

Tips for success:

Writing a Paper

Understand Your Assignment



1. Prepare
 - Identify the purpose or goal of your assignment: Why are you writing this paper?
2. Think about how the assignment relates to what you are learning in class.
3. What do you need to accomplish in your paper.
4. Read the required course materials about your topic.

Review the Rubric

Notice all the details for formatting your paper are expressed in the rubric.

- Narrative form
- Minimum 2 level headings
- 4 page minimum, 6 page maximum
- Guidelines on References are clear
- Specific formatting is identified
- Review and understand each component and if you have questions, ask and get informed

The points for each section are clearly marked.

Use the rubric to design an outline to help organize your thoughts and research.

Do not start your paper until your writing plan is organized and mapped out.

Cultural Health/Research: Rubric

Student Name: _____ Date: _____

This paper is to be developed using the following criteria: APA format, narrative form (story with a start, a middle and an ending) using APA headings: minimum 2 level of headings. Please follow the grading rubric guideline below for this assignment. The title page and reference list are not included in the total number of pages. The body of the paper shall be a minimum of 4 pages & max 6 pages.

1. Introduction: a) Sufficient information is provided on cultural health research (culture other than yours) (1.5pts). b) Include statement of client consent for interview (1.5pts). c) Thesis statement (2 pts).	5	Example Rubric
1. References: Must be within 5 years, minimum three (evidence based, reputable, peer reviewed, interdisciplinary) nursing/non nursing journals or websites (5 pts) 2. APA Format (7 th Edition.): must have a cover page (2 pts), correct grammar & spelling (3 pts), in-text citations (4 pts), 4 - 6 pages in length (1 pts), Times New Roman 12 Font and double space (1 pt), logical flow and readability (6 pts), correct headings (2 pts). 3. Up to 3 quotes: no more than 40 words each (1 pt). 4. Plagiarism will result in an unsatisfactory grade. 5. Failure to follow APA format, no reference page or quotes with >40 words will result in zero points for this assignment.	25	

Disclaimer: The rubric used in this presentation is an example. Please refer to your instructors' guidelines and rubric for grading and formatting specifics.

Break down the Rubric to form your outline

- What is an outline?
- An outline is a tool used to organize your written ideas about a topic into a **logical order**. It is meant to help you establish a structure for a paper you are going to write. It is a way for you to demonstrate the main argument (**thesis**), main points (**topic sentences**), and main pieces of **evidence** you are going to present in a paper before writing the paper.
- Additionally, one of the essential purposes of an outline is to clearly convey the **connection between the thesis and each of the topic sentences**.

