



This student writing guide is designed to help you with your academic studies and to assist you in producing papers and projects of the highest quality. The capacity to explain your learning through writing and speaking is crucial in demonstrating the ability to make meaning out of knowledge, to illustrate the ability to think clearly, to explain new understanding of what you learn, and to make connections between learning and the real world.

ACKNOWLEDGEMENTS

The Colorado Heights University Student Writing Guide has been developed by Mark Finley of First Impressions Consulting with contributions from Dr. Greg Reid, editing by Tom Dalton and Terri Newman, technical assistance from Terrie Taziri.





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Colorado Heights University Library

The Colorado Heights University media center (May Bonfils Stanton Library) provides a wide range of learning resources and services to support the academic programs at CHU. Over 1,000 current periodicals are available either in hardcopy or online to help students with their research needs. Students can use the EBSCO databases to search for articles in Business Weekly, Wall Street Journal, trade journals, and education databases. Students can access the EBSCO databases at <http://ebSCOhost.com>

User ID: Colorado **Password:** heights

Other services available at the May Bonfils Stanton Library include the following:

- Borrowing and lending with a CHU Library ID Card
- Research Help
- Reference and Consultation
- Computers and Internet
- Wireless Internet Access
- Printing and Copying (small fee applies)
- Writing and Composition Instruction
- Editing Help for Papers
- Bibliographic Instruction
- Research Database Searching
- Faculty Reserve Materials

In-session Library Hours: Monday - Friday: 8:00 am – 10:00 pm
Saturday: 10:00 am – 6:00 pm
Sunday: 1:00 pm – 6:00 pm

Circulation Desk Phone: (303) 937-4246

For Library Information Contact: Dr. Greg Reid
Dean of Academic Affairs and Library
214 C Administration Bldg.
303-937-4253
greid@chu.edu

Following is a list of websites which will be useful when researching and writing your APA research paper:

Citation help

<http://www.bibme.org/>
<http://sonofcitationmachine.net/>
<http://easybib.com>
<http://liblearn.osu.edu/tutor/les7/guide.html>
<http://owl.english.purdue.edu/owl/resource/560/01/>

Research help

<http://scholar.google.com/>
<http://www.ipl.org/>
<http://ebSCOhost.com>

Cheating and Plagiarism

A student who cheats or plagiarizes commits an offense against the entire University community. Cheating, plagiarism or dishonesty in academic work is cause for dismissal from the University. Cheating is defined as an act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examination. Plagiarism is defined as misrepresenting another person's ideas, phrases, or discourses as one's own.

The penalties for cheating or plagiarism are as follows:

On Offense #1, the student is required to rewrite the assignment, and the final grade on that assignment is reduced by one letter grade.

On offense #2, the student is required to rewrite the assignment, and the final grade on that assignment is reduced by two letter grades.

On Offense #3, the student is dismissed from the specific course in which Offense #3 took place.

On Offense #4, the student is dismissed from the University.

Reproduced from "Cheating and Plagiarism" section, Colorado Heights University 2014 Catalog.



Plagiarism

According to *The American Heritage Dictionary*, plagiarize means “to steal and use (the ideas or writings of another) as your own.” This occurs when the writer does not give the original writer or speaker credit for his or her ideas or by citing the source. Students have a responsibility to make sure that the ideas they present in their papers and presentations are their own, and when they are using information and ideas from others that they give that person credit by acknowledging them with a citation. Presenting others ideas as your own is deceptive and ultimately misrepresents yourself as an educated and thoughtful person.

The following are ways that material may be plagiarized and should be avoided when writing and speaking.

- **Copying word for word without using quotation marks and without acknowledging the original source with internal citations.**
- **Using some keywords or phrases without quotation marks and without acknowledging the original source with internal citations.**
- **Paraphrasing (restatement of text in other words) without acknowledging the original source with internal citations.**
- **Using an author’s idea without acknowledging the original source with internal citations.**

FAIR USE VERSUS COPYRIGHT INFRINGEMENT

The law of copyright indicates that copyright protection applies to works of authorship including but not limited to literary works, musical works (including any accompanying works), dramatic works (including any accompanying music), motion pictures and other audiovisual works and sound recordings. The owner of copyright has exclusive rights to, among other things, reproduce the copyrighted work and distribute copies of the copyrighted work to the public by sale or other transfer or ownership, or by rental, lease or lending. It is not an infringement of copyright if works used fall under the “fair use” exception of copyright law.

Fair use extends to the reproduction of copyrighted material for purposes such as criticism, comment, news reporting, teaching, scholarship or research. Factors used in determining if copyrighted material falls under the fair use exception includes, but are not limited to, whether the material is used for educational rather than commercial gain, the nature of the copyrighted work, how much of the entire work is used and the potential value of the copyrighted work.

