Chapter 5

Writing at the Collegiate Level

In this chapter, you 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 you are typing a paper about why you decided to go to college, you would want to make a topic sentence that includes the main idea of your paper. Open a new document in Microsoft Word and type a topic sentence about why you decided to go to college (Figure 5.1). For this example, use simpler terms because you will use the **Synonyms** tool to improve your language later in the chapter.
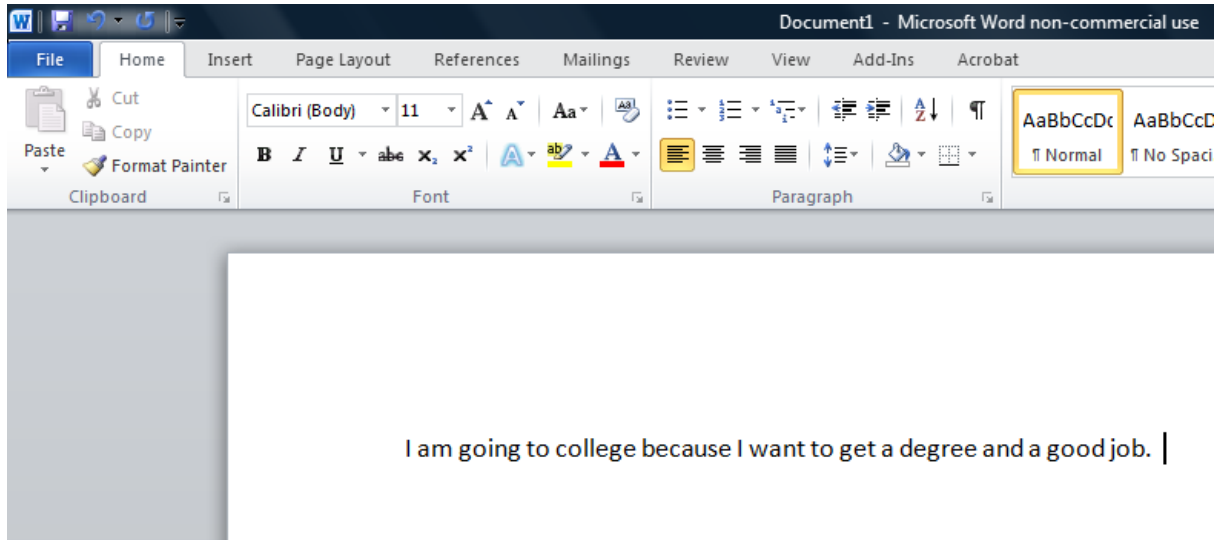

Figure 5.1 – Typing a Topic Sentence

Adding Supporting Sentences

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

Figure 5.2 – First Supporting Senture

> 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 to 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 for me to work with me to meet my goals.

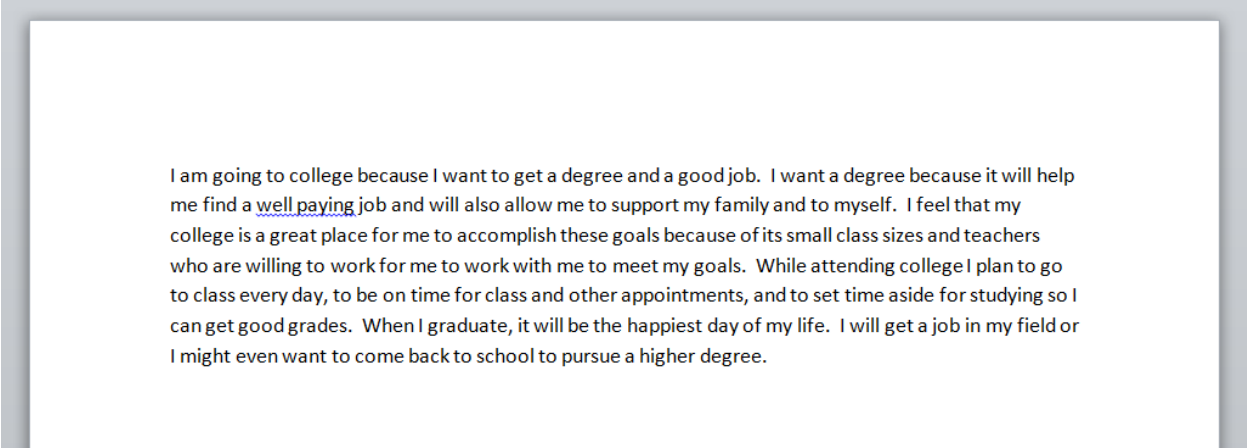**Figure 5.3 – Second Supporting Sentence**

> 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 to 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 for me to work with me to meet my 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 I can get good grades.