Creating an outline from the rubric

Cultural Health/Research: Rubric

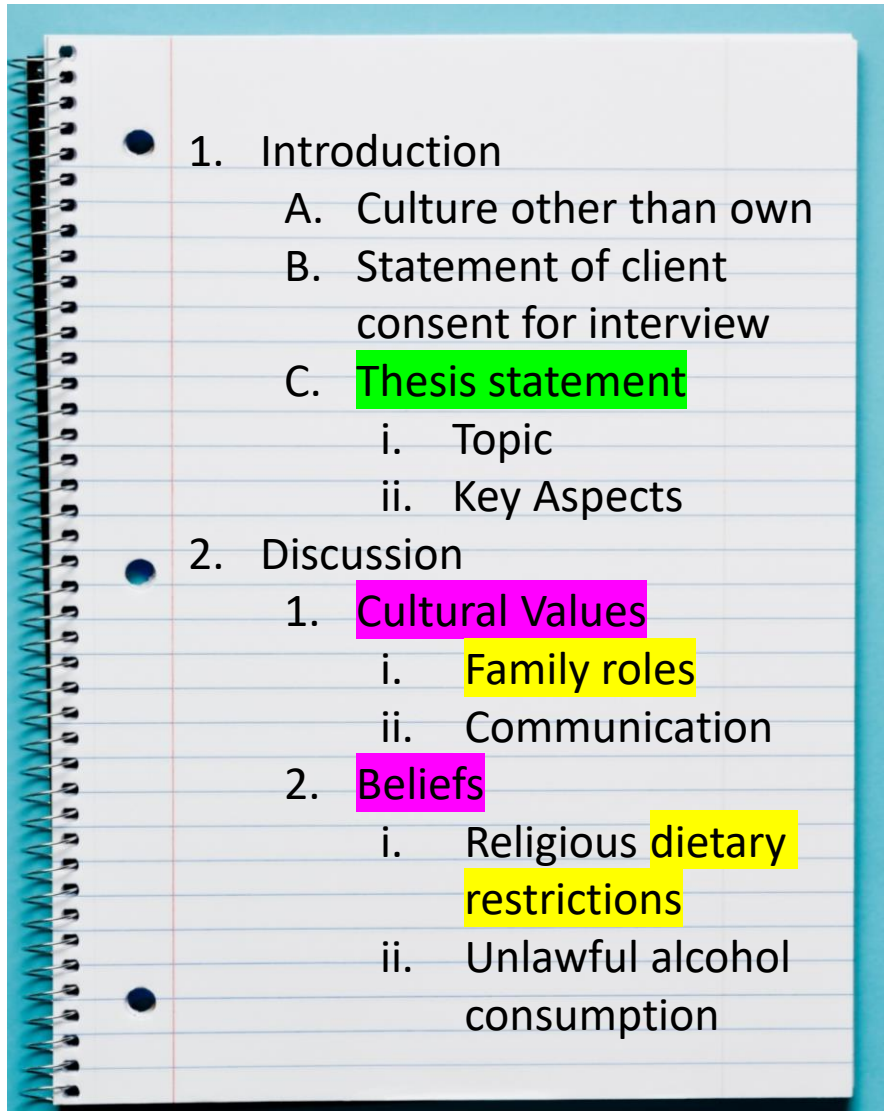
Student Name: _____

Date: _____

This paper is to be developed using the following criteria: APA format, narrative form (story with a start, a middle and an ending) using APA headings: minimum 2 level of headings. Please follow the grading rubric guideline below for this assignment. The title page and reference list are not included in the total number of pages. The body of the paper shall be a minimum of 4 pages & max 6 pages.

1.	Introduction:		
a)	Sufficient information is provided on cultural health research (culture other than yours) (1.5pts).		
b)	Include statement of client consent for interview (1.5pts).		
c)	Thesis statement (2 pts).		
		5	
1.	The central idea/thesis statement is clearly written (10 pts)		
2.	Include in discussion:		
	Cultural values, beliefs and customs (include health maintenance, religion, diet/nutrition pattern/preferences, family, roles/behaviors/structure, and view of authority figures, communication preferences & others that may be pertinent) (10 pts).		
	Compare and contrast your research findings from the client's interview encounter regarding cultural beliefs (10 pts).		
	Identify 1 priority nursing diagnosis, 3 priority teaching needs, corresponding interventions, and rationales based on evidence-based practice (15 pts).		
	Identify possible barriers to compliance with care (10 pts).		
	Compare and contrast the client's cultural differences between current and past parental generation (10 pts).		
3.	Conclusion: Provide summary of your findings. Include interesting fact(s) learned from the culture (5 pts).		
		70	

