

AN INSTRUCTIONAL TECHNIQUE FOR
ADVANCED ESL WRITING

Ann Strauch
Robert Kaplan
American Language Institute
University of Southern California

Frequently, the teaching of writing is viewed largely as grammatical, but it is quite clear that the control of syntax has only a trivial carry over into the generation of connected discourse. On the one hand, there is the problem that the uncontextuated sentence carries only syntactic and semantic meaning whereas the contextuated sentence does not depend wholly upon its syntactic and semantic meaning to convey some message. Quite the contrary, within reasonable constraints, syntactic and semantic correctness are not nearly as relevant as propositional value and illocutionary value. Obviously, a structure which violates such basic syntactic constraints as word order (e.g., *Violates word obviously structure which basic such order as constraints a syntactic.) or such basic semantic constraints as would cause real-world disorientation (e.g., *John is planning to become a banana.) would indeed preclude communication, but the advanced L2 student generally does not generate such structures; on the contrary, the advanced L2 student generally has reasonable syntactic and semantic fluency, but often lacks the ability to join individual structures into coherent discourse because of a lack of awareness of the mechanisms for joining in the L2. Certain more obvious mechanisms for joining can be explicitly taught, but it is clear that perceiving coherence and its underlying mechanisms can be facilitated by providing a great deal of input and a great deal of practice.

This paper attempts to describe a technique for providing both controlled input and practice in the generation of coherent discourse. What will be described is an actual set of activities carried on during the Fall 1978 semester with a group of advanced-level foreign students in the American Language Institute at the University of Southern California. The American Language Institute, founded in 1957 as the English Communication Program for Foreign Students, currently serves some 500 international students from between 90 to 100 different linguistic backgrounds each semester. The population is not only linguistically heterogeneous, but also heterogeneous in other ways; that is, the students, though they come largely from the hard-science disciplines, represent virtually every academic major available in a large, diverse, urban institution. They range in age from 18 to 55 or 60; they are both

graduate and undergraduate, and they have incredibly varied backgrounds in the sense that some are rather callow youngsters while others are responsible government or industry officials. Some are already multilingual while others are monumentally monolingual. About two-thirds of them are male. The American Language Institute offers this diverse population instruction at the intensive elementary, intermediate, and advanced levels in classes of approximately fifteen students grouped according to proficiency level. Proficiency level is determined by an on-arrival placement test consisting of six sub-tests including a test of reading comprehension, a test of listening comprehension, a test of abstract knowledge of grammar and composing skills, a test of spelling, vocabulary and mechanics, an oral interview, and a written composition (the collectivity known as the USC Foreign Students English Placement Test).

The specific class with which the activities described here were undertaken consisted of fifteen individuals all placed by examination at the advanced level. Linguistically, they are native speakers of the following languages: Arabic, Bhasa Indonesian, Cantonese, Farsi, French, and Mandarin. The largest concentration of any single language consisted of eight speakers of Farsi. There were four women and eleven men in the group. All of the students were freshmen at the University; thus, their average age was twenty, and the age spread was between eighteen and twenty-three. They were enrolled in the following declared majors: Architecture, Biology, Business Administration, Computer Science, Education, Chemical Engineering, Mechanical Engineering, Petroleum Engineering, and Journalism. All had been in the United States for less than one year, though their prior formal exposure to English instruction, in terms only of time, ranges from ten years to less than one year. All have had their education through the 12th grade outside of the United States. Four-fifths of the students were new to the University in the semester during which the described activity took place, while the remaining fifth had had one semester of prior training in the American Language Institute.

The activity described below was undertaken starting in the fourth week of a sixteen-week semester in a class meeting for fifty minutes per day, four days per week. The activity, including writing time for students and grading time for the instructor as well as the specific steps outlined below, covered approximately four weeks, though of course it did not occupy every class hour during those four weeks. The instructor is an experienced middle-aged male. The actual exercise was preceded by exercises in writing description and definition, by a general review of grammar, by fairly extensive reading, and by exploration of the semantic values of sentence connectors. Subsequent to the exercise, the majority of the time in the remaining eight weeks was spent on a research paper project.

On the first day of the exercise the class selected its topic. Since the content of the composition is considered primarily as a vehicle to teach composition, no benefit can be seen in imposing the topic upon the class. Thus, the topic was class-generated, the only imposed restriction being the following guidelines: The topic must be (a) collectively chosen, (b) manageable within the constraints of available time, and (c) reasonably broad so as to be interesting and familiar to everyone, but not inherently one susceptible to emotional argument.

