



Romel Cabiling ▾



Home

Home > My courses > Capstone Project 1 > 14 DRAFTING THE PAPER IN ACADEMIC STYLE (CONT.) > Lesson Proper for Week 14

Lesson Proper for Week 14

Weave source material into the paper to support *your* ideas, not as filler. Your notes will let the essay grow, blossom, and reach up to new levels of knowledge. You can do this in several ways, and you may even have a method beyond the four mentioned here.

Method one requires separate note files within a specially named directory. During the drafting stage, you can use the Insert or Copy and Paste commands to transfer your notes into your text.

Method two assumes you have placed all your notes in one file. Begin writing your paper in a new file. As you need a note, minimize this text file and maximize your file of notes, or use two windows. Find the note you want to transfer, highlight it, copy it, and then paste it into your file.

Method three assumes you have placed all your notes within one file and labeled each with a code word or title. Begin drafting your paper at the top of this file, which will push the notes down as you write. When you need a note, find it, copy it, and paste it into your text.

Method four requires the complete outline on file so you can enter information under any of the outline headings as you develop ideas. You can import your notes to a specific location in the outline. This technique allows you to work anywhere within the paper to match your interest of the moment with a section of your outline. In effect, you expand your outline into the first draft of your research paper.

In the initial draft, leave plenty of space as you write. Keep the margins wide, use double spacing, and leave

in the initial draft, leave plenty of space as you write. Keep the margins wide, use double spacing, and leave blank spaces between paragraphs. The open areas will invite your revisions and additions later on. The process is simplified when you use a computer because you will keyboard the paper the first time and revise directly within the file.

When working with pages copied from articles, books, or Internet sites, use caution. You will be tempted to borrow too much. Quote or paraphrase key phrases and sentences; do not quote an entire paragraph unless it is crucial to your discussion and you cannot easily reduce it to a *précis*. Moreover, any information you borrow should come from a credible source that has a scholarly or educational basis.

Writing with Unity and Coherence

Unity refers to exploring one topic in depth to give your writing a single vision. With unity, each paragraph carefully expands on a single aspect of the narrowed subject. *Coherence* connects the parts logically by

- Repetition of keywords and sentence structures
- The judicious use of pronouns and synonyms
- The effective placement of transitional words and phrases (e.g., *also*, *furthermore*, *therefore*, *in addition*, and *thus*)

The next passage reads with unity (it keeps its focus) and coherence (it repeats keywords and uses transitions effectively, as shown in boldface type):

Talk shows are spectacles and forms of **dramatic** entertainment; **therefore**, members of the studio audience are **acting** out parts in the **drama**, like a Greek chorus, just as the host, the guest, and the television viewers are **actors** as well. **Furthermore**, some sort of interaction with the “characters” in this made-for-television “**drama**” happens all the time. If we read a book or attend a play, **we question** the text, **we question** the presentation, and **we determine** for s what it means to us.

Writing in the Proper Tense

Verb tense often distinguishes a paper in the humanities from one in the natural and social sciences. MLA style requires the present tense to cite an author’s work (e.g., “Patel *explains*” or “the work of Scoggin and Roberts *shows*”). The CMS footnote style also asks for present tense.

MLA style requires that you use the present tense for your own comments and those of your sources because the ideas and the words of the writers remain in print and continue to be true in the universal present. Therefore, when writing a paper in the humanities, use the historical present tense, as shown here:

“Always forgive your enemies; nothing annoys them so much,” writes Oscar Wilde about adversaries and forgiveness.

Farley argues that sociologist Norman Gageon has a "fascination with the social causes rather than community solutions to homelessness" (64).

Use the past tense in a humanities paper only for reporting historical events. In the next example, past tense is appropriate for all sentences except the last:

Great works of art had been created for ages, but Leonardo da Vinci was the first to paint the atmosphere, the air in which the subject sat and which occupied the space between the eye and the thing seen. This technique continues to influence modern paintings, which place subjects in lights and shadows as well as natural settings.