Figure 5.4 – Last Supporting Sentence

Typing a Conclusion

The conclusion of your paper is going to be a small look toward the future. Explain what you want to happen after you graduate from college and how you will feel when you graduate. It may be difficult to answer both questions in just one sentence so you might consider breaking the thought into two separate sentences to avoid a lengthy and confusing conclusion. Type two sentences answering the above questions to form your 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 to 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 for me to work with me to meet my 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 I can get 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 your paper by increasing the degree of sophistication in your language. This is especially important at the college level when you want your paper to reflect an educated and knowledgeable disposition about your topic. With the **Synonyms** tool, you are able to take lower level vocabulary words and change them to more advanced ones. You are also able to add variety to your 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 you need to do is place the cursor over the word you 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. Select one of the words to replace the one currently in your paper. For example, the word "want" in the second sentence can be changed using the following procedure (Figure 5.6). To improve your paper, change all of the 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 you already changed.
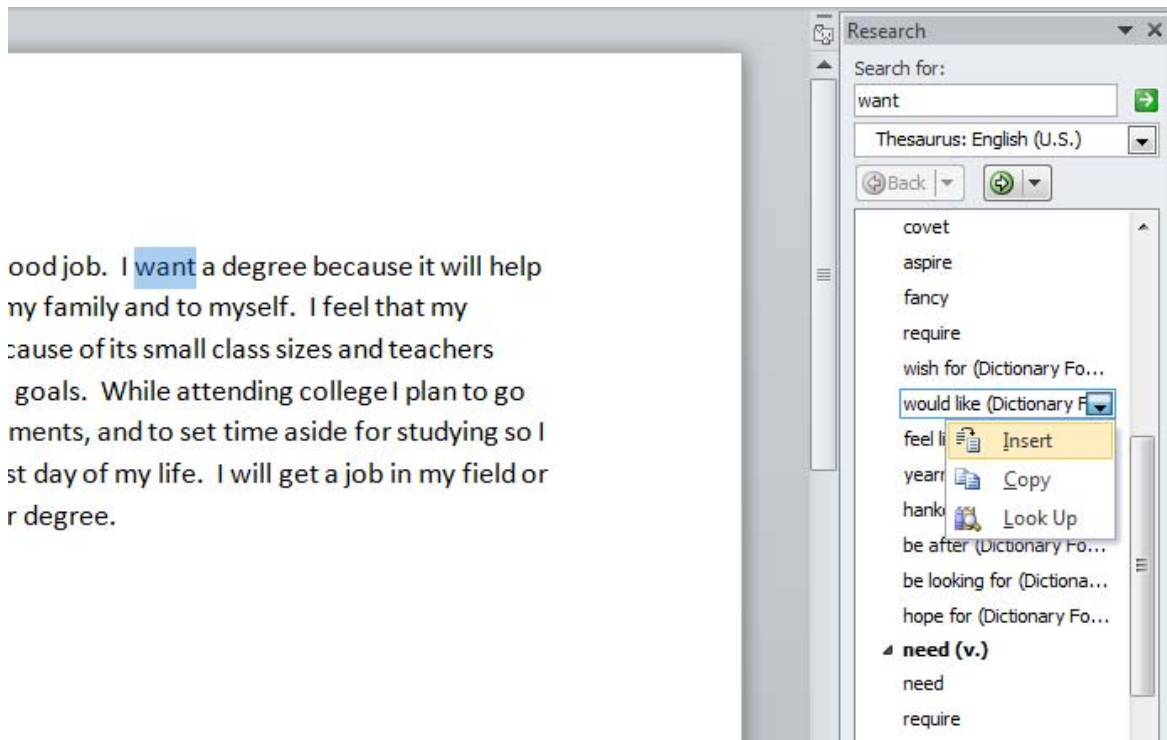
Figure 5.6 – Synonym Tool
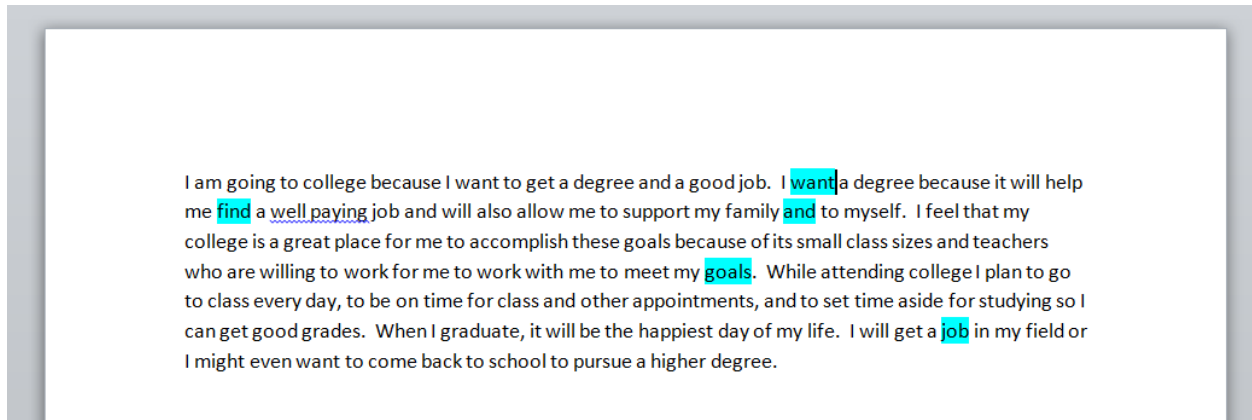
Figure 5.7 – Words Highlighted to be Switched with a Synonym

