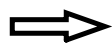
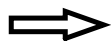
**Topic sentence**

the first sentence of each body paragraph; labels the content of the BP

**Transitional words/phrases-**

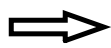
both on a sentence-to-sentence level and on a paragraph-to-paragraph level

**Integration of source material**

[paraphrases/direct quote/summaries]

**Analysis of source material-**

shows your viewpoint/bias (supports thesis)



**Tie back to thesis (TBT)-** a "nod" to the thesis statement; an indirect or direct statement that explains how the information of the body paragraph is relevant to thesis

amount of time invested in such activities should be monitored and regulated. Otherwise, the entertainment industry will continue to hold us hostage with violence...until one day we are the ones holding the smoking gun.

*only for it → S. reason!*  
*use lingu blw parts T.S.*

Perhaps the most well-known "hostage situation" can be seen in the world of video games and this world has quite a population. In a selection pool of 650 adolescents, 80% own a system with at least one game, which they play for multiple hours a day (Carlson and Jarvis 1).

*what p. is about!*

Perhaps the most well-known "hostage situation" can be seen in the world of video games and this world has quite a population. In a selection pool of 650 adolescents, 80% own a system with at least one game, which they play for multiple hours a day (Carlson and Jarvis 1).

This high percentage is troubling because teenagers' brains are not as developed as adults, leading them to become more susceptible to messages that are repeated over and over (Turner et.

al 4). The types of messages and images found in the most popular video games (like Grand Theft Auto, Resident Evil, and Crazy Taxi) are centered around violence and death ("Video Game" 3). Considering that such a high percentage of impressionable adolescents are

consistently exposed to violence in these games, it is only a matter of time before they start mirroring the behaviors they see, which is the crux of the issue.

Imitative behavior begins when teenagers play games that operate in a reward-system setting. Such a setting offers praise after an aggressive act, like receiving "gold coins" for

*W.C.*  
*integrate argument*  
*W.C.*  
*transitions that ask reader to do a task*  
*indirect TBT*  
*T-idea T-T->word*

Perhaps the most well-known "hostage situation" can be seen in the world of video

*Key phrase taken from last sentence of previous par.*

*tells reader what B.P. is about!*

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system with at least one game, which they play for multiple hours a day (Carlson and Jarvis 1).

*W.C.*

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*T-asks the reader to do a task*  
*T-ident T-word Indirect TBT*

*diction & my own*  
*it is persuasive*

Imitative behavior begins when teenagers play games that operate in a reward-system

etting. Such a setting offers praise after an aggressive act, like receiving "gold coins" for

Imitative behavior begins when teenagers play games that operate in a reward-system setting. Such a setting offers praise after an aggressive act, like receiving gold coins for decapitating zombies (Roy 2). This "gold star" program reinforces disturbing behavior with a pat on the back. What is even more disconcerting is that these "pats" are rated "E" for "everyone." The National Institute of Learned Behavior found that 60% of games rated "E" for "everyone" had injuring characters as either a reward or requirement for continuation (Thompson)

4). This is certainly not a behavior that would be condoned in the "real world," so it should not be one that is bolstered in our fantasy worlds. In fact, Ed Donnerstein, a dean of a social and behavioral science college, says that these fantasy worlds "disperse visions of harmful actions into [teenagers'] minds and unconsciously make them accustomed to such gruesome behavior"

G → source, info!  
 use direct " " sparingly!  
 P " " uses persuasive words that directly support my thesis!

(2). Adolescents should avoid these gruesome situations rather than placing themselves in a virtual environment filled with them.

[And then violence in movies will be analyzed in a similar fashion for the remainder of McKitty's paper—followed by the "solution to the problem" section of the paper]

## Fix Parenthetical Citation Errors

Aside from nutrition, there are many other advantages that GM foods offer, the most important of which is probably taste. GM foods can be modified in such a way so that they can have a better taste. Along with taste, the food can be of a better quality if implemented with more efficient proteins (Villano, ~~Caren~~ 2). GM foods can be implemented with genes that help prevent diseases and boost your immune system (Bren, ~~Linda~~ <sup>3+</sup> 3, 8). Conventional foods do not offer these kinds of advantages. Conventional techniques make it hard to solely select a gene without incorporating other genes that may be undesirable or not intended in the food. With GM foods, you just select a strand or two of DNA and put them into a different plant, improving them much more easily. Such improvements are why GM foods are much more beneficial to the average consumer.

## STEP 1: Highlight Topic Sentence (avoid transition)

Aside from nutrition, there are many other advantages that GM foods offer, the most important of which is probably taste. GM foods can be modified in such a way so that they can have a better taste. Along with taste, the food can be of a better quality if implemented with more efficient proteins (Villano, Caren 2). GM foods can be implemented with genes that help prevent diseases and boost your immune system (Bren, Linda 3,6,8). Conventional foods do not offer these kinds of advantages. Conventional techniques make it hard to solely select a gene without incorporating other genes that may be undesirable or not intended in the food. With GM foods, you just select a strand or two of DNA and put them into a different plant, improving them much more easily. Such improvements are why GM foods are much more beneficial to the average consumer.

## STEP 2: Highlight Transitions

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**STEP 3: Highlight Source Material (avoid persuasive diction)**

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## STEP 4: Highlight Analysis of Source Material and Persuasive Diction

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## STEP 5: Highlight "Tie Back to Thesis"

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## STEP 6: Use Grading Acronyms to Identify Missing Elements

~~ITS~~

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