APA Research Paper Section

The following section is designed to assist the student in writing APA research papers. It contains basic information about the structure and rules of the American Psychological Association's (APA) recommendations for research. Students who need more detailed information not covered in this resource guide can consult the APA Manual which is available behind the circulation desk in the Colorado Heights University Library. It is important to remember that the information covered in this section only covers the basics of APA style, and that any instructions that the individual professor may give regarding the format and rules for the particular assignment supersedes this manual.

APA format contains three basic styles: one used for a literature review, one for an experimental paper, and one for a general paper. The format for a literature review contains a title page, an abstract page (if the professor requires it), an introduction section, and a reference page. The format for an experimental paper contains a title page, an abstract page, introduction, method, results, discussion, reference page, and a section for appendices, tables, figures, graphs, or footnotes. The format for the third type of APA paper, the general paper, contains a title page, an abstract page, a main body, and a reference page (also appendices, tables, figures, graphs, and footnotes if requested by the professor). This resource guide contains explanations and examples for the basic parts of a general research paper.

TITLE PAGE

Every paper must have a Title Page. A shortened title (all capital letters on every page) preceded by the words Running head: appear left justified, 1 inch from the top. The number 1 appears on the same line, right justified. **(See example page 10)** The running head should be a maximum of 50 characters, counting letters, punctuation, and spaces between words. The full title, writer's name, and university's name appear centered in the page, double spaced. **(See page 10 for an example of a Title Page)**

ABSTRACT

The Abstract is a condensed summary of the paper. It should include references to the key ideas of the Introduction, Method, Results and Discussion sections in an experimental paper or key ideas in the main body of a paper written in a general format. The Abstract should be a single paragraph (do not indent the first line) between 150-250 words in length (no more than 960 characters including spaces). The Abstract page includes the running head (justified left), number "2" (justified right), and the word "Abstract" centered on the next line following the shortened title and page number. **(See page 11 for a sample Abstract)**



MAIN BODY

The main body contains your ideas and positions and the research which supports the paper's position. This section contains your thesis, specific details derived from extensive research, parenthetical citations or signal phrases in text to give credit to other's ideas and research, and a conclusion to summarize the major points of the paper. The first page of the main body should again contain the running head and number "3" followed by the paper's full title (centered) on the next line. **(See pages 12-13 for an example of a main body page)**

REFERENCES

The reference page is designed to list all of the sources used in writing the paper. It gives credit to others for their ideas and their research and allows the reader to judge the validity of the research for the paper. You will find examples on pages 7-9 in this student writing guide of how to list sources for parenthetical citations and the reference page. Keep in mind, it is impractical to list all of the potential types of reference material so there are several websites listed on page 1 to assist you in citing sources. Be sure to continue numbering each page of the reference section. Also, center the title References at the top of the page on the line below the running head. When listing each separate source, the first line should be left justified with any additional lines for that source indented five spaces. List the sources alphabetically by author's last name. If there is no author, use the first word of the title (not The or A) to alphabetize the source. **(See page 14 for an example of a Reference page)**

APPENDICES, TABLES, FIGURES, GRAPH, FOOTNOTES

According to APA format, the appendices, tables, figures, graphs, or footnotes used to illustrate ideas can be placed either in the text of the main body or at the end of your paper after the references page. Your professor can give their preference when assigning the project. Continue to number the pages consecutively as you have throughout the paper with the running head title left justified followed by the page number right justified.

APA Parenthetical Citations and References

One of the most important elements of any research paper involves the scope and validity of the research and sources. Reliable sources along with citations of those sources give your ideas legitimacy and allow the reader to determine the credibility of your paper. The two parts of source confirmation involve the in-text citation (sometimes referred to as internal or parenthetical citation) and the reference page. The in-text citation connects the specific information in the paper to the source listed on the reference page. It can take one of two forms: the normal parenthetical citation form or the form where the source information is actually part of the sentence (called signal phrase in-text). The other part of source validation, the reference page, gives the reader a quick glance at the overall breadth and depth of the research. The following pages give some examples of the more common types of in-text citation along with the corresponding listing of the source on the reference page. A more complete list can be found on the websites listed on page 1. Also, the 6th edition of the APA Manual will provide the most detailed explanation of the listing of any type of source. The Colorado Heights University Library has a copy of the *Publication Manual of the American Psychological Association sixth edition* for use by students.

SOME RULES WHICH ARE UNIQUE TO THE APA STYLE FOLLOW:

- Each entry is left justified for the first line but indent any other lines for that source five spaces.
- Double space the entire page.
- List sources alphabetically by the author's or editors last name. If there is no author, then list the source by the first word in the title (any word except A, An, or The).
- Italicize titles and subtitles of books. Do not enclose titles of articles in quotation marks even though they normally require quotation marks. In addition, capitalize only the first word of any titles and not any words after that (see examples below).
- Capitalize all major words in titles of periodicals.
- Do not use bullet points or numbers to indicate each new source on the reference page.



