Welcome to Qualifi's Free Tutorial on Academic Writing.

This tutorial is designed to be self-paced and available to you as you progress through your chosen qualification.

Introduction and Learning Outcomes

Academic Writing Skills

Writing, while it may not always be easy, is not magic. It's simply a skill--a valuable skill--thatimproves with consistent effort. Because we devote large amounts of time communicating in writing (emails, blogs, reports, business plans, marketing plans, evaluations, studies, research,assignments, etc.), learning to become a strong writer will increase your confidence and make you an asset with employers.

This tutorial contains two primary sections:

1- ways to develop a productive, confident mindset about writing, and
2- 2- a guide to understanding essays and research papers, which will enable youto successfully complete assignments. An understanding of these two sections will improve your writing skills.

Please note that this unit is not monitored by an instructor. Students are encouraged to seekclarification and guidance from the instructors at their learning centres. We will identify 'resources' within this tutorial that will offer you more guidance. These are external links to the internet.

Learning Outcomes

Upon successful completion of this tutorial, students will be able to:

* recognise that language is a tool and utilise it in different ways(Rhetorical Tool)
* practice the building blocks of good writing, including point of view(Building Blocks) engage in writing as a process(Process video)
* identify and use the three points of view, and the pronouns that signify each(Point of View)
* incorporate critical thinking into writing(Critical Thinking & Writing)
* define and understand the different types of academic writing(Types of academic writing)
* plan, research, draft, revise, and successfully complete an essay (Essay)
* plan, research, draft, revise, and successfully complete a research paper(Research paper)
* avoid plagiarism, use citations, and know that there are many citation styles (Plagiarism)
* utilise additional resources, references, recommended reading, support as needed

For more information, please contact your study centre.

PART ONE

How to Think About and Approach Writing

There are three primary strategies you can adopt to improve as a writer.

1- Become a voracious *reader*.

Read novels or books. Read blogs, news, analysis, essays, or opinion pieces from *crediblesources*. Reading will help you set up an internal rhythm for how words work well together. Without that rhythm, a self-conscious writer can begin to doubt instincts, become reluctant, critical,anxious, or fearful. The more you read, the more your mind becomes attuned to the sound and feel of good language, and the more confidence you will gain with your own internal rhythms.

2 - *Plan* your writing.

Planning involves things like understanding what you will be writing, establishing a point of view, setting a timeline, creating an outline, and becoming aware of distractions so you can avoid, or atleast manage, them. By planning your writing, you are agreeing to take your work seriously, and you are holding yourself accountable to a schedule. By breaking the project down into nameable parts, like "outline," "research," "first draft," and "citations," you are helping yourself visualize the process, as well as teaching yourself to manage not only the project, but any stress that may accompany a writing assignment.

3 - *Revise* your writing.

Confident writers know from experience that writing is a *process*. Scheduling sufficient time torevise is an important part of gaining confidence. When you take the time to reread and revise your work, you are not just committing to completing the project, but committing to taking the timeto do it well. Revising is not an indication of weakness or lack of skill. Revising means you've achieved an intelligent awareness that good writing can be created in layers, and that content andsyntax and style and voice don't necessarily flow out perfectly and simultaneously.

Editing involves refining these layers, removing, or adding or adjusting or tinkering with them. Knowing that you've allowed yourself time for drafts and for editing can take some of the pressureoff when faced with a blank screen or page. The important thing is to start. When you begin, whenyou get your initial thoughts down, then there will be something to work with, something to mold, craft, expand on or reduce.

As mentioned above, good writing is a valuable skill. It is also satisfying. It teaches, inspires,motivates, and engages. With devices, tech, and video encroaching on readers' time and attention, the savvy writer will be aware of this, and proceed accordingly.

Language as a Rhetorical Tool

Definition of rhetorical: of, relating to, or concerned with the art of speaking or writing formally and effectively especially as a way to persuade or influence people; in a question: asked in order to make a statement rather than to get an answer.

Language is a rhetorical tool and can be used in a variety of ways.It can be:

1- Descriptive/Informative. Example: *"Elephants are big"*
2- Evaluative. Example: *"Killing is wrong."*
3- Interrogative. Example: *"Why did you do that?"*
4- Directive. Example: *"Close the door!"*
5- Performative. Example: *"I declare you husband and wife."*
6- Emotive/Expressive. Example: *"Wonderful!"*
7- Formal*.* Example: "Nine years of data collected by the Institute for Research substantiatesclaims that pesticides are harmful to   "
8- Informal. Example: "I think that info is full of rubbish."