Each class member contributed suggestions, and each suggestion was evaluated by the entire class in terms of guidelines (b) and (c) given above. Throughout the topic-selection process the instructor maintained order, preserved the guidelines, and acted as a secretary, writing and/or erasing topics from the board as they were suggested and/or retracted. The instructor did not indicate a preference for any given topic, nor did he make any specific topical suggestions. The list was considered complete only after everyone had had an opportunity to contribute a topic and had agreed that each topic met the given guidelines. The class selected "Cars" as the topic for the exercise.

As a homework assignment, each student was asked to give thought to the selection of a suitable audience for the composition and to the determination of the presuppositions that could be made regarding the proposed audience.

The selection of a suitable audience is a crucial step in planning a composition. To illustrate, if one is writing about starting a car, and the audience is to be male American teenagers, essentially all one needs to say is, "Start the car." On the other hand, if the audience is male rural Australian Aborigine teenagers, a great deal of detailed explanation may be necessary since the proposed audience may be unfamiliar with the notion of automatic ignition or, indeed, the notion of locks and keys. To put it another way, the audience will determine the nature of the presuppositions upon which the composition will be developed. First of all, the audience must be a group about which the writer has sufficient familiarity in order that he can make reasonable presuppositions, and, secondly, the writer must be prepared to tell his audience something it does not already know; thus, the proposed audience by definition must be less sophisticated about the topic than the writer.

On the second day of class, the instructor called upon each student to contribute his notion of a suitable audience. Contributions were listed on the board, as follows:

1. American high school students
2. American college students
3. American students in general
4. American 9th grade students (15 years old)
5. ALI 102 students

6. American people
7. Iranian teenagers, upper class
8. General high school students
9. Young people in general
10. USC foreign students

Once the list was complete, the instructor directed the class to look for a commonality in the proposed audiences, and the class decided that that commonality was the general age level of the audiences listed, middle teens to young adults. Next, each student was asked to explain his choice of audience. Not surprisingly, most students felt that the more they had in common with a given audience, the easier it would be to make reasonable presuppositions.

At this point, the instructor suggested that the class think in terms of eliminating those audiences which were extremely broad as well as those that were extremely specific. If the audience were too broad, presuppositions would be very difficult, or even impossible, to make; on the other hand, if the audience were too specific, presuppositions would likewise be very difficult to make, or the resulting essay might be merely trivial since the relative difference in sophistication might be too narrow.

Each audience on the list was individually discussed and categorized as (a) too broad, (b) too specific, or (c) reasonable. Audiences numbers 1, 2, 3, 6, and 9 (see list) were considered too broad. For example, young people in general are not equally interested in cars. In Taiwan, to cite a specific example, cars are very expensive, and, therefore, young people do not normally own cars. In contrast, in Saudi Arabia young people are very interested in cars. (These bits of cultural information were contributed by the students.) In other words, the fact that someone is 17 or 18 does not guarantee a high level of interest in cars. As a result, it would be extremely difficult to make presuppositions for young people in general.

Audiences numbers 4 and 7 were considered to be too specific. To take an example, Iranian "upper class" teenagers are indeed interested in cars; however, not all the students in the class are familiar with Iranian teenagers, and therefore establishing presuppositions would be very difficult. At this point, the students were reminded that everyone must have a reasonable degree of familiarity with both the subject and the audience.

The remaining audiences, numbers 5 and 10, were categorized as "possible." Granted, the easiest audience to write for would have been ALL 102 students; however, the resulting composition could be trivial, since there could be hardly anything to communicate if the audience and the writers constituted an identical set; that is, what is accomplished by talking-to yourself? Thus, USC foreign students remained the only

possibility left on the list; however, a new suggestion was made: college students who own cars. The class agreed that this newly proposed audience was too broad, but it voted to accept an amended version: all USC students who own cars.

The next step was to list the presupposition, or the types of information the selected audience already knew. These presuppositions would then indicate the kinds of information that would not be included in the composition. The following list of presuppositions was generated:

1. what a car is
2. how to operate a car
3. know about American cars and foreign cars sold in the States
4. know about engine differences and engine performance
5. knowledge about buying and financing used cars
6. basic maintenance
7. know about car insurance
8. licensing

Since the audience already knows the above information, the task was to find something to talk about other than what was contained in the list. The class agreed there was nothing left to discuss, at which point the instructor proposed making one of two choices: (a) Change the audience, or (b) Find something else to discuss. The class decided to limit the audience to USC foreign students who own cars. By doing so, the class found they could provide their audience information in categories 3, 4, 5, and 7 (see list). Now the class had an audience whose knowledge was limited, thereby permitting useful information to be communicated. For the next class meeting, the students were, without undertaking elaborate research, to collect information--verifiable facts--that could be communicated to the selected audience.

