Key Features of University Success Writing

UNIQUE PART STRUCTURE

University Success employs a unique three-part structure, providing maximum flexibility and multiple opportunities to customize the flow of content.

Each part is a self-contained module allowing teachers to focus on the highest value skills and content. Parts are aligned around science, technology, engineering, arts, and mathmatic (STEAM) content relevant to mainstream academic areas of study.

Part 1 and Part 2 focus on the fundamental and critical thinking skills most relevant for students preparing for university degrees. Part 3 introduces students to extended practice with the skills. Students work directly with the authentic content created by top professors in their academic fields.
PART 1 AND PART 2

A **Unit Profile** outlines the content.

**Outcomes** aligned with the Global Scale of English (GSE) are clearly stated to ensure student awareness of skills.

**Getting Started** questions explore the content, develop context, and engage students’ prior knowledge.

Why It’s Useful highlights the purpose for the Fundamental Skill or Critical Thinking Skill and supports transfer of skills to mainstream class content.

A **detailed presentation** contextualizes the skill’s value in academic study.

A **Noticing activity** allows students to see the writing process demonstrated in an academic context.

An **online self-assessment** identifies students’ confidence with skills and helps them create personal learning objectives. Professors greet students at the beginning and end of each part providing a preview and a wrap of the content.
Each skill is divided into discreet **Supporting Skills**

Multiple exercises, including authentic university writing assignments, encourage application of the skills and build fundamental and critical thinking skills.

**Exercise 1**

A. Read the practice assignment. Then read a student’s first draft of a paragraph for the assignment and answer the questions that follow.

**Exercise 2**

B. Complete the graphic organizer with the information you highlighted in the article. Compare with a partner and position the text only with each other.

**Exercise 3**

C. peer reviews: you are asked to evaluate each other’s work. For this purpose, there are peer reviews to help you evaluate your partner’s work.

**Online activities** encourage students to personalize content with collaborative research activities.
Reading-Writing Connection
aligns the Reading and Writing strands establishing how strategies apply across language skills and using authentic academic content relevant to mainstream study.

The Language Skill study provides support for complex lexical and grammatical skills.

An Apply Your Skills section at the end of Part 1 and 2 functions as a formative assessment.

A Before You Write activity gives students the opportunity to discuss questions related to the topic of their final assignment and begin planning their writing.
Thinking about Language and additional critical thinking activities allow students to practice critical writing skills in preparation for their final assignment.

In Write, students complete a final writing assignment which allows them to integrate content and use all aspects of the writing process.

In addition, students are given the opportunity to go Beyond the Assignment to write a research paper that extends beyond what they have just completed.

PART 3

Students view authentic interviews with professors discussing their own writing processes. Thinking Critically activities ask learners to engage at a deep level with the content, using information from the interview to address specific real-world applications. Thinking About Language reviews language skills developed in Part 1 and Part 2, using authentic content.

A final Assignment includes Research and encourages in-class and online project collaboration.
TEACHER SUPPORT

Each of the three strands is supported with comprehensive downloadable teaching notes in MyEnglishLab that detail key points for all of the specialized, academic content in addition to tips and suggestions for how to teach skills and strategies.

Assessments on selected topics provide extra opportunities for students to demonstrate learning. Flexible design allows assessments to be used as unit reviews, mid-terms, or finals. Test bank presents multiple test versions for easy test proctoring.

An easy to use online learning management system offering a Flexible Gradebook and tools for monitoring student progress, such as audioscripts, videoscripts, answer keys, and word lists to help in lesson planning and follow up.

[Image of MyEnglishLab interface]

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ALWAYS LEARNING

PEARSON

Continued
Part 1 is designed to build fundamental skills step by step through the exploration of rigorous, academic content. Practice activities tied to specific learning outcomes in each unit focus on understanding the function and application of the skills.
The Research Writing Process

UNIT PROFILE
The world experienced many social changes after World War II. In this unit, you will read and write about the changes specifically related to the entry of women into the workforce. Over the years, there have been both opportunities and barriers to women’s fully integrating into many professions, enjoying fulfilling careers, and achieving full equality.

You will plan a research paper on an important event in your country’s or culture’s history that caused major social changes, specifically as they relate to the role of women.

OUTCOMES
- Narrow a topic and develop a research question
- Write a preliminary thesis statement and create an outline
- Assemble an annotated bibliography
- Explore verb tenses in academic writing

GETTING STARTED

Go to MyEnglishLab to listen to Professor Greenberg and to complete a self-assessment.

Discuss these questions with a partner or group.

1. Do you think women have achieved full equality in the workforce? If so, give examples. If not, why do you think there is still a gap between men and women in the workforce?

2. Many historical events start with individuals making small changes or working to make their voices heard in the government. Talk about an important historical event and how individuals played a role in its evolution. Did the event have a positive or negative outcome?

3. What actions do you think are needed to advance total gender equality in the workplace?

For more about SOCIOLOGY, see 2. See also [R] and [OC] SOCIOLOGY 1 2 3.
FUNDAMENTAL SKILL
THE RESEARCH WRITING PROCESS

WHY IT’S USEFUL. By treating research writing as a process and breaking down an assignment into steps, you will develop the skills to write a research paper that has a strong thesis statement, is well organized and fully developed, and has ideas that can be easily supported.

Good writers understand that writing is a process; that is, they will not fully get their ideas on paper on their first attempt. They know they will need to work through a series of steps and multiple drafts to arrive at a well-thought-out, organized, and developed research paper.

Look at the four steps in the research writing process. Successful research writing begins with exploring a topic, with the goal of narrowing the topic to the point where you are able to begin doing comprehensive research. Once you have moved on to researching, developing a good research question is key. The critical organizing stage culminates in writing a preliminary thesis and creating an outline. Keep in mind that all of this is done before the actual writing begins!

Doing extensive planning and prewriting is one way that writing research papers differs from writing other types of papers.