Using the Language of the Discipline

Every discipline and every topic has its own vocabulary. Therefore, while reading and taking notes, jot down words and phrases relevant to your research study. Get comfortable with them so you can use them effectively. For example, a child abuse topic requires the language of sociology and psychology, thereby demanding an acquaintance with these terms:

social worker	maltreatment	aggressive behavior
poverty levels	behavioral patterns	incestuous relations
stress	hostility	battered child
formative years	recurrence	guardians

Similarly, a poetry paper might require such terms as *symbolism*, *imagery*, *rhythm*, *persona*, and *rhyme*. Many writers create a terminology list to strengthen their command of appropriate nouns and verbs. However, nothing will betray a writer's ignorance of the subject matter more quickly than awkward and distorted technical terminology. For example, the following sentence uses big words, but it distorts and scrambles the language:

The enhancement of learning opportunities is often impeded by a pathological disruption in a child's mental processes.

The words may be large, but what does the passage mean? Probably this:

Education is often interrupted by a child's abnormal behavior.

Writing in the Third Person

Write your paper with third-person narration that avoids "I believe" and "It is my opinion." Rather than saying, "I think objectivity on television is nothing more than an ideal," drop the opening two words and say, "Objectivity on television is nothing more than an ideal." Readers will

RESEARCH TIP

Using Source Material to Enhance Your Writing

Readers want to see your thoughts and ideas on a subject. For this reason, a paragraph should seldom contain source material only; it must contain a topic sentence to establish a point for the research evidence. Every paragraph should explain, analyze, and support a thesis, not merely string together a set of quotations.

The following passage cites effectively two different sources:

Organ and tissue donation is the gift of life. Each year many people confront health problems due to diseases or congenital birth defects. Tom Taddonia explains that tissues such as skin, veins, and valves can be used to correct congenital defects, blindness, visual impairment, trauma, burns, dental defects arthritis, cancer, and vascular and heart disease (23). Steve Barnill says, “more than 400 people each month receive the gift of sight through yet another type of tissue donation—corneal transplants. In many cases, donors unsuitable for organ donation are eligible for tissue donation” (356). Barnill notes that tissues are now used in orthopedic surgery, cardiovascular surgery, plastic surgery, dentistry, and podiatry (358). Even so, not enough people are willing to donate organs and tissues.

This passage illustrates four points. A writer should:

1. Weave the sources effectively into a whole
2. Use the sources as a natural extension of the discussion
3. Cite each source separately, one at a time
4. Provide separate in-text citations to pages or footnote numerals

This means you will need to read carefully so that you can select the key ideas and phrasing. It also means you should be accurate and precise.

Understand that the statement is your thought. However, attribute human functions to yourself or other persons, not to nonhuman sources:

Wrong: The study considered several findings.

Correct: The study reported the findings of several sources.

The study can report its findings, but it can't consider them.

Writing with the Passive Voice in an Appropriate Manner

Instructors often caution young writers against using the passive voice, which is often less forceful than an active verb. However, research writers sometimes need to shift the focus from the actor to the receiver, as shown here:

Passive: Twenty-three students of a third-grade class at Barksdale School were observed for two weeks.

Active: I observed twenty-three students of a third-grade class at Barksdale School.

In the previous examples, the passive voice is preferred because it keeps the focus on the subject of the research, not the writer. Also, as a general rule, avoid the first person in research papers. Here are additional examples of the effective use of the passive voice:

The soil was examined for traces of mercury.

President Jackson was attacked repeatedly for his Indian policy by his enemies in Congress.

Children with attention disorders are often targeted for drug treatment.

As you see, the sentences place the focus on the soil, the president, and the children.