The entire following class meeting was devoted to the collection of all the facts in the students' possession pertinent to the selected topic. A considerable amount of time was given to the discussion of each fact presented by the students, many of which were actually opinions, which were then eliminated or altered accordingly. The process continued until the students' fund of applicable information had been exhausted. The class generated the following twenty-four facts, which the instructor wrote on the board and subsequently reproduced on paper for the next class meeting. (The instructor corrected only very distracting mechanical errors.)

1. The State of California prohibits turning back odometers.
2. The size of engines can be measured in cubic centimeters, in number of cylinders, or in horsepower.
3. There is a relationship between the number of cylinders and related gas consumption.

4. Cars are contributors to air and noise pollution.
5. The most widely sold foreign cars are Toyota and Datsun (Japanese cars).
6. The General Motors Corporation and the Ford Corporation are the largest producers of American cars.
7. Cars fall into three general price ranges: "Low-priced" cars, which are foreign cars; "middle-priced" cars, most of which are American cars; and "high-priced cars, most of which are also foreign cars.
8. In the State of California, for an additional fee, one can get personalized license plates.
9. The second most widely sold foreign cars, after Toyotas and Datsuns, are Volkswagens.
10. In order to drive a car in California, State law requires one to have liability insurance.
11. The cost of insurance depends on several variables: e.g., the age of the driver, the replacement value of the car, the availability of fire prevention agencies in the area in which the car is garaged, and the relative crime rate in that area.
12. The cost and availability of insurance depends in part upon the driving record, especially upon the number of moving violations of the driver.
13. Diesel powered cars are not as powerful as gasoline powered cars.
14. Cars are involved in more than half of the disabling accidents in the United States annually.
15. In the State of California, drivers must successfully pass State administered tests periodically; these tests include both in-the-car skill tests and tests of knowledge of traffic laws.
16. Stick shifts are more economical and probably safer than automatic shifts.
17. In California, the addition of mandatory pollution control devices has increased fuel consumption.
18. Consuming alcoholic beverages while driving is prohibited in the State of California.
19. Because all cars are fairly expensive, buyers often have to borrow at least part of the necessary money; normally, buyers must provide 10-20% of the purchase price and must borrow the remainder from a bank, a savings-and-loan association, or a credit union at a rate of interest roughly equivalent to one per cent per month for the duration of the loan, which is normally 24 to 48 months.
20. The large volume of cars on the road is directly related to the large number of automotive accidents.
21. Because cars eventually wear out, there is a problem of disposing of them, and this problem contributes to waste pollution.
22. In order to lease a car, one must be at least 21 years old and must have a guaranteed source of income.

23. In order to rent a car, one must be at least 21 years old and must have established credit.
24. In the State of California, all cars must be registered with the State Department of Motor Vehicles (DMV), and the registration must be renewed annually.

The next class session was devoted to categorizing the facts and to determining a guiding principle for each category. To begin, fact number 1 was designated as belonging to category "A," an "A" being written on the list beside the fact. The students were then asked to find other facts logically related to it and to identify them with the letter "A." Once the class as a whole, and not without considerable discussion among class members, agreed upon the facts included in category "A," the guiding principle was determined and assigned to the category. With category "A" established, category "B" was created by identifying the next uncategorized fact with the letter "B," and proceeding in the same manner given for category "A." Further categories were created in a like manner, resulting in the following categories and guiding principles:

A--1, 8, 10, 15, 18, 24	(California laws)
B--2, 3, 4, 13, 16, 17	(Mechanics)
C--5, 6, 7, 9	(Makes of cars)
D--11, 12	(Insurance/Finance)
E--14, 20	(Accidents)
F--19, 22, 23	(Financing)
G--21	(Waste/Pollution)

The grouping of facts yielded categories of varying sizes, from one to six facts. The class' next task was to try to balance the categories. More specifically, categories "D" through "G" were incongruously small. The class had three devices at its disposal to correct the imbalance: (a) Eliminate small categories, (b) Expand small categories, or (c) Combine small categories with other categories. Consequently, the class decided to combine "D" and "F," and to eliminate "E" and "G." Thus, four categories remained: "A," "B," "C," and "D."