Example Rubric



1. Introduction

A. Culture other than own

B. Statement of client consent for interview

C. Thesis statement

i. Topic

ii. Key Aspects

2. Discussion

1. Cultural Values

i. Family roles

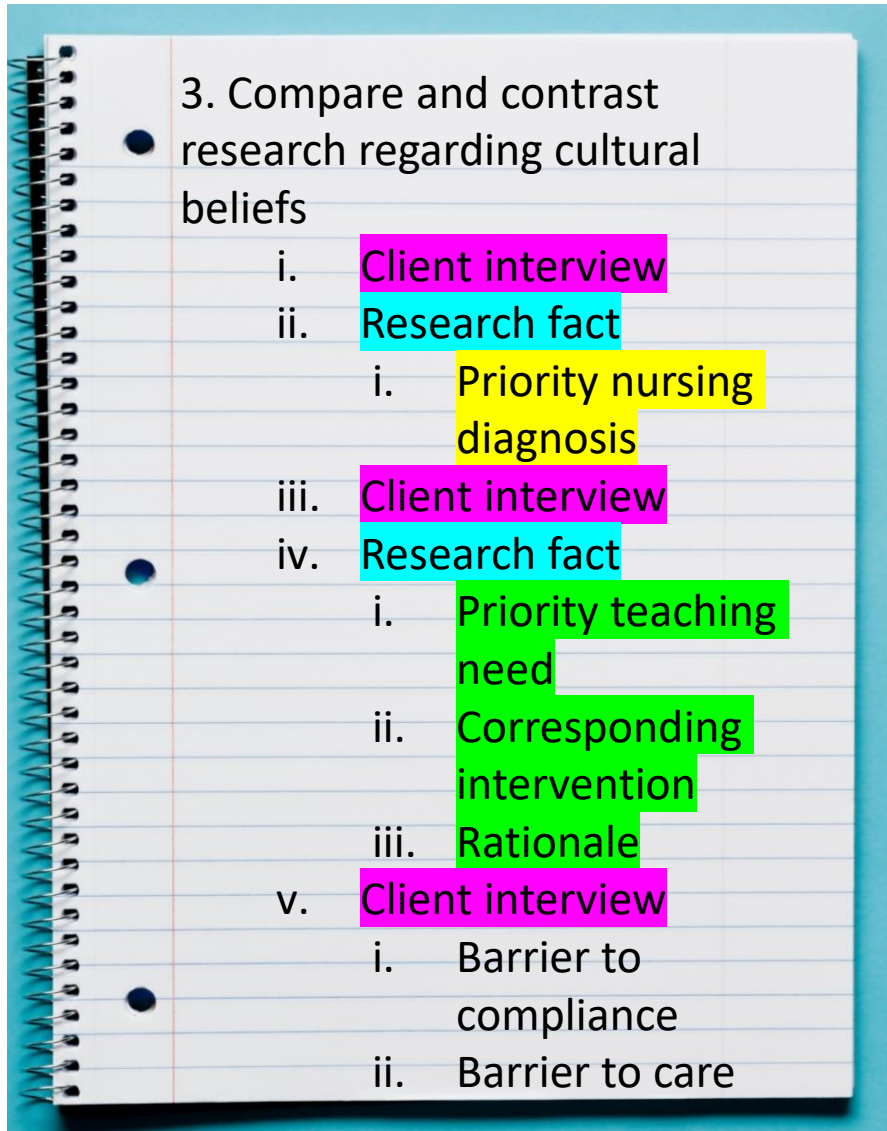
ii. Communication

2. Beliefs

i. Religious dietary restrictions

ii. Unlawful alcohol consumption

Creating an outline from the rubric



1.	The central idea/thesis statement is clearly written (10 pts)	70
2.	Include in discussion: <ul style="list-style-type: none">• Cultural values, beliefs and customs (include health maintenance, religion, diet/nutrition pattern/preferences, family, roles/behaviors/structure, and view of authority figures, communication preferences & others that may be pertinent) (10 pts).• Compare and contrast your research findings from the client's interview encounter regarding cultural beliefs (10 pts).• Identify 1 priority nursing diagnosis, 3 priority teaching needs, corresponding interventions, and rationales based on evidence-based practice (15 pts).• Identify possible barriers to compliance with care (10 pts).• Compare and contrast the client's cultural differences between current and past parental generation (10 pts).	
3.	Conclusion: Provide summary of your findings. Include interesting fact(s) learned from the culture (5 pts).	

Example Rubric

Break apart required sections.

- Mirror the rubric to your outline by setting aside just how many of each point you will need. Create the sections and then fill them in with your supporting documentation and research.

Creating an outline from the rubric

- vi. Client interview
 - a) Current generation
 - b) Past Parental generation

4. Conclusion

- i. Summarize your findings
 - i. Fact #1
 - ii. Fact #2
 - iii. Fact #3
 - iv. Fact #4
 - v. Fact #5

Conclusion:

Rephrased Thesis Statement:

Rephrase your thesis.

Strong Closing: Close your paper with the significance of this discussion. Why is this discussion important?

- | | | |
|----|---|----|
| 1. | The central idea/thesis statement is clearly written (10 pts) | 70 |
| 2. | Include in discussion: <ul style="list-style-type: none">• Cultural values, beliefs and customs (include health maintenance, religion, diet/nutrition pattern/preferences, family, roles/behaviors/structure, and view of authority figures, communication preferences & others that may be pertinent) (10 pts).• Compare and contrast your research findings from the client's interview encounter regarding cultural beliefs (10 pts).• Identify 1 priority nursing diagnosis, 3 priority teaching needs, corresponding interventions, and rationales based on evidence-based practice (15 pts).• Identify possible barriers to compliance with care (10 pts).• Compare and contrast the client's cultural differences between current and past parental generation (10 pts). | |
| 3. | Conclusion: Provide summary of your findings. Include interesting fact(s) learned from the culture (5 pts). | |

Example Rubric

Purpose of the research: to understand deeply rooted norms and values, drivers of behavior, and existing characteristics for better medical treatment outcomes. Focus on objectives #2, #6 & #7 which involve applying appropriate therapeutic communications, applying evidence-based strategies and integrating sociocultural variations that impacts patient care. The research paper is based on the actual client's cultural interview assessment you did. This assignment must be completed and submitted by the date established on the Semester Schedule or changed by instructor as needed. Incomplete assignments will not be graded and result in an unsatisfactory grade. Assignments submitted after the due date will not be accepted and result in an unsatisfactory grade. You may not submit early for revision. This assignment accounts for 8% of your grade for N232.



What is a **thesis** statement?

- A thesis statement is a sentence that states the topic and purpose of your paper. A good thesis statement will direct the structure of your paper and will allow your reader to understand the ideas you will discuss within your paper.
- The kind of thesis statement you write will depend on the type of paper you are writing. Here is how to write the different kinds of thesis statements:



Disclaimer: Your paper specifics may not require a thesis statement, so please refer to your grading rubric for exact requirements as assigned by your instructor.

3 types of thesis statements

1

- Argumentative Thesis Statement
- Making a claim
- An argumentative thesis states the topic of your paper, your position on the topic, and the reasons you have for taking that position.

Topic **Position** **Reasons**

Technology has decreased our level of connectedness to others because it allows us to disconnect from the people in our physical environment and it does not foster the social skills needed in order to help us connect to those around us.

2

- Analytical Thesis Statement
- Analyzing an issue
- An analytical thesis states the topic of your paper, what specifically you analyzed, and the conclusion(s) you reached as a result of that analysis.

What's Analyzed **Topic** **Conclusion**

An analysis of alternatives to fossil fuel energies indicates that a better option is the use of solar and wind power.

