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 the 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 the **Synonyms** tool to improve our language later in the chapter.
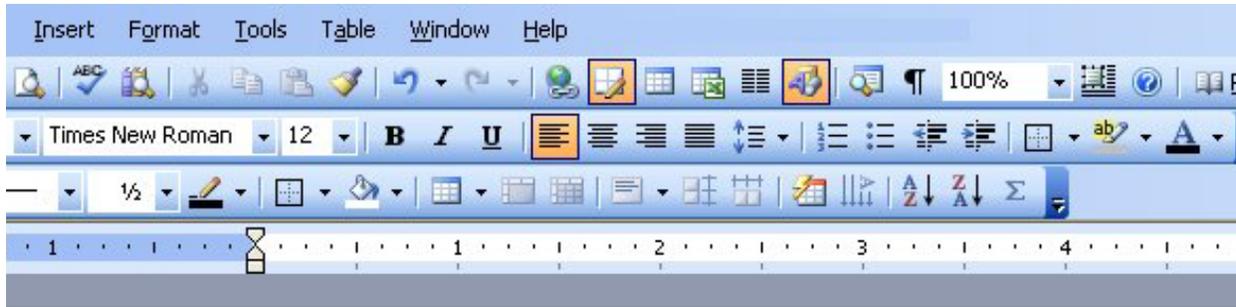
I am going to college because I want to get a degree and a good job.

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).

I am going to college because I want to get a degree and a good job. I want a degree because it will help me find a well paying job and will also allow me to support my family and myself.

Figure 5.2 – First Supporting Sentence

I am going to college because I want to get a degree and a good job. I want a degree because it will help me find a well paying job and will also allow me to support my family and myself. I feel that my college is a great place for me to accomplish these goals because of its small class sizes and teachers who are willing to work with you to meet your goals.

Figure 5.3 – Second Supporting Sentence
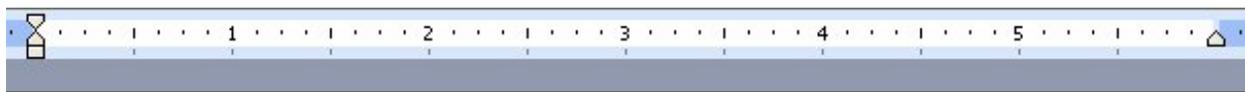
I am going to college because I want to get a degree and a good job. I want a degree because it will help me find a well paying job and will also allow me to support my family and myself. I feel that my college is a great place for me to accomplish these goals because of its small class sizes and teachers who are willing to work with you to meet your goals. While attending college I plan to go to class every day, to be on time for class and other appointments and to set time aside for studying so that I can earn good grades.

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).

I am going to college because I want to get a degree and a good job. I want a degree because it will help me find a well paying job and will also allow me to support my family and myself. I feel that my college is a great place for me to accomplish these goals because of its small class sizes and teachers who are willing to work with you to meet your goals. While attending college I plan to go to class every day, to be on time for class and other appointments and to set time aside for studying so that I can earn good grades. When I graduate, it will be the happiest day of my life. I will get a job in my field or I might even want to come back to school to pursue a higher degree.

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. We just 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.

I am going to college because I want to get a degree and a good job. I want a degree because it will help me find a well paying job and will also allow me to : family and myself. I feel that my college is a great place for me to accomplish because of its small class sizes and teachers who are willing to work with y your goals. While attending college I plan to go to class every day, to be on tin and other appointments and to set time aside for studying so that I can earn g When I graduate, it will be the happiest day of my life. I will get a job in m might even want to come back to school to pursue a higher degree.

	Cut
	Copy
	Paste
A	Font...
	Paragraph...
	Bullets and Numbering...
	Hyperlink...
	Look Up...
	Synonyms ▶
	Translate
	Select Text with Similar Formatting

desire
wish for
fancy
would like
feel like
crave
covet
yearn for
Thesaurus...

Figure 5.6 – Synonym Tool

I am going to college because I want to get a degree and a good job. I want a degree because it will help me find a well paying job and will also allow me to support my family and myself. I feel that my college is a great place for me to accomplish these goals because of its small class sizes and teachers who are willing to work with you to meet your goals. While attending college I plan to go to class every day, to be on time for class and other appointments and to set time aside for studying so that I can earn good grades. When I graduate, it will be the happiest day of my life. I will get a job in my field or I might even want to come back to school to pursue a higher degree.

