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## Concise guide to writing

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In the literature department, Cooper teaches an upper-part writing workshop in an important seminar and graduates in composition studies. He offered doctoral options in composition studies and chaired eleven dissertation committees. Cooper taught high school English for nine years in Sacramento and in Concord, California. In the summer of 1967, he was assistant director of the Reed College Peaco Corps program and volunteered training to teach English in Iran. After receiving a Doctorate at U.C Berkeley in 1969, he taught at U.C. He visited scholars at Stanford University in the spring of 1979, he lectured extensively (for example, Karlova, Norwich, Toronto, UCLA, Ohio State, Iowa, CUNY) and was visiting professors at the University of Iowa and Stockholm University. He introduced the National Educational Progress Assessment (1973-1981) and coordinated the development of california's first writing assessment (1986-1991) for more than fifty years, his main interest was history, theory, practice, and teaching assessment of school and college writing, both standalone in the curriculum and in. His college textbooks (in collaboration with Rise Axelrod) for the first year writing course have been widely used to write, conciseness is essential. Last month, when asked to rebuke a member's statement in the Let's Write Something group, wrote this: The original example: There are different ways to assess the progress of the country. The effort: The question of which methods should be used for evaluating the country's development process by the government has received a lot of public attention. (26 words!) Remember: You won't get a good score in lexical resource by stretching your sentences, doing that net you about 6.0 points. Simon has written a wonderful post about it. To write about conciseness is essential, you need to fill out your 250-word essay using words related to the topic, not just the popular weasel word. The lengthy sentence is the result of 5 reasons: Nomination is a step of turning [VERB] into [its noun]. For example, a simple verb, for example, to evaluate, can be written as for evaluation (2 long words), a common myth in the IELTS community is that you can get a good score using as many noun phrases as possible. This is wrong because the noun phrases are good when they shorten your answer, not when stretching! Example: Exchange programs cost a lot of money that a certain number of students may not be able to access. FIX: The expensiveness of exchange programs makes them inaccessible to many students. In the example above, using the noun phrase (the cost of various exchange programs). Instead of a sentence with Subject + Verb + Object (exchange program costs a lot). This procedure is called reducing the noun clause. However, if you nominate your sentence (just write a new verb as a noun phrase), for example, to identify -&gt; as an indication, then you'll only make your writing worse. To avoid written nominations, please check the guide of Louis Biggie. However, nominations appear very often in speech and for good reason. The long adjective acts similar to the adjective, since both can modify the noun. For example, in a public interest phrase, public phrases are add-ons that modify the word attention. On the contrary, in the phrase Public Interest (which is synonymous), attention is corrected by public adjectives. Adjectives typically have adjectives that have the same meaning, so it's best to save them when you want to highlight them. 3.Unnecessary construction expletive as phrases like it is/have/are. Example: It is inevitable that oil prices will rise (8 words). Correction: Oil prices will inevitably rise (5 words) However, there are a few exceptions: Example 1: Rain, the word it is a puppet, so we can not remove it. If we delete, there is a sentence that becomes non-grammar. All the sentences here are in a pseudo passive voice, as the real story disappears. - We don't know who is assessing the progress of the country. However, the author does not use the structure of passive sound (as + participle past) 4.unnecessary time expression for some reason, many IELTS Chinese and Vietnamese applicants prefer to start their essay with In recent times. The choice is today and today, which is the same. If you want to talk about ongoing trends, just change the grammatical tension from the simple present to present the continent or the perfect present. 5. What's unnecessary instead of using something like this: manager's opinion (5 words) I suggest you use the takeover style: manager's comments (3 words)----- Use language, sentences and punctuation to intensify. For example, greater importance means important, train yourself to improve your punctuation. Missing or misplaced punctuation can affect the clarity of your academic writing. If a tutor has to waste time making sense of your sentence, they will not focus on your thoughts. If you're not clear about how to use commas, semicolons and colons, see the ASC publication briefbook for punctuation. Always be ware of long sentences. Long sentences are hard to understand. There is no rule that tells how long sentences should be and it is helpful to have a mixture of shorter and longer sentences. However, if the sentence is too long, your score will be lost. It's a good idea to be particularly aware of: sentences with too many sentence pieces, which don't matter, and therefore not real sentences. For example, in the following example, the sentence is followed by a subsection. The project is a real-life research and is part of a larger study of patient and carer problems, which aims to identify a range of unmet patient needs in this 'text' sample, which aims to identify a range of patient needs, unmet' is not a sentence'. Make sure your structure is rational and easy to track. A neutral and rigorous amendment is not a one-time task. It takes several steps. Distinguish clearly between writing your work and then editing it. Editing is a totally separate process. Page 2, you start showing ideas, organize and combine them under topics. Writing is rough because you have to work through what you think, your argument is the theoretical material you are using and how to organize it. You can edit it to see if it matches your overall arguments and topics, and each section carries your arguments forward. You are viewing the overall shape of your document. What does it do the lecture sheet ask you to do? Do you understand the marking criteria? Loading file, McGraw-Hill's concise guide to writing this page's research papers deliberately left McGraw-Hill's concise manual blank on writing Carol Ellison's New York Chicago, San Francisco, Lisbon, Madrid, Mexico City, Milan, New Delhi, San Juan, Seoul, Toronto, Toronto, copyright, ©, 2010, by mcgraw hill company, all rights reserved unless permitted under the 1976 U.S. Copyright Act, prohibiting, reproducing or distributing any part in any form or by any means or stored in a database or retrieving the system. 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Restrictions This liability applies to any claim or cause such claim or cause a occurrence in a contract, torture or other Preface ix content Chapter 1: Getting started 1, delegating interpretations, 2 types of assignments, 7 selections, research topics, 10 development, work thesis, 14 analysis of your audience, 16 write proposals 17 Chapter 2: Do your research, 19 search the Internet, 20 types of assignments and database resources 25 search the library library 26 using the catalog. Library 30 Browse data 32 Search articles in a periodic 34 identify the appropriate source 38 identify the reputable online source 40 famous identifying the printing source 44 key readings 45 v your research document content 49 narrow (or expand) your search 53 write a bibliography with 55 annotations, complete the original research 57 survey 59 interviews 64 chapter 3: invention. 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Avoid copying 122, protect yourself from imitation 12 3121. 