

Chapter 5

Writing at the College Level

In this chapter, we will learn the following to World Class standards:

- **Creating a Topic Sentence**
- **Adding Supporting Sentences**
- **Typing a Conclusion**
- **Enhancing Your Language with Synonyms**
- **Showing Readability Statistics**
- **Saving the Document**

Creating a Topic Sentence

A topic sentence is used to introduce a paper and, of course, its topic. The topic sentence gives a reader a small taste of what the paper is about and should grab their interest. For example, if we are typing a paper about why we decided to go to college, we would want to make a topic sentence that includes the main idea of our paper. Let us type a topic sentence into the Word document about why we decided to go to college (Figure 5.1). For this example, we are going to use simpler language because we will use the **Synonyms** tool to improve our language later in the chapter.

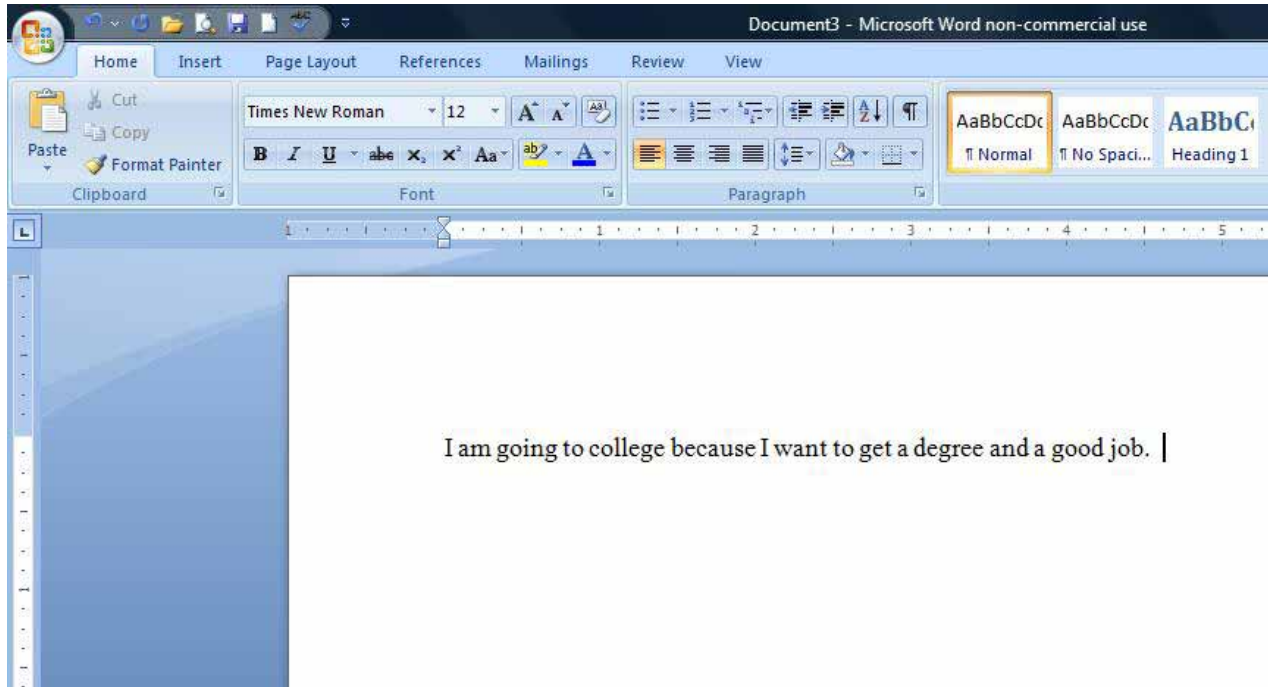


Figure 5.1 – Typing a Topic Sentence

Adding Supporting Sentences

After we type our topic sentence, we will want to support our topic with facts and explanations about the main idea of our paper. Information such as why we want a degree, why we chose the college we did and other important facts will help us to build a strong base for our paper, as well as adding support to our topic sentence. We will add our first supporting sentence explaining why we want a degree (Figure 5.2). The second sentence will explain why we chose our college and how it will help us to achieve our goals (Figure 5.3). The last supporting sentence should tell the reader what we intend to do while in college to work toward achieving our goals (Figure 5.4).

