In analyzing the excerpts from John Kennedy's inaugural address, in analyzing the short piece from Isaac Asimov, and in analyzing the three student compositions, four general categories will be examined. Although there is no particular magic to the use of four categories rather than some other number, the various techniques themselves are typical of good writers and teachable to our students. These categories are:

1. parallelism
2. audience inclusion
3. word choice
4. overt organization

These considerations are not necessarily discrete. Often a part of the text will simultaneously exemplify several of these.

**Kennedy's inaugural address.**

John Kennedy in his inaugural address used some rather obvious devices that, at least in part, help make it as effective as it is. These devices would not be of more than passing interest to us here if they were unique to Kennedy's writing or if Kennedy were using techniques that other writers did not typically use. This is not the case, however. Although it might be argued that he used these devices with more skill than other writers, the devices themselves are typical of what many, many good writers use. In fact, the use of these devices is so common that our understanding of them is important both to the teaching of reading and to the teaching of writing.
**Parallelism.** Parallelism, the use of parallel structures, is found in virtually all writing and, in this case, in all good speeches. Its function is to signal co-ordination of ideas, that is, to signal that the structurally parallel units are being treated as semantically parallel.

At this point, if you were actually before a class teaching about parallelism, you should avoid trying to define it. If you do give in to student pressure to provide a definition, two things that you don't want to happen will happen: First, any definition you give is likely to have holes in it (Almost all definitions do!). Second, much of the subsequent discussion will center around the inadequacies of the definition itself rather than around finding more examples of parallelism.

Instead of defining parallelism, in a class in which some of the students can be expected to have already been exposed to the concept, you simply ask if someone can supply an example of parallelism from the speech.\(^1\) In dealing with students with less background, pick out some clear examples from the speech and write them carefully on the board. How the examples are written is important—the blackboard presentation should make their parallel nature blatantly obvious.

Finally, it is not necessary to try to milk every single possible example out of the text. With the students themselves picking out the examples, it is the students who in part determine how subtle the examples will be; the students tend to pick out the most obvious examples first and then proceed to the less obvious ones. The nuances, unless they come up on their own, can be left to later—much, much later.

In Kennedy's speech, some of the more obvious examples of parallelism are found in the fourth sentence of the first paragraph:

Now the trumpet sounds again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but as a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

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\(^1\) In the last thirteen years this has always worked, even when dealing with the much-maligned freshmen.
Chapter 16: Kennedy's inaugural address.

The first and most striking example is a series of three segments, the first two of which are quite parallel to each other, the third of which is deliberately only partially parallel to the first two.

...not as a call to bear arms, though arms we need
— not as a call to battle, though embattled we are
— but as a call to bear the burden...

The beginnings of the first two segments, not as a call to bear arms and not as a call to battle, are identical except that the first ends with bear arms, and the second ends with battle. The continuations of the first two segments, though arms we need and though embattled we are are parallel in several ways: both begin with though followed by a single word, both end with we followed by a verb, and both have inverted word order. That is, both could have been written in a less 'archaic' way as though we need arms and though we are embattled, respectively.

The third segment, which presents the climax of the sequence, begins as parallel and then catches the listener's attention by partially violating the pattern established by the first two segments. Thus, the third begins with the already-familiar as a call to bear... but then continues in a "unexpected" way.

Several more minor examples of parallelism can be found later in the same sentence. In the phrase year in and year out the parallelism is established by the repetition of the word year.

year in
and year out

Notice that the repetition of year is not an example of the purposeless redundancy that good writers attempt to avoid; the purpose here is to establish the parallelism. In the Biblical quote, we find three words describing "hope" contrasted with three words describing "tribulation":

"rejoicing in hope,
patient in tribulation"
Not coincidentally, the preposition  *in*  occurs in the midst of each. And then the sentence ends with a string of four one-word nouns:

- tyranny,
- poverty,
- disease and
- war itself

Within a single sentence, then, Kennedy has at least four different instances of structural parallelism.¹

