

In Other Words

A PRACTICAL WRITING COURSE

#NotConsumed Homeschool
AN INDEPENDENT LEARNING CURRICULUM

CREATED BY
Kimberly Sorgius Jones

AND THE NOT CONSUMED TEAM

CONTRIBUTORS:

JESSICA SCHAAL

CREATIVE DIRECTOR:

EMILY SHEEDER

DESIGNER:

SARAH SHEEDER

ILLUSTRATORS:

RAMONA KURTEN

SARA EUBANKS

EDITORS:

CRYSTAL MARCUM

SOPHIA STOUFFER

AMY SPIERS

ELIZABETH QUIZON

KRISTIANN KASHUBA

COPYRIGHT © 2024 NOT CONSUMED MINISTRIES, LLC

ALL RIGHTS RESERVED. THIS BOOK CONTAINS MATERIALS PROTECTED UNDER INTERNATIONAL AND FEDERAL COPYRIGHT LAWS AND TREATIES. ANY UNAUTHORIZED REPRINT OR USE OF THIS MATERIAL IS PROHIBITED. NO PART OF THIS BOOK MAY BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM WITHOUT EXPRESS WRITTEN PERMISSION FROM THE AUTHOR/PUBLISHER. CREATED IN US, PRINTED IN CHINA. UNLESS OTHERWISE INDICATED, ALL SCRIPTURE QUOTATIONS ARE FROM THE HOLY BIBLE, ENGLISH STANDARD VERSION ® (ESV ®), COPYRIGHT © 2001 BY CROSSWAY, A PUBLISHING MINISTRY OF GOOD NEWS PUBLISHERS. USED BY PERMISSION. ALL RIGHTS RESERVED.

Table of Contents

Introduction	.5
Steps of the Writing Process	.6
Unit 1: Writing Well	.8
Unit 2: Expository Essay	.16
Unit 3: Test Essay	.33
Unit 4: Research Paper	.40
Unit 5: Persuasive Speech	.63
Unit 1–5 Review	.80
Unit 6: Literary Analysis	.88
Unit 7: Reviews	.100
Unit 8: Podcast Episode Script	.107
Planning an Event Challenge	.115
Unit 6–8 Review	.120
Unit 9: Résumé	.123
Unit 10: Cover Letter	.131
Unit 11: Professional Communication	.140
Technical Writing Challenge	.150
Unit 12: News Article	.155
Unit 13: Opinion Piece & Editorial.	.163
Travel Writing Challenge	.172
Final	.177
Glossary of Terms and Definitions	.182

Steps of the writing process → 1. Brainstorming



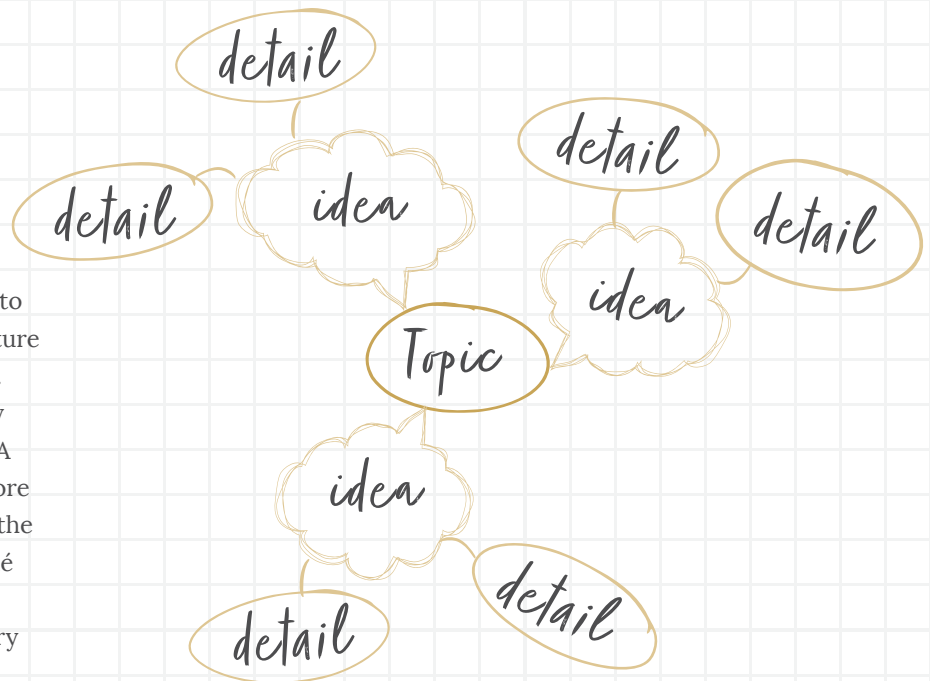
This is the first step in every writing process! The whole point is to get ideas flowing and write ALL of them down. You don't have to use all the ideas on your list, but you should have enough ideas that you know what to do in the researching step.