3 types of thesis statements

3

- Expository thesis statement
- Explaining a topic
- An expository thesis statement states the topic of your paper and lists the key aspects of your topic that will be discussed in the paper.

Topic

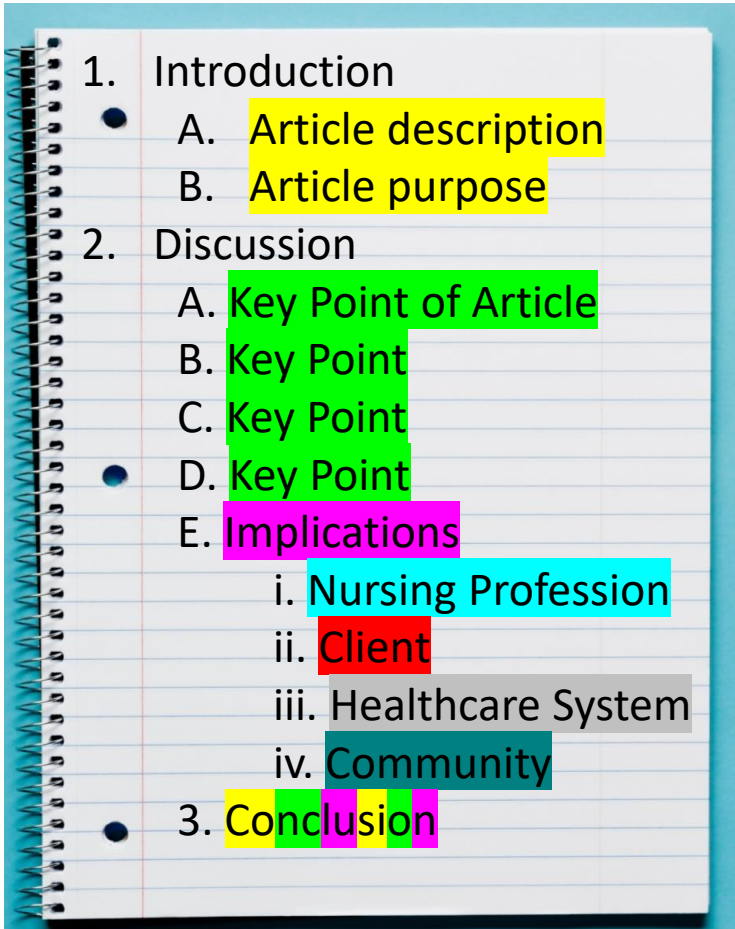
Key Aspects

Factors related to **student success** include **effective time management, motivation,**
and family support.



Use the rubric as a checklist

Use may wish to print out an extra rubric and use it as a checklist to ensure that each criteria has been met.



Use level headings as required and to differentiate distinct sections in your paper

Criteria	Possible Score	Earned Score	Reason for Deduct
Format			
Length of paper is 3 -4 pages (excluding title and reference pages), type-written, double -spaced, 1 -inch margins, 12 -point Times New Roman font (3%)	3%		
Correct grammar and spelling (5%)	5%		
Adherence to APA 7 th ed. including correct format for: (12% total)			
Title page (2%) [level headings] (2%), in-text citations (4%), only one single quotation less than 40 words (2%), and reference list (2%)	2%	✓	
Level heading: (2%)	2%	✓	
In-text citation: (4%)	4%		
One single quote: (2%)	2%		
Reference list: (2%)	2%		
Content of Work Submitted			
Introduction: Brief description of what the article is about and its intended purpose (15%)	15%		
Body: Key points of the article and implications			
Discussion of key points of the article (10%)	10%		
Address the implications of this article to:			
Nursing profession/practice (10%)	10%		
Client (10%)	10%		
Healthcare system (10%)	10%		
Community (10%)	10%		
Conclusion: Summarize your findings (15%)	15%		
TOTAL POINTS			
Possible:	100%		

Example Rubric

Use a highlighter pen and color code important aspects of your rubric

Logical flow of ideas

Example Rubric

The paper should reflect a comprehensive understanding of the topic and reflect originality, college-level writing, and effort on the part of the student/author/writer. The paper should provide effective examples and mature reasoning to support the overall analysis of the issue.

NO CREDIT is given in the following situations:

a) Writing on a topic that is not geriatric social/political in scope, b) focus is on a medical issue, c) there is evidence of plagiarism (may result in dismissal from the program).

Objective: Analyze the effects of social and/or political factors on the health and well-being of the geriatric population

Evaluation Criteria	Points	Points earned
Section I: Total maximum points = 75		
1. Introduction		
a. Provide background on the topic. [0-5 pts] <ul style="list-style-type: none"> Identify the issue that will be discussed and state the author's (student) position on that issue. Describe the issue and discuss the evidence behind it. The paper must contain clear, perceptive, arguable thesis statement that articulates its main issue. The thesis statement must explain how and/or why the identified issue is important. 	10	
b. The geriatric social or political issue must be clearly identifiable and stated in the introductory paragraph. [0-5 pts] <ul style="list-style-type: none"> A well-defined political-societal issue Reasons to support or oppose the issue or thesis 		

If all the required elements are presented, you may change their order for better flow.