**Exercise 16.1: Parallelism.**

Find some additional instances of parallelism in Kennedy’s speech and write them out in a way that helps show the parallelism. (Answers not provided)

**Audience inclusion.** The speech uses a number of devices to include the audience. One is through the careful use of pronouns. In the first line, there are three examples: one is the parallel three-word phrases  *in your hands* and  *more than mine*, which uses pronouns to connect the speaker and the audience; another is the phrase  *my fellow citizens*, which connects the speaker and the audience; and the last is the use of  *our*  in the phrase  *our course*. Skilled speakers often use  *we, our, us, you*  and so on to include the audience in what is being said.

The second paragraph displays another audience inclusion device—the use of questions. When you are asked a question, you respond at least mentally to it. Kennedy not only uses questions, but he also uses the pronouns  *we*  and  *you*  in questions, thus combining these two audience inclusion devices.

¹. Now that the students essentially know what parallelism is, this is the time for those of you who feel compelled to define things to jointly work out a definition of parallelism with your class. Good luck.
Part I:

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe. Now the trumpet sounds again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but as a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what we together can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, but knowing that here on earth God's work must truly be our own.

excerpt from the end of
Kennedy's 1961 Inaugural Address
**Word choice.** Word choice is a particularly important device in a speech intended to evoke an emotional response. Words are stored in memory not as isolated units of "pure" meaning; instead they are often stored along with, among other things, a set of associated emotional reactions. When we retrieve the meanings of words from memory, we also retrieve along with the meanings at least some of the emotional associations these words have for us. For some of us, just hearing certain lists of words read will evoke a response; of course, when such words occur in line after line of speech the effect is just that much stronger.

Kennedy in this speech uses a large number of words and phrases that evoke such emotional images and associations. In particular, the speech excerpt (Part II, below) contains numerous patriotic, religious, and archaic words and phrases. The result is that the speech has a flavor that is at once both patriotic, religious, and "emotionally" moving.

During the election campaign, Kennedy was simultaneously trying to keep the Catholic vote and to gain the votes of other religious segments of the electorate, while trying not to alienate the more secular part of the electorate by appearing too religious. In this speech, Kennedy manages to incorporate word choices that say different things to different parts of his audience. He does this by using numerous references that will be interpreted in a religious sense by the religious portion of the audience and in a secular sense by the remainder of the audience.

For instance, in the second sentence, the phrase *to give testimony* is used. For the religious, this term has a clearly religious sense; for most of the remaining audience, the reference is secular. The following sentence uses the phrase *answered the call to service,* a phrase that again has a religious and a secular interpretation. In the next sentence, the Biblical citation *rejoicing in hope, patient in tribulation* is used; for those with a Biblical background, the religious association is clear, but the association is not as apparent for those without such a background. Other phrases, such as *the energy, the faith, the devotion,* also have a religious flavor that will be more readily perceived by one part of the audience than the other.

The use of archaic words and syntax make their contribution to the flavor of the text. Not only are there archaic inversions such as *though arms we need* and *though embattled we are* but there are also word choices such as *twilight, embattled,* and *truly.*
Overt organization. At this point, we have examined the Kennedy speech from a number of different viewpoints so we are quite familiar with its contents. So, what is the main point? Where is it stated? How is the overall argument made? What overt markers of the organization are present in the text?

The point, of course, is that the type of overt organization we associate with making an argument is missing. This, of course, should not be surprising: the purpose of the speech was to inspire, not to make a point. As a consequence, unlike a composition or an essay, there is very little use of overt organization markers to provide a guide to the ebb and flow of the argument. When we examine the Asimov selection, we will see that various markers of overt organization exist that are not found in the Kennedy selection.

