

Lesson Plan

Career Cluster: Applicable to all

Lesson Four: Types of Compositions: Process, Expository, & Comparison/Contrast

What Academic Skills will the student know and be able to do?
 Standard(s):
 CCR R-1, R-3
 CCR W-2, W-4, W-7, W-8
 CCR L-2, L-6

What Work Readiness Skills will the student practice?
 Follow directions and show initiative
 Complete assigned tasks on time
 Speak clearly and sincerely
 Listen carefully and accept constructive criticism

Learning Tasks

Academic Work Readiness

Academic Work Readiness

Learning Target:
 I can effectively integrate information obtained from multiple source documents into several types of expository compositions.

Learning Steps:
 DOK 1: Use graphic organizer to brainstorm topic.
 DOK 2: Use information to write a good conclusion.
 DOK 3: Develop and write an expository composition
 DOK 4: Research and write a comparison & contrast composition.

Methodology:
 Quick writes, circles, cafés, reading, writing

Resources:
 "Lesson Four: Types of Compositions: Process, Expository, & Comparison/Contrast "

Learning Target:
 I can work well with others to research a topic, use an appropriate outline to organize and plan the topic, and I can effectively use Word to write.

Learning Steps:
 DOK 1: Effectively work with others to complete assigned work.
 DOK 3: Explain answers clearly and with justification

Methodology:
 Computer usage, circles, cafés

Resources:
 Internet, computers

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Type multiple well-written Expository Compositions.

Successfully complete exercises with other students and be able to explain the justifications used to obtain the answer.

Next Steps?

Use cafés to peer review all final compositions. Students should revise their compositions according to produce subsequent draft copies until the pieces can be written in final form.

Expanded Integrated Learning Map Lesson Plan

Lesson Description**Unit Name:** Writing for Academic Purposes**Lesson Title:** Types of Compositions: Process, Expository, Comparison/Contrast

CCR (College and Career Readiness) Standards (include full wording):

CCR R-1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR R-3	Analyze how and why individuals, events, and ideas develop over the course of a text.
CCR W-2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR W-4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR W-7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR W-8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR L-2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR L-6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary when encountering a word or phrase importation to comprehension or expression.

Learning Targets (Goals and Objectives)

Academic Target(s): Students will understand the multiple types of compositions presented in the unit and will successfully write at least two compositions.

Work Readiness Target(s): Students will be able to effectively use Word to produce the written document and will critique other students responses while justifying his/her own position.

Materials and Resources**Learning Tasks (Procedures)**

Activities and DOK (Depth of Knowledge)

Time	Procedure	DOK
5-10 min	Read and discuss pages 1-2	1
10 min	In circle groups, complete exercise #1 on page 3	2
5 min	Read and discuss page 4	1
20 min	Watch the video shown in the link on page 5. Discuss the information presented in the video.	2
15 min	In circle groups, read pages 5 and 6 to complete exercises #2 & #3	3

10 min	Read and discuss pages 7-8	1
30 min	Have students work in café groups to complete Activity #1. First drafts should be reviewed by students in another café group whenever possible. (if no other café group, first draft should be reviewed by instructor)	3
10-20 min	Critiqued draft should be returned to students. Students should individually write a new draft with appropriate revisions and have other student(s) peer review before a final draft is completed.	4
10 min	Watch the video shown in the link on page 9. Discuss the information presented in the video.	2
15 min	Read and discuss pages 10-14	1
15 min	In circle groups, complete exercises #4-6	3
30 min	Have students quick write on their chosen topic.(10 minutes) Then create a graphic organizer of their ideas.(20 min)	3
	Students conduct individual research on topic. (Instructor should set an appropriate amount of time for this)	4
20 min	Create an outline	3
1 hour	Type first draft of comparison and contrast composition	4

Transitions:

This lesson is **very long** and is to be divided into multiple sections as appropriate for the various ABE classrooms in Wyoming. It is advisable that instructors utilize circles for all exercises so that students can work together to critique each other's work while learning to effectively explain their own reasons for choosing a response. Café's should be used after each activity so that students may peer edit each other's papers.