1. Introduction

- A. Identify the geriatric/political issue
 - I. Position on issue
 - I. Support?
 - II. Oppose?
 - II. Description of issue
 - III. Evidence
- B. Thesis statement
 - I. Main issue
 - II. How is issue important
 - III. Why is issue important



Points

Look at the points breakdown to ensure you are presenting enough information in each section. This can help guide your outline.

1. Discussion
 - A. Advantages
 - I. Evidence #1, Article A journal
 - II. Evidence #2, Article B textbook
 - III. Evidence #3, Article C website
 - B. Disadvantages
 - I. Evidence #1
 - II. Evidence #2
 - III. Evidence #3
 - C. Nursing Resolution
 - I. Example A
 - I. Intervention

Example Rubric

2. Discussion		
a. Discuss the topic using the articles as references. [0-20 pts]		
<ul style="list-style-type: none"> ● Discussion on emerging political-societal issues with research or articles presented in academia that put forward evidence to support or refute student's thesis. 		
b. Discuss the advantages [0-10 pts] and disadvantages of the topic [0-10 pts] with support of the articles.		
<ul style="list-style-type: none"> ● Support and acknowledge the opposing points 	50	

6

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 N242 Nursing Role in Leadership, Management, Current Issues, and Gerontology (Fall 2022)

c. Nursing resolution: Discuss how the nursing profession can be of service to the issue. [0-10 pts]		
<ul style="list-style-type: none"> ● Clearly state what nursing can do to resolve the issue ● Resolutions or interventions to resolve the issue(s) must be clearly stated. 		
3. Conclusion: Appropriately sums up the idea and intent of the paper. [0-5 pts]	5	
4. Logical Flow of Ideas: Paper must have a logical flow of ideas and thoughts. [0-10 pts]	10	

Write a first draft

Write a first draft of the research paper

Your first draft won't be perfect — you can polish later on. Your priorities at this stage are as follows:

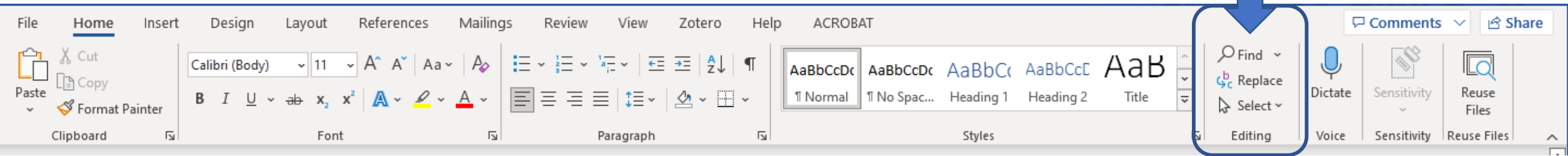
- ✓ Maintaining forward momentum — write now, perfect later.
- ✓ Paying attention to clear organization and **logical ordering** of paragraphs and sentences, which will help when you come to the second draft.
- ✓ Expressing your ideas as clearly as possible, so you know what you were trying to say when you come back to the text.

You do not need to start by writing the introduction. Begin where it feels most natural for you — some prefer to finish the most difficult sections first, while others choose to start with the easiest part. If you created an outline, use it as a map while you work.

Do not delete large sections of text. If you begin to dislike something you have written or find it doesn't quite fit, move it to a different document, but don't lose it completely — you never know if it might come in useful later.



Editing



- Replace weak verbs
- Remove adverbs
- Take out other weak words

Transition Words



As a "part of speech" **transition words** are used to link words, phrases or sentences. They help the reader to progress from one idea (expressed by the author) to the next idea. Thus, they help to build up coherent relationships within the text.

Agreement / Addition / Similarity

The transition words like **also, in addition, and, likewise, add information, reinforce ideas**, and **express agreement** with preceding material.

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

Opposition / Limitation / Contradiction

Transition phrases like **but, rather** and **or**, express that there is evidence to the **contrary** or point out **alternatives**, and thus introduce a change the line of reasoning (**contrast**).

although this may be true	but	although
in contrast	(and) still	instead
different from	unlike	whereas
of course ..., but	or	despite
on the other hand	(and) yet	conversely
on the contrary	while	otherwise
at the same time	albeit	however
in spite of	besides	rather
even so / though	as much as	nevertheless
be that as it may	even though	nonetheless
then again		regardless
above all		notwithstanding
in reality		
after all		

Attribution and endorsement claims

Attributing or projecting claims to **outside authorities** in a specific or general way

According to ____
____ argues (that)
____ discusses
____ states (that)
____ shows (that)
____ expresses
____ proves (that)
____ explains (that)
____ suggests (that)
____ demonstrates
____'s argument
____'s statement
____'s claim
____'s position

In ____'s view

As {argued} by ____

There is (widespread) agreement that...

