

PURPOSE

What am I wanting to accomplish with this project?

How might it help me in my teaching, job, school, etc?

What words do I have to define for myself?

What are the major issues involved in this project?

Might my objectives be met by focusing on a more narrow piece of this topic?

Is my topic too specialized, or too focused?

What do I think I will find?

AUDIENCE

Who is the audience for this paper?

What do I hope to accomplish with this audience?

What do they already know about the topic?

Why would they be interested?

What do they need to know?

What kind of attitudes do they have towards the issues?

How does this audience measure credibility?

What words must I define for this audience?

What will this audience be looking for when they read this piece?

GUIDES FOR ORGANIZATION

1. Organize information according to your reader=s needs, grouping similar ideas.
2. Place your most important ideas first.
3. List items in descending order of importance.
4. In long or complex documents, preview your most important ideas and your major

content areas, and review major points at the end of sections.

5. Discuss items in the same order in which you introduce them.
6. Use headings, transitions, key words, and paragraph leads to provide cues to the document=s organization. (See APA Style Manual, page 111.)

WRITING PROCESS

GOALS OF PREWRITING

- Determining purpose
- Determining audience
- Generating goals for the text
- Choosing important concepts
- Generating ideas and details
- Narrowing and organizing main concepts
- Selecting details

GOALS OF DRAFTING (COMPOSING)

- Focus on ideas (getting it down)
- Exploring ideas (learning)
- Forget correctness (for now)
- Develop effective process
- Develop fluency and coherence

STRATEGIES FOR EDITING

Good writers have strategies for finding the mistakes in their writing.

1. Look for mistakes you repeat.

Example: Check all verbs for the correct tense if you sometimes make verb tense mistakes.

2. Look for words that signal places where you sometimes make mistakes.

Example: Check each sentence that begins with *Because* if you sometimes write fragments beginning with this word.

3. Underline words you are not sure how to spell, and look them up in a dictionary.

Examine carefully homophones that would not be picked up by your spell-checker.

4. Locate and check all commas and connecting words if you tend to write long sentences.

Remember that asking for help with editing is not Acheating@. Even professional writers have editors to help them correct mistakes.

REMINDERS:

1. USE PAST TENSE when talking about authors,

i.e., Strunk and White (2000) found, said, stated, remarked, implied...

2. LOOK UP THE RULES FOR QUOTES.

The rules are in your notes and in the manual.

3. COUNT THE WORDS IN A QUOTE--continuation of #2

4. YEAR: Does not get repeated when the author is recited in the SAME paragraph.

5. PARAPHRASING does not mean moving the author=s original words around. It means writing what the author said in your own words.

6. DO NOT use first names, first initials, titles or sections of the work any where in the paper--i.e., don=t write *In Chapter Five, the elements of style, in the book*

7. USE THE MANUAL. There are almost no mistakes that cannot be avoided if the writer looks up an example or rule in the manual or class notes.