All video's should be watched as a group, whenever possible so that discussions can take place immediately following the video.

Demonstration of Mastery:

Student graphic organizers and outlines should show evidence of understanding of the types of compositions presented in this module.

Trouble Shooting:

Examples and multiple exercises are given in this module, but instructors should expand upon topics whenever a student needs further clarification.

Reflection for Instructor:

After each exercise, activity, or peer review, instructors should note those student(s) who seem to be struggling with the concepts presented. Additional instruction should be offered to help the student overcome any difficulties. Instructors may also teach students how to insert graphics, spreadsheets, charts, & graphs into a word document.

Lesson Four: Types of Compositions: Process, Expository, Comparison/Contrast

In a previous lesson, you learned that knowing who you are writing for (i.e. your audience) can help you in the writing process. Of equal importance is knowing the purpose of your writing. Why are you beginning the writing task? Are you writing to describe a process such as how to construct a building? Or are you writing to describe a specific product? Understanding your purpose in writing will help you choose the correct type of composition to write. There are in fact, three main categories under which most composition types fall, but within at least one of these categories are a number of more distinct types of compositions. But let's first look at the three main categories: **Expositories**, **Descriptives**, and **Narratives**. In an expository composition you have to explain how or why something can or should be done. For instance, if you are expected to write a composition detailing the implementation of a new e-commerce management system in a company, you would use an expository type of composition to not only explain the system, but also to show how the system would be implemented to the benefit of the company. Each paragraph would involve a step-by-step explanation of the system, with each paragraph building upon the other until, by the end of the composition, the reader fully understand the new system being written about.

The second category of compositions is known as 'Descriptives.' In a descriptive, the writer uses special words that provide a 'written picture' in the readers' mind of the object or objects being described. These words are called sensory words and can be powerfully used to invoke a feeling of being able to physical see, feel, hear, taste, or smell the item being described in written form. For example, if you were responsible for writing an advertisement for a new type of beer, you would want to be able to use words as a tool to reach out and attract as many people as possible. And because advertising is not free, you want to be able to use as few words as possible to accomplish your

