

Writing Rough Draft of Research Paper

You must have your outline completed and your note cards organized into categories before writing your paper. You are going to write in sentence and paragraph form what you have on your outline. Your rough draft should be typed and totally completed. In class, we will do some editing on the paper, and then the final paper should be very similar to the first draft.

Introduction:

For your introduction, begin with the attention-getter that you have on your outline. Then tie in the background information. Then end the introduction with your thesis. Note: the first and last sentences of this paragraph are already written on your outline. You need to write 3 or 4 for the background information.

Body paragraphs:

Each of the 3 body paragraphs should begin with the topic sentence, which you have written on your outline. The topic sentence must be a sentence, not a question, that is your ideas and your words.

After the topic sentence, make a statement that supports your topic sentence and leads into an example, a quote or paraphrase. Present your quote or paraphrase. After you have given support, spend a sentence or two explaining how the example(s) support the topic sentence. Make sure to end the 3 body paragraphs with your own words and your own ideas.

Concluding paragraph:

For the first sentence restate your thesis. This means that you say about the same thing as you did in your thesis, but you say it differently. After this sentence, write 2 or 3 more sentences that emphasize that it is important to remember. You might say that it is a good for everyone to know this history for a certain reason.

Reminder:

- Make sure the paper is typed. Remember to save it so that it is easy to make changes.
- Make sure you have a heading.
- Make sure there is a title. Do **not** include the words "rough draft."
- Double-space entire paper
- Make sure that margins are 1" all around.
- Make sure that you don't have a quote by itself. All quotes should be connected to your own words.
- Don't include words such as "quote," "attn-getter," "thesis," and "introduction," in your actual paper. You have those in your outline as reminders.
- Do **NOT** put extra spaces between paragraphs.
- Use 12pt Times New Roman.
- Make sure to use your own ideas and words. Use quotes and paraphrases only to support your words and ideas.
- There should be no quotes in the introduction, unless it is the attention getter, and the conclusion.
- All paragraphs should begin and end with your own words.
- Make sure to include in-text citations for the ideas that aren't yours.
- Do not use 1st or 2nd person pronouns: you, I, we, me, us, our, mine, your, and so on.
- Do not start your last paragraph with "finally," "in summary," "in conclusion," "lastly," or other such phrases and words.

Writing A Draft Paper

**Goutham Rao, Jack Medalie Professor
and Chairman Goutham Rao**

Writing A Draft Paper:

Writing for College: the Eight Step Program to Writing Academic Argument Papers Using the Template

Method Rebecca Smith,2012-04-13 Writing for College the Eight Step Program to Writing Academic Argument Papers Using the Template Method is designed to help students who have been needlessly struggling with writing for their college classes because the they fail to understand how college writing differs from other types of writings This book has two goals One to provide you the student with a template to follow in composing your own standard academic essay and two to explain how and why you should follow the process of producing original researched academic essays when trying to prove competency in English writing in colleges and universities You know how to write what you need are the rhetorical skills to help you write better This book can help Student's Guide to Writing College Papers, Fifth Edition Kate L. Turabian,2019-06-28 Students of all levels need to know how to write a well reasoned coherent research paper and for decades Kate L Turabian s Student s Guide to Writing College Papers has helped them to develop this critical skill For its fifth edition Chicago has reconceived and renewed this classic work for today s generation Addressing the same range of topics as Turabian s A Manual for Writers of Research Papers Theses and Dissertations but for beginning writers and researchers this guide introduces students to the art of formulating an effective argument conducting high quality research with limited resources and writing an engaging class paper This new edition includes fresh examples of research topics clarified terminology more illustrations and new information about using online sources and citation software It features updated citation guidelines for Chicago MLA and APA styles aligning with the latest editions of these popular style manuals It emphasizes argument research and writing as extensions of activities that students already do in their everyday lives It also includes a more expansive view of what the end product of research might be showing that knowledge can be presented in more ways than on a printed page Friendly and authoritative the fifth edition of Student s Guide to Writing College Papers combines decades of expert advice with new revisions based on feedback from students and teachers Time tested and teacher approved this book will prepare students to be better critical thinkers and help them develop a sense of inquiry that will serve them well beyond the classroom The Power of Peers in the Classroom Karen R. Harris,Lynn Meltzer,2015-07-06 Peer support and social relationships have a tremendous influence on development motivation and achievement for all students including struggling learners and those with disabilities This highly practical book is one of the few resources available to guide classroom teachers and special educators in the application of peer assisted instructional strategies in grades K 12 Expert contributors describe evidence based approaches for building students skills in reading writing math and other content areas as well as social competence and executive functioning Sample lessons and more than a dozen reproducible tools are provided Purchasers get access to a Web page where they can download and print the reproducible materials *A Guide to Online Course Design* Tina Stavredes,Tiffany Herder,2014-01-28 A Guide to Online Course Design offers faculty and professional staff a practical and