89 Content Selection Document Characteristics 124 Quotation/Reference 129 Summary/Parapars 133 Bibliography/Reference Works 136 Avoid Prejudice 140 Chapter 6: Polish your writing 145 vocabulary 146 Monitoring Your Applications 149 Avoid ITrap 152 Polishing Prose 153 Words 158 Chapter 7: Prepare your submission 161 images/graphics 162 Final checklist 163 Chapter 8 Forthcoming: Forthcoming Next time for 165 interpretations, 165 opinions, portfolio treatment, 166 Appendix A — Dewey decimal system 169 Appendix B — Library, system, classification, congress, 175 about authors, 189 vii, this page deliberately discards a blank Preface cap as a complete research paper? For students, a perfect research paper is a paper that receives an Academic Award or an academic award. The strategies and tips in this book are written primarily for high school and university students. However, they will be useful to anyone who faces writings, research reports and is seeking help. The good news here is that everyone can learn to write a research report. Unlike most quality creative writing, the functions of the open writing imagination made for research papers are based on standard models, expectations and stylistic approaches that anyone can follow. Still, writing effective research can be a daunting task. While research doesn't rely heavily on writers' aspirations, it requires permanence, attention to detail and a willingness to read, edit and perfect things written many times if necessary, but is that different from other important W ix Preface skills in our lives? Remember falling down again and again until you learn to ride a two-wheeled bike, missing the ball over and over again until you learn to bat or make the most scary sound on the piano until you hit the chords correctly? It's very revealing. We learn by doing it and we get better by practicing. The update is based on the instructions we received along the way. The book is designed to deliver that x McGraw-Hill's concise guide to writing this research paper, deliberately leaving the search document a blank chapter, Chapter 1. Or it can be extremely flexible, allowing you to choose your own topics and investigative procedures. It serves as a roadmap to what you need to do. It's your first clue about what your instructor expects from you. If you have a good understanding of what to expect from you, you will be able to deliver better. Dealing with research projects in many ways, such as preparing to run a race, you have no hope of finishing among the leaders if you don't know where the finish line is or how it gets there, but most of the research projects that end up in failure do so, because the authors carry on with the ambiguous idea of what to expect and send something out of the mark. The first step you take to deal with paper should point you in the direction of a successful finish. You need to know what you expect and how prepared to deliver it. By understanding where you have to end up, you will back up a lot of trials and errors to get there. R 1 McGraw-Hill's concise guide to writing the first step research papers Specify expectations (due date, length, etc.) ■ Interpret assigned tasks ■ Analyze audiences ■ Select topics ■ Write active thesis. Interpreting the assignment knowing precisely what you need to produce is the first step in producing the perfect paper. Not only will it make you irritated in assembling materials that may not be suitable for assignment, but it will give you confidence in the better grades. One of the first questions in the teacher's mind is: Does this student understand the assignment? A student's ability to deliver what an assignment request shows to a teacher or teacher that the student has the skills to interpret the instructions and accurately identify expectations. Research documents typically begin with a task that identifies your teacher's expectations and provides you with the information you need to know to complete the assignment. What is the purpose of the assignment? What do your instructors expect you to learn? ■ Are there any assigned topics? Can you choose your own? ■What kind of resources should you use? ■ How many resources should you use? ■When is the paper due? ■How long should it take? ■How should I format the paper? ■How should I present bibliographic information? ■ What is the quality of paper receiving A, B, C, or D? You can't produce the perfect paper if you don't know what perfection means to your teacher or the person who will read and evaluate it. What's more important than basic expectations is what tells you what to do. Assignments are often said to be deliberately tested on how well students read their interpretations. Respond to stated expectations. Your instructor may want to know if you can summarize new ideas and complex content well, for example, or you can present logical arguments to support comments or support ideas. Another assignment may spell out how you should do your research by identifying the type of source you should consult. Do not use these words lightly, they have specific meanings. Learn to be aware of learning goals in assigned tasks. When you are assigned to read carefully and be prepared to ask your instructor about something that is not clear to you. Make a list of stated expectations. Actually, you have these things on the worksheet already assigned, but writing down will highlight them in your mind and help you remember them. If you've been enlisted how your paper will be rated, check closely as you assign to determine what you need to do to get your Grade 3 McGraw-Hill, a concise guide to writing the required research papers. If your teacher doesn't have a scoring threshold, ask who they are. An example of the scoring criteria we use for writing composition classes at Rutgers University Newark campus appears below. Grade A: Merit-based Essay A demonstrates a generally high level of language proficiency and control. In general, such essays meet all the following criteria: ■ Respond to assignments carefully and with insights or initiatives ■ to demonstrate a strong reading understanding of the assigned text ■ Well developed and support analysis with evidence, text, reason, sample and detail, effective. ■ Well focused and well managed, demonstrating strong control in the convention of analytical writing. ■ Demonstrates language facility facilities using powerful vocabulary and a variety of sentences. ■ Demonstrates grammar control, usage rules and standard English mechanics, but there may be minor errors Grade B: The essay gets B written in a clearly capable manner and displays generally consistent language control. In general, such essays meet all the following criteria: 4. ■ Getting Started Respond to all elements of the assigned task efficiently and carefully. ■ Demonstrates an adequate understanding of reading. ■ Adequately developed using evidence, text, reason, sample and appropriate details. ■ Focus and organize effectively demonstrate the convention control of analytical essay writing. ■ Demonstrate strong linguistic proficiency and use vocabulary and a variety of appropriate sentences. ■ Good display of grammar controls, usage rules and standard English mechanisms, although there may be errors and minor errors. In the quality of Grade C: Essays that get a C grade demonstrate some ability, but there are limitations. In one of the following ways: ■ does not demonstrate an adequate understanding of reading. ■ Minor developments often rely on confirmation with little text evidence or sample reasons and slightly relevant details. ■ There is sufficient focus and/or adequately organized, but the connection between parts may be more obvious. ■ Demonstrates limited facilities With the language and minimal sentence variety. ■ Demonstrates control of syntax, usage and inconsistent writing mechanisms. 5. McGraw-Hill's concise guide to writing a D-grade research paper: Essay gets a D grade if there is one or more of the following flaws: ■ Not clear and/or limited. Seriously, in response to the assignment, write ■ demonstrates limited reading or misreading of the text. ■ No focus and/or disorganized, demonstrate little control of the convention of analytical essay writing. ■ Demonstrates a serious error in the use of language, which may interfere with meaning ■ demonstrates serious errors in syntax, usage and mechanics, which may interfere with the meaning Grade F: Essay receives an F grade when: ■ demonstrates little or no ability to develop an orderly response to writing assignments. ■ There are serious writing errors which constantly obscure the meaning. Take note of specific information or ideas that the task asks you to discuss. Help to raise your hand, ask any questions you may have and take notes. Any information you receive will help you in your quest for perfect paper. Make every effort to make sure you understand what your instructor is asking for. In this way, you know what to deliver. 