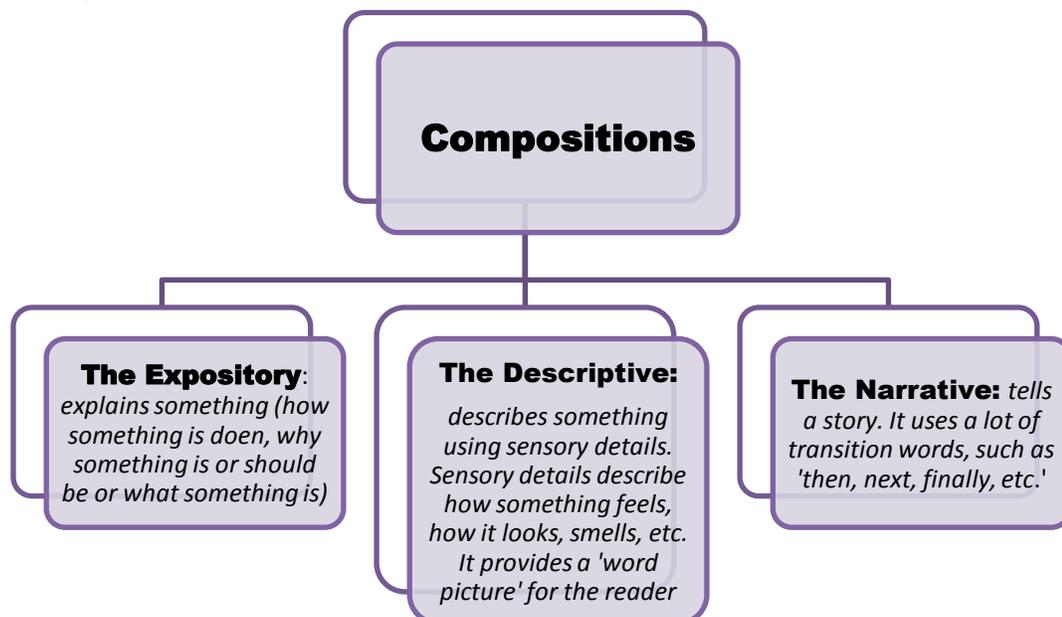


goal—encouraging people to try the new product. A simplified slogan such as “*Heineken tastes better than any other beer*” would have very little affect upon the general public. It is uninteresting and does little to encourage people to try the product. It would be much more effective if the slogan read: “*One sip of a cold refreshing Heineken is ecstasy!*” Admittedly, this may not be the perfect slogan, but you should be able to see that by using almost the same amount of words, the impact upon the reader with the use of sensory words is quite substantial.



The final category of compositions is called the Narrative. A narrative is basically the telling of a story, but it requires that the writer utilize a number of descriptives in the writing process. Try to recall a story that you have read. What was it about the story that kept you interested in the story? Most likely it was the way the author used descriptives/sensory words to set the scene, describe a person, a place or the way the plot was being developed. Long detailed narratives are fun to write but are seldom used in the academic or real world unless you are a writer or are in some other profession where the writing of narratives can be put to good use. This is not to say, however, that narratives are unimportant. Indeed, narratives can be a very useful tool when used in anecdotes that support a topic or a specific point the writer makes while writing a composition. Figure #1 below, provides you with a brief description of each composition category.

Figure #1





Exercise #1: Read the following passages to determine the type of composition the extract has been taken from: i.e Is it an expository, descriptive, or a narrative? Explain your answers.

Passage One:

“The panda’s thumb is not, anatomically, a finger at all. It is constructed from a bone called the radial sesamoid, normally a small component of the wrist. In pandas, the radial sesamoid is greatly enlarged and elongated until it almost equals the metapodial bones of the true digits in length. The radial sesamoid underlies a pad on the pandas’ forepaw: the five digits form the framework of another pad, the palmar. A shallow furrow separates the two pads and serves as a channel way for bamboo stalk.”

–Stephen Gould, ‘The Panda’s Thumb’

Passage Two:

The heat of summer was mellow and produced sweet scents which lay in the air so damp and rich you could almost taste them. Morning smelled of purple wisteria, afternoons of the wild roses which tumbled over stone fences, and evenings of honeysuckle.

In the heat of mid-afternoon the women would draw the blinds, spread blankets on the floor for coolness and nap, while in the fields the cattle herded together in the shade of spreading trees to escape the sun. Afternoons were absolutely still, yet filled with sounds.

Bees buzzed in the clover. Far away over the fields, the chug of an ancient steam-powered threshing machine could be faintly heard. Birds rustled under the tin of the porch roof.

–Russell Baker, ‘Growing Up’

Passage Three:

“One summer day in the year 1997, two Italian fishing boats, working in tandem with a crew of 19, were dragging their nets along the bottom of the Adriatic. Toward dawn, as they pulled up the nets after a long trawl, the fishermen realized their catch was unusually heavy. When they finally swung the nets inboard they saw an ungainly, prehistoric-looking figure missing both feet. It was, in fact, a 500 pound Greek statue covered with nearly 2,000 years of sea encrustations.