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 Marcia Sheehan Freeman, 1995 Explains how to create the philosophical and physical environment needed to develop successful writing communities in which students learn practice and apply writing craft skills **Official Gazette of the United States Patent and Trademark Office**, 2007 **Crafting Comparison Papers** Marcia S. Freeman, 2013 Since comparison papers require students to describe both similarities and differences they are often used as assessment tools in just about every subject For this reason alone developing writers should be taught how to craft effective comparison papers But teaching your students how to compose comparison papers also has a larger impact on their education it prepares them to think more analytically perform better in complex testing situations and compare texts In *Crafting Comparison Papers* Marcia S. Freeman fully explains the four instructional steps that develop comparison skills understanding the concept of attributes organizing attributes for comparison building clear coherent comparative paragraphs and assembling effective comparison papers She includes lessons with specific Target Skills™ to support your students progress and she suggests timelines that will help you plan your curriculum Throughout Freeman's comprehensive approach and clear instructions make this book a unique and valuable resource for any teacher of developing writers **Teaching U.S.-Educated Multilingual Writers** Mark Roberge, Kay M. Losey, Margi Wald, 2015-06-04 This volume was born to address the lack of classroom oriented scholarship regarding U.S. educated multilingual writers Unlike prior volumes about U.S. educated multilinguals this book focuses solely on pedagogy from classroom activities and writing assignments to course curricula and pedagogical support programs outside the immediate classroom Unlike many pedagogical volumes that are written in the voice of an expert researcher theorist this volume is based on the notion of teachers sharing practices with teachers All of the contributors are teachers who are writing about and reflecting on their own experiences and outcomes and interweaving those experiences and outcomes with current theory and research in the field The volume thus portrays teachers as active

reflective participants engaged in critical inquiry Contributors represent community college college and university contexts academic ESL developmental writing and first year composition classes and face to face hybrid and online contexts This book was developed primarily to meet the needs of practicing writing teachers in college level ESL basic writing and college composition classrooms but will also be useful to pre service teachers in TESOL Composition and Education graduate programs

Automated Written Corrective Feedback in Research Paper Revision Qian Guo,Ruiling Feng,Yuanfang Hua,2023-02-28 This book studies the use of an automated writing evaluation AWE systems in research paper revision for publication purposes by Chinese doctoral students Research writing skills are essential for achieving academic status and AWE tools can be a great companion on the journey However AWE tools may provide a disservice if users do not stay alert to inaccurate feedback inaccurate correction suggestions and missed errors The effects of accurate feedback on revision outcomes have been the focus of a number of AWE studies but student engagement and revision results in cases of inaccurate feedback and missed errors have rarely been investigated Such investigations can provide practical advice on using automated feedback in research writing This book provides a comprehensive evaluation of AWE tools and profiles student engagement with tool use in cases of different qualities of feedback It can empower novice scholars and improve the effectiveness of academic writing instructors The findings can also inform AWE system developers about possible ways of system improvement for research paper writing The book will be particularly useful to students and scholars of language and linguistic studies education and academic English writing

The Law Times ,1853

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Handbook on Assessments for Gifted Learners Susan K. Johnsen,Joyce VanTassel-Baska,2022-07-19 This essential handbook is a comprehensive and systematic

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