Presented by *The Learning Resource Centre*
November 2023

The Basics of
Essay Writing

Reinforcing Basic Writing Skills and Essay Guidelines

This session is intended to help nursing students at the Centre for Nursing Studies (CNS) with the fundamentals of essay writing. This session can be applied to BScN, PN, and Continuing Studies programs. While students progress through their programs at the CNS, they are expected to learn how to write academically and professionally.

Please read the following documents;
Student Writing Skills Handbook PDF
APA Citation help session PPT
How to do a Literary Search help session PPT
Critical Analysis handout
Essay Outline handout
https://cns.easternhealth.ca/resources/learning-resource-centre-lrc/apa-and-other-resources/

Please attend/review these help sessions to build a robust foundation in your academic career.
https://www.comedywildlifephoto.com/

The Basics of *Essay Writing*

- Continuity & Readability
- Clear, Concise & Active
- Voice & Tone
- Pronouns
- Thesis & Audience
- Critical Analysis
- Storyboarding
- Revising & Editing

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This session will cover the most common mistakes and patterns students fall into while writing. This session focuses on helping students intuitively recognize when a sentence or paragraph they wrote has issues. Then, we will cover how to start your paper, how to critically analyze it, how to create an outline, and finally, how to edit it. Keep in mind this is not a rigid guide that you need to do in a specific order. Often times when writing papers, students will be researching, writing, outlining, editing, and adjusting simultaneously as they get a firmer grasp on which direction their paper will take.

If you take nothing away from this session, take this: your paper need only have two things: COMMUNICATION AND CRITICAL THINKING. Students need to showcase how they can clearly communicate their thoughts, and make insightful connections between ideas.

This is covered in more detail in the APA citation manual, generally labeled as stylistics. Please refer to Chapters 4, 5, and 6 in the APA citation manual 7th ed.
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). http://doi.org/10.1037/0000165-000
https://helpfulprofessor.com/#guides
https://owl.purdue.edu/owl/index.html <has many guides for paper writing

Stylistics- *Continuity & Readability*

The flow of your paper is incredibly important.

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The goal when writing a paper is to make it readable. Your professor should be able to read it all the way through without re-reading a particular word or sentence. It is not readable if they have to read a sentence a couple of times to figure out what you mean or if your paper is bouncing from point to point with no transitions. Switching between tenses, singular and plural, formal and informal, also impact readability. Refrain from sticking your words into a synonym generator and picking the fanciest of words. You do not need to *elucidate* anything; you can *clarify* just fine. If you are worried you used a word too much, rephrase your sentence. If there are technical terms that you believe your audience may not understand, include a brief definition. You will notice when I am speaking, I might say your reader when I am talking about your audience. Or you may call your paper, your essay. Do not do this in your paper. Stick with one term to consistently refer to an idea, concept, thing, person or population group.
Control + H (find & replace) is enormously helpful for catching this.

Please see the *APA help session ppt*. for more tips on how to maintain consistency and readability.

So, what are some common things that make a paper unreadable?

Ex. A student's paper discussed marginalized populations. They discussed sex workers in one paragraph, started a new paragraph, and it was only three sentences into the new paragraph that their professor realised that they had switched to talking about Indigenous peoples.

Transitions are important, make sure your thoughts and points are connected. You want to clearly indicate when you are transitioning to a new point, idea, or concept. Using transition words in your transition sentence is not enough. You must clearly indicate when you start a new point, idea, study, article, or population group.

Start a new paragraph if you are transitioning to a new idea/topic. It is better to have short and clear paragraphs rather than long and convoluted paragraphs.

Noun strings

BBC NEWS

Slough sausage choke baby death woman jailed

Nouns are people, places, things, or ideas. This news article title is what it looks like when there are too many nouns in a sentence. Some websites are bad at for this, as search engines use keywords (i.e., nouns) to bring up search results. We can get the general gist of what this article is talking about, but there are some inherent communication problems. Can anyone spot it? Did a baby choke to death on a slough sausage and a woman was jailed for negligence? Did the woman shove a slough sausage into a baby's mouth, choking the baby to death, and the woman was jailed for murder? Did a slough sausage become sentient and overcome with a murderous rage, choke a baby to death, and frame a woman? What is a slough sausage anyway? That needs to be defined. Choke? Does it not seem like the sentence would look better if you wrote it as choked*? All the verb tenses in one sentence should be the same. If it is 'jailed' instead of 'jail' it should be 'choked' instead of 'choke.' This sentence needs to be read repeatedly to try and understand the information it is trying to convey and even then it is unclear. This is why noun strings are a problem.

Here is an example of a nursing sentence;
"Skinfold test body fat percentage examination" Rephrase to make more sense "A skinfold test to determine body fat percentage"
p. 113 in APA manual 7th ed.
https://stancarey.wordpress.com/2010/06/06/news-website-headline-noun-pile-up-amusement/
https://www.bbc.com/news/10241928

Stylistics- *clarity*

be clear
be concise
be active

So we can see with the transitions and noun strings, we need to make sure our sentences are READABLE.