6. Getting started with the type of assignment of a task writing task is not created equally. The way you get an A in an assignment for one class is not necessary to work well for you in another class. You should expect that any writing, whether received at a high school or college level, will vary depending on the class you are taking, and the expectations that your instructor concludes for the class. Even in class, the expectations of the instructor tend to shift from assignment to assigned task. Getting a good grade is not a duty of mind. It is your duty to understand the assignments and what you are asked to do. High school high school, research papers are generally assigned to test a student's ability to find information and explain adequately in their own words. Here is a list of the types of tasks typically assigned in high school and what they mean: ■ Summary: a brief account of an article, book or other larger task. Book Report Review a movie or a summary of what you read on the news or see on TV. ■ Description: A detailed account of what looks like an explanation that allows the reader to see what you are talking about is particularly useful in clarifying events, conditions or concepts that may not be familiar to the reader. Good descriptions, adjectives and metaphors, metaphors, similes, and examples to build a reader's understanding of 7 concise guides of McGraw-Hill to write sample research papers: historical reports about life at another time, or geographic reports about cultures and industries in other countries. ■ Description: An explanation that tells you why certain conditions exist or certain events occur. The description tries to determine why or why the effect was created. Why are they trying to answer the question? Example: Scientific report ■ Process: Description of required conditions and actions that must be taken to generate results. Example: Instructions that others should follow to accomplish something, such as following the steps in the experiment or en route to the destination ■ Storytelling: A story about what happened. Narratives are often told in chronological order with beginnings, middle and end. Example: What I do on my summer vacation University degrees at university, a much greater deal is expected. Delegation is more complex. Instead of asking you to summarize or explain something, the assigned task often presents you with a challenge. Often, an assignment is not called an assignment, but is called a prompt writing, which means that the purpose of the assignment is to prompt your thoughts and provoke a thorough written response from you. Prompting writing often calls on writers to use a combination of methods learned in high school (listed above), as well as using 8 other methods and strategies to get started to advance ideas, opinions and new arguments about topics under discussion. The perfect paper production path begins with understanding what those goals are and how to identify them in assignments. Below is a list of the terminology that professors often use to write prompts and what they mean: ■ Analyze the relationship between facts, trends, theories, and problems. Point out their likes and important differences and tell them why they are meaningful ■ argue in defense (or against) them. Opinion ideas, position, thesis or views Strong arguments use logic and point out errors, errors and ideas. ■ Categorize or categorize a concept item or event by sorting it into a set of predefined properties or conditions based on similarities. ■ Compare and compare at least two thoughts or comments by identifying similarities and/or (Look for similarities when you compare two things. ■ Define the meaning of words, phrases or unfamiliar concepts by explaining the concepts behind it. ■ Talk about the impact of your research or various views on your topic by looking at different aspects of the problem and pointing out their advantages. ■ Examine the topic in minute detail by explaining that it is under a microscope. ■ Show ideas using many important details to describe a concise guide of 9 McGraw-Hill to write a research document ■ Interpret a series of facts or events by explaining the importance and importance of your readers or other audiences with other needs or interests ■ Express your opinion by telling what you think about the topic and giving an explanation of why you think. ■ Reason (verb, not noun) by presenting the logical thought process needed to support specific conclusions. ■ Synthesize data from a variety of sources to support a single thesis, opinion or conclusion. ■ Thetheory, by presenting your own assumptions or guessing the best about why things are the way they are, choosing research topics, topics for certain research papers are assigned to you, along with the very specific requirements that you must follow in filling out the paper. Other people Allows you to choose which topics you will be researching. Many assignments are deliberately open, allowing students to choose their own topics and pursue their own research. If your work is wide open, you will have plenty of latitude to research the topics you are interested in, according to any guidelines or parameters specified by your instructor. The challenge becomes to find topics and invent thesis and arguments to support. Below is an example of an open writing assignment from a freshman composition course, it is designed to determine whether students can identify and control topics, effectively create their own thesis, find the right research to support thesis, get started, and use that research to present arguments that their audience will find trustworthy. For example, delegation: Choose an issue that interests you and search for at least three newspaper or editorial articles from different sources that show different views on the issue. Create a five-page paper, including four pages and words cited pages that analyze different perspectives, what appears to be the best course of action based on the advantages of the arguments presented by the article? Be sure to use arguments from each of your data sources as you explore the issue. Paraphrase summarizes and speaks properly and makes sure to refer them according to the MLA style, open assignments can be fun. They allow you to keep track of your own interests, but they can also be irritated because they want you to decide. Assign a task to you Students often regret not knowing what to write about, or they spend a lot of time compiling research on vague topics that don't mention their thesis. The task will be much easier if you have one specific and focused topic and offer something to say. Coming up with one is a challenge, but not as difficult as it seems. Most of us know more than we think about the world around us and the subjects we study in school. At the very least, we all have opinions about what's going on in our world, and whether we realize it or not, we create those opinions based on the information and experiences we gather somewhere in life. If you find yourself stuck with a topic, ask yourself a couple of questions to keep your creative juices flowing, you'll find that you have more to say about the topic you're involved in, or that pique your interests than other topics might suggest a concise guide of 11 McGraw-Hill to write research, here's what to consider when choosing a research topic: ■ ■ Your hobbies and special interests. Classroom discussions that capture your attention and stimulate your interests. ■ What you have read that attracts your attention and stimulates your interest. ■ Real stories you've heard on the radio or seen on TV that provoke reactions from you and make you happy, sad, angry or disgusted. ■ What are you too hot, you want to know more. ■ Your hopes for the future Your concerns about the future What you dream of The problem that you think someone should do something about ■ make a list of