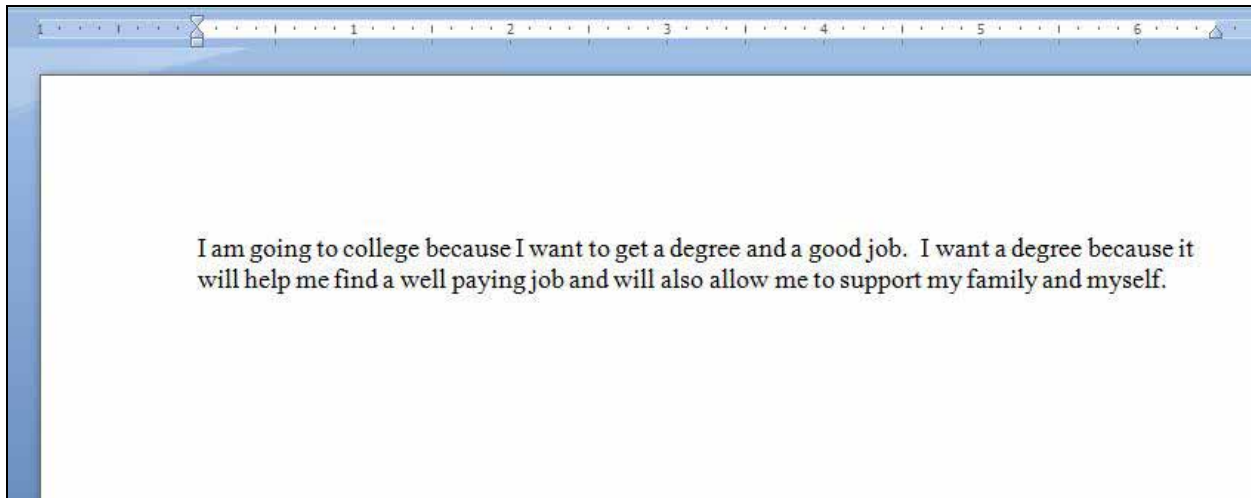


Figure 5.2 – First Supporting Sentence

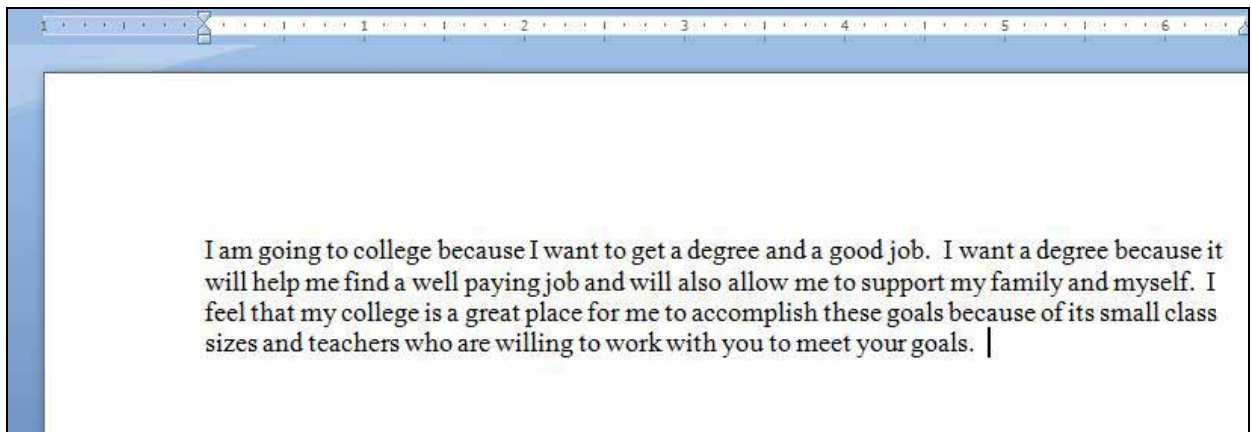


Figure 5.3 – Second Supporting Sentence

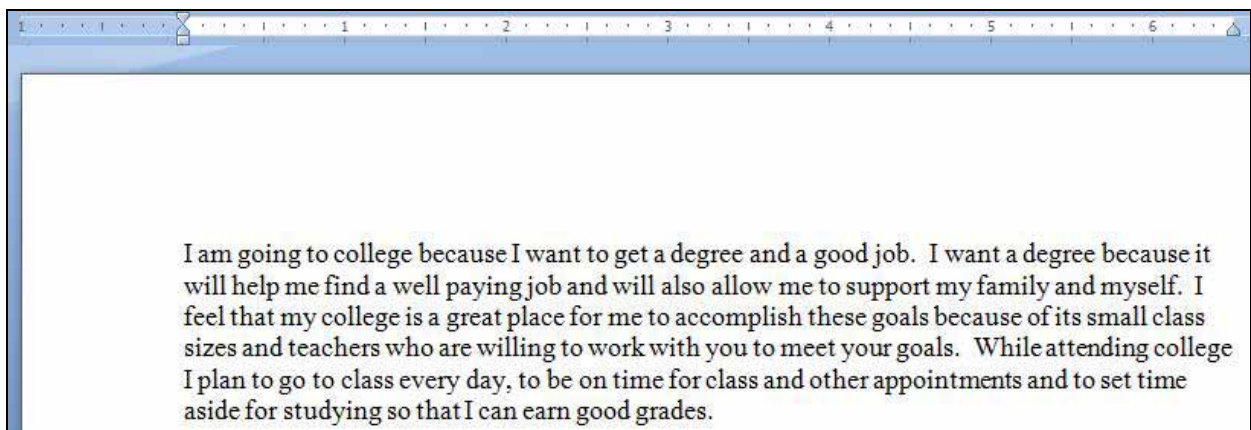


Figure 5.4 – Last Supporting Sentence

Typing a Conclusion

The conclusion of our paper is going to be a small look toward the future. We will explain what we want to happen after we graduate from college and how we will feel when we graduate. It may be difficult to answer both questions in just one sentence so we might consider breaking the thought into two separate sentences to avoid a lengthy and confusing conclusion. Let us type two sentences answering the above questions to form our conclusion (Figure 5.5).

