

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.

Sample Of A Draft Paper

Vanessa Isitt



Sample Of A Draft Paper:

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them **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

Write and Wrong : Writing Within Criminal Justice, a Student Workbook Caroline W. Ferree, Heather Pfeifer, 2012-07-23 This workbook is designed specifically to help criminal justice students improve their research and writing skills It can be used as a class text and as a reference guide for students to use outside class P xi **Acquisition of**

Expository Writing Skills Taffy Raphael, Carol Sue Englert, Becky Wendling Kirschner, 1988 **Learner-directed Assessment in Esl** Glayol V. Ekbatani, Herbert D. Pierson, 2012-10-12 This text integrates the theory and practice of learner based assessment Written in response to two recent movements in language teaching learner centered teaching and a renewed interest in authenticity in language testing it examines the relationship between the language learner and language assessment processes and promotes approaches to assessment that involve the learner in the testing process Particular attention is given to issues of reliability and validity Grounded in current pedagogical applications of authentic assessment

measures this volume is intended for and eminently accessible to classroom teachers and program directors looking for ways to include their students in the evaluation process graduate students and professional language testers seeking authenticity in assessment and desiring to create more interactive evaluation tools **Art A La Carte: Cultural Art Gr. 4-7** Vanessa Isitt,2013-01-01 This creative unit revisits the arts of North American First Nations and Egypt and introduces European Cave art and Roman Mosaic art These step by step guided art lessons use basic styles and shapes used by each culture and explores the use of colour particular to each culture One preferred strategy is for the teacher to demonstrate the steps with students following along creating a rough draft This allows students to make mistakes and practice the various techniques resulting in a better final product Although each lesson stands on its own it is better to teach them in order as the techniques being explored become progressively more difficult This Art lesson provides a teacher and student section with a variety of step by step student projects and evaluation to create a well rounded lesson plan *Effective Academic Writing 2nd Edition: Student Book Intro* Alice Savage,Masoud Shafiei,2020-02-07 Effective Academic Writing teaches the complete academic writing process from sentence level to researched essay **Expertise in Second Language Writing Instruction** Alan Hirvela,Diane D. Belcher,2024-11-25 Despite growing interest in L2 writing teachers there is a dearth of published works that specifically delve into the nuances of the development of L2 writing teacher expertise Informed by relevant foundational theory and empirical research this book addresses this crucial gap in the understanding of expertise in L2 writing instruction This book offers a holistic analysis of L2 writing instruction serving as a valuable resource for those involved in the development of L2 writing teacher educators as well as novice teachers striving to hone their skills in teaching L2 writing It draws from a wide array of international perspectives on the conceptualization of L2 writing teacher expertise and research in this domain Significantly it is the first comprehensive work that places expertise in L2 writing instruction at the forefront It will interest scholars in the disciplines of foreign and second language education as well as postgraduate students and aspiring teachers **Art A La Carte: Super Nature Gr. 3-4** Vanessa Isitt,2013-01-01 This unit revisits the lessons taught in Nature s Beauty Each lesson details step by step directions involving easy to draw shapes such as circles ovals letter shapes and clouds to create an image One preferred strategy is for the teacher to demonstrate the steps with students following along creating a rough draft This allows students to make mistakes and practice the various techniques insuring a better final product Although each lesson stands on its own they are best taught in order as several techniques are explored and evolve in difficulty This Art lesson provides a teacher and student section with a variety of step by step student projects and evaluation to create a well rounded lesson plan *Examining Writing* Stuart D. Shaw,Cyril J. Weir,2007-07-05 Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain such an explication is essential for supporting claims about the validity or usefulness of test scores This volume describes the theory and practice of Cambridge ESOL s approach to assessing second language writing ability A

comprehensive test validation framework is used to examine the tasks in Cambridge ESOL writing tests from a number of different validity perspectives that reflect the socio cognitive nature of any assessment event The authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively especially in relation to the key criteria that differentiate one proficiency level from another The book provides an up to date review of relevant literature on assessing writing an accessible and systematic description of the different proficiency levels in second language writing a comprehensive and coherent basis for validating tests of writing This volume is a rich source of information on all aspects of examining writing ability As such it will be of considerable interest to examination boards who wish to validate their own writing tests in a systematic and coherent manner as well as to academic researchers and students in the field of language assessment more generally Book jacket **Site Characterization**