Showing Readability Statistics

Readability Statistics calculate how difficult or easy your 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 your readability statistics.
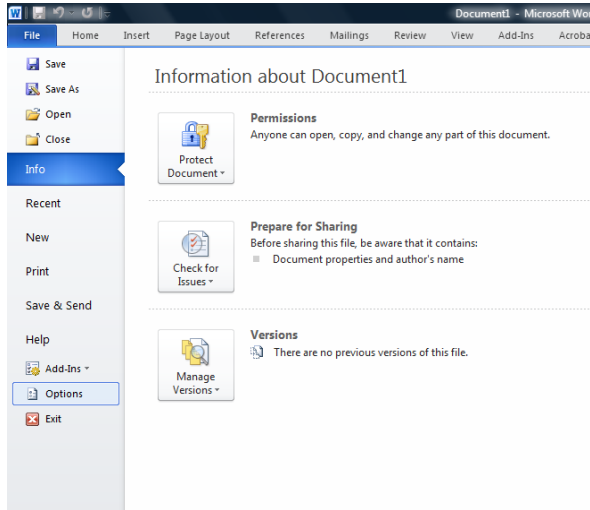

To view your readability statistics, you must first make sure that the option to view the statistics is selected. To do this, you must first select the **Office Button** in the upper left corner of the screen. Next, you need to select the **Word Options** tool at the bottom of the Office Button Window (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 your keyboard. After making any corrections in your paper, the last part of the Spell Check command will be your Readability Statistics. They will appear in a window as in Figure 5.10. You want your Flesch-Kincaid Grade Level to be between a 10 and a 12.
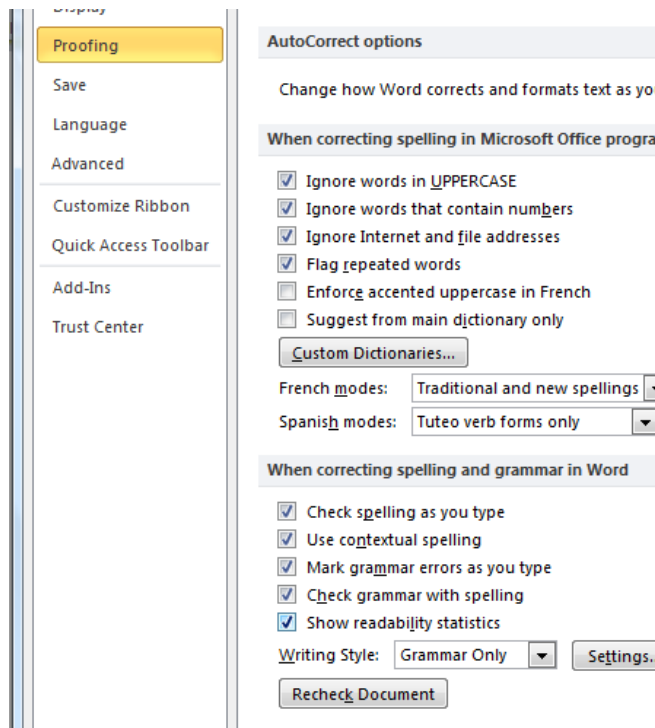
Figure 5.8 – Selecting the Word Options Tool