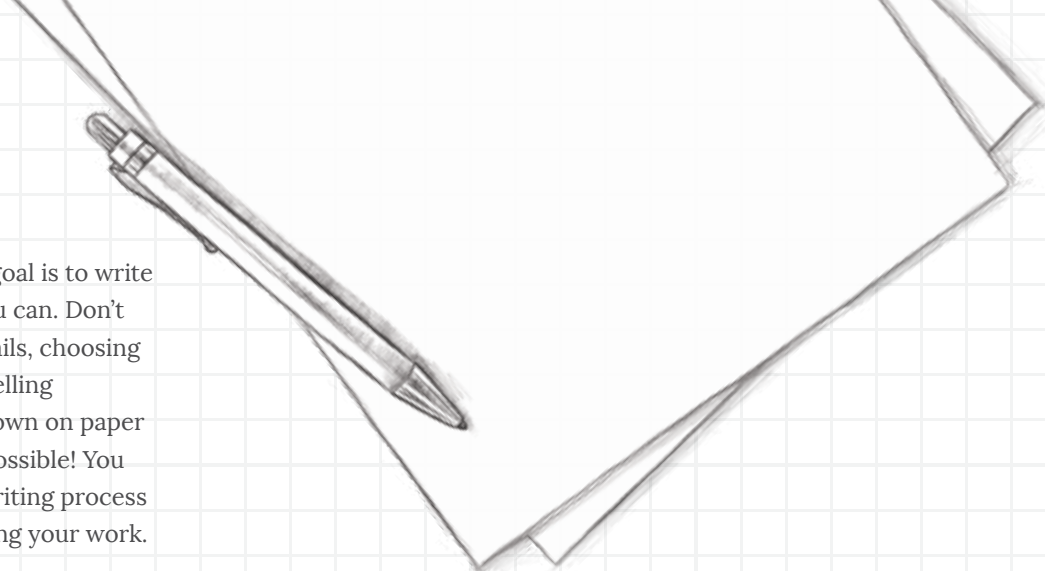
2. Researching

Researching is your opportunity to build up your knowledge base before you plan and write. Some forms of writing, like a test essay, will require less research because you have already learned what you need to know. Other forms of writing, such as a research paper or a literary analysis, will require much more research because you may not know all the information you need on your own.

3. Planning

Planning is the step in preparing to write where you outline or structure how to present your information. Again, some forms of writing may take more planning than others! A persuasive speech will involve more planning than a resumé because the structure and content of a resumé are fairly standardized. You will definitely need to outline a literary analysis, but you won't need to outline a product review.