Writing is as Process

While inspiration may appear and energise your thoughts, capturing that energy and structuring itin an essay or research paper often requires things like drafts and outlines.

Resource
Watch this 13-minuteanimated video about the process of creating a blog. While it initially may seem a little frenetic, it sketches out important concepts, including the value of drafts, time, patience, practice, and confidence. Feel free to watch it several times. If you don't have time to watch it more than once right now, watch it a second time later, or take notes -- it moves quickly. https://www.youtube.com/watch?v=V1pnpL8295E

Academic Writing

Academic writing is different from creative writing in several keyways: its language is more formaland concise, it introduces and maintains one consistent point of view, its claims require evidence in the form of citations, and it proceeds logically and directly from a stated thesis or premise. Before beginning an academic writing assignment, you should be able to define:

1- what type of writing you're doing (essay or research paper, and what type of essay or what typeof research paper)
2- what point of view you will write from (1st, 2nd, or 3rd person)?

3- the purpose or goal

4- Audience.

Defining these four things, and remaining aware of them, will help you understand, visualise, andmanage the scope of your project, and help you use the appropriate tone and language as you research, draft, and refine your work.

Before diving into the types of academic writing, let's explain and illustrate point of view (1st, 2nd,3rd person). Then, we will provide external links to a site that defines and discusses critical thinking and critical writing and demonstrates why strengthening critical thought should be a goal ofyour education, as well as a skill that can be honed through writing.

Building Blocks of Clear Writing

Students who want to create clear, compelling prose will work to develop a consistent point of view, and a strong understanding of grammar, syntax, uses, limits, and best practices.

- **Point of view**
  Either first-, second-, or third-person voice. There are specific pronouns that align with eachvoice. This is explained in detail in the pages that follow.
- **Grammar**
  There are eight parts of speech: nouns, pronouns, verbs, adverbs, adjectives, prepositions,articles, and interjections.
- **Punctuation**
  Commas, periods, quotes, semicolons, exclamation points, question marks, and dashes.

- **Syntax**
  The way words are put together to form phrases, clauses, and sentences.
- **Tone**
  The writer's attitude, which is expressed through syntax, point of view, diction, and the level of formality. The tone of a piece could be persuasive, informative, or something else.
- **Style**
  A writer's voice, which is made up of word choices, syntax, and tone
- **Content**
  The topic you are writing about (which reflects a level of expertise). Content is organised and then presented as an essay, blog, research, analysis, op-ed, or other type of writing.

Resource

If you would like a better understanding of grammar and the parts of speech, this **external link** connects to a tip sheet, with examples and definitions. It's also a good resource for learning more about verbs (passive v active, and why active verbs create more reader engagement), tips for composing good sentences, and a few words about the difference between sentences and sentence fragments.
http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html

Resource

This **external link** connects to a visual cheat sheet of the 25 most common grammatical errors, with solutions. https://blog.hubspot.com/marketing/grammar-cheat-sheet

Resource

This **external link** gives examples of cluttered vs clear prose and offers strategies for editing your own sentences to make them cleaner and more readable.
https://owl.english.purdue.edu/owl/resource/635/1/

Point Of View

Voice
This section looks at point of view in non-fiction, academic assignments, which differs from pointof view in fiction, novels, and creative writing.

1st, 2nd, and 3rd person

Point of view is defined on the most basic level as the one speaking, in the first and third person - "me," or "they." And, in the case of second person, the one who is the recipient or receiver of action, specifically "you." POV is divided into three voices, 1st, 2nd, or 3rd person. The pronoun isthe part of speech that signifies point of view.