**Step 1: Planning and Prewriting**
- Exploring a topic
  - Considering purpose and audience
  - Conducting a preliminary search of sources
  - Narrowing the topic
  - Brainstorming and generating ideas
- Researching
  - Developing a research question
  - Finding and evaluating sources
  - Critical reading, researching ideas, and taking notes
  - Assembling an annotated bibliography
- Organizing
  - Writing a preliminary thesis
  - Creating an outline to organize main and supporting ideas

**Step 2: Writing**
- Writing a first draft
- Integrating sources into the text

**Step 3: Revising**
- Getting feedback (from your instructor, peers, and yourself)
- Revising additional drafts

**Step 4: Editing**
- Proofreading for vocabulary, grammar, spelling, and punctuation
- Editing additional drafts to arrive at a final draft

For most people, the writing process is not linear. A good writer often goes back and forth among the steps, writing one part of the paper, revising another, and doing additional research for yet another part of the paper all at the same time.

When you first receive an academic assignment, the task may seem overwhelming. Break the assignment down into steps and work through a careful process to give yourself a clear starting point to guide you through the successful completion of the task.
**STEP 1: PLANNING AND PREWRITING**

When you begin to explore a topic, it is helpful to draw on your personal experience and collaborate with others when possible as a starting point from which to examine the topic from a more scholarly viewpoint through research. Let’s look at how to approach an assignment. The assignment is: **What are the career possibilities in the United States for women in the 21st century? Choose and analyze an area in which women have achieved equity with men or an area in which they are still lagging behind men in the workforce. Research historical and cultural events that influenced the opportunities or barriers. Include interviews with working women you know. Plan to share your preliminary research findings with your classmates next week.** The assignment includes research on historical and cultural events that have influenced women’s job opportunities or barriers, primary research using information from or about working women the writer knows, and an opportunity to share ideas with classmates.

First, **consider the purpose** of the assignment—the reason(s) for writing. Generally, research papers are designed to demonstrate the writer’s ability to explore a topic in-depth and develop and explain new ideas. The purpose may or may not be stated directly in the assignment. Learning something new, improving your writing skills, and convincing others of your view on an issue may all be reasons for writing. In this case, the purpose of the assignment—to analyze possible careers for women—is stated directly in the assignment.

Next, **consider your audience**—the people who will read your paper—and what their knowledge about and interest in your topic is. Knowing your audience helps you determine the right style and tone for the paper and how much background information to provide. In this case, while the professor is your primary audience and the person who will most likely assign a grade, your classmates will also be an audience for the paper.

Now, **conduct a preliminary search of sources** using the broad topic given in the assignment. Start by looking online and in university library databases. Here is an example of a source:


Assignments are often given in broad terms, so you need to **narrow the topic** to make it more specific and manageable. It is helpful to do some preliminary brainstorming, perhaps using a graphic organizer (a list or a diagram) to come to a more specific focus. This chart lists possible career areas for women focusing on opportunities and barriers. We have decided to narrow it down further to the topic of business and why women are lagging behind in achieving high-level management positions in large corporations.

<table>
<thead>
<tr>
<th>Career Areas for Women</th>
<th>Opportunities</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>• More positions opening up to women</td>
<td>• Still a glass ceiling keeping the number of women in senior positions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Managing family and work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attitudes toward women</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gender stereotypes</td>
</tr>
<tr>
<td>Medicine</td>
<td>• Rapidly growing field with predictions of many jobs in the future and</td>
<td>• Still difficult to get into medical school (also very expensive) and</td>
</tr>
<tr>
<td></td>
<td>shortages of doctors and other health professionals</td>
<td>even nursing programs</td>
</tr>
<tr>
<td>Military</td>
<td>• Women now permitted to hold combat positions in many countries</td>
<td>• Few women able to meet the physical qualifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attitudes against women in combat</td>
</tr>
<tr>
<td>Science</td>
<td>• Jobs opening to women</td>
<td>• Attitude that women don’t want these jobs</td>
</tr>
<tr>
<td></td>
<td>• More attention being paid to getting women into STEM fields at an earlier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>age</td>
<td></td>
</tr>
</tbody>
</table>
The final step in exploring the topic involves **brainstorming** and **generating ideas** on the narrowed topic. At this stage, you want to quickly get down on paper what you already know, have learned through your preliminary search, or might think about your topic. Focus on key words that will help guide you through the next phase of the process—research.

For this step, creating a **cluster diagram** helps to generate ideas and key words for an information search—in this case, on the barriers that keep women from getting higher-level positions in large corporations.

### NOTICING ACTIVITY

Look at the cluster diagram. Notice the parts of the diagram. What else could be added to this diagram? Add circles containing any additional information.

Next, you will do the actual **research** that will support the ideas in your paper. Using your narrowed topic and the ideas you generated by brainstorming, you are ready to **develop a research question**, **find and evaluate sources**, **read critically**, **research ideas**, **take notes**, and then **assemble them in an annotated bibliography** in order to answer the research question. Here is an example of a **final research question**:

> Although there are increasing numbers of women advancing in the corporate world, why are women still under-represented at the highest levels of management in large corporations, and what are the barriers to their achieving equity with men in both the positions they hold and the salaries they earn?

Resources from the preliminary search can be used to find additional sources. Edited books are often excellent sources because they encompass a collection of articles that focus on one particular topic. The references cited in articles are also good sources. When seeking expert opinions, pay attention to someone who is frequently cited by others; this can help you locate leaders in the field who may lend valuable support to your ideas.

Once you have located several sources, read the sources and find information on your topic that will support your ideas. **Critical reading**, **researching ideas**, and **taking notes** on the sources is essential to identifying ideas for your research paper.

**Assembling an annotated bibliography** as you find and evaluate sources is an excellent way to keep track of sources and information. Compiling your sources in one place as you read and reread ensures that you do not conduct the same searches over and over again and/or lose important information along the way.
Once you have your narrowed topic, research question, and some useful sources, the next step is to **write a preliminary thesis**. Here is an example:

Although more women hold senior-level positions in large corporations, they still have not achieved equality because they are still few in number, make less money, and have less real decision-making power than their male counterparts.