Reference Examples

The following types of sources provide the reference page listing followed by the parenthetical citation listing. For a more complete list of reference examples, the Colorado Heights University Library has a copy of the *Publication Manual of the American Psychological Association sixth edition* (pages 193-224) for student use.

BOOK WITH ONE AUTHOR

Reference entry Williams, T. (1998). *A signal from space*. New York, NY: Harrison Press.

Internal citation (Williams, 1998).

BOOK WITH TWO OR MORE AUTHORS

Reference entry Thomas, L. C., & Lewis, H. (1999). *Lost moments during the journey*.
Boston, MA: Harper.

Internal citation (Thomas & Lewis, 1999).

ELECTRONIC VERSION OF PRINT BOOK

Reference entry Lincoln, A. (2012). *Child education theories for educators* [DX Reader Editions]. Retrieved from <http://www.amazon.com>

Internal citation (Lincoln, 2012).

ANONYMOUS BOOK

Reference entry *Manual for research papers*. (2006). Denver, Co: Trek Publishing.

Internal citation (*Manual*, 2006).

ARTICLE IN A REFERENCE BOOK

Reference entry Chou, L. (2010). China. In *Collier's encyclopedia* (pp.19-32). New York, NY:
P. F. Collier.

Internal citation (Chou, 2010).

TRANSLATION

Reference entry Al-Farabi, A. N. (1998). *On the perfect state* (R. Walzer, Trans.). Chicago, IL: Kazi.

Internal citation (Al-Farabi, 1998).

GOVERNMENT PUBLICATION

Reference entry Department of Education. (2006). *Discrepancy in test scores among minorities*. Washington, D.C.: U. S. Printing Office.

Internal citation (Discrepancy, 2006).

ONLINE GOVERNMENT DOCUMENT

Reference entry U.S. Department of Agriculture. (1990). *Effects of ethanol production on gas prices*. Retrieved June 1, 2004, from <http://www.farmnews.org/corn/research.eco>

Internal citation (Effects, 1990).

ARTICLE FROM A WEBSITE

Reference entry Kroenke, H. (2010, August). The risk of privatization in public school food service. *NEA Journal*, 10-13. Retrieved from <http://www.nea.org/research/food.html>

Internal citation (Kroenke, 2010).

MAGAZINE ARTICLE

Reference entry Harrison, T. (2012, August). Which phone & plan for you? *Consumer Reports*, 28(7), 34-40.

Internal citation (Harrison, 2012).

ONLINE MAGAZINE ARTICLE

Reference entry Tyler, B. (2012, August). Raising pure bred dogs. *Breeders Monthly*, 39(7). Retrieved from <http://www.breedersmonthly.org>

Internal citation (Tyler, 2012).

NEWSPAPER ARTICLE

Reference entry Monroe, W. (2012, August 2). Understanding economic policies in third world countries. *The Denver Post*, pp. A1, A3.

Internal citation (Monroe, 2012).



ONLINE NEWSPAPER ARTICLE

Reference entry Clinton, W. J. (2011, August 2). White House redecorates oval office.
The Denver Post. Retrieved from <http://www.denverpost.com>

Internal citation (Clinton, 2011)

EDITORIAL WITHOUT A SIGNATURE

Reference entry Editorial: What next for the GOP? [Editorial]. 2012 *Journal of Policy*, 14, 1-3.

Internal citation (What next, 2012).

SEVERAL VOLUMES IN A MULTIVOLUME WORK

Reference entry Johnson, L. (Ed.). (2011-2012). *Butterflies* (Vols. 1-3). New York, NY:
McGraw Hill.

Internal citation (Johnson, 2011-2012).

NON-ENGLISH REFERENCE BOOK, TITLE TRANSLATED INTO ENGLISH

Reference entry Real Academia Espanola. (2012). *Diccionario de la lengua espanola*
[Dictionary of the Spanish language] (22nd ed.). Madrid, Spain: Terri
Newman

Internal citation (Diccionario, 2012).

ENTRY IN AN ONLINE REFERENCE WORK

Reference entry Adams, J. (2011). Evolution. *The journal of American politics* (Fall 2012 ed.).
Retrieved from <http://journalamericanpolitics.org>

Internal citation (Adams, 2011).

ENTRY FOR A PERSONAL INTERVIEW OR COMMUNICATION

Reference entry *Note: Because they do not provide recoverable data, personal communications are not included in the reference list. Cite personal communications in text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.*

Internal citation J. M. Finley (personal communication, August 2, 2013)

Running head: A FLINTLOCK FOR A MUSEUM EXHIBIT

1

Comment [M1]: Shortened title all capitals; Left flush; The words "Running head" appear before the shortened title followed by a colon.

