive fuel oils, such as whale oil, to heat their shops and light their workbenches. <u>Therefore</u>, by "falling back" an hour and beginning the day with natural light rather than fuel, Americans saved on energy related expenses.

Enumeration
(simply listing and explaining)

Template

*(Restate the prompt)*_____

because/by *(Briefly answer the prompt - this step is optional in enumeration, but DO NOT list your examples in this sentence.)* _____. First, _____. For example, *(directly cited or paraphrased from text)* _____

_____. *(Connection, elaboration, explanation of the example)*_____

_____. Second, _____

_____. For example, *(directly cited or paraphrased from text)* _____. *(Connection, elaboration, explanation of the example)*_____. Third, _____

_____. For example, *(directly cited or paraphrased from text)* _____. *(Connection, elaboration, explanation of the example)*_____. As a result/ Therefore,__ *(Go beyond what you have already stated or draw a conclusion.)* _____

_____.

Example of Enumeration Literary Response

Prompt: Identify three types of Elizabethan drama and provide examples.

Three genres of drama dominated the stage during the Elizabethan period. The most prevalent type was the tragedy, a story of a hero's self-destruction. <u>A good example</u> of a tragedy is Shakespeare's *Othello*, who let his jealousy and suspicion ruin him. <u>Another type</u> of drama made famous during Elizabeth's reign was the comedy. Comedies, such as *A Midsummer Night's Dream* were lighthearted and ended with a happy resolution. <u>A third dramatic type</u> is the history, a play that chronicles the life of a king or queen. *King Henry VIII*, <u>for example,</u> recounts the life of the monarch for whom the play is named. <u>As a result</u>, audiences continue to see these types of dramas influencing today's modern works.

Example of Enumeration Other Content Area Response

Prompt: List three common practices that can improve safety in the shop area.

Multiple common practices should be used on a daily basis <u>because</u> they greatly improve the safety in the shop area. <u>First,</u> an individual should always wear jeans in the shop area. Doing so will reduce the chances of burns from welders and cutting torches, will avoid snagging loose clothing in machinery, and will provide additional protection from sharp metal edges. <u>A second practice</u> is to always wear eye protection. Eye protection will help a student avoid injury from flying debris and sparks, which are common in the shop area. <u>Finally,</u> a student should never listen to an iPod or other music device in the shop area. Listening to music on such a device makes communication with others in the shop extremely difficult, and this can often lead to accidents. <u>As a result of these practices,</u> a student's experience in the shop can be educational and rewarding rather than dangerous and painful.

Definition
(used <u>with</u> clarification)

Template

*(Restate the prompt)*_____

because/by *(Briefly answer the prompt.)* _____. By

definition, *(quoted, cited, paraphrased definition of the term/concept)* _____

_____. For example, *(directly cited or*

paraphrased from text) _____

_____. *(Connection, elaboration, explanation of the example)*_____

_____. As a result/ Therefore *(Go beyond what you*

have already stated or draw a conclusion.) _____

_____.

<u>Example of Definition Literary Response</u>

Prompt: What is blank verse and how did Shakespeare sometimes use it to show class

structure in the characters in Julius Caesar?

      Shakespeare used blank verse and basic prose structure in Julius Caesar to indicate the

social class of the patricians and plebeians in the play. Blank verse, by definition, is unrhymed

iambic pentameter -- a poetic line consisting of five unstressed/ stressed couplets. For example,

marc Antony, a high-ranking Patrician spoke in iambic rhythm in his words to the Roman mob,

"The evil that men do lives after them; The good is oft interred with their bones" (3.3.45-6). This

almost musical rhythm evokes sophistication and intelligence in Antony. As a result, the reader

recognizes him as a Patrician and a cunning, capable character.

Example of Definition Other Content Area Response

Prompt: What is an iPod, and why is its use beginning to decline?

iPods are seeing a significant decline in use because of the development of alternative devices and services which perform the same functions as well as other significant tasks. By definition, an iPod is a portable music and media player developed and sold by the Apple Company. The device can store and play music, videos, and pictures. One example of another device that has helped lead to the iPod's decline is the newest cellular phone. Nearly every cellular phone produced today has ample storage to hold hundreds of songs, pictures, and videos. Because most individuals already carry their phones, they are less likely to carry a second device that duplicates this function. Another example of advancing technology that makes an iPod obsolete is the recent proliferation of music services that allow access to millions of songs. The user can play these songs without downloading them or using storage space as long as they have network access. As a result of new technologies, fewer people find a need to purchase or carry an iPod, and its use is likely to continue to fall.