Figure 5.9 – Selecting Show Readability Statistics Option
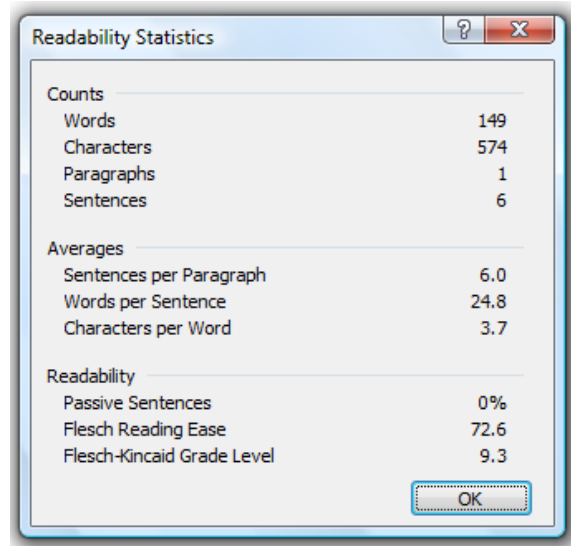
Figure 5.10 – Readability Statistics With Flesch-Kincaid Readability Test Scores

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. You can save the file into a folder that has already created or you can create a new folder by selecting the **New Folder** tool. You will save the document as "Writing at College Level." Once you have typed in the file name, you will click with your left mouse button on the Save button and your document will be saved (Figure 5.11).
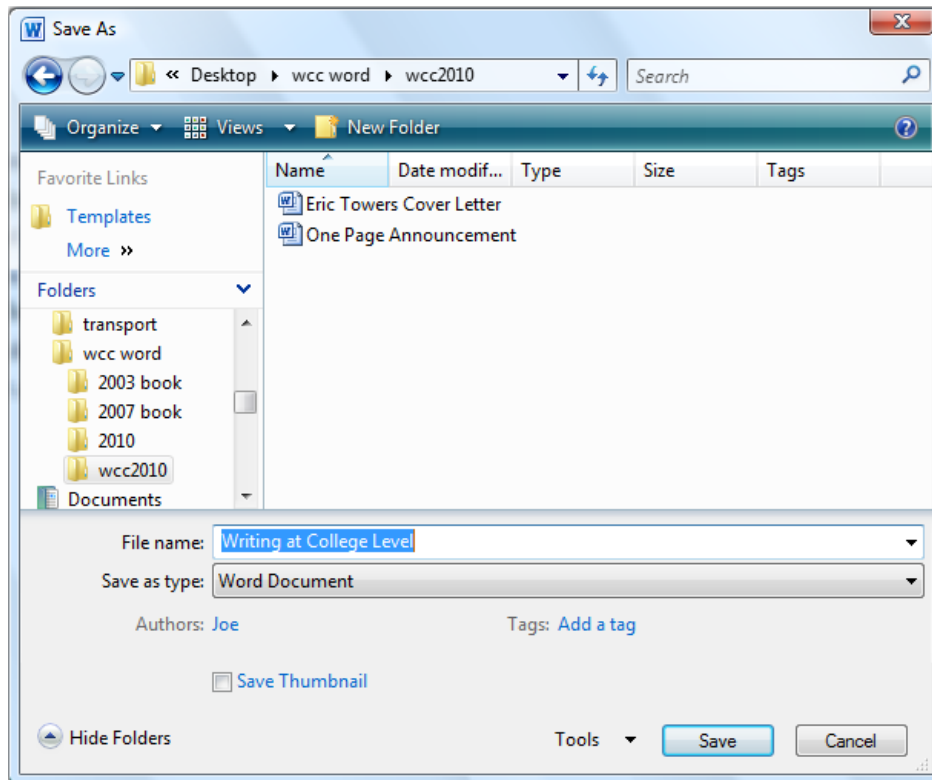

Figure 5.11 – Saving the Document

I am going to college because I want to get a degree and a good job. I would like a degree because it will help me obtain a well-paying job and will also allow me to support my family in addition to 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 for me to work with me to meet my ambitions. 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 I can get good grades. When I graduate, it will be the happiest day of my life. I will get a position in my field or I might even want to come back to school to pursue a higher degree.

Figure 5.12 – The Finished Document

* World Class CAD Challenge 30-05 * - Write a 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.