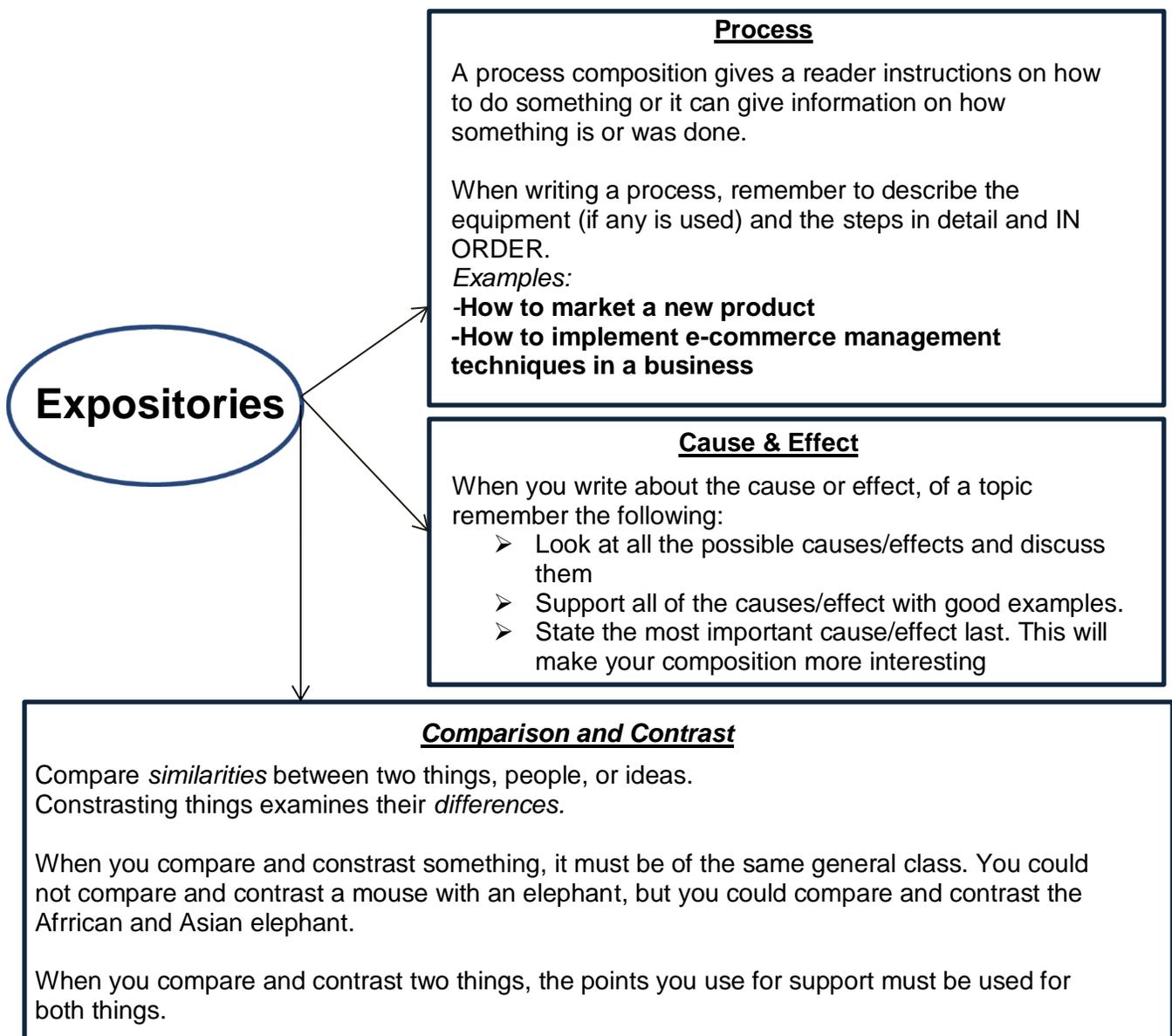
The men were overcome with joy when it was determined that the statue was one of the missing statues from a vessel sunk all those years ago and it was valued at over 10 million dollars. The men began to dream of fortunes ahead of them. But these dreams were cut short when.....”

Bryan Rosen, “Smuggled!”