everything you think. Behind each topic, write one or two sentences about why you're interested. Don't edit or edit what you're writing, just write whatever comes to you. When you're done with the list, select the topic that interests you most. Open-ended research tends to be larger, even larger, projects. They are usually assigned weeks before when they are due, so you have plenty of time to find materials to support your arguments. Since you've been with this topic for a while, it might be your 12th interest. Things to consider when you limit your topic: ■ Your comments on this subject ■ Interesting things you've heard about it. ■ What you've read about it ■ Other people's observations about this ■ Facts, assumptions, rumors, myths, and even misunderstandings and false representations you've heard about it. If you are assigned a research topic, you do not have much flexibility. Delegation The below appears comes from the college's freshman element curriculum. It requires students to refer to the reading assigned in the class, develop a central idea (or thesis) and find arguments to support. For example, the assignment: The ability of music to help people rise above difficult circumstances is a key theme in Oliver Sacks Musciophila's book, discussing the impact on life and the idea of two main characters in James BaldwinSonny's Blues short story. Don't stray from your assigned tasks and head in your own direction unless you get approval from your instructor first. One of the best ways to ensure that a less-than-perfect grade is to research a topic that is not the same as the way you are 13 McGraw-Hill, a concise guide to writing assigned research papers. A student's failure to respond properly to an assigned task means that he or she has not achieved those goals. Worse, it raised a red flag to an instructor who might question whether a student understood the assignment, or worse, whether the student was lazy and desperate and found a well-written essay on the Internet and decided to submit it instead. If you want to check for unassigned topics, ask your instructor if they can do so. Often, instructors are willing to let you follow your passion and do your own research, but always ask for permission before you do. Developing a work dissertation is an excuse that you intend to prove using a good argument one drawn from careful research. It will be a central statement in your paper when you sit down to write. The active thesis aims to get you to start your research. You want it to be thought to guide you. Writing instructors often refer to this thought development process as a working thesis as an invention. Once you have completed this invention process, you will find that you have the basis for the thesis and a good sense of direction in identifying the research that you will need to support. 14 Getting started with work thesis should be intended to help you limit and manage your topics. The thesis works the phrase in the form of a question can help guide your research. A good work thesis makes the job more manageable. Focus, avoid making it too common. These things that are too common often resonate and result in paper losing focus and getting low grades. Here's an example of a question for these work that's generally and not well focused: ■ Should more government-funded student loans? ■ Should military spending be cut before cutting domestic spending to rebalance the country's budget? ■ Should studying art history or creative art get more focused on America's high schools? ■ Is wind energy a viable alternative to fossil fuels? ■ Will expanding unemployment benefits improve the lives of the country's unemployed? A concise guide to writing research papers ■ Sell selling electric cars reduce their dependence on foreign oil? Analyzing your audience, the key test of a perfect paper is that it resonates well with the audience. It is useful before you start creating a profile of theoretical readers. Instead of focusing on your instructor as your audience, let's say you're dealing with smart people who are about age and education levels, just like yourself. Let's say they haven't read the content you read, and you'll need to provide an adequate background to make sure that the audience understands and accepts your arguments. You will determine how to present your information and ideas based on the impact you hope they will have on the reader. What you should know about your audience members ■ Estimated age ■ Estimated level of education ■ Experiences they have in common ■ Why are they interested in your topic? ■ The average reader should know about your topic already. ■ Questions that readers should have ■ How might readers respond to your arguments? However, even if your research assignment doesn't require you to submit an offer, it's a good idea to develop an offer for your own purposes. Offers help you organize ideas that can guide the research process. The proposal allows you to start the thought process needed to focus your thoughts. A good research proposal identifies the topic, presents a work dissertation and offers a plan to prove it. Your offer should be: ■ Specify your topic. ■ Present a valid thesis ■ Specify how you will conduct your research. ■ Presenting assumptions for what you expect to prove 17 pages deliberately leave blank Chapter 2, do your research, he's internet with speed and ubiquity, making research easier than ever before. Thanks to the internet, you have a library of millions of sources sold 24 hours a day. However, much of this research can be overwhelming. Today, the problem is not how to find research content, but how to work your way through the thousands (or millions) of documents that appear in your search. Enter a search term or phrase about any topic into Google, Yahoo or whatever your favorite search engine may be, and in seconds you'll get a page on the page outlining a two-line article with Google and other search engines weighing the results by putting the most likely competition at the top, but the perfect search source job to meet your research needs is still left to you. A concise guide of 119 McGraw-Hill to write research papers, useful research sites and search tools, search topics, academic websites, ReferenceDesk.org (www.referenceDesk.org), internet indexes of librarians ( ), Google Scholar ( ), Merriam-Webster Dictionary (www.merriam-webster.com/), bNet business (www.bnet.com) Harvard Business Review (www.hbr.org), government Firstgov.gov (www.usa.gov/Topics/Teens.shtml), Searchgov.com (www.searchgov.com), Google News ( ), Newspaper Archives (www.newspaperarchive.com), Scirus Science (www.scirus.com), Google Search, no doubt the most used and, Of course, the bestknown search engine on the Internet, the question for the researchers who use it and the other search engines that scan the entire internet is: How reliable is the information? One thing you need to know when you do internet research is that anyone can publish anything on the web. For this reason, it can be very difficult to determine whether the articles you find are based on complete, factual and reliable information. It's not always easy to check whether the article you're reading is summarized based on facts or other factors, such as advertising or promotion, the account is on the web. For example, an e-commerce site is in your 20s doing research business in product sales. Information about them may be what you are



[illegible]



[illegible]