Up to this point, no priority had been established among the facts in each category nor among the categories. For homework, the class was to (a) arrange the facts within each category into some logical order, and (b) write one sentence to summarize each category, abstracting the facts given, rather than merely stringing the facts together. The students were told that this assignment was the most important step in the process; furthermore, they were told it was possible that they might have to regroup the categories the next day.

The next class period began with students writing summary sentences on the board. For category "A," the student-written summary sentence merely combined all the facts (except #8); thus, it did not constitute a summary sentence. The class did, however, agree to the omission of fact

eight. Another student offered, "In the State of California some specific rules have to be done about the cars," which was determined to be too general. A third student submitted, "In the State of California, in order to drive, you should have a license, liability insurance, and car registration." This sentence was accepted with the agreement that facts 1, 8, and 18 would not be included. (Facts 10, 15, and 24 remained in the category.) This regrouping served to illustrate that the category may not have been valid in the first place.

The summary statement written on the board for category "B" was too general; the second sentence submitted--a very long sentence--merely combined the facts. The third suggestion, "The mileage of a car depends on the number of cylinders, the kind of engine, and the kind of transmission;" was voted upon and accepted by the class (in spite of the instructor's mild disagreement).

For category "C," fact 7 was adopted as an appropriate summary sentence.

The first sentence proposed for category "D" was: "There is a relationship between the age of the owner and having a good, expensive car;" however, the class eventually voted to adopt the following: "In order to buy, lease, insure, or rent a car, it's required for the person to have certain qualifications (the following segment was added by the instructor) with respect to age and financial status."

Facts 1, 8, and 18, which had been put aside earlier, came together at this point to form a new category--"E"--with the following summary statement, suggested by the instructor: "The State of California also imposes other regulations both on drivers and on persons who buy and sell cars."

In the next step, the order of the facts within each category was examined, and the students agreed to the logical sequencing of facts, as follows: (Compare with list on page 48.)

A--10, 15, 24

B--2, 3, 13, 16, 17 (7 was deleted to serve at the "head.")

C--19, 22, 11, 12, 23 (Subsuming old D and F)

E--18, 8, 1 (From original A)

The homework for the next day was to order the categories into a logical sequence and to write a sentence to summarize all the categories, a difficult task requiring the student to synthesize the information in all the categories.

At the beginning of the next class meeting, five students wrote topic sentences (summaries of the five categories) on the board. The class was

to evaluate them, keeping in mind that a good topic sentence has to summarize all the categories, but no more than the given categories. The class voted on the five sentences submitted, but the opinion was divided. At that point, another sentence was submitted: "Not only some general information is always useful for driving a car, but also in the State of California some specific rules have to be considered about driving a car." This sentence, considered the best offered thus far, nevertheless, was seen not to be perfect. The instructor then suggested that the class consider the categories:

- A--legal things you have to do
- B--mechanical considerations
- C--price
- D--financing
- E--other legal regulations

The students were reminded that they needed to abstract from these, five general notions. In addition, they needed to consider who they were addressing and what they were trying to tell their audience. The instructor began the statement, "(What are we trying to talk about?) In order to operate a car in the State of California... (Who are we talking to?)... USC foreign students should... (What should they do?)..." A student continued, "...be familiar with the different laws and regulations which State government imposes on buying, selling, leasing, or renting of a car." Since the statement did not include all the information, a revision was proposed: "...imposed on the acquisition (buying, leasing, and renting) and insuring of a car." Still, not everything was included; thus, the instructor offered, "...USC foreign students... (What should they do?)... should be aware of (all the categories were given)." "Operate" was changed to "acquire and operate." The instructor offered, "...they should certainly be aware of pertinent government regulations (categories "A" and "E"), the conditions of buying and selling (categories "C" and "D") (The class voted to put "C" before "D," even though the instructor disagreed.) and some mechanical characteristics ("B") of cars."

The final topic sentence was as follows: "In order to acquire and operate a car in the State of California, USC foreign students should certainly be aware of pertinent government regulations, of the conditions of buying and selling, and of some mechanical characteristics of cars."

The categories and facts were then finally sequenced as follows:

- A--10, 15, 24
- B--18, 8, 1
- C--6, 5, 9
- D--19, 22, 11, 12, 23
- E--2, 3, 13, 16, 17

The following day each student received a copy of the outline, and the instructor explained that just as a blueprint is not a house, an outline is not an essay. The students' job would be to add information to the outline to convert it into a composition. Examples and illustrations would be needed to clarify points. The facts would need to be rewritten, and repetitious material would need to be eliminated. (See Appendix I for the final outline.)