The last step in the planning of a research paper is **creating an outline to organize main and supporting ideas**. At this point, you should have notes on the ideas, information from sources, and points you want to include. Organizing those notes into a working outline that lists your main points and the supporting ideas will help you to write a well-organized paper. Writing the outline can highlight areas where there may be gaps in your research so that you can go back and find additional information that will provide adequate support.

**STEP 2: WRITING**
After completing the planning stage, it is time to **write the first draft**. The more effort you have put into planning, the easier it will be to do the actual writing. Using your preliminary thesis and outline, you are ready to compose the paragraphs of your essay. Introduce your topic in an engaging way and present your thesis. Identify your main ideas by developing and supporting those ideas using the information that you have **integrated from your sources**. Your goal is to convince readers and then conclude your paper in a way that reminds them of the importance of your ideas. You want to leave readers thinking about your topic.

**STEP 3: REVISIGN**
Once you have completed your first draft, consider ways to **revise** it to improve it. Focus on how you can develop the content more fully, support your ideas more effectively, and organize your ideas in the clearest way. Do not spend time on grammatical and vocabulary errors at this point unless they have a serious impact on the content. **Getting feedback** is critical to the revision process. You can ask for feedback from an instructor or a peer. You can even get feedback from yourself!

**Instructor feedback.** In an academic setting, the professor or instructor often provides feedback to students as part of the writing process, prior to submission of the final assignment. If you have this option, take advantage of it.

**Peer feedback.** This is sometimes done in class, but you can also ask a classmate or another student to read and comment on your draft. Questions from peers or their lack of understanding can be very useful to identify areas in need of additional support or ideas that do not fit your thesis and should be omitted. Here is an example of a peer review form:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the paper have a purpose?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the paper address the purpose?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a clear audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the paper addressing the needs of the audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the organization help the reader?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a thesis statement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the thesis statement state exactly what the paper is about?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the main points clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there support to develop the main points?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have questions about the paper's ideas?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
**Self-feedback.** You can and should go back and read your own paper as you write it. Using a self-feedback form is a good way to make sure you have gone through all of the critical prewriting steps. Here is an example of a self-feedback form:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is my purpose?</td>
<td></td>
</tr>
<tr>
<td>How does my paper address it?</td>
<td></td>
</tr>
<tr>
<td>Who is my audience?</td>
<td></td>
</tr>
<tr>
<td>How am I addressing the needs of my audience?</td>
<td></td>
</tr>
<tr>
<td>How does my organization help my reader?</td>
<td></td>
</tr>
<tr>
<td>Where is my thesis statement?</td>
<td></td>
</tr>
<tr>
<td>How does it tell the reader exactly what my paper is about?</td>
<td></td>
</tr>
<tr>
<td>What are my main points?</td>
<td></td>
</tr>
<tr>
<td>What support have I offered to develop my main points?</td>
<td></td>
</tr>
<tr>
<td>What questions might the reader still have about my ideas?</td>
<td></td>
</tr>
</tbody>
</table>

At this stage, feedback and revisions should address content and organization only. When you have gotten all the feedback that you can, revise your paper again by writing one or more additional drafts. Some parts of your paper may need little or no revision, and others may require far more work. Remember that most good writers spend quite a bit of time reading, rereading, and revising their papers before they are satisfied with their final work.

Finally, another effective revision strategy is to leave your writing for a while. Time away and some distance can help you look at your work more objectively.

**STEP 4: EDITING**

The final step in the research writing process is to **proofread** and **edit** your paper for any vocabulary, grammar, spelling, and punctuation errors. At this stage, it is also important to edit the overall design of your document in order to present a polished-looking paper.

**Go to MyEnglishLab to complete a skill practice and join in collaborative activities.**
SUPPORTING SKILL 1
NARROWING A TOPIC AND DEVELOPING A RESEARCH QUESTION

WHY IT’S USEFUL By narrowing your topic to one that is appropriate to your assignment, selecting an issue that interests you, and writing a research question to guide you, you will be able to focus your research and later your writing to successfully complete a research paper.

NARROWING THE TOPIC
In all research projects, narrowing the topic appropriately is essential. An appropriate topic is one you can analyze, debate, and learn from. As part of planning and prewriting, explore the topic by discussing it with others and finding and reviewing sources. Then examine specific issues in order to further narrow and focus your topic. Choose a topic that interests you and is appropriate for your research paper.

One common problem is choosing a topic that is too broad, which results in a paper that is too general. The sheer amount of information can be overwhelming and make it challenging to decide what to include. For example, women in management is too broad. Notice how the final topic in the chart narrowed down women in management further to senior-level management, and the type of business to large US corporations.

Another common problem is having a sufficiently narrowed topic but failing to identify an issue that would focus the project on one specific angle or direction of the topic. Begin to explore your final topic by identifying the important issues. Look for patterns in the arguments, ideas, and information in your sources. What are the major themes that the authors discuss? Are there frequently repeated ideas that are referred to by several sources? Are there major disagreements among the sources? Are there authors who are frequently referred to by others or who have a particular perspective on the topic?

As you do a preliminary search of your topic’s issues, creating a chart will help you organize your research and identify important issues.

<table>
<thead>
<tr>
<th>Source</th>
<th>Major Themes</th>
<th>Repeated Ideas</th>
<th>Disagreements</th>
<th>Experts (authors frequently cited or with a particular perspective)</th>
</tr>
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<tbody>
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8  SOCIOLOGY  PART 1
Once you have identified the relevant issues, the next step is to **choose one of the issues** as the focus of your paper. When choosing an issue, think about the following:

- **your personal interest** (This is the most important consideration.)
- purpose and audience
- type of assignment
- requirements and limitations
- available resources
- opportunities (personal experience and knowledge, access to experts)

Narrowing the focus of your research by having an appropriate topic, analyzing the connected issues, and then choosing an important one lays the groundwork for the next step—developing a research question. Here is an example of a final topic and connected issues:

**Final topic**: Women in senior management positions in large US corporations

**Issues**: pay equity, decision-making power, equal representation, balancing family with work, expectations that differ from those placed on men, attitudes toward women executives, glass ceiling

### DEVELOPING A RESEARCH QUESTION

A **research question** is a focused question that helps you to find, critically read, evaluate, and take notes on information and ideas in your sources for use in your research paper. An effective research question focuses on a specific issue, reflects your writing situation, and is narrow enough to meet the parameters of your assignment.