There is (strong) evidence to {suggest}

A number of researchers ____

A study by ____ {found} that...

Attributing claims with **more or less** support or certainty

[neutral]	[positive]	[negative]
reports	affirms	claims
states	agrees	assumes
notes	stresses	suggests
describes	asserts	proposes
explains	demonstrates	believes
illustrates	emphasizes	in his opinion
argues	makes clear	overlooks
shows		
finds		
outlines		
maintains		
persuades		
In the view of		
According to		

Conjunctions

Words that link ideas, helping to create a 'flow' in the writing. Many conjunctions can be used at the start of a sentence and/or to link two short sentences into one long one.

Exemplifying

for example,
for instance,
to illustrate this
such as

Restatement

in other words
to sum up
in summary
in sum
in brief
that is
to put another way

Time & Place

First(ly),	subsequently
Second(ly),	prior to
Finally,	up 'til now
then	to the present
after	at present
afterwards	first and foremost
previously	next

Comparison

In the same way
likewise
just as
both...and

Condition

unless
if
then
in that case
that being so

Addition

In addition
Additionally
Furthermore
Moreover
Similarly
and
also
as well
besides
not only
but also
besides

Contrast

However
In contrast
On the other hand
On the contrary
Instead
Nevertheless
but
yet
still
neither...nor
even so

Replacement

Alternatively
or
or else

Concession

Although
Even though
Despite
Whereas
While

Concession words allow the writer to acknowledge opposing positions in less powerful ways

Cause

because
as
so
so that
since
therefore
thus
hence
as a result,
because of this
for this reason
in order for
in order that
consequently

Modality

Words which express degrees of
certainty, frequency or obligation

may
could
can
might
will
would
has to
had to
should *
must *
ought to
need

perhaps
possibly
probably
certainly

usually
sometimes
always *
never *
seldom
rarely

definitely
absolutely
by all means
clearly
of course
surely
obviously

occasionally
generally
regularly
for the main part

very
just
simply
merely
only
even
actually
really
in fact
much

barely
slightly
quite
almost
nearly
scarcely
hardly
absolutely
entirely
completely
totally *

tends to
seems
appears

Words with an asterix (*) indicate high modality (ie. 'strong' words). In academic writing, it is often preferable to use medium modality words (e.g. 'often' instead of 'always'; 'may' instead of 'must').

Evaluation

Words interpreted as
positive or negative or
which intensify meaning
of other words



Positive

important
significant
strong
clear
effective
main
major

beneficial
valuable
relevant
logical
persuasive
valid
unbiased
plausible
useful
succeeds in ...

Negative

problematic
limited
unrealistic
irrelevant
minor
unnecessary
insignificant
biased
invalid
questionable
controversial
fails to ...
neglects ...
dismisses ...
omits ...

Replace weak verbs

Replacing weak verbs will give your reader stronger visuals, more impactful emotions; will help you show, not tell, will reduce weak adverbs and will make for more concise writing.

Search (CTRL+F) for weak verbs like the following:

These are state-of-being verbs like to be verbs to look out for in your writing:

- Am
- Are
- Be
- Been
- Being
- Can
- Could
- Did
- Do
- Does
- Had
- Has
- Have
- Is
- May
- Might
- Must
- Shall
- Should
- Was
- Were
- Will
- Would

The Strong Verbs List

More on next slide 

- Absorb
- Advance
- Advise
- Alter
- Amend
- Amplify
- Attack
- Balloon
- Bash
- Batter
- Beam
- Beef
- Blab
- Blast
- Bolt
- Boost
- Brief
- Broadcast
- Brood
- Burst
- Bus
- Bust
- Capture
- Catch
- Charge
- Chap
- Chip
- Clasp
- Climb
- Clutch
- Collide
- Command
- Commune
- Cower
- Crackle
- Crash
- Crave
- Crush
- Dangle
- Dash
- Demolish
- Depart
- Deposit
- Detect
- Deviate
- Devour
- Direct
- Discern
- Discover
- Dismantle
- Download
- Drag
- Drain
- Drip
- Drop
- Eavesdrop
- Engage
- Engulf
- Enlarge
- Ensnare
- Envelop
- Erase
- Escort
- Expand
- Explode
- Explore
- Expose
- Extend
- Extract
- Eyeball
- Fight
- Fish
- Fling
- Fly
- Frown
- Fuse
- Garble
- Gaze
- Glare
- Gleam
- Glisten
- Glitter
- Gobble
- Govern
- Grasp
- Gravitates
- Grip
- Groan
- Grope
- Growl
- Guide
- Gush