Using Visuals Effectively in a Research Essay

Graphics and visuals enable you to analyze trends and relationships in numerical data. Use them to support your text. Most computers allow you to create tables, line graphs, or pie charts as well as diagrams, maps, and other original designs. You may also import tables and illustrations from your sources. Place these graphics as close as possible to the parts of the text to which they relate. It is acceptable to use full-color art if your printer will print in colors; however, use black for the captions and date.

A table, as shown in the example in Figure 10.1, is a systematic presentation of materials, usually in columns. A figure is any non-text item that is not a table, such as a blueprint, a chart, a diagram, a drawing, a graph, a photograph, a photostat, a map, and so on. Figure 10.2 is a sample figure that illustrates a room layout. Use graphs appropriately. A line graph, such as the example shown in Figure 10.3, serves a different purpose than does a circle (pie) chart, and a bar graph plots different information than does a scatter graph.

Table 2^a

Mean Sources of Six Values Held by College Students According to Sex

All Students		Men		Women	
Pol.	40.61	Pol.	43.22	Aesth.	43.86
Rel.	40.51	Theor.	43.09	Rel.	43.13
Aesth.	40.29	Econ.	42.05	Soc.	41.13
Econ.	39.45	Soc.	37.05	Econ.	36.85
Soc.	39.34	Aesth.	36.72	Theor.	36.50

^aCarmen J. Finley, et al. (165).**Figure 10.1 Sample table with in-text citation source.**

Figures provide a visual amplification of the text. For example, a photograph of John Keats would reinforce and augment a research paper on the British poet.

Your figures, photographs, and tables should conform to the following guidelines:

- Present only one kind of information in each one, and make it as simple and as brief as possible. Frills and fancy artwork may distract rather than attract the reader.
- Place small figures and tables within your text; place large figures, sets of figures, or complex tables on separate pages in an appendix.
- Place the figure or table as near to your textual discussion as possible, but it should not precede your first mention of it.
- In the text, explain the significance of the figure or table. Describe the item so that your reader may understand your observations without reference to the item itself, but avoid giving too many numbers and figures in your text. Refer to figures and tables by number (for example, "Figure 5") or by number and page reference ("Table 4, 16"). Avoid using vague references (such as "the table above," "the following illustration," or "the chart below").