Appropriate use of transitions and removing noun strings provide clarity. Throughout your essay, you need to be clear, concise, and active.

So let's have a look at what it means to be clear, concise, and active with some writing examples.
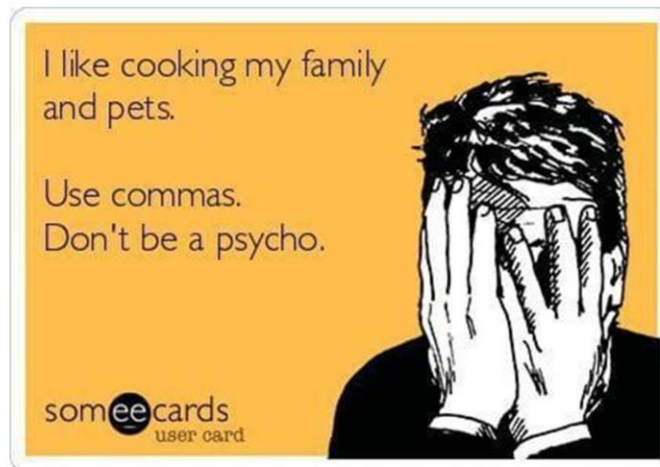
This sentence is pretty clear, he likes cooking animals and people. The naughty cannibal. Explain the connections between your thesis statement and your main points clearly. Present your points in a logical order, using commas and Oxford commas when necessary. Be consistent in your writing. The order of your points in your introduction should match the order in which you present your points in your main body. If I write an essay about cooking, my family, and pets, I will introduce them in that order and then write about them i**n that order.**

Assess each sentence to ensure it can be understood as a stand-alone sentence. It doesn't have to be a stand-alone, but it helps keep your clarity in check. Pay attention to word choices that may cause confusion. Each sentence should build upon your previous sentences.
https://blog.stcloudstate.edu/hbscl/2017/02/10/commas/

Be concise

> **Run-on sentence**
> From Wikipedia, the free encyclopedia
>
> A **run-on** is a sentence in which two or more independent clauses (i.e., complete sentences) are joined without appropriate punctuation or conjunction, and this is generally considered a stylistic error, though it is occasionally used in literature and may be used as a rhetorical device, and an example of a run-on is a comma splice, in which two independent clauses are joined with a comma without an accompanying coordinating conjunction,[1][2] although some prescriptivists exclude comma splices from the definition of a run-on sentence,[3] but this does not imply that they consider comma splices to be acceptable, and the mere fact that a sentence is long does not make it a run-on sentence; sentences are run-ons only when they contain more than one independent clause, and a run-on sentence can be as short as four words—for instance: *I drive she walks*—in this case there are two independent clauses: two subjects paired with two intransitive verbs, so as long as clauses are punctuated appropriately, a writer can assemble multiple independent clauses in a single sentence; in fact, a properly constructed sentence can be extended indefinitely.

Remove or rephrase any words or sentences that are inconsistent. Eliminate any descriptions of equipment, studies, participants, or procedures that do not provide substance to your critical analysis. Avoid run-on sentences (aim for less than 14 words per sentence as a rough guide).

Read aloud, have software read your paper aloud, or have a friend read your paper. When you read a sentence, your brain can fill in the blanks; it knows what you mean. Having someone or something else read it aloud is enormously helpful when finding errors. Reading it out loud will also help you catch grammar/spelling errors you might not have picked up on before.

Assess the quality of each sentence. Did you have to re-read a sentence to try and understand it? If so, rephrase the sentence.

https://www.reddit.com/media?url=https%3A%2F%2Fexternal-preview.redd.it%2FhHAwuinzFgo9Yhgbr0BuQVXpXuaF9FILWz6e99LmK_s.png%3Fauto%3Dwebp%26s%3D268f4980810893cbd6fc784648c34c48ed2b88c8

AN ERROR HAS OCCURRED. I'M SAYING THIS IN THE PASSIVE VOICE TO AVOID TAKING ANY PERSONAL RESPONSIBILITY.

www.savagechickens.com

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Use an active voice when writing.
"The subject performs the action." Or even better: "The subject acts." Instead of "The action is performed by the subject."

Example; "Surveys were completed by patients." vs. "Patients completed surveys."

https://www.merriam-webster.com/grammar/active-vs-passive-voice-difference#:~:text=The%20active%20voice%20asserts%20that,action%20represented%20by%20the%20verb
https://www.grammarly.com/blog/passive-voice/
https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/active_versus_passive_voice.html
www.savagechicken.com

Clear, Concise and Common

What to Avoid:

» Passive voice. Overuse of passive voice can obscure your original message.

» Redundancy. Use one term to express something. Using different synonyms for that term can cause confusion.