Pronouns and point of view align like this:

First Person	Second Person	Third Person
I, we me, us my/mine, our/ours	You Your/yours	he / his / him Her / hers / she she it him it its/its

1st Person

- should be avoided in academic writing, unless your personal opinion is requested personal narrative
- persuasive essays when your opinion is required ("I think... I know... I believe...") argument that asks for your opinion

2nd Person

- never the right voice for formal academic essays
- fine in letters, emails, speeches, direct address writing

3rd Person

- correct voice for most academic writing - authoritative, confident, objective
- relies on credible external sources of information - journals, articles, books, websites
- requires research and/ or analysiscompare contrast essay
- descriptive essay (when research is required)opposing points of view essay
- expository essay
- other words associated with this point of view include: the report, the commission, the research, this table, these charts, Smith concluded..., Wesson found...

If it's still confusing, think of it like this: while you are writing, your own opinion and experience arenot needed, unless specifically requested. But your intellect, your research, and the information from external sources is. The writing (and your thesis) is advanced by your critical thinking, your research, and the credible sources you have chosen. Your assignment's content is derived fromthose sources, not from your opinion or experience.

Here are examples of incorrect and correct POV.

Example of *confused* point of view, randomly shifting between 1st, 2nd, and 3rd:

- Increasing one's *[3rd person]* workload is taxing on both your *[2nd person]* physical and mental health. Unless someone *[3rd person]* is in a physically intensive profession, your *[2ndperson]* body is wasting away while at work. Additionally, diet *[3rd person]* suffers as you *[2nd person]* spend more time at work. No longer do you *[2nd person]* have the time toprepare healthy meals at home, we *[1st person]* may not have time to eat at all.

Example of *clear and consistent* point of view (1st person):

- "I have found that increasing my workload is taxing on both my physical and mental health.Unless I am in a physically intensive profession, my body is wasting away while I work. Additionally, my diet has also suffered as I have spent more time at work. No longer do I havethe time to prepare my own healthy meals, I sometimes do not have time to eat at all."

(Source: https://www.mesacc.edu/~paoih30491/PointofView.html)

OR

- "According to the Obesity Action Coalition (OAC), children who consume a lot of sugar havean increased risk of obesity. Therefore, the OAC has recommended..." (OAC - it - third person).

OR

- "Smith's research is important because..."(Smith - his/her - 3rd person)

OR

- "This data reveals those workers during the Industrial Revolution..."(Data - it - third person).

It's perfectly logical to write first, then revise and hone point of view in subsequent drafts. However, inexperienced writers often fail to realize their work contains multiple points of view andturn in final assignments with inconsistent pronouns, causing the reader much confusion. An assignment turned in with conflicting points of view will be returned without a grade, to be revisedand resubmitted.

Resource

If you find yourself defaulting to first or second person, here is an **external link** with tips for shifting to third person, and some useful words to rely on instead of I, me, my, we:

http://blogs.ubc.ca/writingcentre/files/2013/01/Tutor-project-Avoid-First-Person-POV.pdf

A Note on Critical Thinking and Critical Writing

Learning to read, rely on, and cite authoritative external sources is the crux of academic writing. Learning to discern reliable from poor sources comes with time and experience. The ability to seeand present an argument from multiple points of view is a skill, as is the ability to look for flaws, weaknesses, or shortcomings in others' papers, books, presentations, and thinking. It is not wrongto look for a flaw or gap; it is necessary. This section on critical thinking will help with assignmentsthat ask for persuasive, argumentative, or critical writing.

Critical Thinking

Some students may feel they lack the authority or expertise to critically examine or analyze an expert. That's somewhat common, at first. In a critical essay or paper, your ability to analyse and think critically means you are able to "get around" the topic and examine aspects of it that may nothave occurred to or been overlooked by the expert. An expert may be promoting one way of perceiving an issue, for example, "bees are dying out

because of pesticides." It's your job to think about the topic from other angles (Are bees really dying out? Is it truly pesticides, or could it be something else, like shifts in climate? Maybe bees are stressed by being managed. Maybe bees are experiencing die off because invasive insects are attacking hives.) Has the "expert" considered the topic from different angles? While you may personally agree with the expert, it's your job to consider how or why an expert's thesis and research might not be complete. It is your job to think about what the expert may have missed, avoided, or overlooked, to look for bias, toseek out balance, to question, and to add to the conversation.

Critical thinking, once learned, will not only help you write better persuasive essays, but it is aninvaluable tool that can be used throughout life; for example, when weighing options about personal medical procedures, when deciding how to vote on a political issue, when choosing whether or not to make a significant purchase. Stepping back, looking at the big picture, weighingpros and cons, and then making an informed decision helps you understand, defend, and explainyourself, and generates confidence. You've done the research, you've considered potential outcomes, and, with time, it will become automatic, helping you build knowledge and confidence.