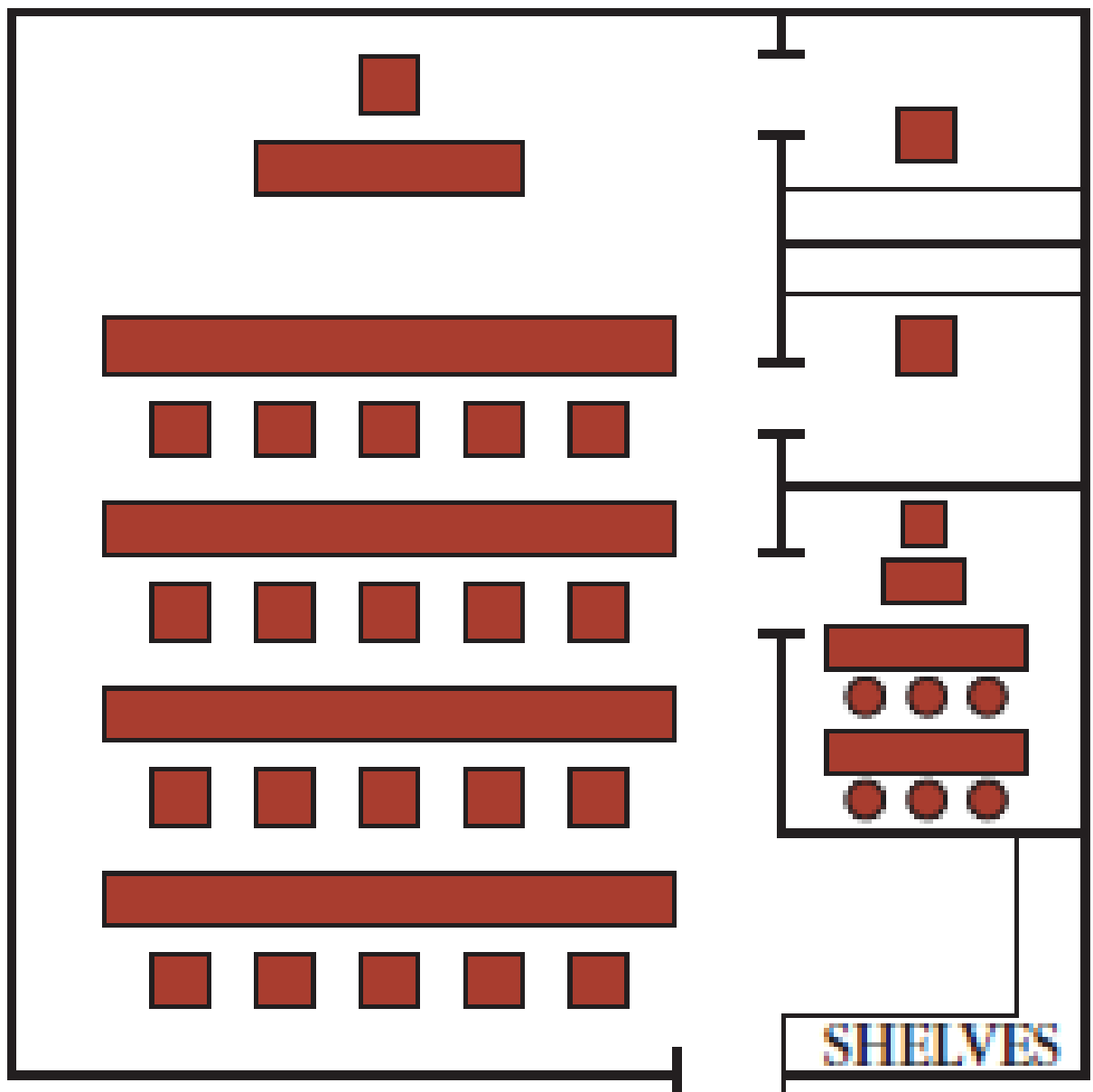


Figure 4: Audio Laboratory with Private Listening Rooms and a Small Group Room

Figure 10.2 Sample figure with caption.