» Circumlocution

» Clumsy prose- flowery poetry –blanket statements

Passive voice: So, what is the difference between active and passive? Besides that random grammar gibberish, I just said? There are two ways in which your paper will benefit from using active voice. One, you will sound more confident. Using the passive voice gives the impression that you are unsure of the information you are conveying like you do not know what you are talking about and are uncertain of the direction your paper will take. Two, active voice sentences tend to be more concise than passive voice sentences. Using active voice reduces your chances of accidentally using a run-on sentence.

Avoid Redundancy: instead of using patients, participants, people, male, female, etc., stick with one consistent term to describe the population sample you refer to. This will keep your writing focused and efficient. Use clear and consistent terms. Use terms that your audience will understand. If you suspect your audience would not know a term, include a brief definition.

Circumlocution: Using many words when only a few are needed. Circumlocution makes your sentence indirect and vague. You do not read to wax poetic about how everyone, all of **humankind**, is suffering the consequences of COVID-19 in your paper. Stick to a professional tone; you do not need to be verbose in your writing. This style of writing is also referred to as making blanket statements. Blanket statements are fallacies where you try to label a group of something with a conclusion without supporting evidence.

Sentence and paragraph length
What do you think is a good size?

Sentence length can vary widely. Try to be on the shorter side with your sentences. If you have gone past 14+ words, double-check your sentence. Is it a run-on? Much like a run-on sentence, paragraphs can also be too long. A rough guide for paragraphs is anywhere between 200-300 words long. If your paragraph is an entire page, you need to chop it into two. Remember, your goal is readability. Would you want to read a paragraph that is 6 pages long?

Conversely, if your paragraph is one sentence, you may want to review your essay outline again.

These are very rough estimates! Sentences and paragraphs can be shorter or longer than this!

Contractions

Don't

Do not use contractions. It is easy to forget not to use them when writing, as they form such a big part of our everyday speech. **Do not** use contractions when writing academically or professionally.

Aren't- are not
Can't- cannot
Didn't – did not
Don't -do not
Isn't- is not
There's- there is
That's- that is
It's- it is

Colloquialisms, Jargon, Idioms

Don't[2]

Refrain from using colloquialisms, jargon, and idioms. Your goal is readability at all times. If someone who just learned English picked up your paper, would they be able to understand it? If humanity went extinct and a robot picked up your paper 200 years in the future, would they know what you are saying?

Colloquialisms example: gonna – going to

Jargon example: nitty gritty- the small details

Idiom & adage- needle in a haystack- something that is extremely difficult to find

Anthropomorphism

» Attributing human characteristics does not just apply to animals; you can do it to inanimate objects as well.

Anthropomorphism is where we attribute human characteristics to objects or animals. The author is the one who wrote the article. The author is the one who concluded, argued, responded, reported, and introduced.

The article cannot stipulate any criteria or extrapolate any new information; it is a piece of paper. 'The study found…' The study better have found the author's name.

https://knowyourmeme.com/photos/898997-anthropomorphism

Your Voice
YoUr VoIcE

"The article cannot stipulate any criteria or extrapolate any new information, it is a piece of paper. 'The study found...' the study better have found the author's name."

Let's take that sentence I just said. What kind of voice do you think I have from this sentence? You can see the sentence uses 'big academic words,' *stipulate*, *criteria*, and *extrapolate*, yet does this come across as academic-sounding to you? It sounds saucy bordering on rude.

Much like when you are speaking, there are various nuances to your writing voice. The vocabulary you use, the tone you take, your point of view, and how you structure your sentences all impact how your audience reads your essay. How you carry your voice impacts how your reader interprets what you mean. Do you want to sound like a poet or a scientist? Do you want to sound like someone who didn't do their homework or an expert on the subject? Do you want to sound like Trump or Obama? (Side note: This is colloquialism. Your audience may not know who either of these individuals are, and/or they may not know their speaking styles.)

https://charleshstewart.com/blog/ethos-logos-and-pathos/
Drew, C. (May 22, 2023). *10 Pathos Examples*. Helpful Professor. https://helpfulprofessor.com/pathos-examples/
Gabunia, T. (2023). *15 Ethos Examples (Appeal To Credibility)*. Helpful Professor. https://helpfulprofessor.com/ethos-examples/

Mood

I wish somebody **would**

Mood refers to the verb you use to express your attitude towards what you are writing about.
"if the hospital **were** larger, they **would** have had access to more patients."
Vs.
"If the campus **was** larger, they **would** have had access to more patients."

This mood comes across as the author sadly wishes. Use the word 'would' very carefully. It comes across as passive, like you are hedging words with wishful thinking. Think about the sentence we were just talking about: "The article cannot stipulate any criteria or extrapolate any new information; it is a piece of paper. 'The study found...' The study **better** have found the author's name." Mood refers to your word choice, your expression, and your attitude. What do you think the word 'better' conveys about your attitude?

