



Writing a Lab Report (Chemistry)

The process of writing a lab report can be daunting, especially when you're enrolled in multiple labs per week. Never fear, though! This resource will allow the task to come as a second nature! In the words of Julie Andrews, a very good place to start would be the beginning.

If you happen to be a STEM major, chances are you will have to become familiar with writing a lab report. **Lab reports are a way of documenting and interpreting the data you collect throughout your experiment. Be aware that biology and chemistry lab reports will have slight differences, depending on your instructor's preferences.** Your lab report should begin with the experiment number, title of study, name(s) of the authors, course number, and lab section. It should be centered at the top of the first page.

Title + Three Sections:

Title

Introduction

Procedure

Results/Discussion

Experiment 09
 Rubber Stopper Analysis
 Lewis Student
 Partner: Jane Doe
 Lab Section 00-011-0

Introduction
 Measurement is a key tool in science. It allows for the determination of differences between parameters such as mass, volume, temperature and pressure. These differences can be significant and reveal important trends. During the course of this experiment several parameters associated with five rubber stoppers will be measured. These parameters include: mass, volume, top diameter, bottom diameter and height. The data will be presented in the form of two graphs. The first graph will show the relationship between volume and mass and the second graph will show the relationship between the stopper dimensions (top diameter, bottom diameter and height) and mass. The straight line equation, $y = mx + b$, will be shown for each trend.

Procedure
 Five stoppers, labeled 00, 2, 5, 7 and 9, were obtained. The mass of each stopper was measured using an analytical balance. A ruler was used to measure the top diameter, bottom diameter and height of each stopper. Lastly, the volume of each stopper was obtained using several different graduated cylinders and water displacement.

Results and Discussion
 The results obtained in this experiment are summarized in the table below:

Stopper	Mass (g)	Volume (mL)	Top Diameter (cm)	Bottom Diameter (cm)	Height (cm)
00	4.471	1.25	1.25	1.25	1.25
2	4.471	1.25	1.25	1.25	1.25
5	44.204	11.0	1.25	1.25	1.25
7	26.123	26.0	1.25	1.25	1.25
9	36.175	36.0	1.25	1.25	1.25

This data is presented graphically in the figure below.

Fig. 1. Stoppers: Volume vs. Mass

Writing A Chemistry Lab Report

Laura Brown



Writing A Chemistry Lab Report:

How to Write a Lab Report Jerome N. Borowick, 2000 This guide outlines an effective methodology for writing the experimental laboratory report showing how skills that emphasize correct grammar and appropriate style must be adapted to writing reports with a purpose reports that emphasize structure and content to persuade the readers It first covers basic principles then explores each section of a report step by step with sample report sections and critiques The Laboratory Report Writing Process Principles of Clear Lab Report Writing Rules of Practice for Lab Report Writing Graphics The Title Page and Table of Contents The Beginning of the Report The Body of the Report The Ending of the Report A Sample Student Lab Report For anyone who must write lab reports as part of their professional responsibilities **Writing across Contexts**

Kathleen Blake Yancy, Liane Robertson, Kara Tacsak, 2014-04-15 Addressing how composers transfer both knowledge about and practices of writing Writing across Contexts explores the grounding theory behind a specific composition curriculum called Teaching for Transfer TFT and analyzes the efficacy of the approach Finding that TFT courses aid students in transfer in ways that other kinds of composition courses do not the authors demonstrate that the content of this curriculum including its reflective practice provides a unique set of resources for students to call on and repurpose for new writing tasks The authors provide a brief historical review give attention to current curricular efforts designed to promote such transfer and develop new insights into the role of prior knowledge in students ability to transfer writing knowledge and practice presenting three models of how students respond to and use new knowledge assemblage remix and critical incident A timely and significant contribution to the field Writing across Contexts will be of interest to graduate students composition scholars WAC and writing in the disciplines scholars and writing program administrators *Assessing Grammar* James E.