words, can cause written problems if used incorrectly. Name-breaking credibility when they misspell 148, polish your writing or misunderstanding, and even quotations can add confusion if they are not properly advised. Below are some simple rules for use that can help you avoid these problems. Basic rules of use ■ people, places and things Who's used for people and that's for places, ideas and things to come, for example: a senator who speaks women who run coffee shops. The country that fights the idea that one will do such a thing; Use more or less for what you pour or recognize. Example: Many fish in the sea many times, few situations that I can remember. Example: Fewer food, less use of ... more sunlight, more empathy ■Time Do not use vague expressions and spoken language, as these days, this day long ago, throughout history, from the dawn of one time, or as long as everyone can remember. They don't give readers a specific reference frame, but instead. Example: Medieval centuries ago in recent years (months or weeks). ■ Presumption knowledge and universal agreements do not use phrases like everyone knows (or agree) that ... no one can. That... or can anyone tell you that ... or a concise guide of McGraw-Hill 149 to write research papers, other expressions that assume universal understanding. Just identify the truth ■ contraction Avoid shrinking, a truncated expression that uses apostrophes to combine two words. Many instructors also consider using inappropriate and informal contractions for writing assignments. ■ Instead of i, use it to avoid its erroneous use. ■ Instead of being able to do it, the use may be there, so you do not write something grammatically incorrect by mistake. ■ Instead, they use them to make sure you don't make mistakes in typing the same sound like them or there. ■ Do not let the quotation stand by itself without referring to who speaks, but use a phrase that references the author and provides enough explanation to provide context to the quotation. Consider the phrase that advertising that threats have become the most pressing issue of our time. Readers don't know who they're talking about or the threat that the person is describing. That threat has become the most pressing issue of our time. ■ These words cannot be changed. Used to identify the order of people/things/events or 150 polished your writing time in the past. Use more when comparing Example: The experiment seemed to get worse. Then it's the expected pattern. Duck over falcon found in Carolina intercoastal ■ name Make sure the spelling is correct and correct. Check the spelling of the person's name, location, and text-to-letter and spelling information provided in your research source. Always use the person's first and last name, including the first name or phrase that identifies the person the first time you mentioned that person in your paper. Example: Dr. Miles AuGratin, a psychologist with the River City Clinical Research Laboratory, posted this theory. After the first reference, use the person's last name only. Do not refer only to a person by that person's name. ■ Single sentence paragraph You see them in newspaper articles and internet messages all the time, but it is best to avoid them in official research. Teachers are often frowned on in a single paragraph. They want to see more of the expanded arguments that include your reasons. Develop a single sentence into a sentence, the topic of a paragraph, and support research to expand the idea. ■ Start sentences Synonyms are connecting words such as and, however, which join free thinking, often full sentences. Many teachers discourage students from starting sentences with them. ■ Completing a sentence with a preposition for clarity, it is a good idea to avoid completing sentences with prepositions, and instead of making the idea complete, 151 McGraw-Hill's concise guide to writing sample research papers; he said he planned to. The above sentences are not clear. Presumably the reader knows what he's planning to do. His intent was clear when the sentence was written to complete the idea and avoid the preposition at the end. Example: He said he planned to open the event on time. Avoiding I Trap, a good rule to note while you write a research report is that it's not about me. Many writers defend their thesis by adding I think in all the conclusions they made about it. that's not a good idea. Many teachers in high school, and especially in college, frown on students using first-person references (like me, me, us or ours) in research. It is found to be acceptable, even if it is usually limited, or when a particular assignment requires you to make an explanation or narrative of a first person. However, many students stop when it comes to putting their thoughts down without writing. I think to introduce them. There's no reason to let a writer's blog set up and there's an easy way to avoid making a paper about you. Here's the advice here: Go ahead and write, I think, why, because, you can write anything in the first draft. The body's there to get started, so you're going to have to go back and fix it. Rewrite the contents of your heart, so let those thoughts flow. Use, I think, and in my opinion all you need is just focus on putting your thoughts on paper or screen. When you're done drafting, go back to delete. I think and in my opinion all you find 152 polish your writing just drop them. You'll find that most sentences can stand on their own (or rewriting very little) by inserting yourself to support them. Your reader's interests will focus on where you want — in your opinion, not with you. It is not a capital offense to refer to itself in the essay. After all, you're a writer. However, please note that many high school teachers and most college professors are frowned on. In the professional world, it hardly ever does. The idea should stand by itself. The paper is full, I think, and in my opinion it makes sense that you are not confident in your research. In the example below, notice that the second example has more power than the first example. 1. I think science has not revealed evidence that intelligent life exists everywhere in the universe except on Earth. 2.Science available To reveal evidence that intelligent life exists everywhere in the universe except on Earth. Prose polish several times in editing, you will find that your topic is not well developed. Change the language and write what is already on paper to allow the flow of language and ideas. This can be a difficult task. After working hard to write a paper, it is painful to cut or change what you have already written. But your paper approaches perfection every time you do. In addition to presenting concepts and information in a clear and orderly way, you should edit the syntax, punctuation, a concise guide of McGraw-Hill 153 to write, use words, research papers, and spelling. The list below provides troubleshooting tips for the most common writing problems. It does not mention many things that can be grammatically wrong. There are hundreds of style guides and grammar guides on the market. Invest in one and use it to find problems such as when and how to use colons or whether you should use that or where to suggest clauses ■ you find repetition. Consecutive sentences that begin with the same word should change. Similarly, if the same words are repeated over and over in a paragraph, you should search for synonyms or meaningful names to replace them. Note the original paragraph resolution below to avoid repetition. Original version: In any sentence, the verb refers to an action. The title can be executed. The subject can also be carried by the verb. The active tension is when the subject performs. Passive tension is when the subject is acting. Revised version: The verb indicates an active or passive action. Tension is activated when the subject performs. It is passive when the subject is executed. ■154 The idea becomes belabored, belaboring thinking means saying the same thing over and over again, but using different words to say, say what you have to say, and then stop. In the example below, note that the modified version is more to the point: polishing your written text: walking is a skill that most children acquire at the age of two. Corrected text: Most children by the time they are two years old have developed the motor skills needed to walk ■ Lieutenant Is too pretty. Floral words, rationing, punch, pointless rhythms and inappropriate metaphors and similes can cause problems. They may sound cute or cute, but they are not in research if they are not involved in your topic. Remember that research papers are not poetry or ode to your mother's flower garden. For example, a mountain guy mysteriously moves in the fog ■ Sentences run on or are too many words. Reading your paper aloud to yourself or another helps identify the problem. If you speak mouth-to-mouth before entering the moment, separate your thoughts into separate sentences. Notice that personal observations (not surprisingly) and redundant phrases (in that era and during that time) were removed and edited to correct the sentence below: for example: not surprisingly, the discussion of The historical context of the