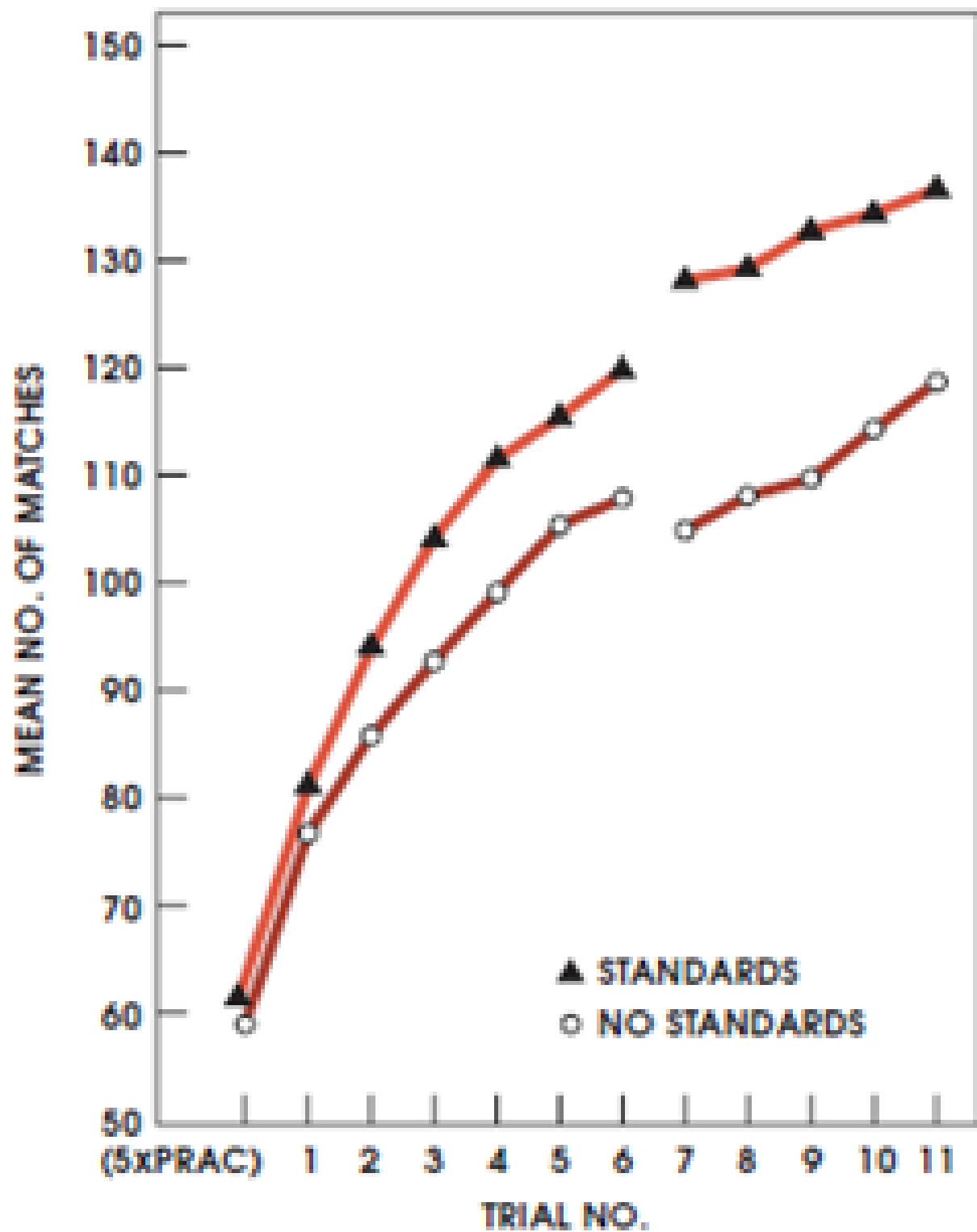


Figure 6: Mean Number of Matches by Subject with and without Standards (by Trial). Source: Lock and Bryan (289).

Figure 10.3 Sample graph with clear labels and caption.

- Write a caption for the figure or table so that your reader can understand it without reference to your

Write a caption for the figure or table so that your reader can understand it without reference to your discussion.

- Number figures consecutively throughout the paper with Arabic numerals, preceded by "Fig." or "Figure" (for example, "Figure 4").
- Number tables consecutively throughout the paper with Arabic numerals, preceded by "Table" (for example, "Table 2").
- Insert a caption or number for each column of a table, centered above the column or, if necessary, inserted diagonally or vertically above it.
- When inserting an explanatory or a reference note, place it below both a table and an illustration; then use a lowercase letter as the identifying superscript (as shown in the table in Figure 10.1), not an Arabic numeral. Sources are abbreviated as in-text citations, and full documentation must appear on the Works Cited page.

CHECKLIST

Using Visuals Effectively

Illustrations can be effective for presenting numerical data, analyzing trends, or reinforcing your discussion. Furnish the reader with clear, pertinent visuals and graphics if they will advance your study.

- Introduce Fit the visual into the text by providing an explanation of how the graphic relates to the text of your study.
- Show Use a table, graph, photograph, or figure to display your findings or to impart concrete data.
- Discuss Relate the significance of your information and how it advances the findings of your research.

File Formats

Illustration and information graphics are usually large files, so you will need to compress them with a compression format, either JPEG or GIF, so named for their file name extensions: ".jpg" and ".gif." In general, JPEGs work best for photographs and GIFs work best for line drawings.