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 **Tools** on the Menu bar**.** Then pick **Options** at the end of the menu as shown in figure 5.8. The Options window will appear on the display.
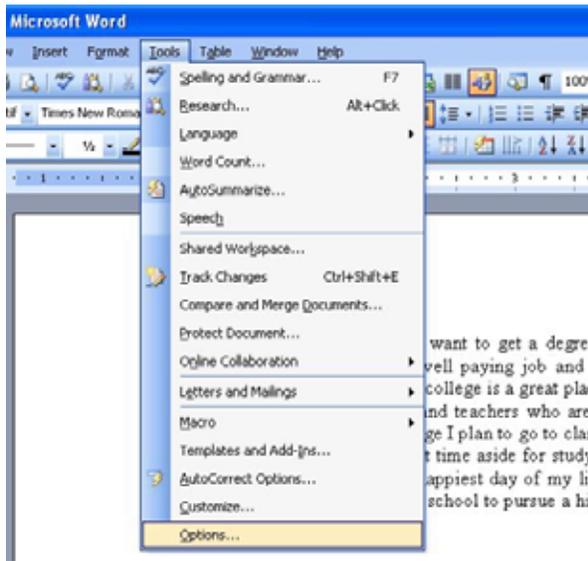
Figure 5.8 – Selecting the Word Options Tool

Next, we need to select the **Spelling and Grammar** tab at the top Window. At the bottom of the dialogue box, we want to make sure that the "Show Readability Statistics" option is check marked (Figure 5.9).   Next, we change the Grammar only to Grammar and Style in the Writing style list box.
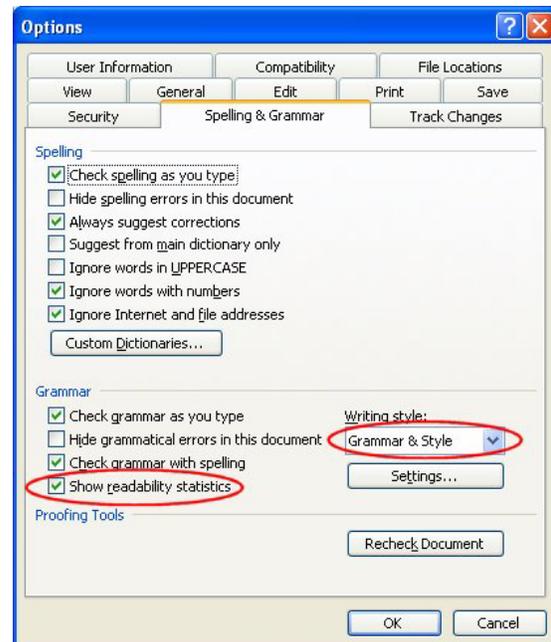
Figure 5.9 – Selecting Show Readability Statistics Option

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.
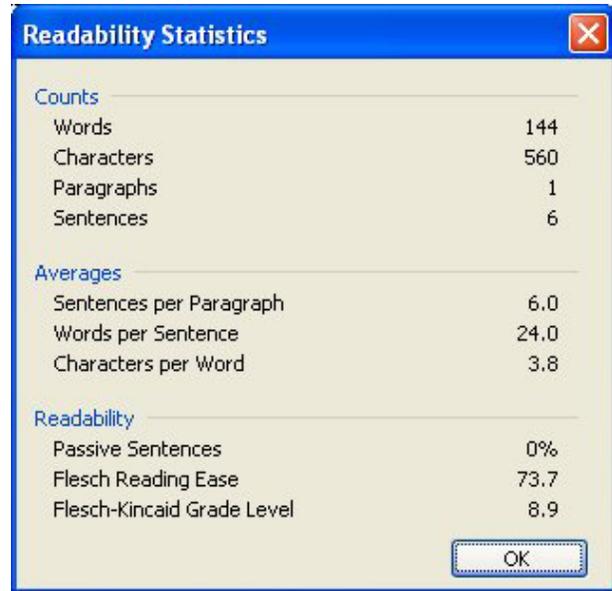
Figure 5.10 –Readability Statistics Window

