Planning & Drafting: Overview

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Outlining

*Topics-based outline*
- I. Introduction: Computers in the Classroom
- II. Uses of Computers:
  - A. Labs
  - B. Classroom Instruction
- III. Revision Studies:
  - A. Study A
  - B. Study B
- IV. Conclusions

*Point-based outline*
- II. Different uses have different effects:
  - A. All uses increase flexibility
  - B. Networked computer labs allow student interaction
  - C. Classroom instruction does not enhance learning
- III. Studies show that the benefits on revision are limited:
  - A. Study A: writers more wordy
  - B. Study B: writers need hard copy to revise effectively
- IV. Conclusion: Too soon to tell how much word processors improve learning:
  - A. Too few reliable empirical studies
  - B. Too little history, too many programs in transition

Preliminaries to Drafting

*Exploratory drafting & planned drafting*

*Two styles of purposeful drafting*

*Quick & dirty*

*Slow & clean*
Planning: 4 Traps to Avoid

Don’t organize around the assignment

Instructor’s Assignment:
Different theories of perception give different weight to cognitive mediation in processing sensory input. Some claim that input reaches the brain unmediated; others that receptive organs are subject to cognitive influence. Compare two theories of visual, aural, or tactile perception that take different positions on this matter.

Student’s Opening Paragraph:
Different theorists of visual perception give different weight to the role of cognitive mediation in processing sensory input. In this paper I will compare two theories of visual perception, one of which . . .

Don’t just summarize sources
Don’t structure report around topics of the data
Don’t structure around the story of the research

A Plan for Drafting

Decide where to state the main point
in your introduction, at or close to its end;
in your conclusion, at or close to its beginning.

Plan a working introduction
Announce a thin topic
Create a brief context

Organize the body of the report
Conventional prescribed organization: Introduction—Methods and Materials—Results—Discussion—Conclusion.
Sketch necessary background, definitions, and conditions
Find the best order for your reasons and evidence:
Old to new
Shorter & simpler to longer & more complex
Uncontested to more contested
Chronicological order
Logical order
Concessions and conditions first
Locate acknowledgments and responses
Locate warrants
Pitfall to Avoid at All Costs: Plagiarism

Plagiarism defined

Avoiding straightforward plagiarism of words
- type quotation marks before and after them, or create a block quotation (see the Quick Tip at the end of this chapter);
- record the words exactly as they are in the source (if you change anything, use square brackets and ellipses to indicate changes);
- cite the source.

Avoiding plagiarism of ideas

Indirect plagiarism of words

Next Steps

Revise
Revise
Revise