The instructor suggested three categories of information to be included in the essay: structural, strategic, and decorative. By analogizing with the physical classroom in which the class was meeting, the instructor suggested that the structural material is comparable to the building's structural members; e.g., the weight-bearing walls and the supporting steel girders visible in the walls as intrusions into the room. Then he pointed out that the non-weight-bearing walls, the placement of doors and windows, the use of an accoustical ceiling, and the placement of light fixtures were analogous to the strategic material, while the color of the walls, the presence of the green blackboard, the woodgrain in the door, and the posters decorating the walls were analogous to the decorative material. Thus, in the outline, the topic sentence and the roman-numeral items could be considered structural, and the several facts supporting the structural notions could be considered strategic. There were no decorative elements in the outline. In converting the blueprint into a house the student would need to add strategic and decorative elements to convert the "bare bones" of the outline into a "fully fleshed-out" essay. As a general guideline, the instructor suggested that as the outline contained 34 sentences, the completed essay should contain no less than 100 sentences; that is, the completed essay ought to be on the order of three to four times as long as the sentence-outline. Over a weekend, then, the students were assigned the writing of the paper. Two sample compositions generated by this assignment are available in Appendix II.

As soon as the papers were received, the instructor marked them, giving heavy emphasis to the interrelation of parts, to transitions, to expansion of the outline, and to coherence, and relatively less emphasis to spelling, use of prepositions and articles, idiomatic problems, and the like. That is not to say that grammar was seen as less significant than discourse; rather, that is to say that, to the extent that grammar was marked, emphasis was placed on those grammatical issues which contribute to discourse (e.g., various kinds of embeddings) rather than on those grammatical issues which merely contribute to formal sentential "correctness." The marked papers were returned in class, and one class period was used as a "writing laboratory" in which the students worked at understanding what they were to do in order to improve their papers. In the "laboratory" situation (one used regularly by the instructor and one with which the students were already familiar), students are assigned into small groups of three or four in such a manner that each group contained at least one strong and one weak student, and that no two students in any

group spoke the same native language. In these groups, students helped each other to understand the instructor's marking and the nature of the problem. In so far as possible, students help each other to improve the paper; in instances in which they could not understand the point of the marking or could not resolve a problem, the instructor (who circulated among the groups) assisted them by clarifying the problem, suggesting possible alternative solutions, and so on.

The students then took the papers home and rewrote them, resubmitting the revisions as a continuation of the assignment. Though a grade was not "recorded" either on the paper or in the "official" gradebook until the revision had been submitted and accepted. In the event that the revision created new problems, the entire cycle was repeated. Most students achieved an acceptable version in two revisions, though three and four revisions were not uncommon. In this particular instance, immediately following the first revision, the instructor solicited permission from several students to reproduce their papers for class discussion. Ultimately, the instructor chose what he judged to be the best and the worst paper in the group and copied them, stripped of identification, of course. The class was then asked to write an essay of comparison and contrast, evaluating the two papers against each other and against the outline. These papers were marked and treated as any other paper, but in addition, the instructor discussed with the class the characteristics of the two papers with reference to coherence and organization. (Sample comparative papers are available in Appendix III.)

In summary then, this activity requires approximately ten class periods and eight active homework assignments:

DAY	ACTIVITY	HOMEWORK
1	Select topic	Define audience
2	Select audience/Set pre-suppositions	Collect facts
3	Collect facts/Discuss facts vs. opinion	
4	Order facts in categories	Attempt first order generalizations
5	Define first order generalizations	Attempt topic sentence (second order generalization)
6	Define topic sentence/Order first order generalizations	

7	Discuss movement from outline to essay	Write essay
8	Work over marking of essay	Rewrite essay
9	Compare and contrast best vs. worst	Write comparison paper
10	Work over marking of paper	Revise comparison paper

It is our conviction that the investment of so much class time is well worth the results. Such an exercise helps students to see, perhaps for the first time, the way in which a coherent paper may be devised and the interrelationship among the possible steps and the essential parts of the process. If such an exercise is conducted prior to the undertaking of a term-paper writing exercise, it is of great value in laying the foundation for organized research. But no matter when it is undertaken, it provides the basis for coherent writing and for attention to the propositional and illocutionary values of discourse rather than only to its grammatical and semantic features.