Strong Verbs-Continued



- Hack
- Hail
- Heighten
- Hobble
- Hover
- Hurry
- Ignite
- Illuminate
- Inspect
- Instruct
- Intensify
- Intertwine
- Impart
- Jostle
- Journey
- Lash
- Launch
- Lead
- Leap
- Locate
- Lurch
- Lurk
- Magnify
- Mimic
- Mint
- Moan
- Modify
- Multiply
- Muse
- Mushroom
- Mystify
- Notice
- Notify
- Obtain
- Oppress
- Order
- Paint
- Park
- Peck
- Peek
- Peer
- Perceive
- Picture
- Pilot
- Pinpoint
- Place
- Plant
- Plop
- Pluck
- Plunge
- Poison
- Pop
- Position
- Power
- Prickle
- Probe
- Prune
- Realize
- Recite
- Recoil
- Refashion
- Refine
- Remove
- Report
- Retreat
- Reveal
- Reverberate
- Revitalize
- Revolutionize
- Revolve
- Rip
- Rise
- Ruin
- Rush
- Rust
- Saunter
- Scamper
- Scan
- Scorch
- Scrape
- Scratch
- Scrawl
- Seize
- Serve
- Shatter
- Shepherd
- Shimmer
- Shine
- Shock
- Shrivel
- Sizzle
- Skip
- Skulk
- Slash
- Slide
- Slink
- Slip
- Slump
- Slurp
- Smash
- Smite
- Snag
- Snarl
- Sneak
- Snowball
- Soar
- Spam
- Sparkle
- Sport
- Sprinkle
- Stare
- Starve
- Steal
- Steer
- Storm
- Strain
- Stretch
- Strip
- Stroll
- Struggle
- Stumble
- Supercharge
- Supersize
- Surge
- Survey
- Swell
- Swipe
- Swoon
- Tail
- Tattle
- Toddle
- Transfigure
- Transform
- Travel
- Treat
- Trim
- Trip
- Trudge
- Tussle
- Uncover
- Unearth
- Untangle
- Unveil
- Usher
- Veil
- Wail
- Weave
- Wind
- Withdraw
- Wreck
- Wrench
- Wrest
- Wrestle
- Wring
- Yank
- Zing
- Zap

A abandonedly abasedly abashedly abatedly abatingly abbreviatedly aberrantly abeyantly
abhorrently abidingly abjectly ably abnormally abominably abortedly about abrasively abruptly
absent-mindedly absently absentmindedly absolutely absorbantly absorbedly absorbingly abstainedly
abstentiously abstintently abstractedly abstractly abstrusely absurdly abundantly abusedly
abusively abysmally academically acapella acceptingly accessibly accidentally acclamatorily
accommodatingly accomplishedly accordingly accurately accusatorily accusingly accustomedly
acerbically achingly acidly acknowledgingly acquiescently acquisitively acridly acrimoniously
acrobatically actively actually acutely adamantly addictedly addictively additionally adeptly
adequately adherently adhesively adjacently admirably admiringly admonishedly admonishingly
adorably adoringly adroitly adulatingly adulterously advantageously adventurously adversarially
adversely aesthetically affably affectedly affectingly affectionately affirmatively affirmingly
affrontedly after afterwards again agape agedly agelessly aggravatedly aggravatingly
aggressively aggrievedly aghastly agilely agitatedly agonisedly agonizedly agreeably agreeingly
aimlessly airily alarmedly alarmingly alertly allegorically alliteratively alludingly alluringly
allusively almost alone aloofly aloud already also alternatingly alternatively altruistically
amateurishly amatively amazedly ambiguously ambitiously ambivalently amblingly ambrosially
amenably amiably amicably amorally amorously amply amuck amusedly amusingly
analytically anarchically anciently anew angelically angrily anguishedly angularly animalistically
animatedly annoyedly annoyingly answeringly antagonistically anti-climatically anticipatingly
anticipatorily anticlimactically antisocially anxiously anyway apart apathetically apodeictically
apologetically appalledly apparently appealingly appeasedly appeasingly appositely appraisingly
appreciatively apprehensibly apprehensively appropriately approvingly approximately aptly
aquatically arbitrarily arcanelly archly ardently arduously argumentatively aridly aristocratically
arm-in-arm around arousedly arousingly arrantly arrogantly aromatically artfully articulately
artistically artlessly ascendingly ascetically ashamedly aside asininely askance askew
aspiringly assentingly assertively assessingly assiduously assimilatedly assimilatingly assumingly

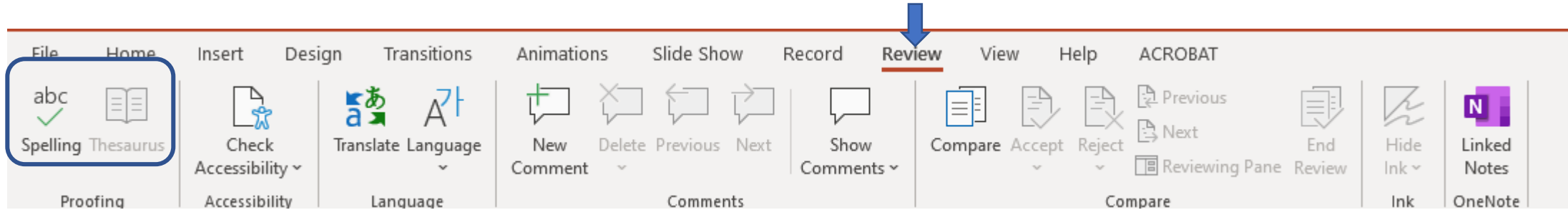
Adverbs weaken your writing

- Limit their use as much as possible
- Pick a more descriptive verb to use
- Use adjectives and nouns to describe what is going on





Proofing and editing your paper



1. Chrome Extensions

Proofreading extensions for Chrome or other browsers (like Firefox or Safari), evaluate your writing no matter where you go on the web. If you're typing online, they watch what you type and offer suggestions.