Comparison/ Contrast
(shows similarities <u>OR</u> differences/ choices)

Template of Comparison

*(Restate the prompt)*_____

because/by *(Briefly answer the prompt.)* _____. For

example, *(directly cited or paraphrased from text)* _____

_____. *(Connection, elaboration, explanation of the example)*_____

_____. Similarly, _____

_____. As a result/ Therefore *(Go beyond*

what you have already stated or draw a conclusion.) _____

_____.

Template of Contrast

*(Restate the prompt)*_____

because/by *(Briefly answer the prompt.)* _____. For

example, *(directly cited or paraphrased from text)* _____

_____. *(Connection, elaboration, explanation of the example)*_____

_____. However, _____

_____. As a result/ Therefore *(Go beyond*

what you have already stated or draw a conclusion.) _____

_____.

Example of Comparison Literary Response

Prompt: In what ways are Beowulf and King Arthur alike?

Beowulf and King Arthur share some qualities common to legendary leaders because people have always shared some common needs. Beowulf, for example, was a protector of his people who, when he was called, killed Grendel to save Hrothgar and Herot. Additionally, Beowulf was a battle hero. His prowess in warfare was beyond sufficient; he was a true warrior king. Finally, Beowulf suffered a hero's fate as he was ultimately killed in defense of his homeland. Similarly, King arthur gained his legendary status by defending Camelot from invaders. He, like Beowulf, was a battle hero, made famous by wielding Excalibur, his powerful sword. In the end, Arthur died as did Beowulf - on the battlefield at the hands of Mordred. Consequently, because of their common heroic qualities, both characters and their legends have been passed down to audiences for a thousand years or more.

Example of Contrast Literary Response

Prompt: Explain the different views of death in William Cullen Bryant's "Thanatopsis" and James Lowell's "The First Snowfall."

"Thanatopsis" was very different from "The First Snowfall" because of their contrasting views of death. For example, "Thanatopsis" is Greek for "a view of Death." The view of death in this poem is very bright and optimistic. At the beginning of the third stanza, William Cullen Bryant writes, "So live, that thy summons comes to join / The innumerable caravan" which really just says live without worry because the living will eventually join those that have passed away before them. However, the view of death in "The First Snowfall" is far more sad and doleful. In the eighth stanza, James Lowell writes, "The scar that renewed our woe," which refers to the snow that fell on the day of the narrator's first daughter's funeral. The narrator is reminded of his daughter who was "Folded close under deepening snow." Hence, the view of death can be taken in many different ways.

Example of Comparison Other Content Area Response

Prompt: Are generic medicines a feasible substitute for name brand curatives?

Generic medicines often are good substitutes for name brand medications because they do for the patient what more expensive curatives do. For example, many people turn to Extra-Strength Tylenol for relief from headaches and sore muscles because it contains acetaminophen, an effective pain-relieving drug. Similarly, the generic counterpart produced by Kroger contains the same maximum dose of acetaminophen. Quite often, the only difference between the generic and the name brand products is price. Therefore, a person who would like to save money should consider purchasing a generic pharmaceutical product to meet his pain-relief needs.

Example of Contrast Other Content Area Response

Prompt: Would you rather be a teacher or a student?

If I had a choice, I would way rather be a teacher than a student because teachers have all the advantages. For example, teachers' workload is only as tough as they want to make it on themselves; they do not have to give themselves homework. Also, teachers get to roam around the room all through the period, stretching their legs and blowing off steam. The most important thing, though, is that teachers get paid to be in school. Unlike the fortunate teachers, students are subjected to the homework whims of eight different teachers who sometimes pile as much as four hours of homework at night. During class the poor students are stuck in uncomfortable desks without a chance to move about and get comfortable. The worst part is that students do not make a dime for being in school. We put in a forty-hour week and make diddly-squat. Therefore, when I get out of school, I plan on being a teacher.

Argumentative
(establishes a position)

Template of Argumentative

*(Restate the prompt and state your opinion/claim)*_____

_____. For example, *(make a specific point about your*

claim.) _____

_____. *(Give textual evidence as an example and connect to elaborate and*

explain.) _____. However,

(Acknowledge the fact that not everyone agrees with your opinion (opposing viewpoint) and give

*additional textual evidence as further explanation.)*_____. Regardless,

(Come back with a rebuttal, which is one more reason why your opinion is correct. A piece of

textual evidence may be appropriate to show the validity of your opinion.) _____.