Progress Report ,1991 **From Research to Manuscript** Michael Jay Katz,2009-01-21 Observations Plus Recipes It has been said that science is the orderly collection of facts about the natural world Scientists however are wary of using the word fact Fact has the feeling of absoluteness and universality whereas scientific observations are neither absolute nor universal For example children have 20 deciduous baby teeth is an observation about the real world but scientists would not call it a fact Some children have fewer deciduous teeth and some have more Even those children who have exactly 20 deciduous teeth use the full set during only a part of their childhood When they are babies and toddlers children have less than 20 visible teeth and as they grow older children begin to lose their deciduous teeth which are then replaced by permanent teeth Children have 20 deciduous baby teeth is not even a complete scientific statement For one thing the statement children have 20 deciduous teeth does not tell us what we mean by teeth When we say teeth do we mean only those that can be seen with the unaided eye or do we also include the hidden unerupted teeth An observation such as children have 20 deciduous teeth is not a fact and by itself it is not acceptable as a scientific statement until its terms are explained scientifically children have 20 deciduous teeth must be accompanied by definitions and qualifiers **Deliver Modern UI for IBM BPM with the**

Coach Framework and Other Approaches Rackley Boren,Eric Ducos,Ge Gao,Thalia Hooker,Matthew Oatts,Paul Pacholski,Dennis Parrott,Claudio Tagliabue,IBM Redbooks,2017-05-08 IBM Coach Framework is a key component of the IBM Business Process Manager BPM platform that enables custom user interfaces to be easily embedded within business process solutions Developer tools enable process authors to rapidly create a compelling user experience UI that can be delivered to desktop and mobile devices IBM Process Portal used by business operations to access execute and manage tasks is entirely coach based and can easily be configured and styled A corporate look and feel can be defined using a graphical theme editor and applied consistently across all process applications The process federation capability enables business users to access and execute all their tasks using a single UI without being aware of the implementation or origin Using Coach Framework you can embed coach based UI in other web applications develop BPM UI using alternative UI technology and create mobile

applications for off line working This IBM Redbooks publication explains how to fully benefit from the power of the Coach Framework It focuses on the capabilities that Coach Framework delivers with IBM BPM version 8 5 7 The content of this document though is also pertinent to future versions of the application 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 How to Write a Research Paper Grades 5-8 Lee Canter,1989 **Research Involving Human Biological Materials: Commissioned papers** United States. National Bioethics Advisory Commission,1999 *Research Involving Human Biological Materials: Commissioned papers. Privacy and the analysis of stored tissues* ,1999 *Tao of Composition* Stuart Kantor,William Storey (Teacher),2003-06-26 With the Tao of Composition no longer does producing a paper become a tedious process filled with endless redundancies and plagiarism Now students can learn and apply a basic organizational structure to their writing without wondering how to construct the basic elements of any academic essay No longer will you have to sit in front of the computer the night before the paper is due and regurgitate stream of consciousness drivel connected loosely with evidence

Insights into Teaching and Learning Writing Hassan Mohebbi,Yijen Wang,2023-04-23 Writing is one of the most challenging skills for a language learner to acquire due its sheer complexity and language teachers are faced with a demanding task in the teaching and testing of writing This book presents relevant conceptual and theoretical frameworks of second language writing research and sheds light on the implications of the recent research findings in a clear and practice oriented style In this way it is intended as a companion book for language teachers who include writing as a part of their courses in particular new teachers as they embark on their teaching careers **Writing and Power** Candace Mitchell,2015-12-03 This book offers a much needed alternative to the more traditional texts used to teach writing instruction Grounded in history the book clarifies changing theoretical and practical approaches to teaching writing critically assessing each approach in relation to the social and political movements of the day both within and beyond the university The author takes us inside the real world of writing instruction not only from the viewpoint of instructor but as seen through the eyes of students struggling to make sense of the expectations of writing class Mitchell emphasizes that writing entails far more than putting words to paper and delves into contextually variable culturally defined expectations that include multiple linguistic forms both oral and written highlighting the complexity of writing s while engaging the reader in lively academic

debates about language and society

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