A. Expository Compositions

As you can probably see from the above exercise, there are many types of compositions, but in this unit we will look at the functions of each type and then move on to writing a composition from an outline. Let's first examine *Expository Compositions*. An expository composition, as explained above, explains something, but you should be aware that within this broad category there are three sub-types of expositories. These sub-types are shown in figure #2 below.

Figure 2: Types of Expositories



1. Process Expositories



Watch the video shown in the link below to get a basic understanding of what a process expository is. Discuss what you learned.

<https://www.youtube.com/watch?v=0jRErwbopRM>

A process expository uses time order to describe events over a period of time or during a historical period. This type of composition is simply a logical sequence of events that tells us what events or actions happened first, next, and last. **Time-order** words, or transitional words and phrases, are often used to tell you the exact sequence of events. Quite often these transitional words are used to introduce something new to the reader. When used as introductory material, the transitions are followed by a *comma*.

Some of these time-order are found in the box below.

afterward	as long as	as soon as	after a while
at length	presently	shortly	simultaneously
at last	at that time	since	so far
when	then	before	earlier
lately	in the meantime	meanwhile	in the past
recently	temporarily	thereafter	now
soon	formerly	later	until
until now	subsequently	immediately	after a short time
first (second, third, etc)		next	once
finally	lastly	after	three hours later
in the morning (afternoon, etc)		at six o'clock.....	



Exercise #2: Read the paragraph below and choose an appropriate transitional word/phrase to complete each blank.

A friend of mine tried to coax a skunk out of her cellar. _____, she scattered a trail of bread crumbs up the cellar stairs to the outside entrance. _____, she closed the inside door and made sure that the outside entrance was open for the night. _____, in the morning she checked her cellar and found that a second skunk had followed the breadcrumbs down into the cellar. _____, she had two skunks! _____ she decided to lay a plank over the stairs. The two clumsy climbers were _____ able to walk up the planks and out of the cellar.

As mentioned above, **commas** are quite often used with these transitional words, but there are other uses for a comma that all writers need to be aware of and use appropriately.

There are, in fact, six main uses of a comma. Commas are used mainly as follows:

1) To set off introductory material.

For example:

Just in time, Sherry slid a plastic tray under the overwatered flowers.

First, he set his alarm.

In a wolf pack, the dominant male holds his tail higher than the other pack members.

2) To separate items in a series.

For example:

The street vendor sold watches, necklaces, and earrings.

Joe peered into the hot, still-smoking engine.

The exercise instructor told us to inhale, exhale, and relax.

3) On both sides of words that interrupt the flow of thought in a sentence.

For example:

The vinyl car seat, sticky from the heat, clung to my skin.

The hallway, dingy and dark, was illuminated by a bare bulb hanging from a wire.

4) Between two complete thoughts connected by *and, but, for, or, nor, so, yet*

For example:

Sam closed all the windows, but it never rained.

Judy doesn't envy the skinny runway models, for she is happy with her own well-rounded body.

5) To set off a direct quotation from the rest of a sentence

For example:

"I'm sorry," Jim replied. "I'll repair your broken window."

The mail carrier said, "I will take that package for you."

6) For certain everyday material

For example:

Persons Spoken To Susan, I think we are lost.
Did you see the game, Bob?

Dates June 30, 2014, was the end of the fiscal year.

Addresses I ordered these jeans from Samantha's Jean Emporium, Box 222, Chicago, Illinois 60614.

Openings And Closings Of Letters Dear Santa,
Dear Fred,

Note: In formal letters, a colon is used after the open:
Dear Sir: or Dear Mr. Mathers:





Exercise #3: In each of the following sentence, place the comma in an appropriate place. In the space provided below each sentence, summarize briefly the rule that explains the comma or commas used.