Most research questions begin with a **wh-** question word or a modal such as **would, could,** or **should.** Choosing the type of question is important. Your question can focus on different approaches to the issue, such as current knowledge, history, assumptions, outcomes, or goals and/or policies for carrying out action. Each approach will lead to differences in how you conduct research, organize your information, and draft your paper. Here are some examples:

- **What** barriers still exist that prevent women from achieving upper management corporate positions? (current knowledge about the issue)
- **When** did women first gain entry into senior management positions previously dominated by men? (history)
- **Could** a shift in how society views professions affect the barriers that prevent women from entering the top echelons in corporations? (assumptions and outcomes)

The approach you take will guide your choice of your paper’s rhetorical mode, and your research question should fit the mode. You can define or evaluate an issue, compare or contrast two issues, analyze an issue, examine causes or effects of an issue, present a problem and solutions, describe a process, conduct an inquiry, or argue a point of view.

- **Should** there be more government support for working women? (argument)
- **How** can government policies help women achieve salary equity? (process)

Your research question should be flexible because it may change. Writers often find that they need to revise their research questions as their knowledge and understanding of the topic and issue grow. Your answer to the research question is the foundation of your **thesis statement**, which will explain your point of view to your readers.
To develop a research question, generate a list of potential questions about your issue that focuses on different approaches and uses different rhetorical modes.

Why is there still a clear distinction between men’s work and women’s work, and what is the effect of that on women? (effects)

Choose the research question that best meets your needs, keeping in mind the assignment, your purpose, and your audience.

What new opportunities are open to women in combat positions in the military? (analysis)

Refine your research question by:

1. replacing words and phrases that may be vague with more specific ones to narrow the scope.

   Where have women achieved equality?

   In what professions have women achieved equal status with men through equal representation and pay?

2. asking yourself whether you need to refer to commonly shared assumptions or knowledge about the issue. Use conditional wording such as although, because, now that, since, or while to introduce these assumptions and frame your question.

   Although women’s pay has improved relative to men’s, why is there still unequal pay for equal work?

   Now that women are graduating from college in greater numbers than men, when will women achieve greater representation in professions that have been predominantly male?

Use your research question to conduct your preliminary search of sources. If you find vast amounts of information, your research question may be too general and need to be revised to be more focused. If you find little or nothing to answer your question, you may need to expand the scope of your question.

**EXERCISE 1**

A. Read the practice assignment. Work with a partner to answer the questions that follow.

What are the career possibilities in the United States for women in the 21st century? Choose and analyze an area in which women have achieved equity with men or an area in which they are still lagging behind men in the workforce. Research historical and cultural events that influenced the opportunities or barriers. Include interviews with working women you know. Plan to share your preliminary research findings with your classmates next week in class.
B. Brainstorm possible areas for your research.
   1. List three or more areas in which you believe women have achieved equality with men.

   2. List three or more areas in which you believe women still face barriers to equality with men.

   3. Choose two areas, narrow them, and identify issues associated with them.
      1. Area: ........................................................................................................................................
         Area narrowed down: .............................................................................................................
         Ideas

      2. Area: ........................................................................................................................................
         Area narrowed down: .............................................................................................................
         Ideas

C. Choose an area from Part B, and write five possible research questions that consider different issues. Use what, when, where, who, why, how, would, could, or should. Share your questions with your partner, and discuss the approach and rhetorical mode suggested by each question.

   1. ........................................................................................................................................
   2. ........................................................................................................................................
   3. ........................................................................................................................................
   4. ........................................................................................................................................
   5. ........................................................................................................................................
D. Choose the research question from Exercise B on the issue that interests you most. Refine and revise it by changing vague language to be more specific, and rewrite it below. Include an introductory phrase that identifies common assumptions or knowledge about the issue.

Revised research question: ...........................................................................................................
...................................................................................................................................................
...................................................................................................................................................

E. Do a preliminary search. Find three or more sources to help you answer your research question.

1. ..................................................................................................................................................

2. ..................................................................................................................................................

3. ..................................................................................................................................................

F. Discuss your research question and preliminary sources with your partner.

Go to MyEnglishLab to complete a skill practice.

SUPPORTING SKILL 2
WRITING A PRELIMINARY THESIS STATEMENT AND CREATING AN OUTLINE

WHY IT’S USEFUL  By arriving at a good thesis statement to focus your efforts and creating an outline to organize and manage the ideas you will present, you will be better able to draft an effective research paper.

WRITING A PRELIMINARY THESIS STATEMENT
Your thesis is the central idea of your paper. A strong preliminary thesis statement will answer your research question and let the reader know what the answer might be. To arrive at a preliminary thesis, you can brainstorm, freewrite, or list ideas in response to your research question. Review your notes from your preliminary research. Then write a preliminary thesis statement that clearly expresses your opinion about the issue you are addressing. Your thesis statement will continue to guide your critical reading and is a step toward making the shift from learning to adding to existing knowledge on this topic.

A strong thesis statement:
• fits your purpose and is appropriate to the assignment.
• is specific and expresses a particular point of view.
• does not simply announce your topic, state a fact, or make a generalization about the topic.
• is the answer to a question, the solution to a problem, or a position on a debatable issue.
• affects what your reader knows, understands, or believes about the topic.
• is supportable with evidence, facts, and expert opinions.
• frames the structure of your paper by suggesting a rhetorical mode.
• helps you focus and organize your ideas.
• is usually one sentence but can be longer.