novel written in that era focuses on the revolution at the expense of the intensity of attention received during that time to The Maritime 155 McGraw-Hill's concise guide to writing, research, exploration and expansion that fed. Emerging Industrial Revolution Edit. Discussions of historical events that took place in an era when novels were written tended to focus on revolution and non-exploration and colonial expansion that fed the Industrial Revolution. ■ Sentences are incomplete, as are some sentences that are too long. other sentences. Didn't run far enough. Incomplete sentences lack the essential elements needed for understanding. The sentence below is incomplete. It doesn't tell readers how metaphors are used. The metaphorical approach is in this story, sentences can be rewritten with additional content to complete the idea and promote the reader's understanding. Metaphors are used in this story to raise awareness of the lives of soldiers in Afghanistan. ■ You experience negatives twice. Double negatives are contraindicated in writing. They destroyed the clarity. Consider the following sentence: Studies on global warming show that it would be unthinkable that polar ice caps will disappear in twenty years. It would be unthinkable as a double negative. The clause is both no and no, as in one math, delete, under the other, so this sentence says that the possibility that the ice cap will disappear is something to think about. However, the double negative requires the reader to solve the conundrum of that meaning, which may or may not be what the author intends to say, and the reader may or may not interpret it in that way. It's better to avoid negatives twice and make sure to understand by correcting sentences to be more straightforward: studies on global warming show that polar ice caps are disappearing in twenty years. Not only is the meaning clear, but editing will prevent special words from baffling sentences. ■ You find awkward or meaningless phrases, long or unnecessary introductory phrases that often begin with as ... or as ... tend to obscure meaning. For example, the sentence below is written to The preliminary phrases are grammatical errors that focus on the audience in essays rather than on the point that students want to do. As a reader, understanding Smith's essay that music has a huge impact on one's life is very important. Without worrying too much about the grammar rules that should apply, it is easy to see how sentences can be edited by simply making straightforward statements. McGraw-Hill 157's concise guide to Smith's article points to the dramatic impact of everyday music. ■ You use too many passive sounds. A verb indicates the action that the heading performs (the active sound) or the action taken on the subject (passive sound). Passive voices have a more formal sound, but they can also be meant as cloudy by calling attention to the voice rather than the meaning of the sentence. Let the action carry sentences and do not rely heavily on passive voices. Instructors often discourage use. To edit, look at the opportunity to use the active verb, which places the action at the beginning of your sentence and reveals where the discussion is headed. Note the difference between these sentences: consistent leadership is needed through periods of war and economic hardship. Active: The country needs consistent leadership through times of war and economic hardship. Words in general are good to avoid jargon and slang, but the funny thing about both is that sometimes they enter the language in a respectable way to be part of a general dictionary. For example, many expressions mean computers and the Internet have evolved from the jargon empire to the jargon we use every day. Words such as microprocessors, Wi-Fi and even abbreviations such as RAM, VCR, DVD and IM have 158 polishing your writing, entering common languages, so with words like spam, viruses and worms with traditional definitions means something different from their applications in the computer world. Consider your audience when using these words and ask yourself if your meaning is perfectly clear. Make sure that the context determines how to use it. Use thesaurus to find new words that estimate the words you want to replace, and then use your dictionary to make sure that the new word means exactly what you want to say. The dictionary shows you how close it is. The dictionary follows a very specific pattern and provides more information about the word than the definition. They are designed to help you understand the history of words, structured methods, and apply them in sentences and often give sentences to show how to use them. The dictionary also contains a pronunciation to show you how to pronounce words and will tell you which part of the word is a noun (n), verb (v), adv(adv.) or Almost all bag dictionaries include these basic features. A bigger and more comprehensive table dictionary may include more like entomology or the history of traditional words and meanings, and often they will show you how to use the word correctly in this 159-page sentence, deliberately releasing a blank chapter 7. Use the tools that are available to you, including the spelling checker and grammar checker. However, keep in mind that these do not substitute for careful inspection and correction on your part. The spelling checker and grammar checker cannot detect many problems in sentence structure and the use of written words as students. The spelling checker cannot detect usage. It checks the correct spelling only. The spelling checker does not find anything wrong in the following sentence: B They published the results of the experiment in the American journal Science. Don't know if you want to occupy in front of you. Experimentation is not a word that specifies a place, the grammar checker is more unreliable. For example, the grammar checker found nothing wrong with the concise instructions of McGraw-Hill 161 following in writing a research paper. Even if it dissolves three separate thoughts into a single sentence. He has been discriminated against since the early eighteen days, when he failed to enter the Army Air Force, he was sent to Kessler Field in Biloxi, Miss. Pictures/Graphics, there are many ways to communicate ideas and writing is always the best. Old words Tell us that the picture is worth a thousand words, that's often true. Charts, graphs, drawings, maps, lists, and formulas can be more effective. Images and illustrations are meaningless if you don't give readers context to evaluate image data. Without subtitles to direct attention to what you want to see, your illustrations may not leave the impression you want. ■ How to combine images and graphics using graphics carefully to provide information that can not be easily communicated in speech. They should not be used just to fill the space to meet the needs of the page. Add your graphics after you write a paper that meets the page requirements to make sure your grades don't drop. ■ Do not copy and paste photos or other graphics from the Internet until you check the website's policy on the use of materials. Most include links with instructions on how to reference and include 162 copyright information. ■ Write structured captions to identify the graphical display order. Example: Figure 1 This World War II map of the Pacific Theatre indicates Japan's progress in the summer of 1942. ■ Don't forget to follow the corresponding pattern for all subtitles. For example, if you use the example above to specify the next map and graphic as a photo, it will be Figure 2 final checklist, make sure that your completed paper meets the required length requirements. Keep in mind that when it comes to completing two-page assignments, not two pages, until you fill both pages of text. The number of pages referred to in full pages, not fractional pages. If the given length is three pages, each page should be filled in at the bottom. Many teachers and almost all college professors do not count the last page if there is only a paragraph or half of the text. Of course, it's hard to write down the number of lines that will reach the bottom of the page, that's not what your teacher wants you to do. A given length typically refers to the minimum number of pages your teacher needs. For example, a two-and-a-half page paper is