APPENDIX I -- OUTLINE

Topic Sentence: In order to acquire and operate a car in the State of California, USC Foreign Students should be aware of pertinent government regulations, the general conditions of buying and selling cars, and some mechanical characteristics of cars.

- I. In the State of California, in order to drive a car, one should have a license, liability insurance, and car registration.
 - A. In order to drive a car in California, State law requires one to have liability insurance.
 - B. In the State of California, drivers must successfully pass State administered tests periodically; these tests include both in-the-car skills tests and tests of general knowledge of traffic laws.
 - C. In the State of California, all cars must be registered with the State Department of Motor Vehicles (DMV), and the registration must be renewed annually.
- II. The State of California also imposes other regulations both on drivers and on persons who buy and sell cars.
 - A. Consuming alcoholic beverages while driving is, for example, prohibited in the State of California.
 - B. In the State of California, for an additional fee, one can get personalized license plates.
 - C. The State of California prohibits sellers from turning back odometers.
- III. Cars fall into three general price ranges:
 1. "Low-priced" cars are largely foreign made.
 2. "Middle-priced" cars are largely American made.
 3. "High-priced" cars are also largely foreign made.
 - A. The General Motors and Ford Corporations are the largest producers of American cars.
 - B. The most widely sold foreign cars are Toyota and Datsun (Japanese cars).

- C. The second most widely sold foreign cars, after Toyota and Datsun, are Volkswagens.
- IV. In order to buy, lease, insure, or rent a car, the person needs to meet certain qualifications with respect to age and financial status.
- A. Because all cars are fairly expensive, buyers often have to borrow at least part of the necessary money.
 - 1. Normally, buyers must provide 10-20% of the purchase price and must borrow the remainder from a bank, a savings-and-loan association, or a credit union.
 - 2. The interest rate is roughly one per cent per month for loans lasting between 24 and 48 months.
 - B. In order to lease a car, one must be at least 21 years old and must have a guaranteed source of income.
 - C. In order to rent a car, one must be at least 21 years old and must have established credit.
 - D. The cost of insurance depends on several variables:
 - 1. The cost of insurance depends on the age of the driver.
 - 2. The cost of insurance depends on the replacement value of the car.
 - 3. The cost of insurance depends on the availability of fire prevention agencies in the area in which the car is garaged.
 - 4. The cost of insurance depends on the relative crime rate in the area in which the car is garaged.
 - 5. The cost (and availability) of insurance also depends on the driving record, especially upon the number of "moving violations," of the driver.
- V. The gas mileage of the car depends on the number of cylinders, the kind of engine, and the kind of transmission.
- A. The size of engines can be measured in cubic centimeters, in number of cylinders, or in horsepower.
 - B. There is a relationship between the number of cylinders and the relative gasoline consumption.

- C. Diesel powered cars are not as powerful as gasoline powered cars.
- D. Stick shifts are more economical and probably safer than automatic shifts.
- E. In California, the addition of mandatory pollution control devices has increased fuel consumption.

APPENDIX II -- STUDENT COMPOSITIONS

Composition A

- Topic In order to acquire and operate a car in the State of California, USC foreign students should be aware of pertinent government regulations, the general condition of buying and selling cars, and some mechanical characteristics of cars.
- I ABC Firstly, the student should have a license, which is quite easy to get in California; Liability insurance, becomes expensive like all European countries; and car registration which must be pick up at the State Department of Motor Vehicles.
- II A Secondly, USC foreign students are able to drive a car, if they don't drink alcohol when they drive; and they must not carry them in an other place than the trunk.
- III 123 Thirdly, the students should know all about cars' prices; what they think about cars' prices; they believe that the "low-priced cars" are largely foreign made, the "middle-priced" cars are American made, and "high-priced" cars are also largely foreign made.
- III A But in fact, the prices of these cars were based on that: General Motors and Ford Corporation are the largest producers of American cars, so they can have most of the "middle-priced" cars.
- III B The most widely sold foreign cars are Japanese and European.
California is the only State in America to have or to receive a great influence from Japan.