Follow these steps to write a preliminary thesis statement:
• Identify key words in your research question and your notes.
• Review your purpose.
• Consider your readers’ needs and interests.
• Focus your response to the issue you have chosen.
• Answer your research question.
This chart shows five thesis statements and why they are poor, better, and strong.

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Analysis</th>
<th>Strength of Thesis Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>This paper will examine pay inequity for women.</td>
<td>Uses key words, but only announces the topic</td>
<td>Poor thesis statement</td>
</tr>
<tr>
<td>Women in executive positions still lack pay equity.</td>
<td>Uses key words and is specific, but only states a fact</td>
<td>Poor thesis statement</td>
</tr>
<tr>
<td>Pay inequity is wrong.</td>
<td>Only makes a generalization about the topic</td>
<td>Poor thesis statement</td>
</tr>
<tr>
<td>Pay inequities still exist in senior-level management positions, and having lower pay than men negatively affects women.</td>
<td>Uses key words, is specific, expresses a point of view on the topic, and frames the paper by suggesting a rhetorical mode, but doesn’t increase the reader’s understanding of the issues or focus and organize the paper</td>
<td>Better thesis statement</td>
</tr>
<tr>
<td>While women’s pay has risen since women entered the workforce in greater numbers in the mid-20th century, pay inequities still exist in senior-level management positions, and having lower pay than men negatively affects women’s effectiveness as managers, their ability to manage work and family life, and their opportunities for further advancement.</td>
<td>Addresses assumed knowledge about the topic, frames the structure, helps the reader understand the direction of the paper, and focuses and organizes ideas</td>
<td>Strong thesis statement</td>
</tr>
</tbody>
</table>

**CREATING AN OUTLINE**

An **outline** provides a framework for your research paper and acts as a guide to its structure and organization. Your outline should include the key points your paper will address, the order in which you will make your points, and the amount of supporting material you have for each point.

An outline can help you see organizational issues or identify places where more support is needed. One way to structure your outlines is to look for common patterns of organization in your sources. A good outline will answer these questions:

- Are you covering all the key points?
- Are you presenting the points in the best order?
- Are you providing enough evidence to support the points?
- Are you balancing the amount of support given to each point?
- Are you relying on enough sources?
- Are you favoring one side of an argument?

Your outline can be **informal**, including simply your preliminary thesis statement and a list of your key points. It can be **topical** (i.e., listing topics and subtopics as words or phrases), or it can comprise **complete sentences that introduce key points** to be used later as the topic sentences of the body paragraphs.
**Informal topical outline**

**Thesis statement**
Although more women hold senior-level positions in large corporations, they have not yet achieved equality because they are still few in number, make less money, and have less real decision-making power than their male counterparts.

**Topics and subtopics**
- Still lack equal representation
  - Statistics on number of women in upper-management levels
  - Reasons for low numbers
  - Negative effects
- Still aren’t paid the same as men
  - Statistics
  - Negative effects
- Have less decision-making power
  - Reasons for this
  - Negative effects

**Informal outline focusing on key points**

**Thesis statement**
Although more women hold senior-level positions in large corporations, they have not yet achieved equality because they are still few in number, make less money, and have less real decision-making power than their male counterparts.

**Sentences describing key points (written as topic sentences)**
- Statistics clearly show that women are still underrepresented in upper management in most US corporations for a number of reasons.
- Women still only make about three-fourths of what men make in most senior management positions in the corporate world, and this negatively affects attitudes about their effectiveness and their ability to do the job.
- While there are more women in top management and executive positions in US corporations, a close examination of their positions and duties reveals that they have significantly less decision-making power than men in comparable situations.

Your outline can also be formal, following one of the standard outline styles. A formal outline requires that you limit major sections, keep equal ideas in the same level, use parallel structure, and have at least two items in a section. Using this type of outline clearly classifies and divides your information to show main points and their supporting ideas. A formal outline helps you to visualize if the structure is logical for your thesis and if everything in your outline supports it, either directly or indirectly.

A formal outline, like an informal outline, can be a topical outline or a sentence outline.
Formal topical outline

I. Introduction
   Thesis statement
   Although more women hold senior-level positions in large corporations, they have not yet achieved equality because they are still few in number, make less money, and have less real decision-making power than their male counterparts.

II. Lack of equal representation
   A. Statistics as evidence of claim
   B. Reasons for lack of representation
      1) Glass ceiling
      2) Family responsibilities

III. Pay inequity
   A. Statistics that show inequities
   B. Negative effects of inequities
      1) Attitudes about effectiveness
      2) Ability to do the work

IV. Decision-making power compared to men
   A. Positions
   B. Duties

V. Conclusion

An outline is like a road map. If you create a good one, it is easy to follow it and stay on course to a well-organized first draft of a paper, especially when integrating source material. Like your research question and preliminary thesis, your outline should be flexible and can change as you work through the drafting process.

EXERCISE 2
A. Use your research question from Exercise 1 to write a strong preliminary thesis statement for a research paper.

For more on developing ideas and evaluating and integrating sources into your writing, see ECONOMICS, Parts 1 and 2.
B. Write a formal topical outline based on your thesis statement. Use the resources you found for Exercise 1 and your own ideas to identify and include at least three main ideas with a minimum of two supporting ideas each.

I. Introduction
   Thesis statement ...........................................................................................................

II. Main idea ...................................................................................................................
   A. Supporting idea ......................................................................................................
   B. Supporting idea ......................................................................................................

III. Main idea ..................................................................................................................
   A. Supporting idea ......................................................................................................
   B. Supporting idea ......................................................................................................

IV. Main idea ..................................................................................................................
   A. Supporting idea ......................................................................................................
   B. Supporting idea ......................................................................................................

V. Conclusion ..................................................................................................................