Comment [M2]: Page number right flush

The Use of a Flintlock for a Museum Exhibit

Comment [M3]: Paper's full title

Mark Finley

Comment [M4]: Your name

Colorado Heights University

Comment [M5]: Double space



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□

Abstract

This paper chronicles the research, identification, and integration of an old artifact found at a stage coach station in the New Mexico desert into an exhibit at the New Mexico University Western Museum. By exploring the artifact's discovery and the region's history, a number of possibilities concerning the use of the flintlock as a central focus of an exhibit or part of a larger exhibit can be explored. After the artifact was identified by researching various hardware books from the 1600's and catalogues on guns from the same time period, the next step involved how best to use this rare artifact to exemplify the lifestyle and attitudes of the period. The two possibilities were to either make the flintlock the focus of the exhibit and include other pieces from the time to illustrate the harsh living conditions of the time period, or to use the flintlock in a minor role to illustrate the overall culture of New Mexico during the 1600's.

Comment [M1]: Centered; No underlining, no bold print

Comment [M2]: Do not indent first line

Comment [M3]: Abstract length between 150-250 words; No more than 960 characters including spaces

A FLINTLOCK FOR A MUSEUM EXHIBIT

3

Comment [M1]: Short title, left Flush

Comment [M2]: Page number, left Flush

The Use of a Flintlock for a Museum Exhibit

Comment [M3]: Full title, centered

T.S. Eliot (1948) once said "Even the humblest material artifact, which is the product and symbol of a particular civilization, is an emissary of the culture out of which it comes" (p. 92). Anyone who has discovered an artifact on a stroll through an isolated area can attest that the questions, the excitement, the curiosity aroused by that find are stimulating. It is perhaps because the discoverer understands what T.S. Elliot is relating in the above quote that this small, seemingly unimportant object contains a story about other people during another time and place. And so it is with a particular object, a hammer from a flintlock firing mechanism for a gun found near the Jornada Del Muerto of New Mexico.

Comment [M4]: Signal In text Citation

Comment [TT5]: Thesis statement

Artifact Description

Comment [M6]: Header, left flush, underlined; there are other formats for headers (see APA Manual)

The hammer stands approximately two inches tall. The back of the hammer used to pull it back into a firing position contains no ornate etchings and is simple in design without curvature or scrolled extension in length. The tightening screw used to adjust the jaws that hold the flint in place is intact but because of extensive rust is immovable. The top of the screw resembles a small ball with a slit carved in at the top. The top and bottom jaws (used to hold the flint in place) are thin and shaped similar to a teardrop lying one on top of another with the wide end toward the back of the gun and gradually narrowing to a point facing the barrel of the gun. The upper jaw is movable by turning the screw while the lower jaw is stationary, being part of the main stem of the hammer. The jaws are frozen by an amber colored rust at their widest point which could hold a flint approximately 1/4" thick and 1/2" to 3/4" wide. Where the hammer attaches to the rest of the firing apparatus there is a square screw hole.



A FLINTLOCK FOR A MUSEUM EXHIBIT

4

This square design would permit the flintlock to be more reliable in that the hammer would not turn when fired and lose its impact if the screw became loose. On the outside of the support stem of the hammer is a design that seems to contrast the otherwise lack of decoration of the rest of the object. A thin line lines the edge of the main stem from the base of the cock down around the base of the hammer up to the base of the cock where the two ends join in a sharp point. Within the two lines appears arrow point designs made faint by the rust damage. The rust damage has significantly erased any clear signs of the original design. Because of the timeline of development of flintlocks and the history of the area in which the hammer was discovered, it is impossible to establish a precise time and event to associate with the artifact (Flayderman, 1980). But based on limited information of the find (location was 200-300 yards from a staging area near the southern end of the Jornada del Muerto Desert about 45 miles north of the town of Las Cruces, New Mexico) it is possible to put the period of the object from 1650 A.D. to 1740 A.D. as a window of time (Hallenbeck, 1950). It can be speculated about the presence of the hammer at any number of significant events during this window of time: the revolt in Santé Fe by the Native Americans against the Spanish settlers in 1680 and the subsequent retreat or escape of the 2,500 survivors across the Jornada del Muerto; or the reconquest of New Mexico beginning in 1693; or various events associated with the stage station where the artifact was actually found.

Comment [M1]: Parenthetical Citation

Note: The main body of the paper actually continues for two more pages.

A FLINTLOCK FOR A MUSEUM EXHIBIT

7

References

Al-Farabi, A. N. (1998). *On the perfect state* (R. Walzer, Trans.). Chicago, IL: Kazi.

Chou, L. (2010). China. In *Collier's encyclopedia* New York, NY: P.F. Collier (19-32).

Eliot, T.S. (1948). *Notes towards the definition of culture*. London, England: Faber & Faber,
p. 92.

Flayderman, N. (1980). *Flayderman's guide to antique American firearms*, (2nd Ed.)

Northfield, Illinois: DBI Book, Inc.

Hallenbeck, C. (1950). *Land of the conquistadores*. Caldwell, Idaho: Caxton Printers.