1. I had left my wallet on the store counter but the clerk called me at home to say that it was safe.

2. The mail in rebate should be sent to Menards, 2102 Industrial Highway Great Plains Minnesota 55545.

3. The fleet of tall ships a majestic sight made its way into the harbor.

4. My mother asked "Did you know that the family next door is moving to Gillette?"

5. Second the candle was lit with a match.

6. I had left my walletThe musty shadowy cellar with the crumbling cement was our favorite playground.

7. Along the once-pretty river people had dumped old tires and loads of household trash.

8. Dee ordered a sundae with three scoops of vanilla ice cream miniature marshmallows and raspberry sauce.

9. "Kleenex tissues" said the history professor "were first used as gask mask filters in World War I."

10. Large cactus plans which now sell for very high prices are being stolen from national parks and protected desert areas.

Now that you understand the importance of using transitional words/phrases and commas, we are going to write a process composition using details given in an outline.

As you begin to write any type of composition you must remember what **point of view** will be taken in the writing process. In other words, you have to decide if you're going to write in the first-person, second or third-person point of view. In the first-person point of view, you draw

on your own experience and speak to your audience in your own voice, using pronouns like 'I', 'me', 'we', 'our', etc. This approach is most commonly used in narrative essays based upon personal experiences, but it can also be effectively used where presented evidence consists of personal observation.

The second-person approach is when the writer speaks directly to the reader, using the pronoun 'you'. This approach is considered appropriate for giving direct instructions and explanations to the reader, as this module has done. You should only use the second-person point of view when writing a 'process' style composition.

The third-person approach is the most commonly used style in academic writing. In the third person, the writer includes no direct references to the reader (you) or the self (I, me). Third person gets its name from the stance it suggests—that of an outsider observing and reporting on matters of public rather than private importance. In this approach, you draw on information that you have gotten through observation, research, and reading.

Let's now turn our attention to the outline format for a process expository composition. In the activity below, you will find an outline for a process style composition. Use the information given in the outline to write the first three paragraphs of the composition. You will have to write your own conclusion. Before you write, decide on what point-of-view you will take and try to maintain that point of view throughout your composition. You should also use commas and as many transitional words/phrases as possible to connect the thoughts and ideas in the composition.



Let's Try! Activity #1

Write a process expository composition using the information in the outline for the introductory paragraph and body paragraphs. Write your own conclusion.

I. Introductory Paragraph:

First sentence: Hawaii is the only state in the United States that was once an independent country with its own language and culture.

A. Supporting detail: today-still celebrate traditional holidays

1. Prince Kūiō Day
2. Kamehameha Day
3. Aloha Week

- B. Supporting detail: to celebrate ancestry
 - 1. wear traditional clothes
 - a. mumuus
 - b. colorful shirts
 - c. leis
- C. Supporting detail: American holiday-Thanksgiving
 - 1. celebrate in own special way

Thesis Statement: They might place pumpkins on doorsteps and post cardboard pilgrims on windows, but chances are there will also be a turkey or a pig roasting under the ground in an earthen oven or imu.

II. Body Paragraphs:

A. Body Paragraph #1

Topic sentence: Cooking in an imu is an ancient Islands custom that requires much work and cooperation among family and friends.

- 1. preparing an imu
 - a. family goes to beach/stream
 - collect stones of various sizes and shapes
 - also important: rocks with holes to prevent rocks from exploding when hot

B. Body Paragraph #2

Topic sentence: To prepare an imu, the men first dig a large hole in the shape of a bowl about three feet wide and two feet deep.

- 1. line bottom and sides with lava rocks
- 2. firewood cut and piled up
 - a. on holiday morning, fire lit inside hole
 - b. when fire bigger and hotter, more rocks added
 - c. hot lava rocks glow red and white
 - d. fire brushed aside and hot rocks put into turkey or pig
 - e. wrap meat in ti leaves and tie with wire
 - f. cook for about fire hours and then it is ready

Now, **type** the composition using Microsoft Word.



2. Comparison and Contrast Expository Compositions



The next type of composition we are going to examine is the comparison and contrast. Watch the video shown in the link below to get a basic understanding of this type of composition.