- IV Fourthly, if the USC foreign students want to rent or lease a car, they must be 21 years old, and they must have established credit; if they want to be insured (It is not an obligation to have an accident, if you are not insured. It is only play with words).
- IV D They need, of course, some money. It is expensive, and insurance costs change according to the place in which you live, according to your car (years and marks), according to the number of "moving violations".
- V A In the end, the students should be aware of mechanical features because the city is huge, and the car can't be repaired in one day (in spite of the creation of a towing cars corporations). Therefore, they should know that the sizes of engines can be measured in cubic centimeters, in number of cylinders or in horsepower.
- V B There is also a relationship between the number of cylinders and the relative gasoline consumption.
- They should know about the mechanics of different engines: automatic transmission, change-speed gear..., and at least they should know how to change a wheel.
- V D Diesel powered cars are not as powerful as gasoline powered cars.
- V B The foreign students should know about automatic shifts which are not available in other countries, and because of the addition of mandatory pollution control devices, the fuel consumption has increased.
- In fact, only some regulations are applied in California that other countries in the world has not. A USC foreign student said: "It is easier to drive in California than anywhere in Europe."

Composition B

- Topic In order to acquire and operate a car in the State of California, USC foreign students should be aware of pertinent government regulations. In order to drive a car, one should first obtain a license which requires successful passing of the State-administered tests. These tests include both in-the-car skills tests, and a test of general knowledge of traffic law. The driver's ability in controlling the car
- I
- B

and how he or she understands the laws and regulations imposed by the State government will help to determine whether or not he or she is eligible to continue driving. In addition to a license, one should have liability insurance. The purpose of liability insurance is so that, in case of an accident, the insurance company will take the financial responsibility of paying for the damages and injuries. The next consideration is car registration. All cars must be registered with the State Department of Motor Vehicles (DMV). The registration must be renewed annually. Renewal can be accomplished by mail, and it involves a small registration fee.

The State of California also imposes other regulations on drivers. One example is that the consumption of alcoholic beverages while driving is prohibited by law. This law is strictly enforced by the Police Departments. Another regulation which is imposed on car dealers rather than on drivers prohibits the seller from turning back odometers. In California, one has the option of applying for a personal license plate which allows a maximum of six characters. The characters may be either letters or numbers, according to the owner's choice, and there is a \$25 fee for such a plate.

Another category of information that car drivers should know relates to the buying and selling of cars. Car manufacturers offer a wide selection of cars on the market today. Cars fall into three general price ranges: 1.) "Low-priced cars, which are largely foreign made cars. The most widely sold foreign cars in the United States are Toyotas and Datsuns (Japanese cars). The second to that are Volkswagens (German cars). The advantages of these "low-priced" cars are, first, the conservation of gasoline, and second, reduced maintenance costs because these cars are compacts. After the energy crisis, more Americans are turning to "low-priced" economy cars. Some disadvantages are that these cars have less payload and less room for passengers in comparison with larger cars. 2.) "Middle-priced" cars, which are largely American made cars. The General Motors and Ford Corporations are the largest producers of American cars. "Middle-priced" cars fit most American families. They constitute a category between "high-priced" deluxe cars and "low-priced" economy cars. 3.) "High-priced" cars, which are usually foreign made. These cars can be separated into two categories: A.) Sports cars, which have very high performance engines and superb handling; B.) Luxurious sedans in which the manufacturer offers luxurious features and there is an emphasis on comfort for both the driver and the passengers. The main disadvantage of these cars is the consumption of gasoline.

IV In order to buy, lease, insure, or rent a car, the person
 needs to meet certain criteria with respect to age and
 A financial status. Because all cars are fairly expensive,
 buyers often have to borrow at least part of the necessary
 1 money from a bank, a savings and loan association, or a credit
 union. But, normally, buyers must provide 10-20% of the pur-
 2 chase price as downpayment in order to buy a car. The interest
 rate one pays for a loan is roughly one and one half percent
 per month. The duration of a loan is usually between 24 and
 B 48 months, depending on the borrower's choice. In leasing or
 C renting a car, one must be at least 21 years of age, have a
 D guaranteed source of income, and have established credit from
 a bank. The cost of insurance depends on several criteria:
 1 1.) It depends on the age and sex of the driver. Single
 males between 16 and 25 years of age are classified as a high-
 risk group. Insurance rates are quite high for this group.
 2 2.) It depends on the replacement value of the car. The cost
 of insurance is about the same for "low-priced" and "middle-
 priced" cars, but the cost is a great deal more for "high-
 3 priced" cars. Another factor which helps to determine the
 placement value is the age of the car. 3.) The cost of
 4 insurance also depends of the availability of fire prevention
 agencies in the area in which the car is garaged. 4.) The
 crime rate in the area in which the car is garaged also plays
 an important role in determining the cost of insurance.
 5 Usually, it is determined by the density of population and
 the location in the city. 5.) The driver's record is
 another factor in determining the cost of insurance. The
 driver's record is a record of the number and seriousness of
 traffic violations and accidents which the driver has had each
 year.