Manual for research papers. (2006). Denver, CO: Trek Publishing.

Reynolds, T. (1996, June). [Interview with M. Finley]. *The Greeley Gazette*, p. 2-6.

Tyler, B., (2012, August). Raising pure bred dogs. *Breeders Monthly*, 39(7). Retrieved
from <http://www.breedersmonthly.org>.

Williams, B. (1993). Small arms. *Microsoft (R) Encarta*. Funk & Wagnall's Corporation.

Comment [M1]: Title centered; no underlining,
no bold print

Comment [M2]: Sources listed alphabetically

Comment [M3]: Indent five spaces any line after
the first line of a source

Comment [M4]: Double space all lines

Comment [M5]: Only capitalize the first word in
a book title



APA Checklist for Research Papers

_____ Do I have a **Title Page** with paper's title, my name, and instructor's name?

_____ Do I have an **Abstract** of about 150-250 words and no more than 960 characters. The abstract page is labeled "Abstract" (centered) with short title justified left and 2 justified right 1" from top of the page?

_____ Do I have **parenthetical references (internal citations)** in the text to support any research I get from other sources?

_____ Do I have **signal phrase in text citations** in some of my sentences to cite sources?

_____ Do I have a **Reference** page listing all of the sources I used to write my paper? Are they in alphabetical order?

_____ Do I have **Appendices, Graphs, Charts, or Tables** placed according to the instructor's instructions?

_____ Did I double space?

_____ Do I have 1 inch margins all the way around?

_____ Do I have headings throughout the paper to make my organization clear to the reader?

_____ Did I number each page with the short title left justified and page # justified right 1 inch from top of the page?

_____ Did I type my paper using 12 font and Times New Roman?

The Writing Process

Although there are many writing processes established throughout the academic world that contain different labels and terminology, all of the variable writing processes have common characteristics designed to help the writer produce the best written product in the shortest amount of time necessary. The following is a list of the basic steps which will guide you toward producing superior writing.

PREWRITE

- **Decide on a topic** (sometimes guidelines are provided by your professor)
 There are various techniques which can be used to decide on a topic. They include Free writing, Clustering (or Webbing), or Listing. Sometimes your professor will provide a general topic. In that instance, you can proceed to the next step. No matter which technique you use, it is important to give yourself a time limit to spend on finding a topic so that you can have adequate time to think about your topic and be sure it is one about which you want to write. Once you have decided on a topic, it is important to proceed to the next step.
- **Narrow down the topic**
 This step is very important as it will assure that you are less likely to wander off topic and that you will cover your subject completely given time and length restrictions imposed on the assignment. By narrowing your topic down to something manageable, you assure yourself that you can write a concise and coherent thesis statement.
- **Form the Thesis Statement**
 After your topic is appropriately narrowed down, you can begin writing your thesis statement. This is the most important part of the Prewriting Stage because a well written thesis statement will help you to maintain the unity (all of the ideas presented relate to the main idea) and coherence (the clear, logical, understandable presentation of ideas) of your paper. When writing your Thesis Statement, always consider your Audience and Purpose. The formula is Topic + Assertion = Thesis Statement. For more information on Thesis Statements refer to page 21 in this writing guide.

WRITE THE FIRST DRAFT

After writing your Thesis Statement, it is time to begin your first draft. The important objective of this stage is to finish writing your draft with plenty of time left to revise. The inexperienced writer spends too much time trying to produce a perfectly written draft that contains perfectly worded sentences and stylish paragraphs. Instead, you should focus on getting your ideas on paper with a basic semblance of organization.



During the revising and editing stages you will begin to fine tune your paper. Look at pages 18-20 to help you with basic essay writing for this stage. For basic first drafts for a research paper refer to the sections on pages 4-15.

REVISE

During this stage, check the structure, content and style of your writing. Two suggestions which will help you be more effective during this stage are to leave your first draft alone for a few days and read your paper out loud. Leaving your paper alone for a while will give you a different perspective when you go over it. Reading your paper out loud allows you to hear mistakes in your writing. Do not worry about the mechanics of the paper during this stage, that will come later. This is the stage where you confirm that your vocabulary and details fit your audience, you have strong, specific details to support your key ideas (It is always a good idea to revise to add information.), and your paper is both unified and coherent. Checking the basic organization is also important during this stage (see page 29). After revising your first draft, it is time to move on to the Editing and Proofreading Stage.

EDIT AND PROOFREAD

The Editing and Proofreading Stage is the time to fine tune the paper (make changes, large or small, which will improve the quality of your paper) and correct any mechanical mistakes. When you edit your paper, again, read it out loud. Check for errors in punctuation, capitalization, sentence structure (mistakes like fragments and run-ons), and grammar (see pages 26-27 for suggestions).

PUBLISH

This stage is where you make sure that your paper is neat, professional, and properly formatted. When you are satisfied that your paper meets the requirements of the assignment, submit it to your professor.