C. **PEER REVIEW.** Exchange your thesis statement and outline with a partner. Respond to the questions to evaluate each other’s work. For responses marked No, give feedback in the Notes column to help your partner revise.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Is the thesis statement specific?</td>
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<tr>
<td>Does it express a point of view?</td>
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<tr>
<td>Is it the answer to a question, the solution to a problem, or a position on a debatable issue?</td>
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<tr>
<td>Does it frame the structure of a paper by suggesting a rhetorical mode?</td>
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<tr>
<td>Does it suggest how the paper will be focused and organized?</td>
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<tr>
<td>Does the outline contain at least three key (main) points?</td>
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<tr>
<td>Are the key points equal and written in parallel structure?</td>
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<tr>
<td>Does each key point have two supporting ideas?</td>
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Go to [MyEnglishLab](https://myenglishlab.com) to complete a skill practice.
READING-WRITING CONNECTION
ASSEMBLING AN ANNOTATED BIBLIOGRAPHY

WHY IT’S USEFUL. By assembling an annotated bibliography, you will have another tool to help you prepare to write a research paper. Annotated bibliographies require you to read critically and can help you further develop your thesis. They also help you keep track of the sources you plan to cite in your paper.

A bibliography is a list of sources used when writing a scholarly article or paper. This list can include sources you have cited, as well as those that helped to inform your writing but were not actually referenced in it. Each discipline has a preferred citation style, so it is important to check with your instructor to determine which format to use. You may refer to online citation guides to ensure that your bibliography is formatted correctly.

An annotated bibliography goes a step further than simply listing sources. The purpose of an annotated bibliography is to demonstrate the relevance of the sources you will use to frame your argument.

An annotation usually includes a brief summary of the main idea of the text, an assessment of the usefulness or relevance of the source, and an explanation of how the research will inform your thesis. Annotated bibliography entries vary in length, but they usually consist of about 150–200 words.

After you have located, reviewed, and assessed your sources, begin your annotated bibliography with a citation of the text. In the social sciences, APA style (American Psychological Association) is used to document sources. Look at the example of a book citation using APA style. Note the formatting, punctuation, and type and order of information included.


The citation is followed by an annotation, which should include a summary, an evaluation, and a reflection on the source.

- The summary consists of 2–3 sentences that describe the main points of the work.
- The next part provides an evaluation of the ideas or methods presented in the text and may include an assessment of the authority of the author. You may compare and contrast the ideas from this source to others in order to show how reliable the information is. You can also comment on the author’s audience for the source if it is significant to your paper.
- Last, include a reflection of how you will use the source for your project. You can identify specific ideas, chapters, and pages that will inform your writing. You can also note when a source has influenced you so strongly that it caused you to rethink or even change your original thesis.
EXERCISE 3
A. Read the annotated bibliography entry. Then answer the questions.


In *Creating Rosie the Riveter*, Maureen Honey examines how fiction, advertisements, and propaganda published in two magazines widely read by American women during the late 1940s and 1950s were used to encourage women to enter the workforce during World War II. Honey unravels arguments that have been discussed about this subject and moves beyond them by evaluating the factors that hindered the possibility for women to continue working in nontraditional fields after the war.

Honey’s systematic research of the strategies used by the government to preserve conventional ideas of women’s roles in society while at the same time encouraging them to enter the workforce, is the first of its kind. Unlike historian William Chafe, who believes that the war precipitated women entering the workforce, and Leila Rupp, who posits that the war had no effect on the number of women in the workforce, Maureen Honey believes that images of women in advertising and propaganda had a strong effect on their entry into and exit from the workforce.

Chapter 1 frames the social and political context of the time period. Chapter 4 provides evidence for my claim that working-class women were not driven to work because of a sense of patriotic duty; rather, they worked out of necessity in order to support their families. This book is useful because it makes a distinction between middle-class and working-class women in the workforce during World War II.

B. Answer the questions.

1. Identify the parts of the citation at the beginning of the entry (e.g., title, author, etc.).


   *Creating Rosie the Riveter: Class, gender, and propaganda during World War II.*

   Amherst, MA: University of Massachusetts Press.

2. What type of source is this (e.g., journal article, book)? .................................................................

3. How is the annotation organized? ........................................................................................................

4. What is the main idea of this source? ....................................................................................................

5. How is the source evaluated in the annotation? What information is included?

   ..............................................................................................................................................................

   ..............................................................................................................................................................
6. How can you find information about the reliability of the source? What can you find out about Maureen Honey? 

7. In your own words, what is the writer of the annotation’s thesis?

8. How will the annotation’s writer use this source in his or her paper?

EXERCISE 4
A. Read the article. As you read, note the main idea of each section in the margin. When you are finished, discuss the main ideas with a partner.

WOMEN IN THE WORKFORCE IN THE UNITED STATES POST-WORLD WAR II  Valerie A. Collier

1 World War II dramatically changed the landscape of women’s participation in the labor force in the United States and gave rise to an eventual shift in gender and social dynamics that led to more women entering the workplace. In the post-war society of the 1950s, despite the fact that women had a limited scope of workplace opportunity, their participation in the labor force steadily increased. Women made up less than a quarter of the workforce in the early decades of the 20th century, but that changed after the war, with women continuing to join the workforce in the decades that followed. The steady addition of women in the workplace had a ripple effect on both industry and society by shaping new jobs and stretching conventional ideas about women’s roles. The rise in the number of women in the workforce may be attributed to several major causes and had a number of notable effects on society.

Labor shortages during the war
2 Men entered the armed services, leaving jobs vacant and the wartime manufacturing industry desperate for a labor force. Prior to the war, many professions had insurmountable entry barriers for women, including careers in the sciences, manufacturing, and technology. These fields became open to women during wartime, and in fact, women felt pressure to enter them as a form of patriotic duty. The female labor force grew by 50 percent during the war, and the call to industry at the time can be best illustrated by the US government’s iconic stylized character known as Rosie the Riveter. The cartoon was a rallying point to American women to join the war efforts and features a woman wearing the ubiquitous

Rosie the Riveter

Continued
blue-collar manufacturing industry uniform, flexing her bicep, and saying, “We Can Do It!”
Women undoubtedly reaped the benefits of being in the workforce by earning their own money
and broadening boundaries of what they were thought to be capable of accomplishing.