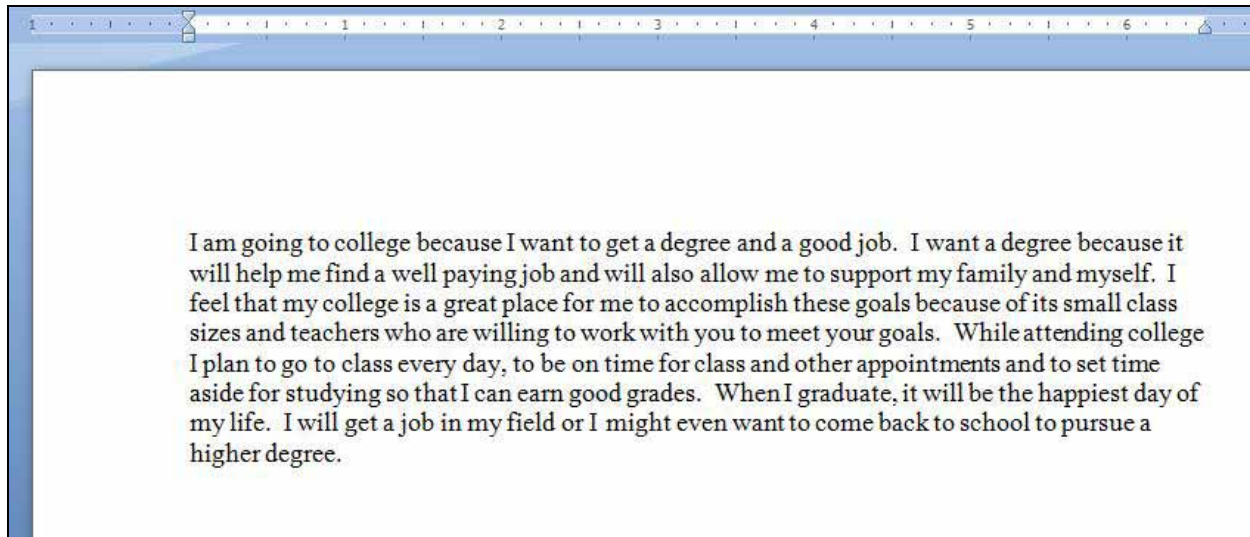


Figure 5.5 – Conclusion Sentences

Enhancing Your Language with Synonyms

Using synonyms is a great way to improve our paper by upping the degree of sophistication in our language. This is especially important at the college level when we want our paper to reflect an educated and knowledgeable disposition about our topic. With the **Synonyms** tool, we are able to take lower level vocabulary words and change them to more advanced ones. We are also able to add variety to our paper by interchanging many synonyms for the same word, thereby avoiding vain repetition. The **Synonyms** tool is easy to use and easy to access as well. All we need to do is place the cursor over the word we want to change, right click on it and then go to the **Synonyms** tool on the list of options that appears. A list of possible synonyms will appear next to the arrow of the command. All we need to do is select one of the words to replace the one currently in our paper. For example, the word “want” in the second sentence can be changed using the following procedure (Figure 5.6). To improve our paper, we need to change all the highlighted words in Figure 5.7 that are highlighted in light blue. There are five in total that need to be changed including the word “want” which we already changed.