The Structure of Writing and Speaking

The basic structure for any speech or writing follows the Introduction, Main Body, Conclusion pattern (see page 20). All three parts are important to a well written presentation, but they do have their own purpose and structure.

INTRODUCTIONS

A strong introduction is important because it influences the reader's first impression about the worth of continuing on to the rest of the essay. Although an introduction can involve more than one paragraph, most of the assignments students write for classes have only one paragraph. The most common pattern for an introduction is "general to specific." A well written introductory paragraph must make the reader want to continue reading. This can be accomplished by using any one of several attention-getting techniques to begin the paragraph:

Startling Statement – This technique provides readers with a surprising fact or comment that inspires them and prompts them to read the rest of the paper. Be sure the statement is relevant and true.

Emphasize the Importance of the Topic – This technique tells the readers that they should continue reading the essay because the topic is something so relevant and important that they are inspired to read further.

Relevant Quotation – This technique uses a statement by an individual (usually by someone important or who is an expert in the area being covered) that expresses the writer's thoughts on the topic of the essay.

Use a stimulating incident or anecdote – This technique uses an interesting incident or amusing short story to lead the reader into the rest of the paper.

Use a Provocative Question – Although this technique can be overused, it is effective if the question relates to the tone of the paper and promotes thinking by the reader. Generally, the question cannot be answered with a simple yes or no.

These are some of the most common attention-getting techniques but there are others. In an introduction that uses a general to specific structure, the attention-getting technique usually provides the general beginning with the thesis statement providing the specific statement at the end of the paragraph. The middle of the paragraph should contain development which leads the reader from the attention-getting technique to the thesis statement and makes a connection between the two.



MAIN BODY

The primary function of the main body is to provide specific information to clarify the general stance of your paper (Thesis Statement). By using facts, statistics, incidents, quotes, sensory details, etc. you can help the reader understand the message of the paper. Each main body paragraph should contain a topic sentence, supporting details, and a concluding sentence.

CONCLUSION

The conclusion is the writer's last chance to get his or her point across to the reader. The most common structure involves a "specific to general" organization. The specific beginning of the conclusion usually involves restating key ideas or restatement of the thesis statement (not in the same wording). The general part of the conclusion involves any one of the concluding techniques such as making a plea for change or coming to a logical conclusion based on the details presented in the main body. Any of the techniques mentioned for the introduction may also be used in the conclusion.

The Introduction, Main Body, Conclusion structure of the essay provides the best way for the writer to convey his or her message. George Plimpton, a noted journalist, speaker, and author, when asked what he thinks about when he writes, responded, "I tell them what I'm going to tell them (Introduction), then I tell them (Main Body), and then I tell them what I just told them(Conclusion)." This quote sums up the basic function of each of the three parts to an essay or speech.

Basic Essay Structure

INTRODUCTION

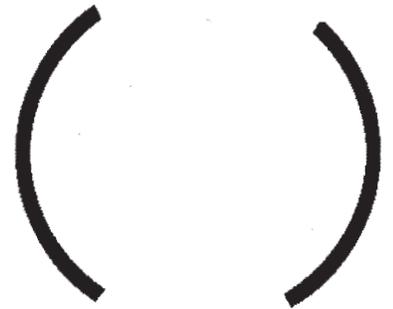
- Should begin with an attention-getting technique
- Is written in a general statement to specific statement pattern
- Development which transitions the reader from the attention getting technique to the thesis statement
- Last few sentences should be the more specific
- Thesis Statement

MAIN BODY

- Each body paragraph should contain a topic sentence that relates to, supports or clarifies the Thesis Statement
- Each body paragraph should contain specific support for the topic sentence (facts, examples, statistics, quotes, sensory details, incidents, etc.)
- Each body paragraph should contain a concluding sentence or idea
- Transitions between ideas and paragraphs help make the writing flow, provide clarity, and establish relationships between ideas

CONCLUSION

- Should begin with a concluding technique
- Is written in a specific statement to general statement pattern
- Should restate key ideas, summarize, or conclude





Thesis Statement

A **thesis statement** is a sentence or group of sentences which contain a topic and the writer's attitude toward that topic (often referred to as an **Assertion**). The thesis provides direction for the writer and allows them to remain on topic. One common error a writer will make is wandering away from the topic (lack of unity). This can be true if the assignment is particularly long. A well-written thesis can strengthen the paper's unity (all of the ideas presented relate to the main idea) and coherence (clear, logical, understandable presentation of ideas). A well-written thesis can also either directly or indirectly hint at the purpose and tone of your paper.
Topic + Assertion = Thesis Statement

A single topic can have many different papers written about it because the assertion makes each paper unique. For example, a paper about "Dating" can go many different directions depending upon the assertion (the author's attitude toward the topic). Observe the differences between the following thesis statements which all contain the same general topic, "Dating" but different assertions.

Thesis Statement: Dating customs can vary widely from culture to culture.