Purpura, 2004-11-18 *Assessing Grammar* provides essential reading for teachers who need to evaluate their students grammar *The Oxford Guide for Writing Tutors* Melissa Ianetta, Lauren Fitzgerald, 2016 The Oxford Guide for Writing Tutors introduces two conversations to the tutor's preparation one about the creation of knowledge in writing programs the other about tutor research This approach to tutor training provides several benefits First it allows tutors to test their theories of what might work in a writing center session and helps them to move professional conversation towards why such things happen They bridge the theory practice divide that often frustrates both novices and experienced tutors By conducting research to answer such questions tutors can help themselves the writers with whom they work their fellow tutors and the writers with whom they work And further this approach gives the reader new methods for appreciating and critiquing scholarly work making it easier to understand the best ways to help writers and to move the field forward As writing tutoring programs take on a variety of forms and pursue a range of missions this book aims to create a flexible text whose contents can be easily rearranged to support a broad spectrum of reader needs Each chapter accordingly can be read independently the text does not rely on a sequential reading to create meaning The book also includes intra textual and extra textual

references for the reader who wants to inquire further That is throughout the book are references to material in other chapters that might be of interest to the reader intrigued by the topic at hand So too in each chapter we include references to and citations of the scholarship that supports much of the common knowledge of the field including in the Handbook both previous tutor education textbooks and research from the field The aim is to aid the interested reader s inquiry into the scholarship of the field as well as to ground advice about practice in research that testifies to the effectiveness a range of tutoring practices Much of the scholarship cited throughout the book is authored by undergraduate tutor researchers as well as several former tutors who were graduate students when they published their articles This crucial aspect best models the ways in which tutors themselves can bring together practice and research in their day to day work and in their informed thinking about this work Including tutor voices is an important tradition of the tutor education textbook because these are voices that speak to the issues concerning tutors in a range of institutions and programs across the country

How to Write Anything John J. Ruszkiewicz, Jay T. Dolmage, 2010-07-08 Click here to find out about the 2009 MLA Updates and the 2010 APA Updates Designed to be clear and simple How to Write Anything re imagines how texts work with support for students wherever they are in their writing process The Guide in Parts 1 and 2 lays out focused advice for writing common genres while the Reference in Parts 3 through 9 covers the range of writing and research skills that students need as they work across genres and disciplines Intuitive cross referencing and a modular chapter organization that s simple to follow make it easy for students to work back and forth between the chapters and still stay focused on their own writing Now also available in a version with 50 fresh additional readings from a wide range of sources organized by the genres covered in the guide The result is everything you need to teach composition in a flexible highly visual guide reference and reader

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The Impact of the Laboratory and Technology on Learning and Teaching Science K-16 Dennis W. Sunal, Emmett L. Wright, Cheryl Sundberg, 2008-02-01 The Impact of the Laboratory and Technology on K 12 Science Learning and Teaching examines the development use and influence of active laboratory experiences and the integration of technology in science teaching This examination involves the viewpoints of policymakers researchers and teachers that are expressed through research involving original documents interviews analysis and synthesis of the literature case studies narrative studies observations of teachers and students and assessment of student learning outcomes Volume 3 of the series Research in Science Education addresses the needs of various constituencies including teachers administrators higher education science and science education faculty policymakers governmental and professional agencies and the business community The guiding theme of this volume is the role of practical laboratory work and the use of technology in science learning and teaching K 16 The volume investigates issues and concerns related to this theme through various perspectives addressing design research professional practice and evaluation Beginning with definitions the historical evolution and policy guiding these learning experiences are explored from several

viewpoints Effective design and implementation of laboratory work and technology experiences is examined for elementary and high school classrooms as well as for undergraduate science laboratories informal settings and science education courses and programs In general recent research provides evidence that students do benefit from inquirybased laboratory and technology experiences that are integrated with classroom science curricula The impact and status of laboratory and technology experiences is addressed by exploring specific strategies in a variety of scientific fields and courses The chapters outline and describe in detail researchbased best practices for a variety of settings

A Guide to Writing in the Sciences

Andrea A. Gilpin, Patricia Patchet-Golubev, 2000-01-01 Clear and concise this guide describes the basic elements of scientific writing from lab reports to research essays to articles as well as the grammar and punctuation fundamental to all writing 128 pp

Writing across Contexts Kathleen Yancey, Liane Robertson, Kara Taczak, 2014-05-15 Addressing how composers transfer both knowledge about and practices of writing Writing across Contexts explores the grounding theory behind a specific composition curriculum called Teaching for Transfer TFT and analyzes the efficacy of the approach Finding that TFT courses aid students in transfer in ways that other kinds of composition courses do not the authors demonstrate that the content of this curriculum including its reflective practice provides a unique set of resources for students to call on and repurpose for new writing tasks The authors provide a brief historical review give attention to current curricular efforts designed to promote such transfer and develop new insights into the role of prior knowledge in students ability to transfer writing knowledge and practice presenting three models of how students respond to and use new knowledge assemblage remix and critical incident A timely and significant contribution to the field Writing across Contexts will be of interest to graduate students composition scholars WAC and writing in the disciplines scholars and writing program administrators