Resource

Follow this external link to learn more about what it means to approach a topic critically, and why it is so necessary to develop this skill. Time to read: 60-90 minutes.

http://www.cogsci.rpi.edu/~heuveb/teaching/CriticalWisdom/Introduction.htm

Critical Writing

Critical writing has particular characteristics, which include:

- a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide;
- a balanced presentation of reasons why the conclusions of other writers may be accepted ormay need to be treated with caution;
- a clear presentation of your own evidence and argument, leading to your conclusion; and a recognition of the limitations in your own evidence, argument, and conclusion.

Source: (https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/critical-writing)

This concludes part one of the tutorial.

PART TWO

Types of Academic Writing

Essays

- definition of an essay
- the four main types, and the parts of an essay
- how to write each type of essay

Research papers

- definition of a research paper
- the two main types, and the parts of a research papercitations
- how to write a research paper

An Important Note about Third-Person, Credible Sources, Research, Citations, and Plagiarism:

As mentioned earlier, third-person essays and papers require information, research, facts, anddata from credible, external sources, sources that are not your personal experience or beliefs. They may be print (books, journals, magazines, trade publications) or online (.com or .edu websites, personal or professional blogs, research papers published anonymously, traditionally, orwith Creative Commons licensing, videos, podcasts, virtual reality, and other multi-media sources). Sources may be individual, joint authorship, or collaborative. They may even include machinelearning.

A quick Google search reveals an exhaustive amount of information on almost any topic. And, asartificial intelligence advances, we can expect it will be involved with the generation and dissemination of more and more content. Before long, it may become increasingly difficult for students to discern quality, reliable, and credible web content from unreliable, computer generated, or profit-driven click bait.

For the purpose of academic research essays and papers, it is recommended that you be alertabout where your data and information come from. Colleges, libraries, and other educational institutions with .edu IP addresses are reliable. For-profit colleges that have .edu affiliations or have been around a number of years may be reliable. When citing websites or blogs, always lookfor an author, and verify the author's affiliation, education, or expertise. If an author cannot be verified, consider forgoing the information. As a rule of thumb, you may begin research with Wikipedia, but, because authorship is anonymous, it is still not recommended in academic circles.

Because third-person essays and papers require research, it is ***absolutely necessary*** for you to cite where you have gathered your research, to deliberately credit the people who own the ideasyou are using. In a paper or essay, citations take two forms, as the inline citation, within the bodyof the writing, and a compiled list at the end of the piece, called either "Works Cited" or "References."

How to cite your sources? Many fields have their own style guides, and an instructor will let you know which you will need to follow. Some of the more familiar citation styles include Oxford Guideto Style, Harvard, APA (American Psychological Assoc.), MLA (Modern Languages Assoc.), ASA(American Sociological Assoc), Chicago Manual, AP Style (Associated Press), and Turabian.

Plagiarism is serious. Stealing or borrowing others' thoughts, research, and publications, and passing them off as your own can have serious consequences. We may be culturally used to using, borrowing, uploading, and file sharing **BUT** researchers do not generally have the sameattitudes about giving away intellectual property as indie musicians, self-publishers, and YouTubers. Because there is often widespread ignorance about plagiarism and intellectual property among students, easy-to-access software has been created for instructors to monitorstudents' work and its originality.

Resource

This **external link** provides a quick look at APA style in text and at the end of a paper. (http://guides.libraries.psu.edu/apaquickguide/intext)

Resource

This **external link** offers a quick and clear look at APA and MLA citations, within and at the end ofa piece. (http://libguides.nvcc.edu/c.php?g=361391&p=2440254)

Resource

For an extensive look at all the nuances of MLA and APA style, the proper way to cite single authors, multiple authors, online content (including blogs and videos), and written sources, clickthis **external link** to the Purdue Online Writing Lab. (https://owl.english.purdue.edu/owl/section/2/)

Essays

Essays are shorter pieces of writing (2-4 pages) that often require the student to demonstrate a range of skills, including close reading, analysis, comparison and contrast, ability to persuade, andability to be concise and clear.