→ 4. Drafting

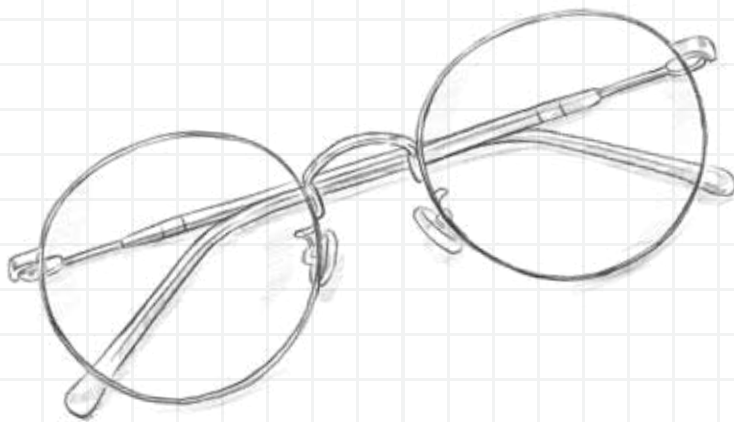
In the drafting stage, your main goal is to write as much as you can, as fast as you can. Don't worry about perfecting little details, choosing the best words, or looking for spelling mistakes. Just get your writing down on paper (or the computer) as quickly as possible! You have several more steps in the writing process in which you can attend to refining your work.

5. Revising

Revising is where you get to make your draft shine. This is your chance to smooth out your draft into a flowing, interesting piece of writing. You will use the thesaurus to select the best words possible instead of boring, overused words. You may also analyze whether some sentences should be combined, separated, or deleted altogether. Your main goal is to “level-up” your draft so that it is engaging and compelling for your audience.

6. Proofreading

¶ the proofreading stage is absolutely essential to great ^{good} writing! This is where you check for correct spelling, grammar, punctuation, and formatting. Clarity, logic, and ⁱⁿaccuracy are your goals here, and they will help your writing shine rather than being dull ^{and} tarnished by careless ^{mistakes} errors.



7. Finalizing

Once you have made all the revising and proofreading corrections to your draft, you need to create a final copy of your work to share with others! This copy should incorporate all the changes you have made up to this point and be the absolute best version of your work.



8. Publishing

Finally, you get to share your work! You may read it to a friend or family member, record yourself reading it, deliver it in front of a group, or send it to the person or organization it is intended for. Whether you choose to share it with people who are close to you or enter it in a national competition, publishing your work allows you to get feedback and become a better writer!

What is Practical Writing?

Welcome to *In Other Words: A Practical Writing Course*! The goal for this course is to prepare you for whatever lies ahead after graduation! As a high school student, you may have already begun to notice the many situations in life where writing is necessary or at least beneficial.

Whether you are trying to write a compelling essay to win a scholarship, put together a resumé that highlights your skills and strengths, or give a speech that inspires or persuades, the ability to write clearly and concisely is one practical skill that will help you most in life.

In this book, you will spend the first few lessons of each unit learning about the kind of writing you will be expected to complete in that unit. As you learn about various aspects of each kind of writing, you will work through related exercises, and then follow the writing process in order to produce your own excellent writing!

Check out the various writing assignments you will be completing. List 5 that catch your attention and seem the most interesting to you.

1. _____
2. _____
3. _____
4. _____
5. _____

Which kind of writing are you most looking forward to? Why?

Which type of writing are you nervous or unsure about? Why is that?

As you work through this book, there may be points where you need to take extra days to research or write. Feel free to do this as long as you have the permission of a parent or teacher. In addition, you may choose to take this course at a fast pace by completing one lesson each day or at a slightly slower pace by doing 2–3 lessons a week.

Whatever you and a parent or teacher decide, push yourself and give all your effort to learn what this course is here to teach you. Some units may be more challenging for you than others, but if you decide to work hard, you will succeed and do well in this course!

Audience and Goals

Before we dive into the wonderful world of practical writing, there are some important details we need to talk about!