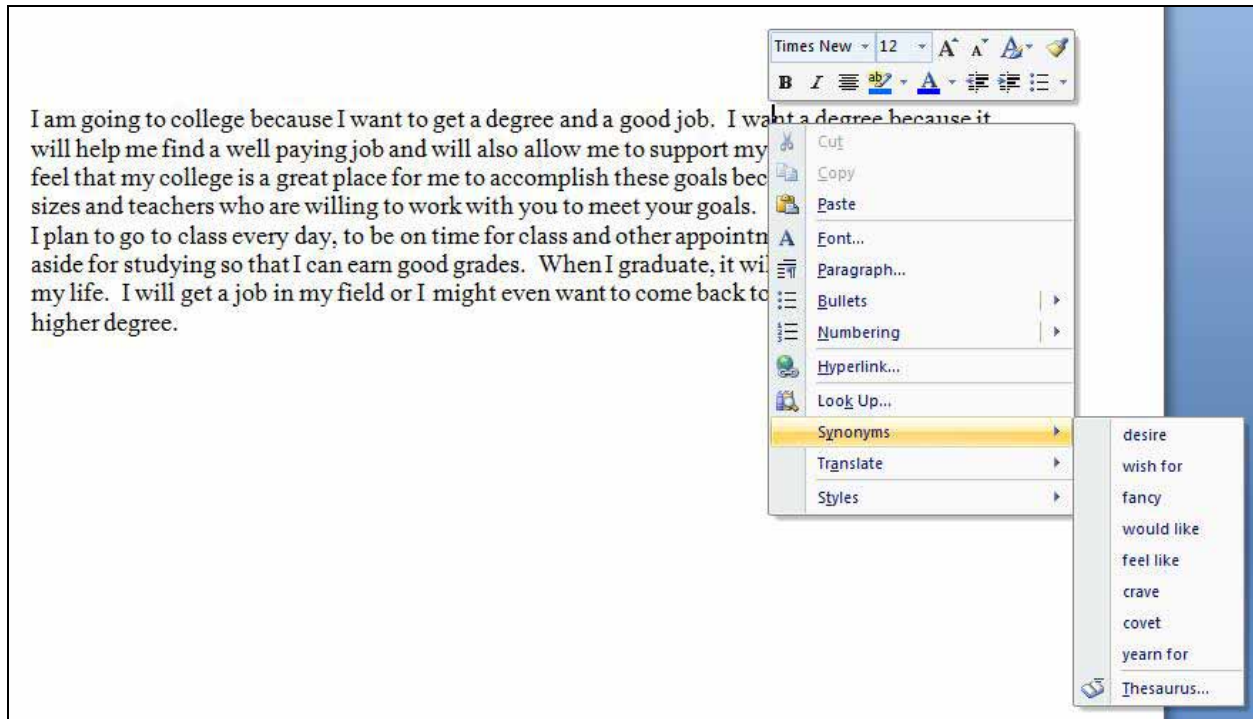


Figure 5.6 – Synonym Tool

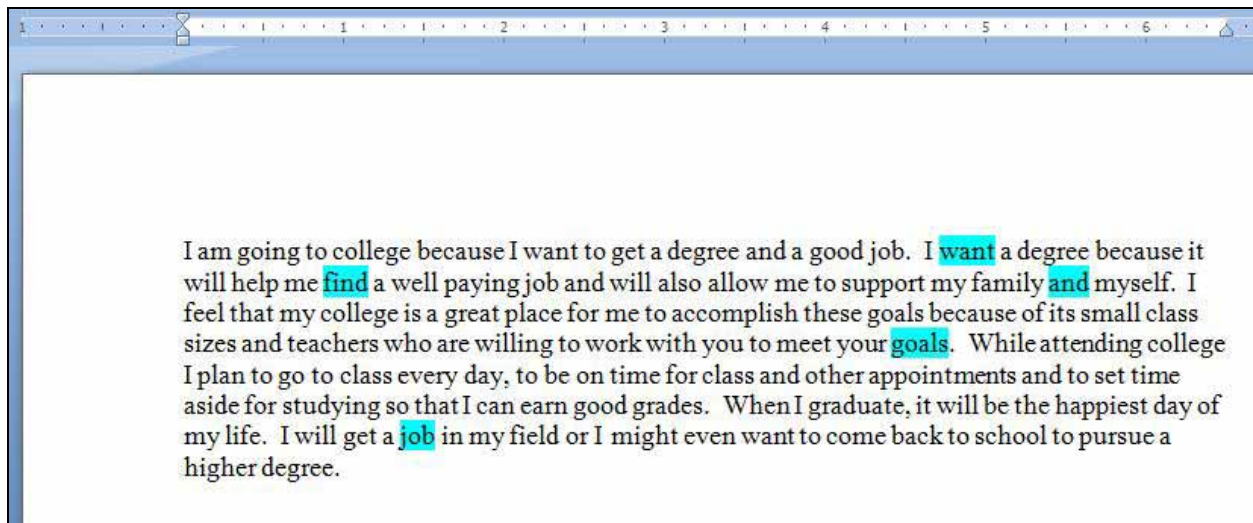


Figure 5.7 – Words Highlighted to be Switched with a Synonym

Showing Readability Statistics

Readability Statistics are data that tell us how difficult or easy our paper is to read. The tool also gives the grade level at which the paper is written. It does this using a system called the Flesch-Kincaid Readability Test. This test examines the writing in two different areas and grades them both on a scale from 0 to 100. The Flesch Reading Ease rates how difficult it is to read a paper.

The lower the score, the more difficult it is to read. The Flesch-Kincaid Grade Level indicates the reading level of a passage based on the grade level that its difficulty corresponds to. Both tests are determined by the total number of words in a paper, the number of sentences and the total number of syllables. These numbers are then entered into a formula and the resulting scores make up our readability statistics.



To view our readability statistics, we must first make sure that the option to view the statistics is selected. To do this, we must first select the **Office Button** in the upper left corner of the screen. Next, we need to select the **Word Options** tool at the bottom of the Office Button Window (Figure 5.8). On the Word Options Window that appears, select the **Proofing** button and then make sure that the “Show Readability Statistics” option is check marked (Figure 5.9). Now, let us run Spell Check by pushing the **F7** button on our keyboard. After making any corrections in our paper, the last part of the Spell Check command will be our Readability Statistics. They will appear in a window as in Figure 5.10. We want our Flesch-Kincaid Grade Level to be between a 10 and a 12.