Thesis Statement: Dating practices in America have changed dramatically during the past fifty years.

Thesis Statement: Unique dating ideas for a first date can help provide a lasting first impression.

The following examples contain an appropriately narrowed topic and a strong, clear assertion.

Example #1 Topic: The ESL (English Second Language) programs in education

Assertion: are essential to the learning success of many students in American educational institutions.

Thesis Statement: The ESL programs in education are essential to the learning success of many students in America.

Example #2 Topic: Programs to fund the preservation of birds of prey

Assertion: must continue to be funded.

Thesis Statement: The current private and governmental programs designed to preserve birds of prey in North America must continue to be funded with public and private donations.

Transitions

Transitions are words, phrases, clauses, sentences, or paragraphs that link ideas together. They can be used to show various relationships such as time, space, location, or process. Transitional words and expressions are called signal words. They are placed at key points as a means of leading the reader from point to point, from paragraph to paragraph, and from the beginning to the end of a piece of writing. The following list contains some commonly used transitions and the relationships they can be used to illustrate. It is not a complete list but is designed to give the writer a list from which to draw ideas.

RELATIONSHIP	TRANSITION
indicates sequence, process, and time	First, second, ...next, finally, afterward, moreover, after, before, until, later, when, then, during, meanwhile, as soon as, soon
concludes, summarizes	in conclusion, therefore, as a result, therefore, thus, consequently
clarifying, adding more points to an idea	for instance, that is, furthermore, also, in addition, in particular, in fact, similarly, as well, for example, another
concedes a point	of course, certainly, granted
illustrates differences	on the other hand, however, but, even though, yet
compares ideas or things	similarly, like, likewise, as
cause and effect	in effect, as a result, the end result, as a consequence, it follows that, because of, for this reason, henceforth, in fact, gradually, on account of, for this purpose, following that, the outcome
emphasize or intensify	more importantly, most of all, of greater concern, the major point, to emphasize, to highlight, absolutely, positively, obviously, without a doubt, without question



Outlines

Outlining can be a useful tool when writing or speaking as it has a variety of forms and functions. The outline can be a part of the Prewriting Stage of the writing process to help plan what you are going to say or it can be part of your final paper to represent the structure and ideas in your writing. The three forms presented here generally cover most of the situations you will encounter in your classes at Colorado Heights University.

The following general rules for outlining apply to all situations.

- Ideas should be balanced (equal headings for equal ideas)
- Main topics or divisions with Roman numerals followed by a period
- Subtopics supporting main topics or divisions are indicated with capital letters followed by a period
- Supporting ideas for subtopics use numbers followed by a period
- Every Roman numeral I needs at least a Roman numeral II; Every capital letter A needs at least a capital letter B; and every number 1 needs at least a number 2.
- Although you can go into more subtopics, for most of your writing and speaking the three levels of topics and subtopics are sufficient.
- Be consistent in your entries: either make all of your entries topical or make all of your entries sentences; do not mix the two forms.
- Capitalize the first words of every heading

WORKING OUTLINE

The working outline is a tool used to plan a paper or speech. It represents what you intend to say and the order you think will be best. Keep in mind that a working outline should change as you research and make decisions about what and when to present an idea. The working outline is an important part of the writing process. It does not have to be as formal or precise as a Final Outline.

OUTLINE FOR A RESEARCH PAPER

Not all professors require a final outline (rarely do you present one in the APA format), but when you do need to include it with the rest of your paper, follow the rules for outlining precisely as the outline becomes a formal representation of your final paper.

OUTLINE FOR A SPEECH

The outline for a speech is also a final representation of the final product: what you intend to say in the order that you want to say it. It is generally used when the speech is not going to be read but will be presented in an informal manner. It becomes a guide rather than word by word presentation of ideas.

Sample Outline for a Research Paper

The Ancient Flintlock (This is the title of your research paper)

Thesis: The ancient flintlock discovered at the ruins of a stage coach in New Mexico is a wonderful window into the lawlessness of the 1600's.

I. Description of the flintlock

- A. European design
 - 1. Ornate decoration
 - 2. Large working parts
- B. American changes
 - 1. Plain decoration
 - 2. Small compact changes

II. Description of stage coach station

- A. Design of main living quarters
 - 1. Kitchen
 - 2. Dining area
 - 3. Sleeping quarters
- B. Design of barn
 - 1. Food storage level
 - 2. Horses stalls

III. Description of people who populated the area

- A. Native population
 - 1. Native American tribe
 - 2. Early Spanish settlers
- B. European population who began to settle there
 - 1. English
 - 2. French
 - 3. Spanish (later immigrants)

IV. Events that occurred there

- A. Daily events
- B. Famous uprising

The outline would continue until it represented all of the sections of the research paper.