Removing "It" from the Paragraph

Another skill we can develop to increase the sophistication of the paragraph is to remove the word "it" and replace the short remark with what it is. Whenever we see this short article, the two-letter word represents something. In our paragraph, "its small class size" could say "the institution's small class size". Likewise, the sentence, "it will be the happiest day" might be "that moment will be the happiest time". To remove the word "it" from the paragraph, we can select **Find** from the list after picking Edit on the Menu Bar as shown in figure 5.11.
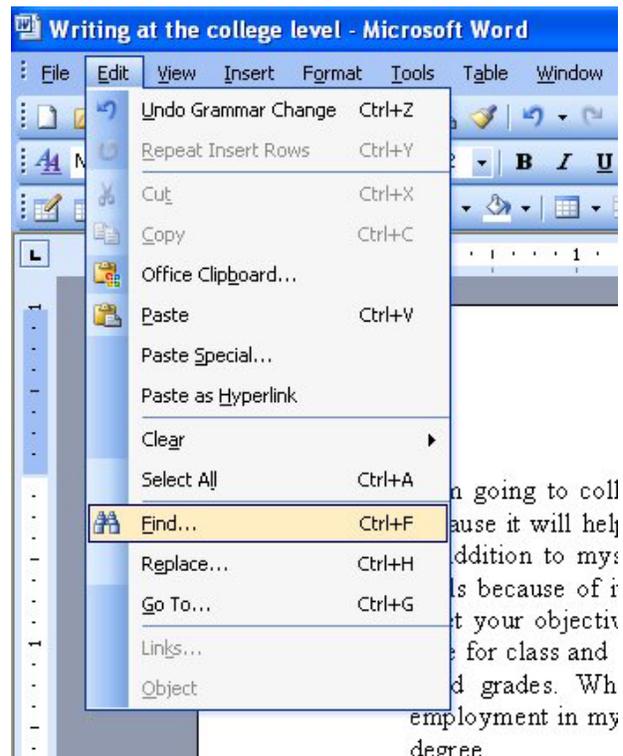
Figure 5.11 – Find Tool

Type "it" in the find what text box and select the Find Next button until we land on the word we want to replace. When we land on the "it" in "I want a degree because it will help me locate a

well paying job and will allow me to support my family in addition to myself", then choose the **Replace** tab and type "the certification" as shown in figure 5.12.
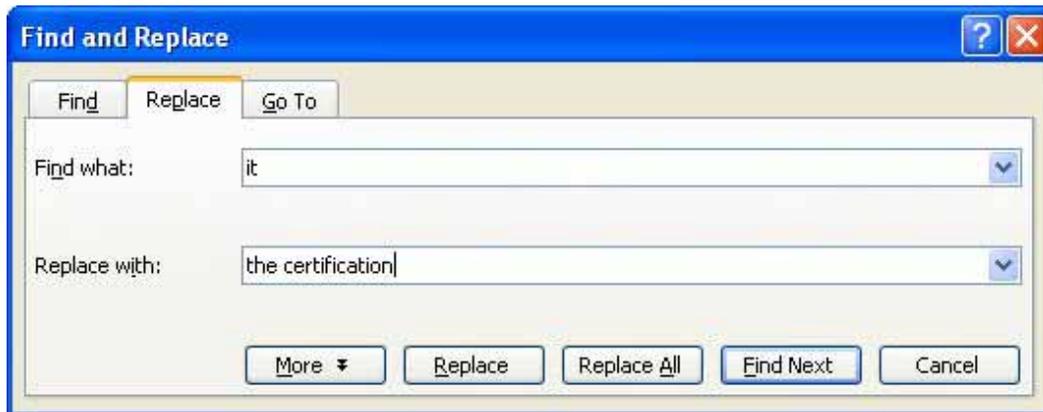
Figure 5.12 –Readability Statistics Window

Select the Find Next command button and two things will happen, the change will be implemented and the application will proceed to the next occurrence of "it" in the paragraph. We went ahead, removed the word "it" from the paragraph, and reran the Spelling and Grammar check by pressing F7 on the keyboard. In figure 5.13, the Flesch-Kincaid Grade Level increased from 8.9 to 9.6. We want to continue to change smaller words until the grade level reaches at least tenth grade level. Our community's newspapers and television scripts can be written at the 6th to 8th grade level, so the college paper could be somewhat classier.
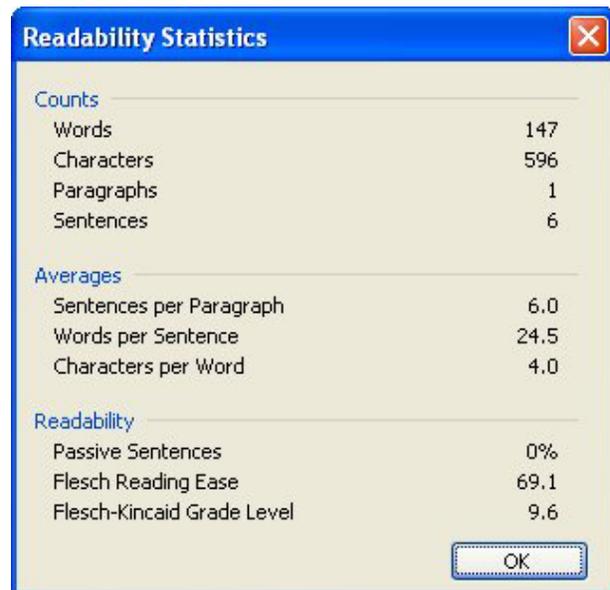
Figure 5.13 –Readability Statistics Window