AS A PEDAGOGICAL TOOL In recent times, essays have become a major part of formal education. Students are taught structured essay formats to improve their writing skills. In higher education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. Academic essays are generally more formal than literary ones, and information is presented in a logical andfactual manner, with the use of the first person often discouraged.

Essays are (by nature) concise and require clarity in purpose and direction. This means that thereis no room for your thoughts to wander or stray from purpose; the writing must be deliberate, as well as interesting.

(Sources: Purdue OWL, (https://owl.english.purdue.edu/owl/resource/685/01/))

AND UK Essays, (https://www.ukessays.com/resources/undergraduate/essay/what-is-an-essay.php)

Types of Essays and Their Parts

There are four main types of essays: Exposition, Description, Narration, Argumentation/ Persuasion -- E-D-N-A).

The parts of an essay are: Introduction / Body (which includes inline citations) / Conclusion / Listof Citations or References.

Let's take a closer look at Expository essays first.

1. Expository Essays

Expository writing requires the student to expose or investigate an idea, evaluate evidence, expound on a topic. The essay presents a fair and balanced analysis of a subject based on facts—with no references to the writer's opinions or emotions. These essays can answer what,why, and how, or they can compare/ contrast, explain how to do something or how something works, offer a deeper definition of a place or thing, examine a problem/ solution, or a cause- and-effect analysis.

Some examples of topics for expository essays would be:

- Who Are Introverts, and Why Are They Special?How Google Began
- Why We Get Angry
- Online or Traditional Education?

2. Compare/Contrast (type of expository essay)

The aim of a compare and contrast essay is to develop the relationship between two or more things. Generally, the goal is to show that superficial differences or similarities are inadequate,and that closer examination reveals their unobvious, yet significant, relations or

differences. Comparisons discuss similarities. Contrasts discuss differences.

a. Problem/Solution (type of expository essay)
A problem/ solution essay describes some sort of conflict, challenge or question and then outlines one or more answers or resolutions. These can be either informative or persuasive.

b. Cause/Effect (type of expository essay)
In a cause-and-effect essay, a writer analyzes the reasons for—and/or the consequences of—an action, event, or decision.

How to Write an Expository Essay

The links below illustrate the steps of writing expository essays. The videos identify general steps and can be used for other types of essays.

Resources

Essay Pro: The Essay (https://www.ukessays.com/resources/undergraduate/essay/what-is-an-essay.php)

How To Write an Expository Essay (https://www.youtube.com/watch?v=HG-Xhdkjpsk)

How to write an introduction (6-minute video) (https://www.youtube.com/watch?v=FSS2_zSB6Ok)

Writing a paragraph (14-minute video) (https://www.youtube.com/watch?v=0IFDuhdB2Hk)

Descriptive Essays

Descriptive essays are written in either first- or third person and create strong visual images.They provide a vivid picture of a person, location, object, event, or debate. These types of essays offer rich and evocative details that will enable the reader to easily imagine the experience, object, or place described. If you chose first-person, the essay will be a personalexperience. *If you chose third person*, the essay would require you to rely on external sources, meaning you will need to do research and gather information from credible sources (internet,library, magazines, journals, books). That also means the sources for your research will needto be cited in your essay and compiled in a bibliography at the end.

Examples of descriptive essay topics would be:

- My Hometown
- The Mogao CavesDiwali
- The Five Winds
- Medieval Unicorn Tapestries

Resource

This five-minute read is an **external link** to a well-written, first-person descriptive essay. You willsee how each part functions - introduction, body, and conclusion - and see how senses are used to heighten the writing. (https://letterpile.com/personal-essays/Descriptive-Essay-Example-My-Hometown-Is-Still-In-My- Heart)

Narrative Essays

A narrative essay is told with purpose, and can be a brief, focused story, a book review, or writing that is anecdotal, experiential, and personal. *The first-person point of view is welcome*, and narrative essays encourage creative expression in original and moving ways. This type of writing is most interesting when you use concrete (specific) language, and incorporate senses,such as what you see, smell, and hear, and look for ways to engage the reader's attention andemotions.

The reader's interest can be heightened if you relay something you're emotionally vested in - a meaningful personal lesson, a moment of maturation, change of heart, or growth experience.