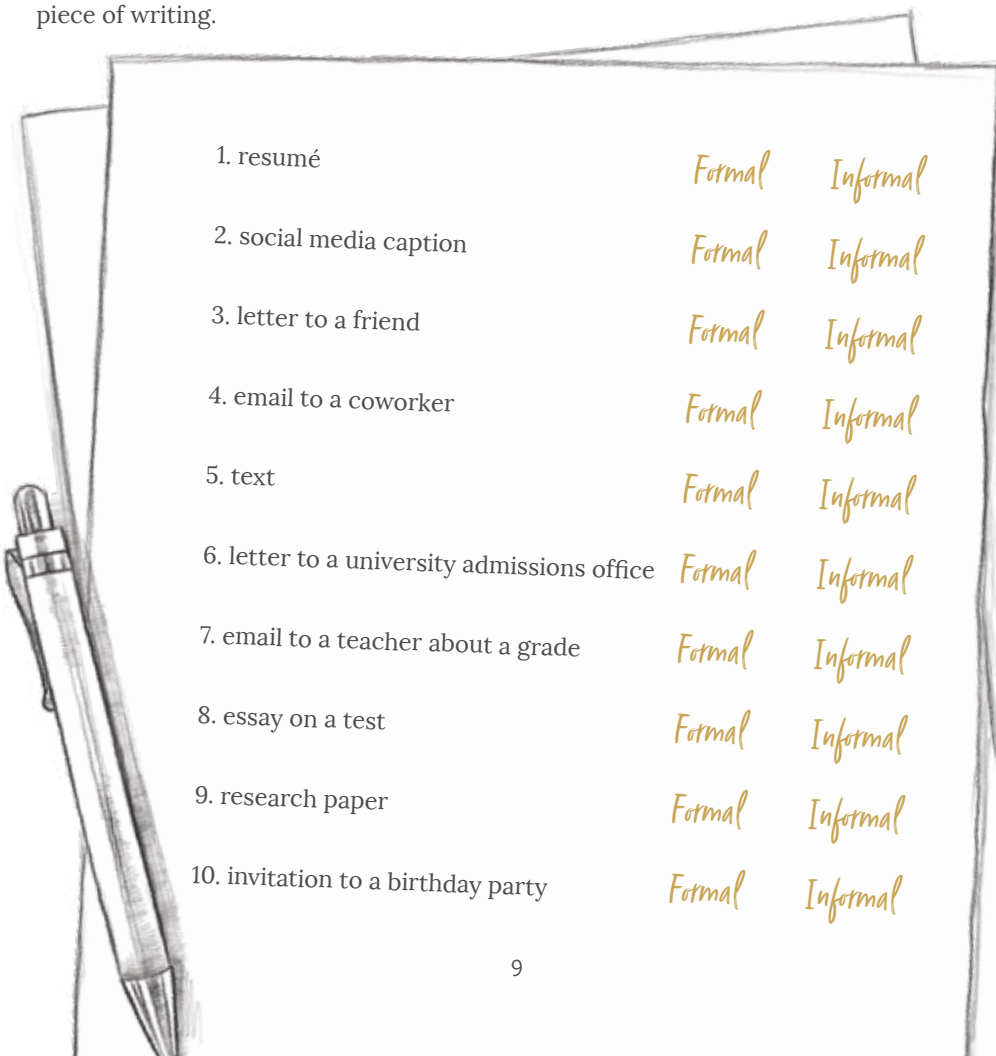
I'm sure you've changed your tone, vocabulary, or even your demeanor in order to get the attention of people in various situations. Maybe you have tried to show maturity and dependability when interviewing for a job, or you've tried to be fun or goofy in order to fit in with a certain group of friends. You may have even worked to show trustworthiness in order to gain a new privilege or be allowed to do something you want to do.

In a similar way, writing requires that we know our audience and what tone or persona will capture their attention!

Your Audience

First of all, knowing your **audience**—the person or group of people you are hoping to reach with your writing—can influence the kinds of examples you use, vocabulary you employ, and maybe even how formally or informally you're writing.

Circle the option that correctly describes the tone you would want to have in each piece of writing.



1. resumé	Formal	Informal
2. social media caption	Formal	Informal
3. letter to a friend	Formal	Informal
4. email to a coworker	Formal	Informal
5. text	Formal	Informal
6. letter to a university admissions office	Formal	Informal
7. email to a teacher about a grade	Formal	Informal
8. essay on a test	Formal	Informal
9. research paper	Formal	Informal
10. invitation to a birthday party	Formal	Informal

How to Appeal, Part 1

When you introduce your proposition to your audience, you are beginning your **appeal**—a call to accept a certain view or adopt a course of action. Depending on your audience, there are several ways of making an appeal and strategies for convincing and persuading them to accept your point of view. Let's talk about these today!