Saving the Document

To save the document, click on the **Save** tool on the **Standard** 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 we have already created. Save the document with a description, that tells us what the document is about without having to open the file. Typing our name followed by the words "Writing at the College Level" is a good choice. Once we have typed in the file name, click on the Save button and our document will be saved (Figure 5.14).
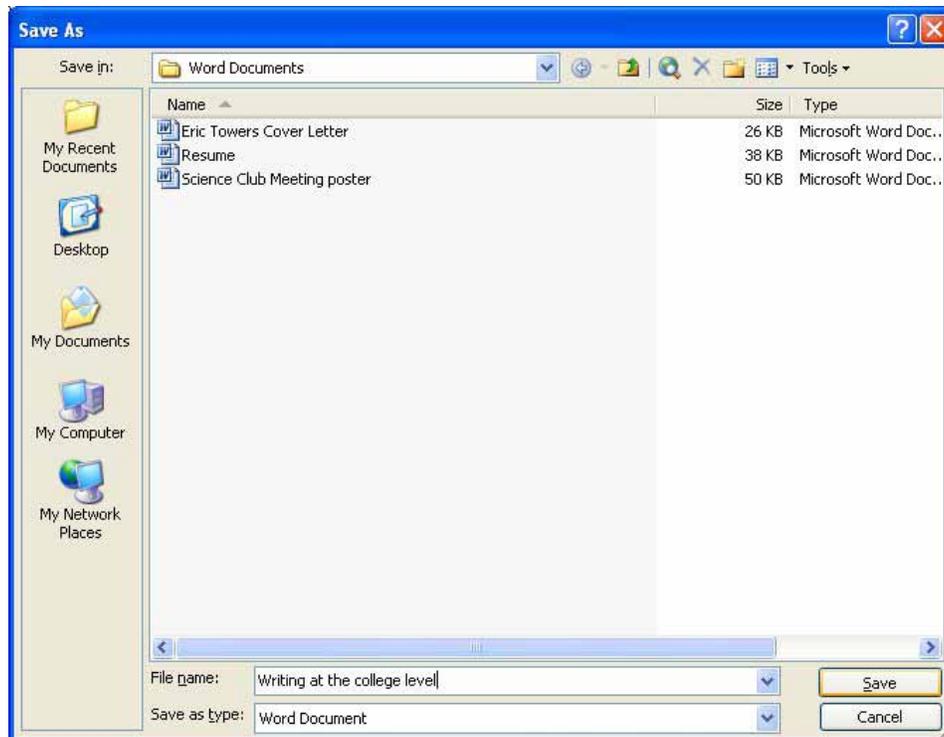
Figure 5.14 – Saving the Document

Our finished paragraph is shown in figure 5.15, however your paragraph can be different from ours since the list of synonyms is long. After closing the Word document, we desire that the student learning to write paragraphs in Microsoft Word using the Synonyms tool, Replace and Readability Statistics should practice by repeating the exercise three or more times. Each time, pick a topic sentence that is interesting to you and write three or more supporting sentences and a conclusion. When you finish, use the editing tools learned in this chapter to increase the sophistication of the document to 10th to 12th grade level.

I am going to college because I want to get a degree and a high-quality job. I desire a degree because the certification will help me locate a well paying job and will allow me to support my family in addition to myself. I feel that my college is a great place for me to accomplish the goals because of the institution's small class sizes and teachers who are willing to work with you to meet your objectives. While attending college I plan to go to class every day, to be on time for class and other appointments and to set time aside for studying so that I can receive superior grades. When I graduate, that moment will be the happiest time of my life. I will get employment in my field or I might even want to come back to school to pursue a higher degree.

Figure 5.15 – 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.