Making your own graphics file is complex but rewarding. It adds a personal creativity to your research paper. Use one of the following techniques:

- *Use a graphics program*, such as Adobe FreeHand MX or Adobe Illustrator. With such software you can create a graphics file and save it as a JPEG or GIF. Also useful are Adobe Photoshop and JASC Paintshop Pro, which are designed primarily for working with photographs.
- *Use a scanner* to copy your drawings, graphs, photographs, and other matter.
- *Create original photographs with a digital camera.* Consult the owner's manual to learn how to create JPEGs or GIFs from your photographs.
- *Create your own information graphics* in Microsoft PowerPoint or Excel

As long as you create JPEG files or GIF files for your graphics, you can transport the entire research paper to a website.

Avoiding Sexist and Biased Language

Racial and gender fairness is one mark of the mature writer. The best writers exercise caution against words that may stereotype any person, regardless of gender, race, nationality, creed, age, or disability. If the writing is precise, readers will not make assumptions about race, age, and disabilities. Therefore, do not freely mention sexual orientation, marital status, ethnic or racial identity, or a person's disability. The following guidelines will help you avoid discriminatory language.

Age

Review the accuracy of your statement. It is appropriate to use *boy* and *girl* for children of high school age and under. *Young man* and *young woman* or *male adolescent* and *female adolescent* can be appropriate, but *teenager* carries a certain bias. Avoid *elderly* as a noun; use phrases such as *older persons*, as in "Fifteen older patients suffered senile dementia of the Alzheimer's type."

Gender

Gender is a matter of our culture that identifies men and women within their social groups. *Sex* tends to be a biological factor (see the following discussion of sexual orientation).

1. Use plural subjects so that nonspecific, plural pronouns are grammatically correct. For example, do you intend to specify that Judy Jones maintains *her* lab equipment in sterile condition or to indicate that technicians, in general, maintain *their* own equipment?

2. Reword the sentence so a pronoun is unnecessary:

Correct: The doctor prepared the necessary surgical [not *his*] equipment without interference.

Correct: Each technician must maintain the laboratory [not *her*] equipment in sterile condition.

3. Use pronouns denoting gender only when necessary to specify gender or when gender has been previously established. Larissa, as a new laboratory technician, must learn to maintain *her* equipment in sterile condition.

4. The use of *woman* and *female* as adjectives varies, as in *female athlete* and *woman athlete*. Use *woman* or *women* in most instances (e.g., *a woman's intuition*) and *female* for species and statistics, (e.g., *four female subjects, ten males and twenty-three females, a female chimpanzee*). The word *lady* has fallen from favor (i.e., avoid *lady pilot*).

5. The first mention of a person requires the full name (e.g., Ernest Hemingway, Joan Didion) and thereafter

5. The first mention of a person requires the full name (e.g., Ernest Hemingway, Joan Didion), and thereafter requires only the use of the surname (e.g., Hemingway, Didion). At first mention, use Emily Brontë, but thereafter use Brontë, *not* Miss Brontë. In general, avoid formal titles (e.g., Dr., Gen., Mrs., Ms., Lt., or Professor). Avoid their equivalents in other languages (e.g., Mme, Dame, Monsieur).
6. Avoid *man and wife* and *seven men and sixteen females*. Keep the terms parallel by saying *husband and wife* or *man and woman* and *seven male rats and sixteen female rats*.

Sexual Orientation

The term *sexual orientation* is preferred over the term *sexual preference*. It is preferable to use the terms *lesbians* and *gay men* rather than *homosexuals*. The terms *heterosexual*, *homosexual*, and *bisexual* can be used to describe both the identity and the behavior of subjects.

Ethnic and Racial Identity

Some people prefer the term *Black*, others prefer *African American*, and still others prefer *person of color*. The terms *Negro* and *Afro-American* are now dated and inappropriate. Use *Black* and *White*, not the lowercase *black* and *white*. In like manner, some individuals may prefer *Hispanic*, *Latino*, *Mexican*, or *Chicano*. Use the term *Asian* or *Asian American* rather than *Oriental*. *Native American* is a broad term that includes *Samoans*, *Hawaiians*, and *American Indians*. A good rule of thumb is to specify a person's nationality, tribe, or ethnic group when it is known (*Mexican*, *Korean*, *Comanche*, or *Nigerian*).