<https://www.youtube.com/watch?v=uiOuaGPPF1A>

Purpose

(extracted from: http://faculty.southwest.tn.edu/jfriedlander/comparison_contrast.htm)

Comparison-contrast essays can serve a variety of purposes, and develop a variety of tones as a result. One purpose is evaluation--trying to see which of two or more items is the best, or the most desirable, or whatever. With this kind of purpose, comparison often stresses the advantages of one item and the disadvantages of the other, treating the items as if they are in competition with each other. Sometimes the tone may become almost argumentative, as if the writer is trying to "prove" that his judgment or evaluation is correct. Some writers, though, manage to remain neutral or objective in this kind of comparison, as if it doesn't matter to them which of the items comes out best.

Another purpose of comparison-contrast is understanding--trying to get a clearer picture or better appreciation of items, events or people, by comparing and contrasting them to other items, events or people that are in some way similar. With this purpose, none of the items being compared need to be viewed as superior to the others. When the purpose of comparison is understanding or appreciation, the tone seldom becomes argumentative; the writer is more likely to be objective, or positive toward all the items, or even negative toward all the items.

Organization

When we compare, we look at the similarities between two things, people, or ideas. When we contrast, we look at the differences. It is important to remember these points when you write a comparison and contrast composition. You must also remember that the two things you compare and contrast must be of the same general class and the points you use for support must be used for both things. For example, if you write about the vegetables and fruits, the way of cooking, and the use of spices in one country or region, then you must also discuss these same points in the other country or region you are comparing the first to. Comparison and contrast is a writing technique that is usually used in combination with other expository

techniques. Most often, however, it is used to show likeness and differences or advantages and disadvantages.

There are two types of organizational styles that you can use when writing a comparison and contrast composition. The first is called a block method where the writer would first write about topic A, and then topic B. The important part of this approach is that you must be sure that you use transitions between the topics or you will have written two separate and unrelated sections. Using this style to organization your composition, an outline would look something like this:

Topic: Compare the Foods of North and South Korea	
I.	Introductory Paragraph
II.	Body Paragraphs
	A. Point One: <i>North Korea</i>
	1. Item A: <i>Fruit and vegetables</i>
	2. Item B: <i>Use of spices</i>
	3. Item C: <i>Famous dishes</i>
	4. Item D: <i>International influences</i>
	B. Point Two: <i>South Korea</i>
	1. Item A: <i>Fruit and vegetables</i>
	2. Item B: <i>Use of spices</i>
	3. Item C: <i>Famous dishes</i>
	4. Item D: <i>International influences</i>
III.	Concluding Paragraph

The second organizational method you could use when writing a comparison and contrast composition is called the point-by-point method. With this type of organization, the similarities and differences of the same point are discussed together. Using the same topic as above, the point-by-point pattern would look like this:

Topic: Compare the Foods of North and South Korea	
I.	Introductory Paragraph
II.	Body Paragraphs
	A. Point One: <i>Fruits and vegetables</i>
	1. Item A: <i>North Korea</i>
	2. Item B: <i>South Korea</i>
	B. Point Two: <i>Use of Spices</i>
	1. Item A: <i>North Korea</i>
	2. Item B: <i>South Korea</i>
	C. Point Three: <i>Famous dishes</i>
	1. Item A: <i>North Korea</i>
	2. Item B: <i>South Korea</i>
	D. Point Four: <i>International influences</i>
	1. Item A: <i>North Korea</i>
	2. Item B: <i>South Korea</i>
III.	Concluding Paragraph

With this style of organization, the exact number of body paragraphs you write will depend upon the number of items you are comparing and contrasting.

In order to write a good comparison and contrast composition, it is important to use appropriate transitional words/phrases. The following is a list of some of the words you might want to use when writing this type of composition.