**Financial necessity**

3 While the wartime era opened what seemed to be endless workforce possibilities to women,
the decade following it just as effectively closed off many opportunities. Men returned home
without jobs to a country facing the possibility of another economic depression. The gender-
boundary pendulum began to swing in the opposite direction of wartime liberties given to women,
and women left their jobs in large numbers, either voluntarily or by being fired or demoted. In
addition, schools of law, medicine, and business summarily closed their doors to all but a small
percentage of women.

4 However, the decade also bore expanding financial
hardships that forced women to earn an income. Women
married younger, had more children at a younger age, and the
number of people marrying overall rose in society during this
time, which came to be known as the baby boom era. There
was an intense drive for Americans to be apolitical during
the atomic age due to Cold War tension, and many women
retreated into the singular focus of providing a secure middle-
class lifestyle for their families. However, material possessions
found in the idealized middle-class suburban home were
expensive, and those, as well as other rising costs of living,
slowly pushed women back into the labor force throughout the
1950s.

**The women’s rights movement and related legislation**

5 Author Betty Friedan’s influential 1963 book *The Feminine
Mystique* launched the feminist movement in America and
called into question the happiness of those women who had
spent the 1950s at home as “career homemakers.” The women’s
rights movement advocated equal rights and opportunities
for women and rose in tandem with other social equality
movements, including the civil
rights movement. It is arguable that
feminism is a cause of, rather than
a consequence to, women in the
workforce, and perhaps it is a little
of both. One of the hallmarks of
the movement, preceding the Civil
Rights Act by a year, was the Equal
Pay Act of 1963. Women made
up a third of the work force in the
United States, yet earned only 59
cents to the dollar that men earned.
The Equal Pay Act was an effort
to lay a foundation of fairness for
women who, by necessity, joined the
workforce but faced gender-based

![Women’s Median Annual Earnings as a Percentage of Men’s](image)
compensation discrimination. When President John F. Kennedy signed the bill into law, he said that women often faced the difficult decision of accepting public assistance or taking a job at a much lower pay rate than men. Ironically, though women’s participation in the labor force had risen to 57 percent by 2011, they still made only 77 cents for every dollar earned by men.

**Expanded presence in pink-collar jobs and new industry**

Women were closed off from many employment avenues in the 1950s, yet they steadily entered the workforce, albeit in new ways from the manufacturing-era push of the war. After the war, when women left their jobs or were demoted or fired by employers, many turned to lower-level service roles, such as secretarial work, food service positions, clerical work, and other “pink-collar” jobs. Women also expanded the workforce by starting home enterprises, such as selling Tupperware or Mary Kay cosmetics out of their homes, largely to other women. These types of jobs worked well for women who continued to be homemakers, which was the case for most women, particularly in the 1950s.

Women’s participation in the workplace has risen since World War II, and the reasons for this trend appear to be long lasting. Women continue to gain access to higher-level positions in the workforce, and the economic need for a job remains strong. The 1950s, when women’s involvement in the workforce was limited, is often idealized as a time of innocence and family values, but it is also viewed as a period of repression of women. The 1960s and beyond saw a steady change toward women’s increasing participation in the workforce. The women’s rights movement greatly contributed to women’s ability to choose such paths. Women’s roles in the workforce will no doubt continue to evolve as they continue to seek opportunities to make equal contributions to society in both the positions they hold and the salaries they receive.

*Source: Valerie Collier is a professor of women’s studies at the University of Maryland, Baltimore. This essay was published in the *Journal of Gender Studies in America*, volume 29, pages 131–133 in August 2012. (Note: The source information is fictional and only for use in Exercise B.)*

B. Answer the questions with a partner.

1. Write the citation in APA style.

2. Summarize the main idea in two or three sentences.
3. Evaluate the essay.
   a. What is the purpose?
   b. Who is the audience?
   c. What is the authority of the author?
4. What is a possible thesis you could support with this essay?
5. Reflect on how this essay could be used to support your thesis.

C. Write an annotated bibliography entry of the article, using the your responses from Part B. Be sure to begin with a properly formatted citation, followed by the annotation.

D. PEER REVIEW. Exchange your annotated bibliography entry with a partner. Respond to the questions to evaluate each other’s work. For responses marked No, give feedback in the Notes column to help your partner revise.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the citation accurate and properly formatted?</td>
<td></td>
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<tr>
<td>Does the annotation include a brief summary, evaluation, and reflection?</td>
<td></td>
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<tr>
<td>Does the writer accurately summarize the main idea?</td>
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<tr>
<td>Does the writer include an effective evaluation of the essay?</td>
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<tr>
<td>Does the reflection relate to the research topic?</td>
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<tr>
<td>Does the reflection describe how the writer will use the source for his or her paper?</td>
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<tr>
<td>Is the annotation well organized?</td>
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<tr>
<td>Is the annotation concise?</td>
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Go to MyEnglishLab to complete vocabulary exercises and skill practices and join in collaborative activities.
**LANGUAGE SKILLS**

**EXPLORING VERB TENSES IN ACADEMIC WRITING**

**WHY IT’S USEFUL.** By being aware of how and why certain verb tenses are used in academic writing, you will establish the time of an action as well as understand specific textual functions in scholarly writing.

The three most frequently used tenses in academic writing are simple present, simple past, and present perfect.