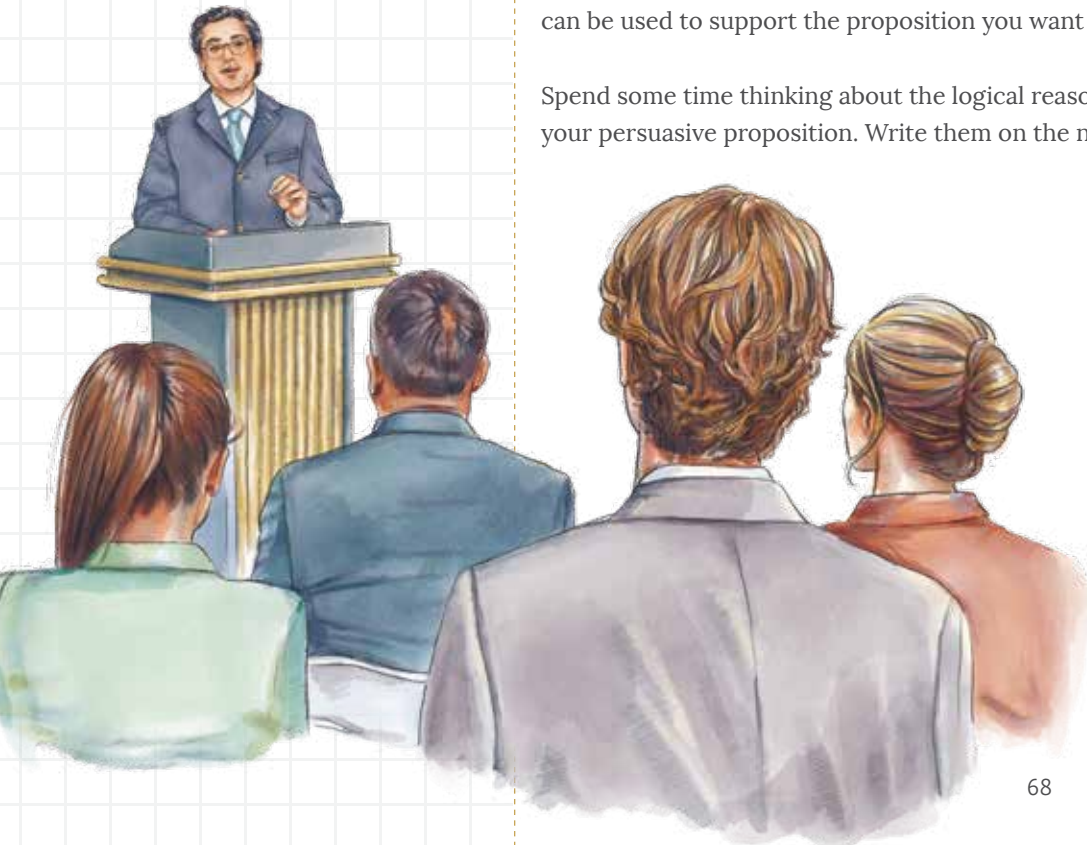
Rational Appeal

We've already talked about how one of your goals with this speech is to convince or persuade your audience. One main way you will do this is by presenting a logical argument. We will talk more about how to ensure you are making a well-supported argument in the next lesson. But first, you need to understand how to appeal to the rational part of your audience's brains.

One way to appeal to your audience's minds is through statistics. When you can tell your audience that the numbers are on your side in your argument, it gives them a cold, hard fact to ponder. You could tell your audience that, on average, Americans drink 2-3 cups of coffee a day in order to show how significant coffee consumption is in our country. Maybe you want to compare a statistic from five years ago to one from this year to demonstrate the growth or decline of the number of independent business owners in the United States.