One should also know some of the mechanical characteristics
 of cars in order to maintain the car, to prevent accidents, and
 V in case of minor problems on the road. One of the mechanical
 characteristics that engineers worry about is the consumption
 A of gasoline. It depends on several factors: 1.) The size of
 B the engine. The size of engines can be measured in cc, in num-
 ber of cylinders, or in horsepower. The more powerful the
 engine, the more cc, cylinders, or horsepower it has. And
 there is also a relationship between the number of cylinders
 D and the relative gasoline consumption. 2.) Stick shift cars
 are more economical than automatic shifts. They use less
 gasoline because the driver can control the power of the car
 and thus eliminate unnecessary gasoline consumption. Another
 area car engineers worry about is the pollution from the car's
 exhaust system. In California, especially in Los Angeles,
 because of the high density of population and the geographic
 location, the regulations on the exahust systems are exceptionally

- E strict. The addition of mandatory pollution control devices has increased fuel consumption. Engines have to burn fuel at lower temperatures in order to eliminate hazardous pollutants like sulfur dioxide. At low temperatures, engines become less efficient and use up more fuel. Diesel powered cars are not as powerful as gasoline powered cars. Although diesel powered engines emit less sulfur dioxide, they produce "dirtier pollutants."
- C

APPENDIX III -- COMPARISONS BETWEEN THE TWO PAPERS

COMPARISON A

The simple title of "cars" could be a title from a term paper with thirty pages or a book with four hundred pages. But when the process of outlining is considered, the limits of where to start the essay, and where to finish it, should also be considered. When an outline is given, and the writer is expected to follow the outline exactly as it is, he should not skip some parts of the outline to make the job of writing easier for himself. He should give additional information to the reader.

The one-page paper is not developed in a stepwise manner. By that I mean, the writer wants to finish the outlining exercise as fast as he can. He does not give much information to the reader. He skips some parts of the outline such as II B, C and III C. Since the writer does not want to use I, II, etc. in his writing, he uses firstly, secondly, thirdly, and fourthly. But he does not continue this method to the end of his paper. In part II A, the way he writes about the prices, the reader thinks that only students believe in the car prices. In IV, when the writer writes, "it is not an obligation to have an accident, if you are not insured. It is only play with words," he does not clearly determine what he wants to say. In the outline everything is clearly determined. In V E, the writer gives wrong information about automatic shift cars. It is wrong to say that there are no automatic shifts cars in other countries. In III A, where the writer writes about "these cars," the reader wonders which cars he means. The sentences in III 1, 2, 3 and III A are not logically explained. The conclusion does not match the rest of the outlining exercise.

The second writer who has written the two page paper, explains the outline much better than the first one. The writer tries to supply enough information for many parts of the outline. For example, he develops III 3, when he writes about the high-priced cars. He writes about the sport cars, and luxurious sedans.

In I A, the writer misleads the reader when he writes about the liability insurance. It seems that the insurance company pays for both

of the cars in the case of an accident; that is not true. Also in II A, he writes, "Another regulation which is imposed on car dealers rather than on drivers prohibits the seller from turning back odometers." The reader might think that only car dealers have turned odometers back or sell their cars because the writer mentions the word "seller" without any explanation. The paper does not have a conclusion and it could be better if it had.

In general, the writer of the two-page paper does a better job in developing the outline and giving additional information to the reader.

COMPARISON B

We were presented two papers that dealt with the same subject and this essay is comparing the two. The shorter paper will be referred to as paper "A" and the other one as paper "B" in this assignment.

The author of paper A has condensed the material discussed in the outline and has presented us with an inadequate comparison of the facts represented in the outline. For example there is nothing about driving tests in this paper. Different subjects are joined together by conjunctions and therefore the essay is not cohesive. The paragraphs in paper "A" are too short; in fact, they are not really paragraphs. Some of the facts are not clearly explained; for example, the sentence "USC foreign students are able to drive a car, if they don't drink alcohol when they drive," does not mean that consuming alcoholic beverages while driving is prohibited. There are also some places in paper 'A' in which the writer has pointed out some false facts such as "automatic shift cars are not available in other countries." Paper A is also grammatically weak, and there are no decorative elements in it.

The other paper is an interesting paper which expands the outline, and gives almost sufficient information to USC foreign students. But I have to confess that I am not sure if all of the materials which the writer has added to the outline are true or not. I believe paper 'A' is not very well developed, while the other one is a carefully organized paper.