**Exercise 16.2: Text Analysis**

Examine the following text for parallelism, for audience inclusion, and for word choice. (No answers provided)

Part II:

...Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty... So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.
Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to "undo the heavy burdens...[and] let the oppressed go free."

excerpt from the middle of Kennedy's 1961 Inaugural Address

**Asimov's "Fuel forever"

The Kennedy speech we examined is considered one of the more moving speeches in American political history. The Asimov selection, by contrast, is out of one of those airlines magazines, *The American Way*. This is not to say that Asimov is not a good writer. He is. He is an outstanding writer of, among other things, science fiction. In fact, he has written over three hundred books, but this was simply a short, not too technical or dense one-page note about the fuel shortage that was written to be read easily and quickly by airline passengers.

Despite the fact that the essay was written (not spoken), on a scientific subject (not politics), and most likely written quickly (not slowly and painstakingly), it displays clear parallelism and audience inclusion.

**Overt organization.** In addition, this selection shows overt markers of organization.

**The title.** Well-chosen titles often provide the reader with major clues about the content and the organization of a piece of writing. Sometimes just by examining the title, it is
possible to anticipate (read, guess) the whole outline of the essay. That is, the article is likely to be about the fuel shortage and, as "forever" suggests, a solution to it.¹

*Overall essay organization.* The first paragraph establishes that our fuel supply is running low. Paragraphs two through seven suggest various inadequate solutions to the problem. Then, in paragraph eight, Asimov introduces his solution. The remainder of the essay discusses the pros and cons of his proposed solution. The final paragraph concludes, not too surprisingly, that his solution works.

Note: Students can be lead to discover this type of organization in a piece of writing by your asking them a series of questions about the function of individual paragraphs.

*Indentation.* Another obvious marker of the organization in this piece is the indentation beginning each paragraph. Because in some sense each new paragraph represents a new idea, the paragraphing itself—marked by indentation—is a major form of overt organization.²

*Transitions.* Throughout this essay, transitions guide the reader through the ebb and flow of the developing pattern of thought. For instance, the second paragraph begins with *however,* a transition that indicates that the upcoming paragraph contrasts with expectations set up in the first paragraph. Then the third paragraph begins with *But even so,* a transition that again indicates that what is to follow will contrast with the expectations set up by the preceding paragraph. And so on.

*Other devices.* Numerous other organizational devices exist. At several places in the text the phrase *there is a…* is used to introduce something new to the discussion. In the second, third, and fourth paragraphs, parallelism is used to help establish the internal unity of the paragraph. And so on.

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¹ In teaching composition, it is often best to make students either omit the title of their piece of writing entirely or to put off titling their composition until it is completely written. Otherwise, they tend to "substitute" the title for part or all of the topic sentence of the essay.

² At the risk of stating something that is quite obvious, the "indentation" in Kennedy's speech is not an overt marker of organization. It is difficult to "see" indentation in a speech.
Fuel Forever

Isaac Asimov

Ever since human beings discovered how to tame fire many thousands of years ago, we have been burning things for energy—wood, fat, wax, coal, oil, even animal wastes—and now we're running low. Soon it could be quite a scramble to find enough material to burn for our energy needs.

However, we could look to energy without fuel—from wind and water and sun, which don't pollute and don't run out.

But even so, how does that help transportation, for instance? You can't drive an automobile by putting a sail on its roof or by focusing sunlight on its rear or by setting up a small waterfall under its hood.

Certainly not. But the nonfuel sources of energy can be used to generate electricity; electricity can charge storage batteries; the storage batteries can run electric cars.

Electric cars are relatively noiseless and nonpolluting, but they tend to be slower than gasoline-powered cars. Besides, a fully charged battery won't take you as far as a full gas tank, and it takes considerably longer to charge a battery than to fill a tank.

But then, what's our hurry? It might be better if we don't travel as far or as fast.

Of course, we can't electrify everything. It is difficult to imagine electric ships and just about impossible to imagine electric airplanes and rockets. It would be nice to have some fuel in the future for those purposes where fuel is particularly convenient or even indispensable.

As it happens, there is a fuel that will never run out: hydrogen. A given weight of hydrogen will yield three times as much energy as the same weight of gasoline and four times as much energy as the same weight of coal.