Another way to reach your audience rationally is to cite historical events or scientific evidence that show your proposition is reasonable. You may explain how the world wars affected family life in the United States, or you might reveal that scientists have discovered that video games help develop a certain part of a child's brain. These facts can be used to support the proposition you want to convince your audience of.

Spend some time thinking about the logical reasons you can present as support for your persuasive proposition. Write them on the next page.



PERSUASIVE SPEECH: Day 3

Do some research to find statistics, historical events, or scientific evidence to support your reasons. Write them under the reason they support and remember to list your sources. (Hint: Are there other people who hold the same opinion as you on your topic? What do they have to say about it? Are there any statistics that support the proposition you are making? Have scientists proved that your proposition is supported by scientific fact?)

Reason #1:

Research:

Reason #2:

Research:

Reason #3:

Research:

What is “Good”?

Have you ever read the reviews on a product to decide whether or not to spend your money on it? Reviews can be extremely helpful in the decision-making process, but sometimes they can also be frustrating. One person might say they love the product, while another declares it’s not worth the money!

This phenomenon reaches farther than simply product reviews to reviews of books, art, movies, and even scientific research! So then, in this digital age where you have access to thousands of reviews at the tap of a button, how do you pick through the reviews to find helpful information? Perhaps more importantly, how do you write good reviews yourself?

Naturally, every person has their own ideas of what “good” entails. For some people, abstract art is the ultimate example of beauty, while others prefer the moody, color-saturated paintings of the Pre-Raphaelites. When “good” is used everywhere and by everyone, we have to nail down some characteristics that help us recognize truly exemplary things from mediocre or even bad things.

Let’s think about some questions we can ask of reviews that will help us evaluate whether they are helpful and of good quality.

Does the review address specific or concrete details, problems, issues, or concerns?

Many reviews only state whether or not the person liked a product or art form, without giving specific details or reasons for their opinions. They may say, “worst movie I’ve ever seen” without explaining why they made this statement. You might read, “This product changed my life!” yet the reviewer failed to detail why or how this was true. In order to be helpful, a review must be specific. As you learned in our last few units, our statements or opinions are only as strong as our proof and support for them.

For example, maybe you have a friend who tells you that the new pizza shop in your town is the worst pizza they’ve ever had. You’re initially disappointed because you were excited to try it. When you ask your friend why they disliked the pizza shop, they explain that the wings were dry and not tasty. This fact may matter to you, or you may not care at all about the wings because you just care about the pizza. In this case, your friend’s “review” of the new pizza place wasn’t helpful until you knew why they thought it wasn’t good.

Does the review reflect biblical truth and reality?

Ultimately, the fact that people like or dislike art, movies, books, or products is less important than if those works and products are good and right according to God’s Word. While the Bible doesn’t specifically mention many of the things we might read or write reviews on, God’s Word is ALWAYS the standard of goodness and truth for us as Christians.

For example, maybe you read a review on a movie that has just recently come out, and everyone is raving about how amazing it is. Film critics love it, and people on social media keep posting about going to see it in theaters. However, through your own research, you learn that this movie includes strong language and the plot revolves around immoral relationships. In this situation, though reviews say the movie is excellent, you know that God's Word disagrees.

Does the review evaluate its subject on the basis of whether the subject accomplishes what it sets out or promises to do?

Finally, we can judge whether a product or work of art is good based on whether it does what it's supposed to do. A couch should provide a comfortable place to sit. A toaster should toast bread. A book should tell a story or inform its readers on the facts of its subject matter in a convincing, logical, clear way. An art print should look beautiful hanging in your home.

If someone wrote a review of an art print explaining how the print was blurry, a different size than depicted on the website, or the edges were uneven and wouldn't fit in a frame, they would be giving objective proof that the art print could not accomplish what it should—bringing beauty to a space. However, if this person wrote a review about how the art print was the size stated on the website but just didn't look right in their living room, you would know the art print wasn't the problem. The problem was the person's expectation of the print.

Find a review from each category below. Write down where you found it, who wrote it, and, according to what you learned today, whether it was a good review. Give specific examples to back up your answer.