Figure 5.8 – Selecting the Word Options Tool

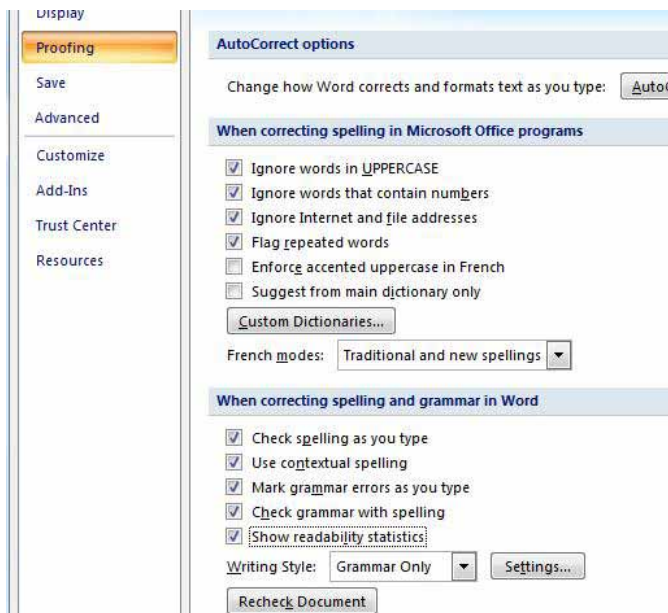


Figure 5.9 – Selecting Show Readability Statistics Option

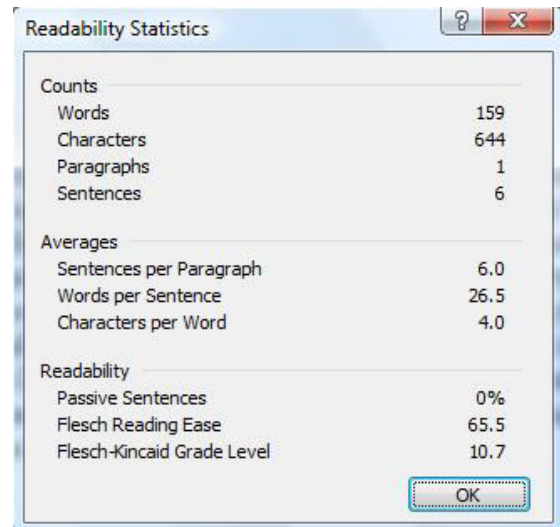


Figure 5.10 – Readability Statistics With Flesch-Kincaid Readability Test Scores

Saving the Document

To save the document, click on the **Save** tool on the **Quick Access** toolbar which is located at the top left of the program. The Save As Window will appear in the display. We can save the file into a folder that has already created or we can create a new folder by selecting the **New Folder** tool. We will save the document as “Writing at College Level.” Once we have typed in the file name, we will click with our left mouse button on the Save button and our document will be saved (Figure 5.11).