suitable for assignments that require two pages and three-and-a-half pages, suitable for three-page assignments. Please do not write over a given length. Sending four pages for a three-page assignment may be acceptable, but six pages of double length may not be. Always ask your instructor 163 McGraw-Hill a concise guide to writing research papers on how long the paper is allowed to go. Too long documents are often a sign that writers are lazy and don't take the time to edit. Make sure that each paragraph disputes your position in supporting your thesis. It is important to include the background in your paper. However, the background information you include must be relevant to your thesis. Chapter 164 Chapter 8 prepares for the next time you get to write an effective research report, such as learning to perform other skills well, take practical time. Your best friend in helping you through this process is the person who points out your error and helps you correct the error. Do not leave a paper with teacher feedback, even if you get a bad grade. I interpreting the following suggestions as guidelines in abbreviations are often used to comment on students' writing. Please refer to this guide when you review the instructor's comments. If you have any questions, talk to your instructor after school or make an appointment with him or her to check your paper. This is just a guide for abbreviations and abbreviations that refer to common errors. Your teacher will be a 165 McGraw-Hill concise guide to writing research papers, presumably including other comments on your paper that point out examples of what you do well, as well as structural problems. The logic of your presentation ■ SP: Misspelling ■ Usage: A word or phrase is used incorrectly. Check the definitions in your dictionary and consider other words or phrases. ■RO: Sentences run on, edit run-on sentences with clear short sentences with a single idea ■Frag or Inc: Incomplete or incomplete sentences. Read the sentence to identify what is missing. ■CS: Splice comma, which means that you end a sentence with a comma instead of a macro. Use the moment when the idea comes to a full stop, or use the presumed to connect the two thoughts ■Awk: This often indicates a misplaced modifier or descriptive phrase that refers to something wrong. Keep the description close to the things or actions described to avoid the problem. Keeping your portfolio better or more accepted in future research papers you produce is the feedback you get from what you've already done. They are your guide 166, get ready for next time with what works well on paper and what isn't. Academic papers with red lines and negative feedback about professional documents can be painful. It's not easy to confront your mistakes. However, often, great learning and great improvements come from error recognition so that you will not repeat. Keeping your documents helpful, and the feedback you receive from them in your portfolio, is helpful. Maintaining a portfolio is valuable for a number of reasons. First of all, you may have to do it. Many colleges and universities now require students to keep all the scoring jobs in a portfolio that requires a semester. Often your last job or one of your final assignments involves a portfolio. You don't want to live without it when it's time, even if your professor doesn't want you to keep a portfolio, but it's wise to keep it for a number of reasons. Second, the portfolio shows your progress in the course. This is important because professors often weigh the work you do near the end of a heavier period than the work you did in the first place. Most teachers look for their students to show progress in the curriculum. Your portfolio allows you and your teachers to monitor the progress you make. The feedback your professor made is your best plan at a higher level. When each reassigned, check the comments your teacher made on the last piece of paper you wrote. Better yet, schedule a meeting with your instructor to discuss how to improve your writing 167 pages, deliberately discarding the blank appendix A The Dewey Decimal System, dewey decimal system covers 10 general categories of subjects that in turn cover 10 subcategories, category 10, and subcategories for each category listed below. T 000 Generalities 010, 020 Library and Science Information 030 General Encyclopedia 040 Unassigned 050 General Serial and their index 060 general organizations and museology 070 news media, Journalism, published 080 general collections, 090 manuscripts and rare books 169 McGraw-Hill's concise guide to writing research papers 100 philosophy and psychology 110 Metaphysics 120 Epidemiological, Cause, Humanity 130 Paranormal Phenomenon 140 Philosophy School Specific 150 Psychology 160 Logic 170 Moral Philosophy (Moral Philosophy) 180 ไบรงาน , ผดกลาง, ปรัชญาโลไซเช่นเต็ล 190 ปรัชญาตะวันตกสมัยใหม่ 200 ศาสนา 210 เทววิทยารธรรมชาล 220 พระคัมภีร์ 230 เทววิทยาครีสเตียน 240 คริสเตียนสี่ธรรมและเทววิทยากาลูติคัน 250 ศาสตร์คริสเตียนและคริสตจักรท้องถิ่น 260 คริสเตียนสี่คณเทววิทยา 270 ประวัตินศาสตร์คริสตจักรคริสเตียน 280 นิยายคริสเตียนและ นิยาย 290 ศาสนาอื่น ๆ และระบบความเชื่อเปรียบเทียบ 300 สังคมศาสตร์และมานุษยวิทยา 310 สถิติทั่วไป 320 รัฐศาสตร์ 330 เศรษฐศาสตร์ 340 กฎหมาย 170 ระบบထမ္မိယ Dewey 350 การบริหารราชการ 360 บริการสังคมและสมาคม 370 การศึกษา 380 พาณิชย , การสื่อสาร, การขนส่ง 390 ศุลกากร, มรยาบท, นิทานพื้นบ้าน 400 ภาษา 410 ภาษาศาสตร์ 420 ภาษายังคงและภาษายังคงเก่า 430 ภาษาเยอรมัน, ภาษาเยอรมัน 440 ภาษาโรแมนติก, ฝรั่งเศส 450 อิตาลี, ภาษาโรมาเนีย 460 ภาษาลาตินและโปรตุเกส 470 ภาษา Italic, ภาษาละติน 480 ภาษาสเปน, กรีกลาสิก 490 ภาษาอื่น ๆ 500 วิทยาศาสตร์ธรรมชาติและคณิตศาสตร์ 510 คณิตศาสตร์ 520 ดาราศาสตร์และวิทยาศาสตร์พื้นเมือง 530 ฟิสิกส์ 540 เคมีและวิทยาศาสตร์พื้นเมือง 550 วิทยาศาสตร์โลก 560 , paleozoology 570 วิทยาศาสตร์ชีวภาพ 580 พฤกษศาสตร์ 590 สัตววิทยา 171 McGraw-Hill คู่มือวิทยุในการเขียนงานวิจัย 600 เทคโนโลยีและวิทยาศาสตร์ประยุกต์ 610 วิทยาศาสตร์การแพทย์และการแพทย์ 620 วิศวกรรมและการดำเนินงานพื้นเมือง 63 0 เกษตรกรรม 640 เศรษฐศาสตร์บ้านและครอบครัว 650 การจัดการและการเสริม 660 วิศวกรรมเคมี 670 การผลิต 680 การผลิตสำหรับการใช้งานเฉพาะ 690 อาคาร 700 ศิลปะ 710 Civic และศิลปะภูมิทัศน์ 720 สถาปัตยกรรม 730 ศิลปะพลาสติก , ประติมากรรม 740 ภาพวาดและศิลปะการตกแต่ง 750 ภาพวาดและภาพวาด 760 ศิลปะกราฟิก, ภาพพิมพ์และภาพพิมพ์, แดมเปปป์เรียนียาก 770 การ์ตูนภาพและภาพถ่าย 780 Music 790 สันทนาการและศิลปะการแสดง 800 วรรณกรรมและสำนวน 810 วรรณกรรมอเมริกัน 820 วรรณกรรมภาษาอังกฤษและภาษาอังกฤษเก่า 830 วรรณกรรมภาษาเยอรมัน 840 วรรณกรรมภาษาโรมันเก่า 172 The Dewey Decimal System 850 วิชาการวรรณกรรมโรมัน 860 วรรณกรรมภาษาละตินและโปรตุเกส 80 , วรรณกรรมละติน 880 Hellenic, วรรณกรรมกรีกคลาสสิก 890 ภาษาอื่น ๆ 900 วิทยาศาสตร์และประวัติศาสตร์ 910 ภูมิศาสตร์และการเดินทาง 920 ชีวประวัติบุคคล 930 ประวัติศาสตร์ของโลกโบราณ 940 ประวัติศาสตร์ยุโรป 950 ประวัติศาสตร์เอเชียตะวันออกไกล 960 ประวัติศาสตร์ของอเมริกา 970 For more information about the Dewey decimal classification system, visit the Dewey Service page at the Online Computer Library Center, Inc. (OCLC). Website, www.oclc.org/dewey. 173 This page deliberately discards the blank appendix B library, his congressional classification system, the library, the classification system, Congress, the use of letters and numbers to identify the book name. The general category is indicated by a letter. Categories are divided into subclasses that are mostly characterized. Subclasses are divided into smaller and more varied categories, primarily identified by numbers. The main classes and subclasses of the LCC are: T Class A General Works. 