Examples of narrative essay topics would be:

- My Diabetes, and Managing a Chronic DiseaseVolunteer Vacationing in the Desert
- Losing My Religion
- Moving Away from Home
- Becoming a Parent

Resource

This **external link** offers templates and suggestions for structuring your narrative essay.
https://writewellapp.com/how-to-write-a-narrative-essay

Argumentative/Persuasive Essays

Argumentative

Argumentative essays are written in third person and are most often used to address controversial issues - i.e., serious issue over which there is some evident disagreement. Theyrequire the writer to investigate a topic and take a position. Argumentative essays set out a main claim, and then the writer provides reasons, or evidence from external sources, that the claim is true or false. It is not an emotionally based argument (which would utilize phrases like"I know, I strongly believe,"), but one that uses facts to back up the thesis. Because of the amount of research required, argumentative essays are more time consuming, complex, and serious than an expository or descriptive essay. When you write an argumentative essay, it is necessary to include both in-text citations, and a bibliography/ references list at the end.

Persuasive

Persuasive essays are similar to argumentative essays in that they may be about controversialtopics. In a persuasive essay, the writer will often write in first person, and try to persuade the reader to accept an idea or agree with an opinion. The writer may make a strong emotional appeal to convince the reader that her or his point of view is the right or reasonable one. The persuasive essay should be written in a style that grabs and holds the reader's attention, andthe writer's opinion should be backed up by strong supporting details.

Examples of argumentative/ persuasive essays would be:

- Artificial Intelligence Is Improving Humanity
- Newspapers (Print and Online) Are No Longer NecessaryAnimal Testing Needs to End Now
- Cyber Warfare Represents a Greater Threat Than Ground Invasion
- All College Education Should Be Free

RESEARCH PAPERS

A research paper analyses a perspective or argues a point of view. It is your thinking back up by others' ideas and information. It is a thorough, intelligently reasoned presentation that includes a survey of literature, your best attempt to discover what experts think about the topic, and your ownthinking.

Instructors may require more than just the finished paper. They may also request such things suchas a prospectus, a literature review, an outline, and an annotated bibliography in order to prepare you to complete the paper.

Types of Research Papers

The two most common types of research papers are:

1 - argumentative and
2 - analytical.

The **argumentative paper** consists of an introduction, in which the writer clearly introduces thetopic, and then informs the reader exactly which stance he or she is taking; this stance is often identified as the thesis statement. The writer develops the thesis in the body, providing and citingcompelling research, and then a conclusion.

An important goal of the argumentative research paper is persuasion, which means the topicchosen should be debatable or controversial.

The **analytical paper** often begins with the student asking a question (a.k.a. a research question)on which he or she has taken no stance. Such a paper is often an exercise in exploration and evaluation and may offer a fresh perspective on a popular topic. Though the topic may be debatable and controversial, the student's writing does not negate prior

research, nor is it the student's intent to persuade the audience that his or her ideas are right while those of others are wrong. Instead, the goal is to offer a critical interpretation of primary and secondary sources throughout the paper--sources that should, ultimately, support his or her particular analysis of the topic.
(Source: Purdue OWL - https://owl.purdue.edu/owl/purdue_owl.html

Parts of a Research Paper

Thinking About and Planning your Paper

Start your paper by asking preliminary questions. Think about the important issues that relate toyour topic, as well as the experts in that field. It's never too soon to start taking notes. Keep a separate document with links to any preliminary documents you favor. Sometimes an early idea turns out to be useful later. As you solidify your thesis, note taking will become more prolific, andthe research more generative. Remember that all sources will need to be cited, so set up a running citations list *while you research*, as opposed to trying to compile it after the paper is done.

Parts of a Research Paper

Prospectus

The prospectus is the early but formal preparation for your paper, and includes the thesis, scope of work, bibliography, and basic outline. Some instructors may assign and require you to completeand turn in a prospectus. Even if the instructor does not require you to prepare one, it is extremely helpful for time management to do one. It's a great reference that helps you envision the project, and check progress.

Literature Review

A literature review is a summary, survey, or analysis of previous research on your topic. An instructor may require it as an early step in the research paper process so you can evaluate what's already been written. By researching the historical background of your topic, you will seethe development of thinking, and you'll be able to find angles that may have been overlooked.