<table>
<thead>
<tr>
<th>Notes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present</td>
<td>The results of this study indicate that women continue to make up the majority of workers in low-wage jobs. As a result, the author urges companies to change their practices by promoting more women to higher-paid positions.</td>
</tr>
<tr>
<td>Simple past</td>
<td>Smith surveyed the types of occupations women held during World War II and recorded how much they were compensated for this work.</td>
</tr>
<tr>
<td>Present perfect</td>
<td>This study indicates that the effects of the increasing number of women in the workforce have had both positive and negative impacts on family life. Throughout the article, Campbell has argued that the positive effects have far outweighed any negative impacts on society.</td>
</tr>
<tr>
<td>Passive voice</td>
<td>Use the passive voice to emphasize the procedures or actions of the research instead of the writer.</td>
</tr>
<tr>
<td></td>
<td>Use the passive voice to include information that was introduced earlier, for better cohesion.</td>
</tr>
<tr>
<td></td>
<td>Use the passive voice to avoid using a subject when it is not important or not known.</td>
</tr>
<tr>
<td></td>
<td>Transcripts of participants were coded and analyzed over a 2-month period.</td>
</tr>
<tr>
<td></td>
<td>There are several explanations for the increase in women in the workforce. Labor shortages and financial necessity are the most frequently given.</td>
</tr>
<tr>
<td></td>
<td>While the lack of women in certain positions in the workforce is sometimes attributed to the choices women make, documented patterns of discrimination against women provide a more accurate explanation.</td>
</tr>
</tbody>
</table>
EXERCISE 5
Read the passage. Circle the verbs, identify the verb tenses, and determine whether they use active or passive voice. Compare with a partner, and discuss why each tense was used.

Women’s participation in the workplace has risen since World War II, and the reasons for this trend appear to be long lasting. Women continue gaining access to higher-level positions in the workforce, and the economic need for a job remains strong. The 1950s, when women’s involvement in the workforce was limited, is often idealized as a time of innocence and family values, but it is also viewed as a period of repression of women. The 1960s and beyond saw a steady change toward women’s increasing participation in the workforce. The women’s rights movement contributed to women’s ability to choose such paths. Today, women’s roles in the workforce continue evolving as they seek opportunities for equality through contributions to society in both the positions they hold and the salaries they receive.

EXERCISE 6
Rewrite the active sentences in the passive voice.

1. World War II dramatically changed the landscape of women’s participation in the labor force.

2. A small percentage of women made up the workforce.

3. The addition of women in the workplace affected both industry and society.

4. Rosie the Riveter inspired US housewives to join the war efforts.

5. Schools of law, medicine, and business did not accept women.

6. There was an intense drive for Americans to be apolitical during the atomic age.


8. The women’s rights movement advocated equal rights and opportunities for women.

*Go to MyEnglishLab to complete skill practices.*
APPLY YOUR SKILLS

WHY IT'S USEFUL By applying the skills you have learned in this unit, you can successfully use the research writing process to narrow a topic, develop a research question, assemble an annotated bibliography, write a thesis statement, and create an outline for a paper.

ASSIGNMENT
Plan a research paper on an important event in your country’s or culture’s history that caused major social changes, specifically as they relate to the role of women. Look at issues connected to the economy, the workforce, and the family. Be sure to narrow down your topic, develop a research question, write a preliminary thesis, and create an outline.

BEFORE YOU WRITE

A. Before you begin your assignment, discuss the questions with one or more students.
   1. What important event in your country or culture has caused major social changes for women?
   2. How were women’s lives impacted by this event?
   3. How was the economy, workforce, and family life impacted as a result of this event?

B. As you consider your assignment, complete the tasks below. Then share your ideas with another student. Get feedback and revise your ideas if necessary.
   1. Consider your purpose and audience. [Why are you exploring this topic for a paper? Why did you choose your topic? Who will read your paper?]
      a. Purpose: ........................................................................................................................................
      b. Audience: ......................................................................................................................................
   2. Narrow down your topic. ....................................................................................................................
   3. Brainstorm: Create and complete a graphic organizer or freewrite for 5–10 minutes.

C. Review the Unit Skills Summary. As you begin the writing task on page xx, apply the skills you learned in this unit.

UNIT SKILLS SUMMARY

Narrow a topic and develop a research question.
• Identify an important issue that can be debated and analyzed.
• Create a research question that reflects the writing situation and assignment.

Write a preliminary thesis statement and create an outline.
• Develop a working thesis that responds to the research question.
• Create an outline that provides a framework of the ideas and organization of a research paper.

Assemble an annotated bibliography.
• Use an annotated bibliography to develop a thesis and keep track of sources.

Explore verb tenses in academic writing.
• Be aware of how tenses function in academic writing.
THINKING CRITICALLY
As you consider your assignment, discuss the questions with another student. Get feedback and revise your ideas if necessary.

1. What are the arguments against the position you have taken on an event that has impacted women in your country or culture?
2. Would most women in your country or culture agree with your position? Why or why not?
3. Is the change you have chosen for your topic relevant and of interest in other cultures or countries?

THINKING VISUALLY
A. Look at the graph from the US Census Bureau. Write a summary of the information it conveys.

![Graph showing the percentage of men and women with a Bachelor's degree or more, ages 25 and older in the United States: 1940 to 2010.]

B. Find (or create) another graph that provides information relevant to your assignment. Write a citation for this source.

THINKING ABOUT LANGUAGE
Read the passage. Underline all of the verbs, identify the verb tenses, and determine whether they use active or passive voice.

Maureen Honey’s systematic research of the strategies used by the government to preserve conventional ideas of women’s roles in society, while at the same time encouraging them to enter the workforce, is the first of its kind. Unlike historian William Chafe, who believes that the war precipitated women entering the workforce, and Leila Rupp, who posits that the war had no effect on the number of women in the workforce, Honey believes that images of women in advertising and propaganda had an effect on their entry into and exit from the workforce.
WRITE
A. Revisit the writing assignment and your answers to the questions in Before you Write, Part B. Write a research question that reflects the audience and purpose of the assignment.

B. Research your topic. Search for preliminary sources, and create an annotated bibliography for at least two of the sources.

C. Develop a working thesis statement that responds to your research question.

D. Create a formal or informal outline of your research paper.

BEYOND THE ASSIGNMENT
Write a research paper. Think about an important event in your country’s or culture’s history that caused major social changes, specifically as they relate to the role of women. Look at issues connected to the economy, the workforce, and the family. Use all the skills you learned in this unit.

Go to MyEnglishLab to listen to Professor Greenberg and to complete a self-assessment.