Disability

In general, place people first, not their disability. Rather than *disabled person* or *retarded child*, say *a person who has scoliosis* or *a child with Down syndrome*. Avoid saying *a challenged person* or *a special child* in favor of *a person with* or *a child with*. Remember that a *disability* is a physical quality, while a *handicap* is a limitation that might be imposed by nonphysical factors, such as stairs, poverty, or social attitudes.

Your Research Project

1. Examine your own thesis statement using the Writing the Final Thesis. Modify and refine your thesis as necessary.
2. Consider your focus to determine if you will persuade, inquire, negotiate, or perhaps use a focus as explained in Chapter 1: evaluation, definition, proposal, causal argument, analogy, precedence.
3. Write an academic title for your paper—one that clearly describes the nature of your work.
4. After you draft a significant portion of the paper, review it carefully for each of these items: coherence, proper tense, third-person voice, and the language of the discipline.

◀ Preliminary Activity for Week 14

Jump to...



Analysis, Application, and Exploration for Week 14 ▶



Navigation

Home



Dashboard

Site pages

My courses

Capstone Project 1

Participants

General

12 MIDTERM EXAMINATION

14 DRAFTING THE PAPER IN ACADEMIC STYLE (CONT.)



Preliminary Activity for Week 14



Lesson Proper for Week 14



Analysis, Application, and Exploration for Week 14



Generalization for Week 14



Evaluation for Week 14



Assignment for Week 14

15 MLA STYLE IN-TEXT REFERENCE

16 MLA STYLE IN-TEXT REFERENCE (CONT.)

Network Attacks: Detection, Analysis & Counter...

Ojt/Practicum 1

Social And Professional Issues

System Integration And Architecture 2

Courses



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i Graduation Announcement

The announcement is set against a blue background with a faint pattern of graduation caps. At the top center is the Bestlink College of the Philippines logo, which features a shield with a book and a torch, and the text 'BESTLINK COLLEGE OF THE PHILIPPINES' to its right. Below the logo, the word 'ANNOUNCEMENT' is written in a large, gold, serif font, with a decorative gold flourish underneath. The main text, in white, states: 'Due to the insistent demand of BCP graduates and alumni and the IATF pronouncement of the low Alert Level Status, and in coordination with the DepEd and CHED, the BCP Administration is happy to announce that face-to-face graduation rites will proceed as scheduled.' Below this is a table with five columns: Level, Date of Graduation, Venue, Graduation Fee, and Downpayment. The table lists two rows: SHS (July 16, 2022, MV Campus, P 1,000.00, P 200.00) and College (July 10, 2022, PICC, P 4,000.00, P 500.00). At the bottom, it states 'Balance must be paid two (2) weeks before the date of graduation.'

 **BESTLINK COLLEGE OF THE PHILIPPINES**

ANNOUNCEMENT

Due to the insistent demand of BCP graduates and alumni and the IATF pronouncement of the low Alert Level Status, and in coordination with the DepEd and CHED, the BCP Administration is happy to announce that face-to-face graduation rites will proceed as scheduled.

<u>Level</u>	<u>Date of Graduation</u>	<u>Venue</u>	<u>Graduation Fee</u>	<u>Downpayment</u>
SHS	July 16, 2022	MV Campus	P 1,000.00	P 200.00
College	July 10, 2022	PICC	P 4,000.00	P 500.00

Balance must be paid two (2) weeks before the date of graduation.



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May. 24 & 31 - EDUC

May. 25 & Jun. 01 - BSBA/BSOA/BSAIS/ENTREP

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12nn - 5pm: College Department

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