Comparison Words & Phrases			Contrast Words & Phrases		
Sentence Connectors	Clause Connectors	Others	Sentence Connectors	Clause Connectors	Others
similarly likewise also too in addition to furthermore	as just as and	like (+ noun) similar to (+ noun) just like (+ noun) (be) similar to (be) same as both.....and not only.....but also	however nevertheless in contrast on the other hand	although even though though while whereas	but yet despite (+ noun) in spite of (+ noun)



Exercise #4: Complete each of the sentences below with an appropriate transition. Then, in the space provided, explain why you chose that answer.

- Japanese industry invests considerable sums of money in research and development.

_____, British investment in this area is low.

-
2. _____ tobacco _____ alcohol are dangerous to a person's health.
-
3. Mercedes Benz is expensive to buy. _____, it is expensive to operate.
-
4. Residents complain bitterly about potholes in the streets and sloppy trash pick-up, _____ these same people resist paying higher taxes for the improvement of these services.
-
5. My boyfriend bought me roses _____ I am allergic to them.
-
6. Northern regions experienced record snowfall last year. _____, southern regions had one of the mildest winters on record.
-
7. I've had breakfast; _____, I'm still hungry.
-
8. _____ the new senior center, there is a new transportation system.
-
9. Grasshoppers are _____ to locusts.
-
10. Asian elephants are _____ to African elephants; _____ the African elephant has larger ears.
-

Students are quite often confused on how to use many of the contrasting words and phrase, but the correct usage is often quite simple. Let's example a couple of these contrasting words and phrases a bit closer. We'll start first with '**while**' and '**whereas**'. Both of these have the same meaning and both are used in the same way. They are used to show that something is in contrast to or directly the opposite of something else. They can be used at the beginning or

at the end of a sentence as demonstrated in the examples below. (Note the use of the commas with both transitions.)

Examples:

- The meat is sweet, **whereas** the vegetables are salty.
- The meat is sweet, **while** the vegetables are salty.
- **While** the vegetables are salty, the meat is sweet.
- **Whereas** the vegetables are salty, the meat is sweet.



Exercise #5: Join the two sentences using ‘while’ or ‘whereas’.

1. a. In New Mexico, fresh fruit is popular for dessert.
b. In New England, pies are often served for dessert.

-
2. a. The British put milk in their tea.
b. The Chinese drink it plain.

-
3. a. The Chinese and Vietnames use chopsticks that are about nine inches long and round at the eating end.
b. The Japanese prefer shorter chopsticks that have a pointed end.
-

Another set of transitional words/phrases that students often have difficulty with is ‘**although**’, ‘**even though**’, and ‘**though**’. All three of these transitions have exactly the same meaning and they always introduce an adverbial clause that shows a contrast or an unexpected idea.

Examples:

- **Although** the tea was very special, I didn’t like the taste.
- **Even though** the tea was very special, I didn’t like the taste.
- **Though** the tea was svery special, I didn’t like the taste.



Exercise #6: Combine the two sentences using ‘though’, ‘even though’ or ‘though’.

1. a. In Asia and Europe, tea is usually made in a ceramic or china teapot.
b. In Moroccos, a brass or silver teapot is used.

-
2. a. Coffee has been regarded as the most popular beverage in the United States.
b. Soft drinks are consumed twice as much.
-

Now that you have developed an understanding of how transitional words and phrases are used when writing this type of composition, we will practice writing a comparison and contrast composition.



Let's Try! Activity #2: Use a graphic organizer to begin to brainstorm one of the following topics:

1. basketball and volleyball
2. soul music and country western music
3. Democrats and Republicans
4. the ego and the id
5. two colleges (of your choice)
6. two jobs (of your choice)

Use primary and secondary sources to gather information on your topic. Outline your topic in either block or point-by-point. Write the first draft of your composition, citing all sources. Include a reference page, a bibliography page, or a works cited page (depending upon the academic style you wish to utilize. Type your composition using Microsoft Word.