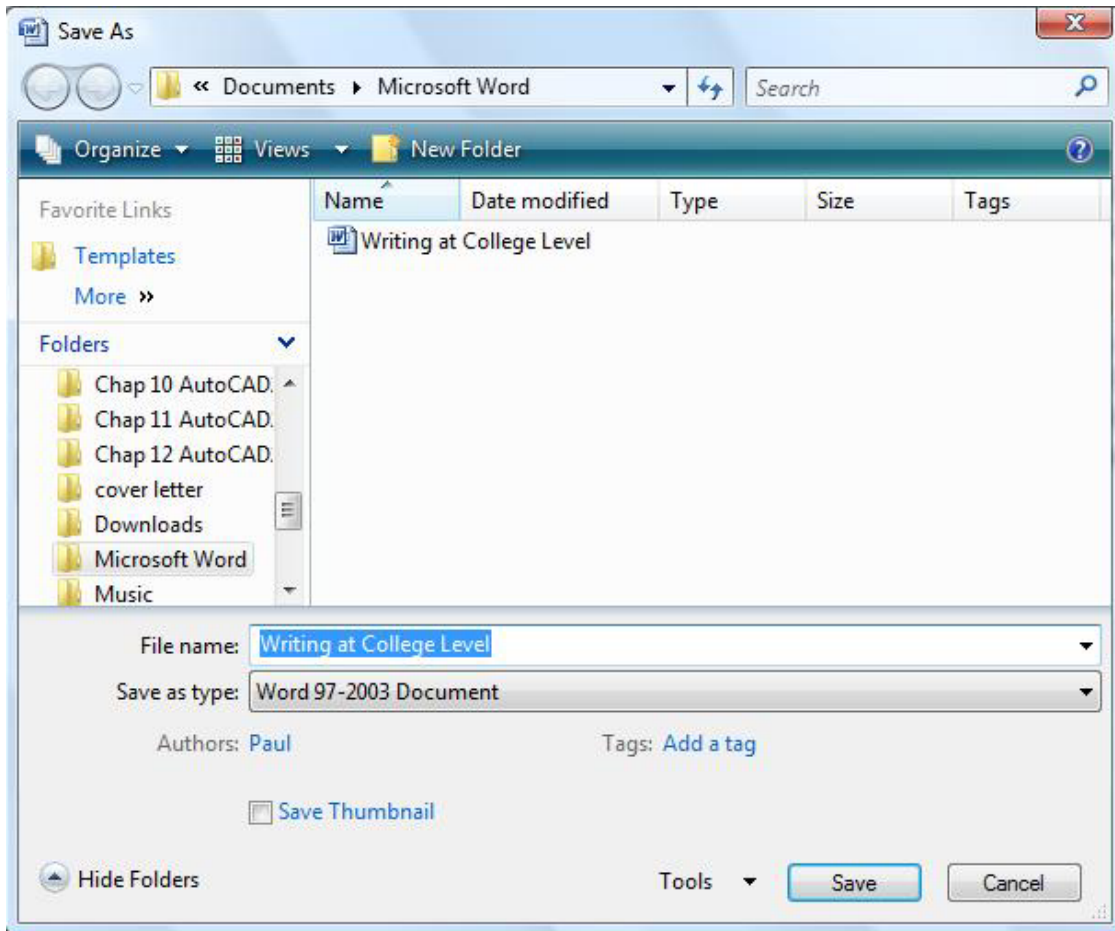


Figure 5.11 – Saving the Document

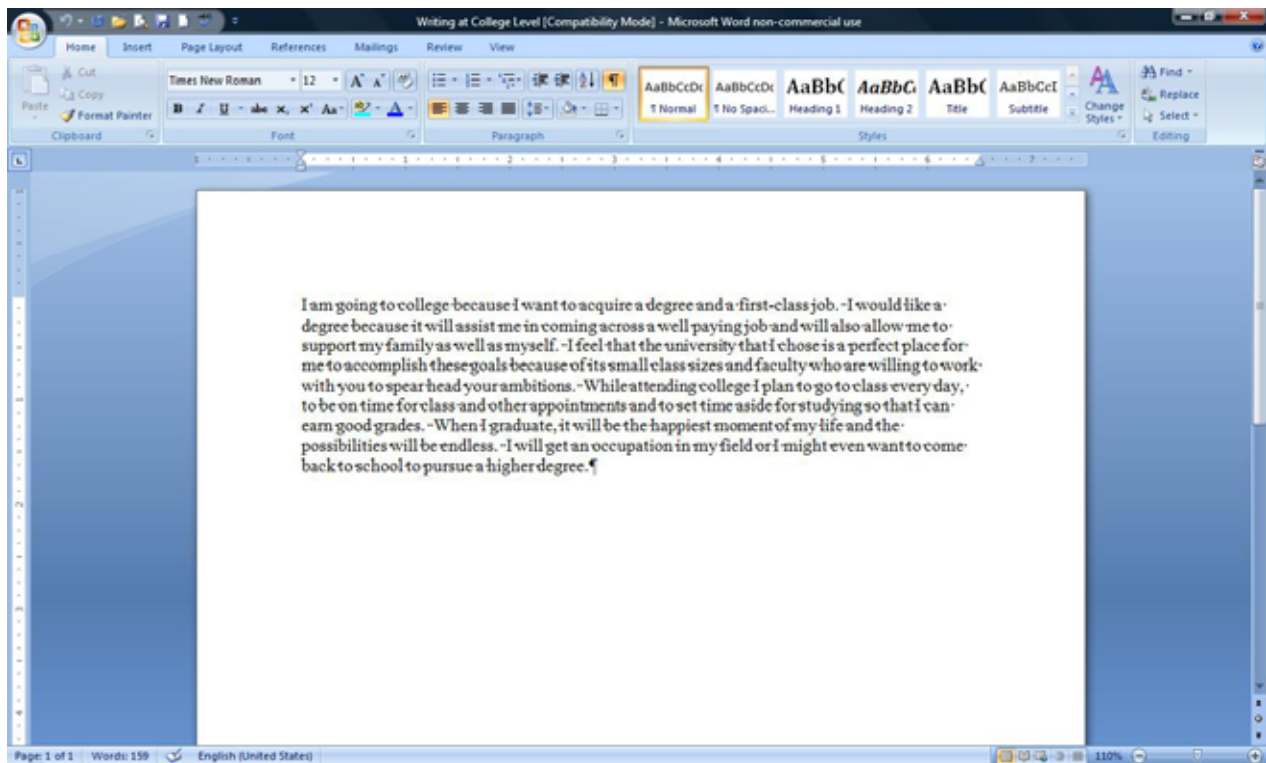


Figure 5.12 – The Finished Document

*** World Class CAD Challenge 30-02 * - Write your paragraph with your own topic sentence, 3 supporting sentences and conclusion. Your paragraph should be between a 10th and 12th grade reading level. Save your file as writing as College Level 2. Repeat the exercise two more times.**