You can install these like any other browser extension, and they add writing tools to your browser that check spelling, grammar, and style.

If you write in Google Docs, you'll need more than a Chrome extension. You'll need a grammar tool that integrates directly with the Google Docs app.

2. Online Proofreading Tools

Website apps

Free online proofreading apps are websites that offer a simple text box where you can paste limited amounts of text to check it for spelling, grammar, and style.

They're free, but you get what you pay for.

Full-service online apps

Some services (like Grammarly) offer true web apps, akin to Google Docs, that let you write and save documents in your own cloud space.

They include a full range of built-in proofreading tools, but their formatting tools are limited.

3. Mobile Apps

These are keyboard extensions for phones and tablets that automatically check your writing on every text and tweet.

If you write on an iOS or Android tablet in a mobile word processor, you'll want a mobile proofreading app.

4. MS Word Add-ons

For writers who compose on MS Word, proofreading add-ons provide grammar and style suggestions right in your Word documents as you type.

If you write in MS Word, this will be your best choice, but these add-ons only work on MS Office for Windows. Apple users will need to use a desktop app.

5. Desktop Apps for Mac and Windows

Desktop proofreading software provides a native word processor that's designed for proofreading and editing.

Most of these apps don't have great formatting options, so I recommend writing in MS Word even if you use a desktop app for editing.

If you don't have access to an MS Office add-on, you can open any .docx file in a desktop proofreading app to check it.



Evaluate Your Sources with the CRAAP Test

C

Currency

The timeliness of the information

When was the information published or posted?

Has the information been revised or updated?

Does your topic require current information, or will older sources work as well?

Are the links functional?

R

Relevance

The importance of the information for your needs

Does the information relate to your topic or answer your question?

Who is the intended audience?

Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?

Have you looked at a variety of sources before determining this is one you will use?

Would you be comfortable citing this source in your research paper?



CRAAP Test, continued

A

Authority

The source of the information

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?
examples: .com .edu .gov .org .net

A

Accuracy

The reliability, truthfulness and correctness of the content

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?



CRAAP Test, continued

P

Purpose

The reason the information exists

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?

Do the authors/sponsors make their intentions or purpose clear?

Is the information fact, opinion or propaganda?

Does the point of view appear objective and impartial?

Are there political, ideological, cultural, religious, institutional or personal biases?

Sarah Blakeslee developed the CRAAP test with a team of fellow librarians from California State University, Chico. Read more at the following link:

https://en.wikipedia.org/wiki/CRAAP_test

References

Several websites were used to create this PowerPoint. Click on these links for additional information regarding paper writing, grammar, proofreading and other topics relating to academic writing.

<https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-03>

University of Maryland Global Campus

<https://writingcenter.uagc.edu/writing-a-thesis>

The University of Arizona Global Campus

<https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>

The Writing Center, University of North Carolina at Chapel Hill

<https://library.stlawu.edu/guide/transition-words-phrases>

St. Lawrence University

<https://www.scribbr.com/academic-writing/transition-words/>

Scribbr.com

<https://self-publishingschool.com/strong-verbs-list/>

Self-Publishing School.com

<https://researchguides.ben.edu/source-evaluation>

Benedictine University Library

<https://library.daytonastate.edu/reliable/CRAAP>

DSC Info Guides. Daytona State College

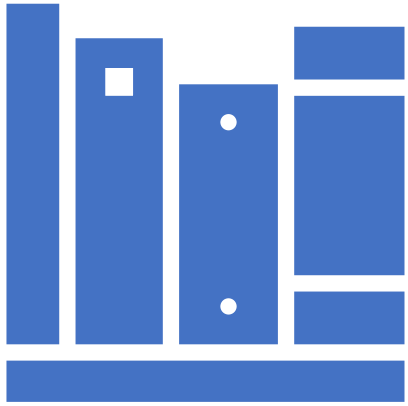
<https://scribemedias.com/proofreading-editing-software/>

Scribe Media.com

To create a proper References page in APA format, make sure to check out the APA Formatting Tutorial on the CONAH Library webpage.

<https://dhs.lacounty.gov/college-of-nursing-and-allied-health/home/student-support-services/college-library/>

For help with research and finding appropriate references, please refer to the Research Strategies tutorial, also found on the College Library webpage.



Research Presentation End

Questions? Email MTolosa2@dhs.lacounty.gov