Tyler Perry in Madea [T.V. Series] (side note- this image is a reference to a quote; you need to explain in your paper when you are referencing anything that is not your own idea)

Pronouns

Me: First-person vs. Third-person

When writing academically or professionally, a third-person perspective refers to removing personal opinion from your writing. For example, if you are writing a paper about abortion, the reader should not be able to tell your personal opinion on the subject. Everything written in your paper about abortion should be grounded in solid research and evidence. Refraining from writing 'I, me, and myself' is an excellent way to prevent this slip-up.

Use first-person rather than third-person when talking directly about your work or decisions to avoid ambiguity.

Ex. "When reviewing this case study, I noted several compounding errors in Smiths methodology."

This can also be rephrased to "Several compounded errors became apparent when assessing the methodology in Smith's case study."

Which is both third-person and active voice. Do not refer to yourself as 'the author' or 'John Doe' Instead, you can use the 'I, me, myself,'' or if there are a couple of you writing the paper, use 'we, our.'' If you have a paper where your professor requires a discussion regarding why you chose a topic or an article, you can use the 'I, me, myself.' However, adjust your essay to a third-person perspective after transitioning to a new paragraph.

https://www.vulture.com/2019/06/simpsons-homer-backs-into-the-bushes-meme-gif.html

The editorial 'we' is used when talking about people in general.
'We typically study this procedure in a clinical setting'

is incorrect, rephrase to;

'nursing students study this procedure in a clinical setting.'

https://i.pinimg.com/originals/77/68/de/7768de1fbd11987c67726e06ceae3830.jpg
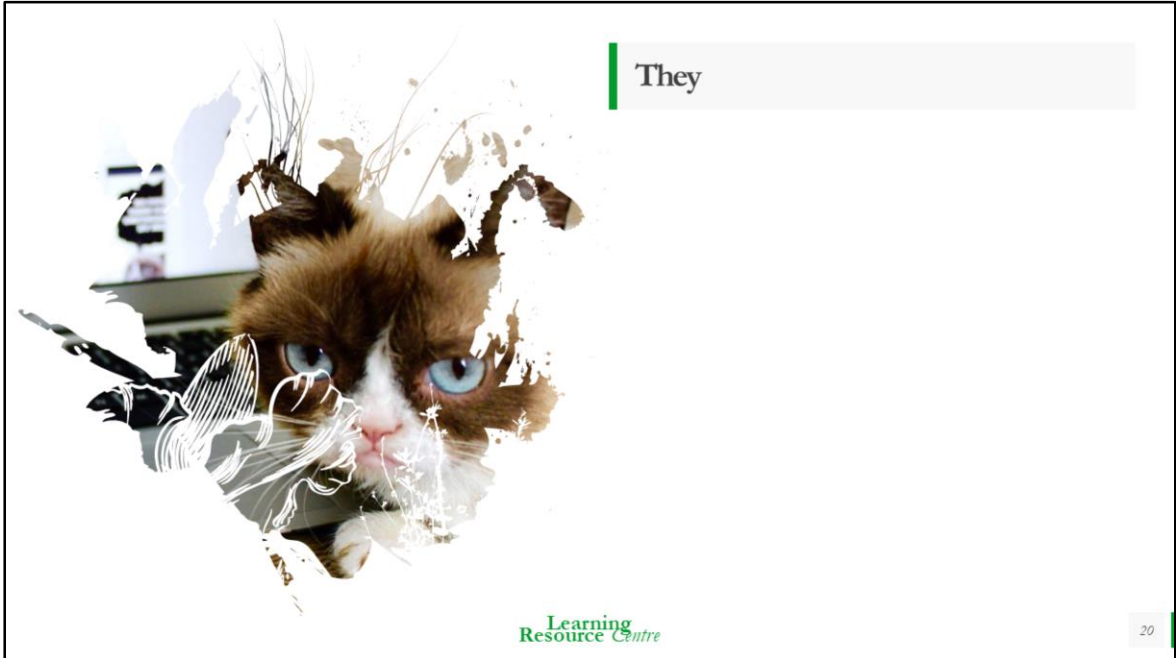
They

Always use they/them pronouns to refer to a specific author, participant, patient, researcher, or person. Using the author's name instead is recommended to avoid the audience's question of who is them?

The only time it is recommended to use she/her or he/him is when you are doing an essay on gender identity. In that case, using their preferred pronouns, carries a tone of professional respect.

Please see chapter 5 in the APA manual 7th ed. For bias-free language and p.120 for pronouns of they/them.