175 McGraw-Hill, a concise guide to writing subclass year al-Manas subclass, ap subclass, educational institution and social learning, 175 McGraw-Hill, a concise guide to writing sub-research papers AY Yearbooks AI Manas Subclass directory, AZ History of Scholarships Philosophy Class B Psychology Subclass B Philosophy Subclass B Philosophy Speculation Subclass BF Sub-Layer Psychology Subclass BF Ethics BL Religion Mythology Subclass Reason BM Judaism Subclass BP Islam Bahay Theosophy etc. Sub-BP Christianity BS Subclass Bible Subclass BT Theological Doctrines BV Subclass Bibliography Subclass BX Christian Denomination Class C Auxiliary Sciences of Sub-History C Auxiliary Sciences of Sub-History CC Archaeology Subclass Archive Permanent SEAL CLASSES CE Sub-Chronos Technical Chronology Calendar 176 Library System Classification Of Congress CJ Numismatics Subclass CN Inscription Subclass Epigraphy CR Heraldry Subclass CS Genealogy Subclass CT Biography Class D World History and History of Europe, Asia, Africa, Australia, New Zealand, and more Subclass D History (General) Subclass DAW Great Britain DAW Central European Subclass DB Austria—Liechtenstein—Hungary — Czechoslovakia Sub-Class DC France—Andorra—Andorra—Monaco Subclass DD Germany Subclass DE Greco-Roman World Subclass DF Greece Subclass DG Italy—Malta Subclass DH Low country Soviet Union Former Soviet Republic— Poland Subclass DL Northern Europe, Scandinavia Subclass DP Spain— Subclass Portuguese DQ Swiss/Portuguese DR Balkan Peninsula 177 McGraw-Hill's Concise Guide to Writing Sub-Research Document DS Asia Subclass DT Africa Subclass DU (South Sea) DX Romanies Class Subclass, History of America 11–143 United States 151–904 U.S. Class F History of America 1–975 Local History of the United States 1001–1145 E English America (including Canada), Dutch America 1170, France, America 1201–3799 Latin America Geography Anthropology G Level Spanish America G Geography Recreation Subclass (General) Atlas Show on map 1. Ga Sub-geographic Sub-Layer Map, Gb Cartography Subclass, Physical Geographic Subclass GC Oceanography Subclass GE Environmental Science Sub-Layer GF Human Ecology Sub-layer anthropology GN anthropology subclass GR Folk GT Etiquette and Customs (General) Subclass GV Recreation Recreation 178 Library Classification System Congress Class H Class H Sub-Layer Social Sciences (General) Subclass HA Sub-Statistics HB Economic Theory. Land use, sub-class, labor, HE, transport and sub-communication, HF Commerce subclass, HG Finance subclass, HI, public finance, sub-class, HM Sociology (General), HN sub-layer, social history and conditions. Social issues, social reform, sub-class HQ, family, marriage, women subclass, HS society: secrets, compassion, etc. HT Sub-Level Community Classes, sub-classes, HV, social pathology, social and public welfare. Ishniology Subclass HX Socialism, Communism Anarchy Class J, Subclass Political Science J General Law and Executive Document Subclass JA Political Science (General) Subclass JC JF Institute of Politics and Government Administration 179 McGraw-Hill's concise lyrics to write a research paper subclass JJ Institute of Politics and Government Administration (North America) Subclass JK Institute of Political and Government Administration (UNITED STATES), Latin America Subclass JN Institute of Politics and Government Administration (Europe), Sub-Class JQ Institute of Politics and Government Administration (Asia, Africa, Australia, Pacific Area, etc.), local government of subclass JS, sub-level of municipal government, JV, colonialism and colonization. Immigration & Immigration International law of the JX subclass international (obsolete) use JZ and KZ Subclass JZ international relations Class K sub-class law K general law, Comparative Law & Uniforms Jurisprudence KB sub-law in general Comparative Religious Law Sub-layer of Jurisprudence KBM sub-class Jewish law KBP Islamic law sub-class KBR history of canon law, sub-class KBU law of the Roman Catholic Church. The Holy Ghost View: KE–DDK Subclass UK and Ireland 180 Library Classification Systems Congress KDZ America, North America Subclass KE Canada Subclass KF US Sub-Class KG Latin America—Mexico and Central America—West Indies, Kh South America Sub-Layer KJ–KKZ European Subclass KL–KWX Subclass L Education (General) L Sub-Study L Sub-History of Subclass, LB Study, Theory and Subclass OF Subclass Lc Special Aspects of Subclass LD Individual Institutions — U.S. Subclass LE Individual Institutions—Americas (except USA) Subclass LF Each LG sub-European institution—Asia, Africa, Indian Ocean Islands, Australia, New Zealand, Pacific Islands Subclass LH College and school magazines and subclass LJ student fraternities and social documents, U.S. Subclass LT Textbook 181 McGraw-Hill's Concise Writing Guide, Research Paper, M Class, Music and Books about Music Subclass M Music Subclass ML Literature on Subclass Music MT Teaching and Education N Fine Arts N D Sine Outstanding Sub-Written Illustration ND Sub-Painting NE Publications NK Decorative Art NX Art in General Layer P Language and Sub-Literature P Philosophy Subclass Pa Greek And Literature Latin and sub-literature PB Modern language Celtic subclass PC Subclass PC Pd German Scandinavian sub-layer PE sub-english subclass ENGLISH PF Sub-Layer English Sub-Class PG Slavic Language Slavic Sub-Albanian Ph Subclass Uralik Basque Language 182 Library Subclass Congress Classification System PJ Oriental Language and Sub-Literature PK Indo-Iranian Language and Sub-Literature PL Languages and Literature of East Asian, Africa, Oceania Subclass PM Hyperborean, Indian, and Artificial Language Subclass PN Literature (General) Subclass PQ French Literature — Italian Literature — Spanish Literature - Portuguese literature PR English literature PS American literature, PT literature, German literature — Flemish literature since 1830 — Afrikaans literature - Scandinavian literature Old Norwegian language — Modern Icelandic literature— Faro-Danish literature— Norwegian literature— Swedish sub-literature, PZ Fiction and juvenile bell Lettres Class Q Science Subclass QClass Q Science (General) Subclass QA Mathematics Subclass QB Sub-Astronomer QD Sub-Physics QD Sub-Chemistry QE Natural History QH—Subclass Biology QK Botany 183 McGraw-Hill's Concise Guide to Writing Sub-Research Document QL Zoology Subclass QM Human Anatomy Sub-Layer QP Sub-Layer Physiology QP Sub-Layer R Medicine R Medicine (general) RA sub-layer public aspects of sub-pathology RB RC Subclass, PEDIATRICS RD Subclass RE Ophthalmology Subclass RF Otorhinolaryngology Subclass RG Gynecology and Obstetrics Subclass RJ Pediatrics RK Dental Subclass RL Dermatology RM Therapeutics Sub-Layer Pharmacology RS Pharmaceutical sub-layer RT Sub-Class Nurse RV Botanical, Thomsonian, And eclectic RK Homeopathy Subclass RZ other systems of sub-pharmaceuticals S Agriculture S Agriculture S Agriculture (general) sub-layer SB sub-plant culture SD Forestry 184 Library of Congress classification subsystem SF culture, culture, childcare, fishing, Angling Subclass SK, hunting, sport, class T technology and engineering sub-layer T technology. (General) subclass TA engineering (general) civil engineering, subclass, TC, hydraulic engineering, TD environmental technology, ocean engineering, sanitation level, tide, highway engineering, road and sidewalks, Subclass TF Engineering and sub-operation, TG sub-layer engineering, TJ sub-building, mechanical engineering and sub-machinery, TK electrical engineering, i. Sub-Class Astronaut TN Mining Engineering TP metal subclass, chemical technology, tr sub-layer photography, subclass, TS, handicraft manufacturing, TT sub-layer Arts & Crafts Subclass TX Home Economics Class U Military Science Sub-Class U Military Sciences (General) Subclass UA Armies: 185 McGraw-Hill's concise guide to writing UB sub-research documentation, sub-military administration, UC subclass maintenance and sub-transportation UD Infantry UE Cavalry, Organizational Distribution Situation Navy Sub class BV Navy Subclass VC Sub class Navy VD Navy VE Marine Sub-Class VF Sub-Class Navy VG Minor Service Navy Sub-Class VK Navigation Architecture of the Navy MV of merchants, shipbuilding, marine engineering, Class Z, bibliography and science, library, information resources (general) Subclass Z Books (general) writing paleography. Library Classification System Congress for more information on library classification system of Congress, visit the catalog distribution service at the library website Congressus.loc.gov/cds/classif.html 187 This page deliberately left blank about author Carol Ellison teaching writing at Rutgers University and the New Jersey Institute of Technology. Award-winning technology writer co-author The booker and former newspaper journalist and magazine editor reported her appear in a variety of publications, including The Washington Post, The Christian Science Monitor, PC Magazine, Family Fun, Early American Life and Education Week. She and her husband, Craig Ellison. He lives and works in northern New Jersey.

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