There's an easy source of hydrogen, too. Once we have a plentiful source of electricity from wind, water, and sun (and also,
perhaps, from nuclear fusion), that electricity can be used to break the water molecule into the two elements that make it up—hydrogen and oxygen. The technique has been known since 1800. We have, of course, 300 million cubic miles of water in the ocean to serve as raw material.

We can allow the oxygen to escape into the air, while hydrogen gas is piped to wherever it is needed through the network we have developed to handle natural gas.

When hydrogen is burned to produce energy, it turns back into water and nothing else. What's more, the oxygen it consumes in its burning is exactly equal in volume to the oxygen released into the air when the water molecule was broken up.

Hydrogen gas is very light and takes up much room. Moreover, it is difficult to compress and very difficult to liquefy. How could it be handled on a small scale?

It was recently discovered that an iron-titanium alloy can absorb hydrogen in great quantities when cold; then, when heated moderately, the hydrogen is released again. We can imagine a type of gas tank filled with a spongy alloy into which hydrogen can be led, under pressure, and which will feed it into an engine in small quantities.

There is a serious catch, though. Hydrogen burns too easily. It is, in fact, explosive, and the smallest spark will set it off. (Remember the Hindenburg!)

There is, however, another way of storing hydrogen. It can be combined with carbon dioxide (an easily obtained substance) to produce such things as methyl alcohol and methane. These are fuels that deliver less energy, weight for weight, than hydrogen does, but are also less explosive.

For that matter, given a convenient source of plentiful energy, we can begin with hydrogen and carbon dioxide and, after a number of chemical manipulations, end up with gasoline, the molecules of which are made up of chains of seven or eight carbon atoms with hydrogen atoms attached. Oxygen is again left over and discharged into the air.
We'll have gasoline after all, then, and forever. What's more, it will be nonpolluting. There will be nothing in it but carbon and hydrogen so that when it burns, we get back the carbon dioxide and water we started with and nothing else. Nothing gets used up except energy from wind, water, sun, and possibly nuclear fission, all of which will last as long as the earth will.

**Exercise 16.3: Parallelism and Audience Inclusion.**

Examine the last essay for parallelism and audience inclusion. Incidentally, Asimov uses at least one audience inclusion device we have not yet discussed—the use of imperative forms (command forms). (Answers not provided)

[The Assimov passage is ultimately from *The American Way* (1978), but comes to us by way of an enlightening Fraida Dubin talk on text structures and reading.]

**Student essays**

The student essays are included to give us practice at analyzing written compositions, first for general organization and second for grammatical mistakes.

Were we to be returning these essays to the students themselves, we would be nowhere as meticulous in our analysis. Instead, we would follow something like this procedure. First, you examine the overall organization. If the basic organization was clear and reasonably obvious, then you work on the grammatical mistakes. If the organization is not clear, you work with organization before going on to grammar.

If the organization is clear enough, you switch your focus to the grammar, spelling, and word choice errors. The point is not, however, to catch all or even most of the errors: The point is to focus individual students on their most pressing problems and, once these are under control, to move their focus on to their next most important problems.

Notice that it is counterproductive to catch all the errors in an essay. From a student viewpoint, receiving an essay back looking like a bleeding corpse can be devastating. From a
teacher's viewpoint, it takes too long to find all the errors. You are not editing the essay; you are helping them learn how to write.

The essays need to be analyzed, first for general organization and second for patterns of grammatical mistakes.

**EXERCISE 16.4. FINLAND AND NEW ZEALAND**

The assignment the students were given: When you examine the data you were given about Finland and New Zealand, you will notice that there are numerous differences and similarities between the two countries. Using the data, discuss some of their similarities, some of their differences, or some of both. Note: You have been given more data than you can possibly use.

Examine the paragraph for overall organization and for grammatical problems.

**Part I. Overall organization.** Is the paragraph well organized? More specifically, does it have a recognizable topic sentence? If so, where is it? Does the paragraph develop the idea in its topic sentence in an organized way? Are there different "chunks" or sections in the development? Are these different chunks marked in some way?