A literature view is more than just a list of sources. It also requires commentary.

Annotated Bibliography

An annotated bibliography is a list of citations to books, articles, and documents, followed by abrief synopsis or summary (about 150 words), 2-3 paragraphs, which is the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of thesources cited.

Outline

Some writers can visualize their papers as they are doing the research. They organize and structure it mentally, then write it with only a very simple outline. Most writers, though, need to generate a more detailed written outline in order to capture ideas, structure the flow, and to makesure that logic prevails.

By the time you begin your outline, you'll be comfortable with your thesis, have read a significantamount on your topic, possibly written a literature review, or created an annotated bibliography.

It's perfectly fine to draft an outline, rework and reorganize it until you're sure it's right. Or maybeyou only need an outline to get started. Some instructors may assign a full outline as part of the preliminary preparation. Once your paper is done, if you have time, check it with a reverse outline. A reverse outline is explained below in "Proofreading and Editing Your Paper."

Resources

These **external links** offer a variety of sample outlines:

http://libguides.gatech.edu/c.php?g=54271&p=350394
https://academictips.org/mla-format/mla-format-sample-paper-with-cover-page-and-outline/

Rough Draft

The rough draft, while you're managing a significant amount of learning and information, should beexciting. This is where you open up, where the architecture starts to look like a building. The footings, foundation, and framing are done. Now it's time to get to the guts.

If you feel like you're carrying a lot around in your head, go ahead and free write. Or maybe you'vebeen writing as you research. Go ahead and compile all notes. You may be surprised to see just how much of the paper you have written in notes and fragments. As you write and compile, be sure that direct quotes don't become separated from their

sources. It's fine to drag everything along. Wait until the editing or citation stage to hone and neaten.

It may also be helpful to save earlier drafts, and/or preserve the original research. If things get confusing later, it's good to have a history to refer to. There may also be visual cues in the original that may jog your memory or link you to an important thought.

Citing Sources

Citations (Works Cited/ References)

Citations (works cited/ references) are the works to which you have made reference and should appear in two places in your paper, in the body of the text (in abbreviated form), and at the end of your paper, in an alpha-by-author list.

"Works Cited" is generally used when citing sources using MLA (Modern Language Association),and "References" is generally used when citing sources using APA (American Psychological Association).

In-text citation

An in-text citation is required when citing an external source for data, information, a direct or indirect quote, and a paraphrase. (Not citing your source is plagiarism.) MLA format follows the author-page method. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and then, a complete reference should appear on your Works Cited page.

Here are three examples of how to do an in-text citation. Pay special attention to punctuation, and the placement of quotation marks and periods:

- According to Blackburn (2008), "Students will have difficulty using APA style, especially when itwas their first time" (p. 21).
- Blackburn (2008) found "students have difficulty using APA style" (p. 21); what implicationsdoes this have for teachers?
- She stated, "Students often had difficulty using APA style" (Blackburn, 2008, p. 21), but she didnot offer an explanation as to why.

Works Cited

This is the final formal list, in alpha order (by author), of the sources you cited in your paper. In itssimplest form, it includes the name(s) of the authors, title of work, year it was published or produced, page number(s). Depending on what you cited, there may be other information. For example, if you included a sound recording, the time stamp would be necessary (1:04-3:16).

There are many types of things that can be cited (video, podcast, e-book, journal, blog, magazine,print book, etc.), and each source has its own way to be cited, based on the style you're using. If this is your first time doing a research paper, it may seem complex and confusing. Be sure to leave time for yourself. Rushing through citations is stressful, and, if your list is incomplete, messy,improperly formatted, or has a lot of typos and errors, you are signaling your lack of regard for the process.

Think of it like this: if someone liked what you said and wanted to know more, they would need tobe able to find it. Your citation says you are giving proper credit to the idea and enabling it to be located.

Resource

For support and guidance with all the necessary fine points, punctuation, and formatting forcreating your Works Cited, these are invaluable resources:

MLA
(https://owl.english.purdue.edu/owl/resource/747/05/)

APA
(https://owl.english.purdue.edu/owl/resource/560/05/)

Harvard
http://www.citethisforme.com/harvard-referencing

Oxford
http://libraryguides.vu.edu.au/oxford-referencing

Turabian
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Chicago
https://owl.english.purdue.edu/owl/resource/717/01/

Works Cited is sometimes called References. The terms mean the same thing.