The Art of Mastery in Writing by Dr. Laxmikant Kulkarni, Dr. Kantharaja K P, Prof. Mallikarjuna N M, Academic Writing Guide Book Dr. Laxmikant Kulkarni, Dr. Kantharaja K P, Prof. Mallikarjuna N M, M. A. B. Ed, 2025-11-05 Unlock your writing potential with The Art of Mastery in Writing an authoritative guide penned by distinguished academics Dr Laxmikant Kulkarni Dr Kantharaja K P and Prof Mallikarjuna N M This comprehensive book features an elegant cover design with a classical quill and hand illustration that symbolises the timeless art of writing Whether you re an aspiring writer academic or professional looking to enhance your writing skills this book offers expert insights and practical techniques to elevate your writing prowess The collaborative effort of three experienced authors ensures a well rounded approach to mastering various writing styles and techniques Perfect for both self study and academic reference this book promises to be an invaluable resource in your journey towards writing excellence

A Short Guide to Writing about Chemistry Herbert Beall, John Trimbur, 1996 Advanced advice for students who want to read write and learn about chemistry in preparation for a career in that field

Write Like a Chemist Marin Robinson, Fredricka Stoller, Molly Costanza-Robinson, James K. Jones, 2008-08-18 Write Like a Chemist is a unique guide to chemistry specific writing Written

with National Science Foundation support and extensively piloted in chemistry courses nationwide it offers a structured approach to writing that targets four important chemistry genres the journal article conference abstract scientific poster and research proposal Chemistry students post docs faculty and other professionals interested in perfecting their disciplinary writing will find it an indispensable reference Users of the book will learn to write through a host of exercises ranging in difficulty from correcting single words and sentences to writing professional quality papers abstracts posters and proposals The book's read-analyze-write approach teaches students to analyze what they read and then write paying attention to audience organization writing conventions grammar and science content thereby turning the complex process of writing into graduated achievable tasks Concise writing and organizational skills are stressed throughout and move structures teach students conventional ways to present their stories of scientific discovery This resource includes over 350 excerpts from ACS journal articles ACS conference abstracts and successful NSF CAREER proposals excerpts that will serve as useful models of chemistry writing for years to come Other special features Usable in chemistry lab lecture and writing dedicated courses Useful as a writing resource for practicing chemists Augmented by Language Tips that address troublesome areas of language and grammar in a self-study format Accompanied by a Web site <http://www.oup.com/us/writelikeachemist> Supplemented with an answer key for faculty adopting the book

How to Write Anything Laura Brown, 2020-11-03 There has never been a guide as comprehensive as this to writing in all its forms Useful, clear, and encyclopedic, this book is an essential guide for every household Examiner Need to know how to format your résumé for that job application How do you write a cover letter that will stand out Wondering how to request a letter of recommendation for graduate school Trying to craft a get-well note that will really help How informal is too informal when instant messaging in the office What do you write on the website for your small business What should you say in a wedding invitation Or a divorce announcement With over 200 how-to entries and easy-to-use models organized into three comprehensive sections on work school and personal life *How to Write Anything: A Guide and Reference with Readings* John J. Ruszkiewicz, Jay T. Dolmage, 2012-02-01 *How to Write Anything* supports students wherever they are in their writing process Designed to be clear and simple, the Guide lays out focused advice for writing common academic and real-world genres while the Reference covers the range of writing skills that students need as they work across genres and disciplines Genre-based readings including narratives reports arguments evaluations proposals and rhetorical causal and literary analyses are sure to engage students and inspire ideas The result is everything you need to teach composition in a flexible, highly visual guide, reference, and reader This new edition gives students more support for academic writing more help choosing and working with genres and more emphasis on multimodal composing Read the preface Order E Library for *How to Write Anything* Second Edition packaged with *How to Write Anything* Second Edition paperback using ISBN 13 978 1 4576 2265 6 *How to Write Anything* Second Edition spiral bound