If the paragraph has a topic sentence and clearly marked sections within the paragraph, is this apparent organization real or illusionary? Explain.

Do all the sentences in the paragraph fit in with the topic sentence? If not, should these sentences be eliminated or should the topic sentence be rewritten?

**Part II. Grammar.** Discuss the grammatical problems you see in the paragraph.

Finland and New Zealand.

Finland and New Zealand have different natural resources, politics, industry, and geography, etc. First, comparing their geography, Finland has an areas of 130,119 square miles and is bordered by Sweden, Norway, and the USSR. "The north has mountains 3,000 to 4,000 feet high; south
and central Finland is flat." About 70% of the land is forested. New Zealand has an area of 103,736 square miles and is made of North, South, Steward and Chatham Islands; the main islands are 1,200 miles east of Australia in the South Pacific. Second, comparing their population in 1968, Finland had 4,688,000, and New Zealand had 2,776,266. Third, in industry, Finland's chief industry is associated with lumber, and 60% of total exports are from wood, paper, and wood-pulp products. Other industries include shipbuilding, machinery, textiles, leather, and chemicals. New Zealand is mainly agricultural. Wool, meat, and dairy products account for 70% of New Zealand's exports. About 13% of the population work in agriculture. Food processing is the largest industry. There is a flourishing pulp and paper industry. New Zealand has an iron and steel industry and recently natural gas was discovered on North Island. Forth, in their composition of governments, Finland has the republic government; one legislative chamber of two hundred members, elected to four-year terms. The President serves for six years, and he is elected by the three hundred members of an Electoral College. The electors are voted for by the people. The President appoints his cabinet. Finland is a member of the U.N. New Zealand was a British colony which became a dominion in 1907 and independent in 1947. The government includes a Governor-General who represents the British Crown. The government has a House of Representatives elected for three years. The Prime Minister and Cabinet are chosen by the House. New Zealand belongs to the U.N., too. Sixth, in education, Finland has no illiteracy. In New Zealand, education is free and compulsory from ages seven to fifteen years of age.

**Exercise 16.5. Nuclear Energy.**

Examine the essay for overall organization and for grammatical problems. Note that the question that the student was responding to has been provided.

Question: Nuclear energy has become a controversial subject. Some say nuclear energy is a good source of energy. Others claim it poses a serious threat to human life. Comment on each of these viewpoints, and then state your own opinion.
Part I. Overall organization.

Is the essay well organized? More specifically, does it have a recognizable topic sentence? If so, where is it? Are there different "chunks" or sections in the development? Are these different chunks marked in some way?

• If each paragraph has an a topic sentence and clearly marked sections within the paragraph, is this apparent organization real or illusionary? Explain.
• Do all the sentences in each paragraph fit in with the topic sentence? If not, should these sentences be eliminated or should the topic sentence be rewritten?
• Remembering that the question that the student was responding to has been provided, examine the structure of the question and the organization of the answer. Is the organization found in the answer, the student’s organization, the question writer's organization, or can you tell? Discuss your answer briefly.

Part II. Grammar.

Discuss the grammatical problems you see in the paragraph.

Original assignment:

Nuclear energy is a controversial subject. As the world is developing each day, the source of energy is in great demand. The nuclear energy can provide us with the nuclear power that we so desperately needed. Although it could satisfy our needs, it poses a serious threat to human life. Therefore, nuclear energy is the answer to our needs but a risk to human life.

Oil and other resources of energy are limited and will come to an end one day. Scientists are trying to create new ways of producing energy and came out with nuclear power. Many experiments were tested and used. At last, they came to the conclusion that nuclear power can be the energy source that we need.

Nuclear power are a threat to human life. They may produce energy but they are dangerous. A very good example is the nuclear bomb. No doubt that it produces a great amount of energy but if it were
to be used in war or in the wrong hands, it can produce great disaster and many people will suffer.