Who
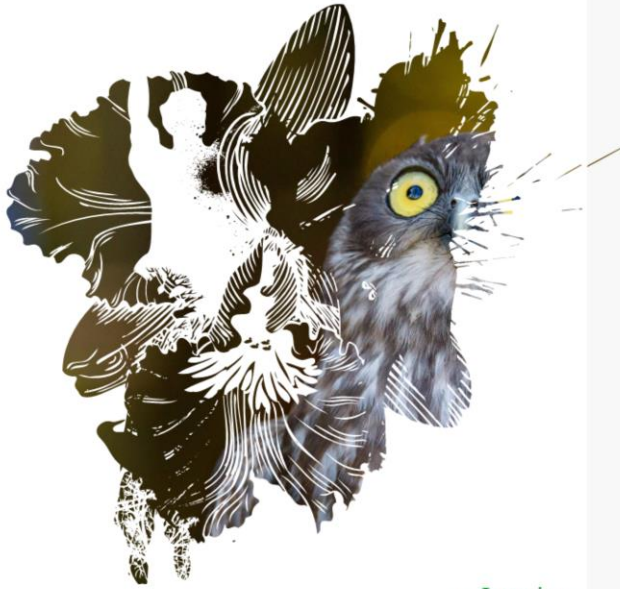
"The patients **that** completed the task"
Rephrase to;
"The patients **who** completed the task"

'That/which' is for things or animals
'Who' is for people

If you are discussing an animal where the name and sex are known, you can use gendered pronouns (who) for the animal.
Ex. Nim Chimpsky the male chimpanzee **who** was a subject in sign language experiments

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Starting your Essay

Audience

Knowing your audience lets you decide how you approach the subject of your paper.

» Is your audience viewing your paper with an academic lens? Are they patients reading your poster?
» Is your audience well-versed in the subject?
» Will your audience understand the technical terms you use?
» Is your audience a member of a population group you discuss in your paper?
» Has your audience been affected by the events you are discussing?

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When you first start to write, you need to decide who your audience is. Is this paper for your professor who is well-versed in the topic? Or is this a poster presentation meant for patients?
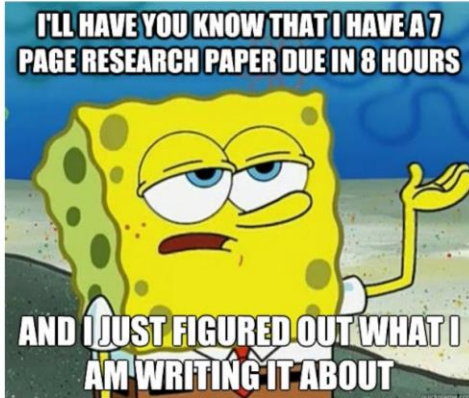
Who is your intended audience?
How does your paper address the audience?
What response are you hoping for in your audience?
Are you trying to persuade them to take your viewpoint?
Are you trying to get the audience to understand a misunderstood or little-known topic?

Topic & Context

How do you choose a topic?

» Is it related to your essay guidelines?

» Are you interested in the topic? It helps if you are personally interested in the topic.

» Is it current? Nursing topics should be within the last five years.

» Can you find good articles on the topic?

» What does the current literature say on the topic?

» What are the circumstances (context matters!) surrounding this topic?

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If your professor decided the topic for your paper, great. But what do you do when your essay guidelines don't tell you a topic? If you are unsure, draft a short list of topics or issues you are interested in. Take those topics through a few literary searches. Seeing how much or little research on a particular topic can help inform your decision when choosing a topic. It can also help you decide your topic if you find excellent articles, books, or websites that you can use to support your thesis. What if the topic provided by your professor is broad in scope and has a huge mountain of evidence? Set parameters for your paper to keep within the set word court. Specify your focus will be on x, y, and z. Once you have your topic, you can start working on context.

Please see the PPT slides for Literary Search Lab for N1001, N101, and Bridge Lit. Lab, or the LRC Literary Search Help session PPT slides for how to do a literary search. A part of doing a literary search is inadvertently crafting a thesis statement. Your literary search question can be used to start your thesis statement.
https://forms.app/en/blog/research-memes

Thesis Statement

THESIS STATEMENT

A thesis statement clearly articulates the main point or argument of an essay, dissertation, or research paper.

DEFINITION

- **Position:** A thesis statement takes a clear stance on a topic, presenting an argument about it.
- **Placement:** Generally, the thesis statement is placed at the end of the introduction of an essay.
- **Evidence-based:** The thesis statement doesn't include evidence, but it needs to be supported by evidence in the essay.

EXAMPLES

- **School Uniforms Bad:** "School uniforms should be banned in all schools because they restrict individuality and free expression."
- **School Uniforms Good:** "School uniforms are good because they teach young people the importance of following rules and dressing appropriately."

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Once you have found good articles surrounding your topic and understand its context and background, you can start crafting your thesis statement.