In conclusion, *(Make a statement to bring closure to the paragraph.)* _____.

Example of Argumentative Literary Response

Prompt: In Shakespeare's play, *Hamlet*, was Hamlet mad or just obsessed?

After reading *Hamlet*, it is clear that Hamlet was not mad, he was just obsessed and wanted to scare his uncle into confessing that he murdered his father. <u>For example</u>, despite the fact that he was acting extremely crazy, he was able to control himself to get his point across to whomever he was speaking. When speaking to his friend Guildenstern, he says that, "his uncle-father and aunt-mother are deceived," and that he is only "mad north-north-west" (II. ii. 360). This is a clear confession that he is only pretending to be mad. <u>However</u>, his uncle tries to convince everyone that Hamlet is indeed crazy, rather than have anyone believe him when he talks about the murder of his father. <u>Regardless</u> of what the king wants people to believe, Hamlet confesses to his mother in Act III, scene IV, "I essentially am not in madness, but mad in craft." <u>In conclusion</u>, this is proof positive that Hamlet was only feigning madness to confuse the king and scare him into a confession of murder.

Example of Argumentative Other Content Area Response

Prompt: Should our school require students to wear uniforms to school every day?

Our school should not require students to wear uniforms to school every day because it takes away students' freedom to express their personality. <u>For example</u>, school uniforms take away students' freedom to express themselves through the clothing styles that they choose. "A survey of Nevada students revealed that 90% of youth said they didn't like having to wear a uniform at school" (Lake). <u>However</u>, there are some people who see some positive aspects of wearing uniforms. "…54% of students said that having to wear a uniform didn't compromise their identity" (Lake). <u>Regardless</u>, the ACLU of Nevada supports students who say that clothing choices are a crucial form of self-expression. <u>To conclude</u>, our school should not require students to wear uniforms, because it would take away their freedom of self-expression and identity.

Transitions

Addition	again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, moreover, next, second, still, too
Comparison	also, in the same way, likewise, similarly
Contrast	although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet
Emphasis	certainly, indeed, in fact, of course
Example or illustration	after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly
Logical relationship	if, so, therefore, consequently, thus, as a result, for this reason, since
Place or direction	above, below, beyond, farther on, nearby, opposite, close, to the left
Summary	all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize
Time sequence	after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, in continuation, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when

Lab Reports

Although each lab and each course varies, there are some general guidelines to follow in order to produce a professionally completed laboratory report. The following is the general information a good lab report usually includes. Each instructor (at his/her discretion) is at liberty to modify this general guideline to best fit each individual report:

Name and Title
- Your title should be professional and should give the reader a clear indication about the main topic of your laboratory exercise.
- Make sure to include the following
    - Your Name
    - Your partner(s) name(s)
    - Date(s) of Experiment (***not*** *the date your typed your report*)
    - Class name and block number

Objective/Problem- Can be in the form of a question or a statement.
> Make sure you can identify the Independent and Dependent Variable.

Hypothesis- This is a statement that you can test. It **MUST** be testable. (A general rule of thumb is to steer away from subjective statements, which use the words best, prettiest, etc. Generally speaking, those statements are not testable.)

Prediction (if needed)- This is in the form of an if/then statement. The purpose of the prediction is to connect the very general hypothesis with the very specific experiment. Using this step makes the decision about whether you can accept or reject your hypotheses (during your conclusion) more clear.

Materials- List all materials used throughout the course of the experiment. Unless otherwise directed, this list can be bulleted.

Procedure- This is a step by step process of experiment. This could be bulleted or written in paragraph form, but should be specific enough that your experiment can be repeated by someone reading your written procedure. (Details, details…)

Data/Collected Information- This includes written observations, tables/charts, pictures, graphs, etc. Information here should be in an organized structure.

Data Analysis- State what happened during the experiment citing specific data. Within your statement, include the following:
- Answer the questions- ***Is my data reliable? Does my data either support or reject my hypothesis?***
- Show calculations here (if needed)

Conclusion/Inference- Draw conclusions based on your data. During this section you should speak to the following questions (*generally speaking, you should NOT write out the following questions, but should cover the topics in paragraph form*):
- Was my hypothesis supported or rejected (disproven)?
- What were several possible sources of error?
- What are several ways that you could improve the experiment if you had another chance (given the same objective and hypothesis)?
- What did you learn?