I feel that if there are no other new ways of getting energy resources that is more safe and convenient than nuclear energy, we have no alternative but to use this nuclear power. When our limited energy resources are used up, although it may be dangerous and a threat to human life, we will be forced to use nuclear power. Therefore, in order to solve the threat of human life we must either create a new way of getting energy or create ways of making nuclear energy safer to use.

**Exercise 16.6: Computers I**

Examine the essay for overall organization and for grammatical problems.

*Part I. Overall organization.*

Is the essay well organized? More specifically, does it have a recognizable topic sentence? If so, where is it? Are there different "chunks" or sections in the development? Are these different chunks marked in some way?

- If each paragraph has an a topic sentence and clearly marked sections within the paragraph, is this apparent organization real or illusionary? Explain.
- Do all the sentences in each paragraph fit in with the topic sentence? If not, should these sentences be eliminated or should the topic sentence be rewritten?

*Part II. Grammar.*

Discuss the grammatical problems you see in the essay. You might examine the use of the determiner system and the uses of verb tenses.

*Original assignment:*
There are advantages and disadvantages to the use of computers in modern life. Discuss their advantages, their disadvantages, or both.

Computers are the product of the development of technology. Besides they have many advantages, they also have some disadvan-
The advantages of computers have affected people in many things of working. People use computers in business, at home, at school, in the hospitals, etc. Computers help people in many ways.

It seems that we know the disadvantages of computer more than the advantages. There are some disadvantages of computers. For our social life there are, at least, three disadvantages. First, computer make people lazy because they work everything easier. If people need some information, they just have to use the computers. The computers will show all information that they have. Second computers make more unemployments. By using the computers, some companies just need one or two persons to use the computers. Third, computers make the lack of communication among people. Children play computer games and have no talking with their parents. Another disadvantage of computers happens if the datas are stolen or broken. For some companies are really important to keep the secret as the secret companies They don't want other companies to know about that. But, there is the possibility to steal the datas form the diskets.

Everything has its own disadvantages. But, as long as people aware of those disadvantages, there are more advantages than disadvantages. People can keep the more advantages if they do something as the way they should do.

**EXERCISE 16.7: COMPUTERS II**

Examine the essay for overall organization and for grammatical problems.

*Part I. Overall organization.*

Is the essay well organized? More specifically, does it have a recognizable topic sentence? If so, where is it? Are there different "chunks" or sections in the development? Are these different chunks marked in some way?

- If each paragraph has an a topic sentence and clearly marked sections within the paragraph, is this apparent organization real or illusionary? Explain.
- Do all the sentences in each paragraph fit in with the topic sentence? If not, should these sentences be eliminated or should the topic sentence be rewritten?
Chapter 16: Student essays

Part II. Grammar.

Discuss the grammatical problems you see in the essay. You might examine the use of the determiner system and the uses of verb tenses.

Original assignment:

There are advantages and disadvantages to the use of computers in modern life. Discuss their advantages, their disadvantages, or both.

Computer in this modern society has many advantages, but there are some disadvantages too. One of the disadvantages is that they affect human lives.

First of all, they make human lazy since more and more computers are reducing the work load of our jobs. They store informations and do most of the work for us. Therefore, the time that is saved by using computer, enables us to have more free time to relax. The more time people relax, the more people get lazy.

Secondly, many firms are replacing man's jobs by computers since these machines are more accurate than man. As a result, many people are jobless. It is creates crime in society.

Thirdly, computers sometimes do make mistakes. When people are totally depending on computers, mistakes can give danger or alter our lives.

Next, computers sometimes are doing too much thinking for us. Our minds will not be functioning as well as we do. Finally, our minds will not be in good conditions to invent something that are more complicated. Then, there will be no process or improvement. It remains on the same stage or even goes backward.

Therefore, we must not depend totally on computers since one of main disadvantages is they affecting our lives. They are so useful that we must not let them to mislead but to help us to progress.
Terms

To check yourself, see if you can briefly describe each of the following terms and illustrate it in a phrase or sentence (underlining the relevant part).

parallelism
audience inclusion
word choice
overt organization