	Movie Review	Art Review	Culinary Review	Product Review	Book Review
<i>Place Found</i>					
<i>Author</i>					
<i>Good or bad?</i>					
<i>Specific examples</i>					

Reviews have the potential to influence others for good. In our next lesson, you'll get to consider what YOU could write a review of.

Drafting

Today it's time to draft your resumé! You have already brainstormed and recorded all the information your resumé needs to include, so now it's time to plug it in!

Because a resumé needs to catch the attention of a hiring manager, yet not overwhelm them with information, it should only be 1–2 pages long. For this assignment, your resumé should only be 1 page long since you do not have the experience or job history to warrant a longer resumé.

Draft your resumé. Use the drafting checklist to help you. You may either design your own resumé, or look for a premade template online.

Drafting Checklist

My resumé . . .

- ☐ includes my name and contact information.
- ☐ lists relevant skills and supports them with details and measurable proof.
- ☐ includes the level of education I have completed.
- ☐ details my previous work experience in reverse-chronological order.
- ☐ lists other relevant areas of involvement and work such as volunteer opportunities, extracurriculars, and community service.
- ☐ is organized in a visually attractive, professional way.
- ☐ uses appropriate verb tenses to refer to actions performed in the past as opposed to actions being carried out currently.
- ☐ is one page long.
- ☐ is typed.

See? Not that bad, huh? I hope you enjoyed drafting your resumé! In the next lesson, you'll get to make it even better.

Revising

Today, your goal is to revise your resumé! Read through your draft and look for things to improve—whether it's making something more clear, cutting out unnecessary words or information, or replacing overused and boring words with more descriptive and interesting ones; this is the time to make your resumé shine.

As you revise, remember to think of ways to make your resumé more interesting by using better vocabulary and variety in your language. Specifically, using “power verbs” will make an impact on the person reading your resumé and help them understand your abilities and accomplishments more easily.

Familiarize yourself with the list of verbs below. Then, choose 5 that would help strengthen your resumé and try to incorporate them as you revise. If you can't decide on 5 that you want to use, research “verbs for resumé writing” and find some that will work for you.

- | | | |
|-------------|------------|---------------|
| -Achieved | -Assisted | -Collaborated |
| -Designed | -Enabled | -Guided |
| -Identified | -Initiated | -Planned |
| -Solved | -Served | -Studied |

Revise your resumé. Use the revising checklist to help you!

Revising Checklist

My resumé . . .

- ☐ uses correct terminology to describe my education, experience, skills, and abilities.
- ☐ uses specific, interesting, and descriptive verbs.
- ☐ uses the fewest words possible in order to be concise rather than wordy.
- ☐ does not contain unnecessary or irrelevant information or details.

Well done. Get ready to proofread and finalize your resumé in the next lesson!

Our goal at Not Consumed
Ministries is to help your family
GROW in faith so you can live
#NotConsumed by life.

Thank you for your purchase!
Your support makes it possible for
us to help even more families
get into God's Word.



JOIN OUR COMMUNITY TO CONNECT
WITH FELLOW JOY-CHOOSERS!

[NOTCONSUMED.COM](https://notconsumed.com)

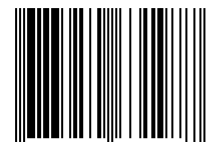
[STORE.NOTCONSUMED.COM](https://store.notconsumed.com)

[NOTCONSUMED.COM/ABOUT](https://notconsumed.com/about)

Welcome to *In Other Words*, the practical writing course that will allow you to explore topics that interest you while preparing you for the future! Through learning the basics of effective writing, utilizing the writing process, and exploring many forms of expository, academic, and business writing, you will grow and stretch your writing abilities. In challenge units, you will be pushed to use what you've learned and apply it in new ways, while also fortifying your vocabulary with each regular unit's vocabulary lesson. As you work through this course, you will gain the knowledge and skills you need in order to communicate well in a personal as well as a work context!



IOW-HS



6 83950 63197 7