Sample Outline for a Speech

- I. Introduction
 - A. Attention-getting technique (quote, startling statement, incident, etc.)
 - B. Thesis Statement

- II. Main body
 - A. Key idea
 1. Support
 2. Support
 3. Support
 - B. Key idea
 1. Support
 2. Support
 3. Support
 - C. Key idea
 1. Support
 2. Support
 3. Support

- III. Conclusion
 - A. Summarize major points
 - B. Restate Thesis Statement
 - C. Concluding technique (makes a plea for change, draw necessary conclusions from what has been presented, relevant quote, etc.)

Common Mistakes to Avoid when Writing

Diction (Word Choice)

The following are examples of some of the most common errors seen in student's writing in the area of diction.

your- possessive form; **you're-** contraction for "you are"

there- in that place; **they're-** contraction for "they are"; **their-** possessive form, belonging to them

principal- sum of money, the main one, head employee of a school; **principle-** general rule

capitol- a governmental building; **capital-** money, main city

who's- contraction for "who is"; **whose-** possessive form

to- a preposition; **too-** also, excessively; **two-** the number 2

than- as compared with; **then-** at that time

accept- to take; **except-** to exclude

affect- to influence; **effect-** a result

allot- to distribute; **a lot-** many or much; **alot-** colloquial form of "a lot" (inappropriate for writing)

Sentence Structure

The following is a list and explanation of some of the most common errors concerning sentence structure.

Sentence Fragments – An incomplete sentence caused by either missing a subject, a verb or both. A sentence fragment can also be formed when it does not express a complete thought.

Example: Went to the store. (Who went to the store? No subject)

Example: Tom and his friend. (What about them? No verb)

Example: Because Tom and his friend went to the store. (has a subject and a verb but does not express a complete thought)

Run-on Sentence – A run-on sentence is formed by combining two or more sentences without correct punctuation.

Example: Bill decided to turn in his essay and Mary went to class to give her speech and Larry wanted to party. (Independent clauses need to be separated with a comma and a conjunction)



Punctuation Errors

A basic understanding of punctuation rules combined with thorough proofreading can eliminate most punctuation mistakes. Paying particular attention to the most common punctuation errors can make the final essay more complete. The most common errors usually involve commas.

Commas with introductory words, phrases or clauses – In general, use a comma to separate an introductory word, introductory clause or long introductory phrase from the rest of the sentence (sometimes referred to as a main or independent clause).

Example: Surprisingly, Tom did well on his test.

Example: Because Tom studied so long for his test, he was confident he would receive a passing grade.

Example: During the cold, blowing snow storm, Tom lost his papers.

Overuse of commas – Another common error involving commas is the overuse or random placement of commas. In general, don't use a comma unless there is a specific rule to govern its use ("It sounds like it needs one." or "I thought I should pause there." are not reasons to use a comma).

Example: Tom went to the lecture, and learned the business principles.

(Don't use a comma in this sentence because the sentence does not contain two separate sentences joined together to make a compound sentence.)

Example: My group partners said, that they would like to meet more times to finish the project earlier. (Don't use a comma to separate the verb "said" from the object "that they would like to meet more times to finish the project earlier" that completes it.)

Abbreviations – Twitter and other social media communications commonly use phrase abbreviations such as BTW ("By the Way"). They should not be used when writing formal papers.

Writing Process Checklist

- _____ Did I come up with a topic which is interesting to me and narrowed down so I can cover it adequately?
- _____ Did I consider my audience and purpose when developing my Thesis Statement?
- _____ Does my Thesis Statement contain my narrowed topic and an original assertion?
- _____ Does my first draft follow the structure of a basic essay?
- _____ When revising my first draft, did I leave it alone for a few days so that I would have an objective viewpoint when I read it for improvement?
- _____ When revising my first draft, did I read it out loud?
- _____ Do all of my topic sentences relate to and support the Thesis Statement?
- _____ Did I read the first draft and check for grammar errors, punctuation mistakes, strong word choice, and good sentence structure?
- _____ After I wrote the final draft, did I check it one final time for any errors?
- _____ Did I check to make sure that my paper is neat, properly formatted, and relevant to the original assignment?



Editing Form

Name _____

I. Introduction

A. Attention Getting Technique (identify the technique)

B. Development (number of sentences that lead the reader from the Attention Getting Technique to the Thesis Statement)

C. Thesis Statement (copy it word for word)

II. Main Body

A. First Main Body Paragraph

1. Topic Sentence (copy it word for word)

2. Supporting Details

_____ (number of sentences with support, should be 7-9)

3. Concluding Sentence (copy it word for word)

B. Second Main Body Paragraph

1. Topic Sentence (copy it word for word)

2. Supporting Details

_____ (number of sentences with support, should be 7-9)

3. Concluding Sentence (copy it word for word)

(Do the remaining main body paragraphs follow the same structure?)

Yes _____ No _____

III. Concluding Paragraph

A. Concluding Technique (identify the technique)

B. _____ (sense of finality)

C. _____ (restates key idea)