using ISBN 13 978 1 4576 2283 0 *How to Write Anything with Readings* Second Edition paperback using ISBN 13 978 1 4576 2264 9 *Exploring General Chemistry in the Laboratory* Colleen F. Craig, Kim N. Gunnerson, 2017-02-01 This laboratory manual is intended for a two semester general chemistry course The procedures are written with the goal of simplifying a complicated and often challenging subject for students by applying concepts to everyday life This lab manual covers topics such as composition of compounds reactivity stoichiometry limiting reactants gas laws calorimetry periodic trends molecular structure spectroscopy kinetics equilibria thermodynamics electrochemistry intermolecular forces solutions and coordination complexes By the end of this course you should have a solid understanding of the basic concepts of chemistry which will give you confidence as you embark on your career in science **The Everyday Writer with 2009 MLA and 2010 APA Updates** Andrea A. Lunsford, 2010-06-22 Includes 2009 MLA 2010 APA updates Cover **How to Write Anything with 2009 MLA and 2010 APA Updates** John J. Ruszkiewicz, 2010-07-15 Click here to find out about the 2009 MLA Updates and the 2010 APA Updates Designed to be clear and simple *How to Write Anything* combines the thoughtfulness of rhetorics with the efficiency of brief handbooks Through memorable visuals and honest talk John Ruszkiewicz shows students how to write in any situation wherever they are in their writing process With everything you need to teach composition the Guide lays out focused advice for writing common genres while the Reference covers the range of writing and research skills that students need as they work across genres and disciplines An intuitive visual cross referencing system and a modular chapter organization that's simple to follow make it even easier for students to work back and forth between chapters and stay focused on their own writing [Teaching Undergraduate Science](#) Linda C. Hodges, 2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on learning she offers faculty new ways to think about the struggles their science students face She then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying Linda Hodges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education Recognizing that faculty have different views about teaching different comfort levels with alternative teaching approaches and are often pressed for time Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be

read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

Drilled to Write J. Michael Rifenburg, 2022-10-14 Drilled to Write offers a rich account of US Army cadets navigating the unique demands of Army writing at a senior military college In this longitudinal case study J Michael Rifenburg follows one cadet Logan Blackwell for four years and traces how he conceptualizes Army writing and Army genres through immersion in military science classes tactical exercises in the Appalachian Mountains and specialized programs like Airborne School Drawing from research on rhetorical genre studies writing transfer and materiality Drilled to Write speaks to scholars in writing studies committed to capturing how students understand their own writing development Collectively these chapters articulate four ways Blackwell leveraged resources through ROTC to become a cadet writer at this military college Each chapter is dedicated to one year of his undergraduate experience with focus on curricular writing for his business management major and military science classes as well as his extracurricular writing like his Ballroom Dance Club bylaws and a three thousand word short story In Drilled to Write Rifenburg invites readers to see how cadets are positioned between civilian and military life a curiously liminal space where they develop as writers Using Army ROTC as an entry into genre theory and larger conversations about the role higher education plays in developing Army officers he shows how writing students develop genre awareness and flexibility while forging a personal identity

The St. Martin's Handbook Andrea A. Lunsford, 2011-02-11 Lunsford found that today's students write more than ever before and make rhetorically appropriate choices in texts they create outside the classroom This is the first handbook to help students build on the smart decisions they make as recreational writers in order to succeed in their academic and professional work It is an all in one teaching tool and reference that shows students how to write effectively for any purpose

Key Issues in English for Specific Purposes in Higher Education Yasemin Kırkgöz, Kenan Dikilitaş, 2018-01-08 This volume offers research based studies on English for Specific Purposes in higher education from across the world By drawing on international studies the book brings together diverse ESP practices and aspects of relevant issues in the development of ESP programs teachers and

learners in a coherent fashion There is a growing need for undergraduate students to develop their proficiency of ESP skills and knowledge in the increasingly globalized world Knowledge of ESP is an important factor in subject matter learning by students and also closely related to the performance of university graduates in the relevant sectors Careful planning and efficient implementation are essential to ensure the quality of the language learning process For a variety of reasons it proves difficult to maintain ESP instruction in higher education These reasons include the incompetence of teachers lack of materials for that specific context as well as lack of opportunities for ESP teachers to develop their skills The chapters in this book taken from a wide variety of countries shed light on the diversity of current practices and issues surrounding ESP

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