Typically, you will have inadvertently created a thesis from the search question you used while doing your literary search. Your thesis statement can be the answer to your search question. A thesis statement is usually a sentence or two that explains the trajectory of the topic in your paper. It is the primary purpose of your paper. It is often an argument or an evidence-based opinion on the topic you will be taking. You must use an active voice when you write your thesis statement. If you use passive voice or ambiguous language, your audience can miss your thesis statement. Your thesis should also answer any essay guidelines set by your professor.
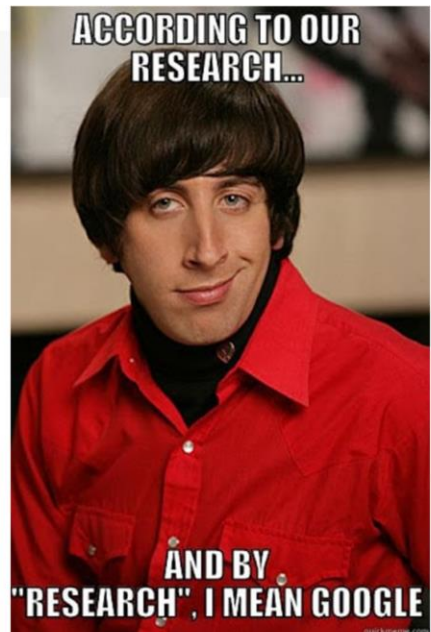
APA manual 7th ed. p.9
https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html
Drew, C. (May 20, 2023). *101 Thesis Statement Examples*. Helpful Professor. https://helpfulprofessor.com/thesis-statement-examples/

Considerations

Once you have your thesis, you can flesh out the rest of your paper. What are the main points that support your thesis? What evidence (articles, books, websites, etc.) do you have that supports your main points/thesis? Continue to revisit and revise your literary search as you narrow down what you need to support your paper. Remember what possible questions your audience may ask when reading your paper. What are the possible cultural ramifications, social issues, ethical implications, or scientific/medical impacts that have a bearing on your paper? What other resources are needed to flesh out the topic of your paper fully?

Please see the literary search PPT slides to help with your research. Use academic digital databases, like CINAHL and PubMed. You are looking for credible, research-based, Canadian healthcare-similar, and recent articles written by nurses for nurses to lay a solid foundation for your paper.
https://forms.app/en/blog/research-memes

Critical analysis is where you take an in-depth examination of the elements of a topic. In particular, it means asking who, what, where, when, why, how, and beyond.

Has you done a jigsaw puzzle? How do you do a jigsaw puzzle?

https://www.uow.edu.au/student/learning-co-op/assessments/critical-analysis/#:~:text=As%20Brown%20and%20Keely%20discuss,postulating%20on%20what%20you%20process

Analytical thinking

SO FAR, SO GOOD

NIGHT SKY JIGSAW
10,000 PIECES
10,000 PIECES

CHRIS MADDEN.
www.chrismadden.co.uk

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Analytical thinking involves examining each piece of the jigsaw puzzle to see how they fit together to complete the puzzle. Finding all the edge pieces and creating the outline first is an example of analytical thinking. Finding specific pieces with a distinct image and assembling them first is also an example of analytical thinking.

https://www.risely.me/critical-thinking-vs-analytical-thinking/#:~:text=For%20example%2C%20you%20might%20start,relevance%20to%20the%20overall%20picture
https://www.chrismadden.co.uk/images/cartoons/jigsaw-moon-cartoon.gif

Critical thinking

Grouping the colors and shapes based on the picture of the box is critical thinking. You are not taking the puzzle pieces by one distinct thing at a time, but categorizing it into groups, which makes it easier to break down. Would you want to try to find only the Waldo pieces in such a large picture? No, of course not. You would want to pile all the predominantly blue pieces together because they most likely are the boat. Or focus on the pieces with white in them because there are fewer, and they will be quicker to assemble. In order to have a solid critical analysis you need both analytical and critical thinking skills. Critical analysis shows your reader that you not only know about the topic, but you understand the topic and can extrapolate from it.

https://www.risely.me/critical-thinking-vs-analytical-thinking/#:~:text=For%20example%2C%20you%20might%20start,relevance%20to%20the%20overall%20picture
https://www.amazon.ca/Poster-Studio-36X24-Wheres-N241425/dp/B07CGQNQQM

So, how do we relate this puzzle analogy to your paper? You can start with the basics and frame your puzzle with edge pieces: who, what, where, and when.

Please see the 'critical analysis' handout for more critical thinking questions.

https://www.uwyo.edu/science-initiative/lamp/_files/critical_thinking_pdf_resource.pdf

How & Why

- Why is there a problem or challenge?
- How is this relevant to the healthcare field?
- Why is there a need for this currently?
- How does this impact society?
- How do we approach this in a safe healthcare setting?

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A good essay always answers the how and the why of the topic.