Works Cited and Bibliography are not the same. Works Cited is the list of items you have actually referred to and cited in your paper. A bibliography lists all of the material you have consulted in preparing your essay whether or not you have actually referred to and cited the work.

Editing and Proofreading

Editing is a natural part of the writing process, but don't edit yourself too much too soon. While your brain is trying to compose, let it compose. If you start editing yourself before you've gotten your ideas out, the ideas will stop. Editing slows the stream of thought you're using to create content. This is one important reason to view writing as a process. Take the time to write first andedit second.

Good editing will require multiple passes. Be prepared for it to take quite a while. Before beginningthe editing process, it's best to create some distance. Step away from the paper for a few hours ora few days. Go do something completely different. Then, be aware of editing for each of the components listed in Building Blocks: grammar, syntax, tone, accuracy, and voice. Be sure the content of each paragraph is logical, and that subsequent paragraphs follow a line of thinking thata reader can follow.

If you can get into the mind of the reader, great. If you can look at it from the reader's point of view,that will help. Also, if you have friends or colleagues who can read even four or five pages, they may point out things you've overlooked.

After you are sure you've written the best paper you can, you've edited it, proofread it for spellingand typos, dive in and check your citation list. Be sure that periods and commas are in the right places, that you have both open and close parenthesis, and that you're following the correct stylefor capitalization. Double (and triple) check to be sure each in-text citation corresponds to a citation on your list.

Congratulations on your effort and attention to detail. Writing a research paper is not a simpleprocess. Following through will yield.

Resource

If you would like close, step-by-step guidance with the editing process, click this **external link** https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/

Resource

If you have time, consider doing a reverse outline. It's another way to check your work.This **external link** shows how to do a reverse outline.
https://writing.wisc.edu/Handbook/ReverseOutlines.html

Additional Writing Resources

Grammar

A quick note on verbs. Two of the most common mistakes writers make involve verbs:

1- writers over rely on the passive tense (is + past tense)
2 - writers over rely on the future tense, verbs to be, or -ing verbs.Enliven prose using the

ACTIVE tense.

DON'T: The menu is opened by the waiter.DO: The waiter opens the menu.

and

DON'T: She will be going to the party.DO: She will go to the party.

Further Reading

For anyone interested in building their own library of writing resources, we recommend the followingbooks:

1.   *The Elements of Style* (illustrated) - William Strunk, E.B. White & Maira Kalman (Viking; 2005).Kalman updates this most useful classic on the art of writing (originally published in 1918) with herclever, colorful, and light-hearted drawings.

2.   *Bird by Bird* - Anne Lamott (Knopf; 1995). A funny, accessible, inspirational, and very humanapproach to learning how to write well. While much of the content is geared toward the creativewriter, this book offers a sense of shared purpose for all who struggle with how to say what they mean.

3. *How to Not Write Bad*: *The Most Common Writing Problems and the Best Ways to Avoid Them*
   - Ben Yagoda (Riverhead; 2013). An engaging and entertaining way to learn the building blocks and improve how you use them.

Other Support

Deep-Dive Online Writing Labs

University of Wisconsin Writing Center
https://writing.wisc.edu/Handbook/index.html

Hamilton College writing lab
https://www.hamilton.edu/academics/centers/writing/writing-resources

Purdue Online Writing Lab (OWL)
https://owl.english.purdue.edu/owl/resource/685/02/

More Help with Essays

The Royal Literary Fund
https://www.rlf.org.uk/resources/paragraphs-and-links/

Writer Support Tools

Grammarly
free writing app for email

Grammarly - writing blog
https://www.grammarly.com/blog/

Evernote
An idea organization app for writers.Capture and organize on the go.

https://evernote.com/

Merriam Webster
An easy-to-use, reliable, and trusted online dictionary. Bookmark it!
https://www.merriam-webster.com/

Pomodoro Technique
A timed method for increasing productivity and getting through writing assignments. Here's a 40-second explanation of how it works:

(https://www.youtube.com/watch?v=V5l1NPYyH4k)

This concludes the tutorial, if you require more information, please email
info@qualifi.net or info@qualifi-international.com