Please see the 'critical analysis' handout for more critical thinking of the 6 W's

https://www.uwyo.edu/science-initiative/lamp/_files/critical_thinking_pdf_resource.pdf
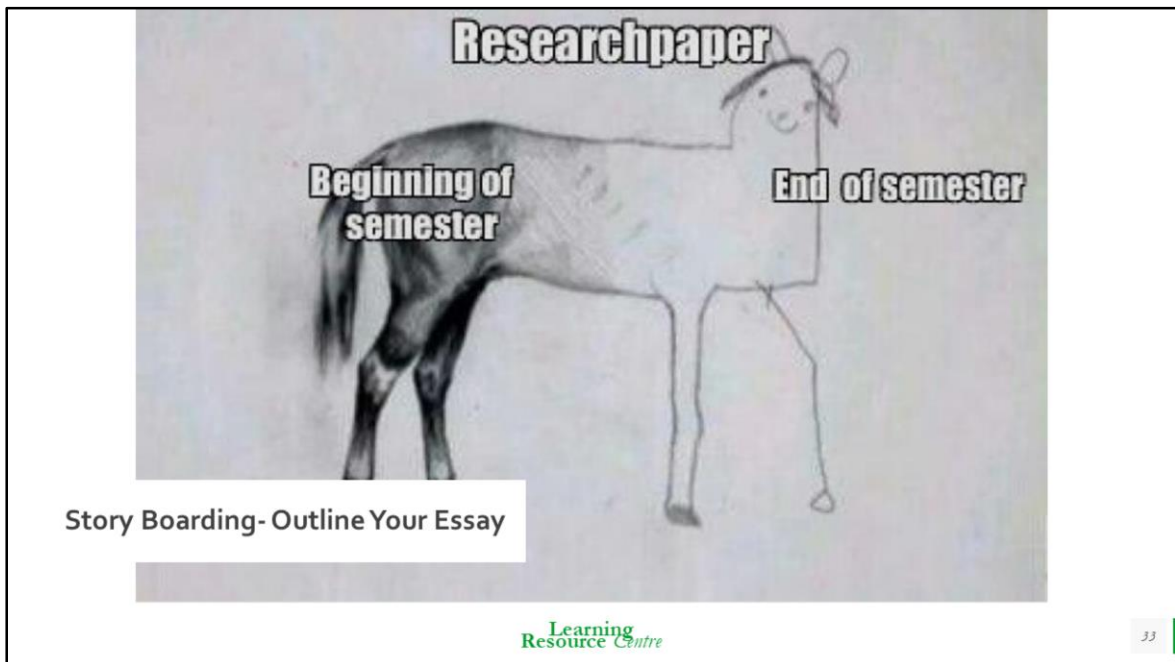
So what? What if? What next?

In any critical analysis, you should be able to answer the questions: who (author/audience/and people who are discussed about perspectives. the stakeholders of this topic), where (Canada- healthcare similar?), WHAT (is the best/worst case scenario, what is getting in the way of progress), when (is this within the last five years, older or more recent?), **WHY**, and **HOW** about your topic/thesis.
A great essay will take things further than the 6 W's. You need to make thoughtful connections. How do these two things relate to each other? What is their relationship like? Does one build upon another? Do they impact each other? Is an idea created from learning from another?
Cause/effect, problem/solution, contrasting, supporting, building, symbiosis, predation, competition, commensalism, mutalism, amensalism, parasitism
But SO WHAT? Why does this matter? Why should you, the author, care? Why should your audience care? And if you and the audience care, what comes next? What can you or your audience do if this topic impacts you?

https://byjus.com/biology/what-are-the-types-of-interactions-between-organisms/
https://study.com/academy/lesson/analyzing-interactions-among-main-ideas.html
https://www.icegif.com/what/

Story Boarding- Outline Your Essay

An outline can help you maintain consistency throughout your paper. Start strong, finish strong.
An outline can help your paper appear more polished, even if it is more of a 'beginning of the night, end of the night' kind of paper.

Please read the Essay Outline Handout for more information

https://cns.easternhealth.ca/resources/learning-resource-centre-lrc/apa-and-other-resources/
https://forms.app/en/blog/research-memes

Introduction Paragraph

Your introduction should be your most robust paragraph. It should be very clear and attention-grabbing. Your audience should be able to clearly and easily pick out your thesis statement and the main points from your introduction.

- Introductory sentence – attention grabber, acceptable to use emotional structure.
- Introduction of topic.
- Introduction of your **thesis statement**, argument, or statement of purpose.
- If applicable, state your position on the topic supported by a critical literature analysis.
- A statement of the general trajectory of your argument or a brief summation that gives an overview of the topic is needed.
- State the main points supporting your position and the research you will elaborate on.
- Introduce the opposing position and indicate you intend to refute it (if applicable).
- Transitional sentence.

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Summation paragraph (if applicable)

Sometimes, you must devote more time explaining/introducing a topic. This usually occurs in compare/contrast essays where you must give a synopsis of a piece of literature.

- Introduction of material (article, book, website, etc.).
- Summary of main points of the material.
- Thoughtful analysis: audience? Author's intent? How effective is the material at presenting its viewpoint? Is it research? (Ex. If it is a case study, are there any points that may be brought up? Sample size, location, and how old is it? Explain why this is a good article.)
- Transition sentence to next piece of literature or first point.

First point

This should be your strongest point or the point with the most evidence (articles) supporting it.

- Introduction of the first point.
- Supporting evidence #1 (article, book, website, etc.).
- Supporting evidence #2 (article, book, website, etc.).
- Connection to your thesis.
- Critical analysis is where you connect your thesis, the topic, and your first point.
- Transitional sentence that slides into the next point.

Second point

This should be your second strongest point.

- Introduction of the second point.
- Supporting evidence #1 (article, book, website, etc.).
- Supporting evidence #2 (article, book, website, etc.).
- Connection to your thesis.
- Critical analysis where you make connections/explanations.
- Transitional sentence that slides into the next point.

Third point

Your weakest point, or the point that is a supplement, but nice to include (like icing on a cake).

- Introduction of the third point.
- Supporting evidence #1 (article, book, website, etc.).
- Supporting evidence #2 (article, book, website, etc.).
- Connection to your thesis.
- Critical analysis where you make connections/explanations.
- Transitional sentence that slides into the next point.

Most papers will start with the strongest point and move to weaker points in this outline. But you do not necessarily have to do this in paper writing. Remember how I said you should treat your outline like you are writing a story? Most stories we read build to a crescendo of an epic event. If you look at your paper this way, would it not be better to put your most significant point with the most evidence last?

Refutation paragraph

Refutation of opposing viewpoint (if applicable). Sometimes, writers will have a dissenting opinion in their essay after their weakest point. This is so the essay doesn't end on the weakest point. Instead, it ends after you've proven that the opposite opinion has too many flaws based on the available evidence.

- Introductory sentence(s) presenting a dissenting opinion or oddities in the current literature/case studies.
- Cite example(s).
- If there is an opposing viewpoint, critically analyse why it is wrong.
- Supporting evidence (article, book, website, etc.).
- If there are oddities in current literature, give a thoughtful analysis on why those inconsistencies are present (this is usually where cultural ramifications, social issues, ethical implications, or various broader issues come into play).
- Supporting evidence (article, book, website, etc.).
- Thoughtful analysis sandwich.
- Transitional sentencing to your conclusion.

Sort of like stories where the mentor is killed, or the hero is betrayed before the final fight scene

Conclusion

Remember, your conclusion should be just that—a conclusion. Do not introduce any new information!

- Emotional sentence/attention-grabbing sentence(s).
- Restate the topic.
- Restate the argument/ thesis statement.
- Restate the main points and how they support your thesis.
- Closing sentence(s) to indicate the paper is done and the topic/thesis has been thoroughly flushed out.

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You can start from your weakest point and build up to your strongest point.

You can have more than three main points.

You can have one or more supporting evidence per point.

You can discuss a point in one, two, or even three paragraphs if you have a lot of supporting evidence or critical analysis that needs to be covered. You are not locked into one paragraph per point format.

70% of editing is staring at your work for hours while making this face

revairia.tumblr.com
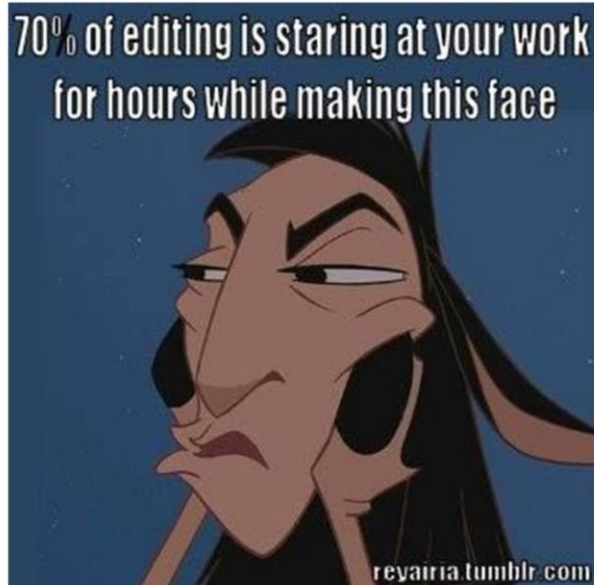
Once you finish writing, you shouldn't just immediately pass it in. You should give yourself enough time to edit and revise it.

How to edit; **Read your paper aloud**, or have writing software read it to you. Look for errors in grammar, sentence structure, ambiguity, or sentences were you lose your train of thought.

Have a friend read it for you to see if they can spot issues. Remember, the goal is readability. Your friend does not need to be a nurse or your really smart English major friend. Any friend will do. Our brains fill in gaps when reading silently, which means you will miss spelling and grammar errors.

eevn wehn yuor raednig tihs- your brain can still correctly interpret the words before you realise that only the first and last letters are in the correct place. Reading your essay aloud helps catch things like this.

You can take your essay to the MUN writing centre or the CNS computer lab, and support staff can help review it with you. Your goal is to polish your essay for those extra couple of points. Please leave enough time for the editing process, in case you find something in your paper that requires a major revision.

https://www.wordstitcheditorial.com/the-value-of-intangible-copyediting-and-proofreading-skills/70-of-editing-is-staring-at-your-work-for-hours-35374665-1/

You finally finished your paper! Huzzuh!

Learning Resource *Centre*

Thank You

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Questions?