

OU – TULSA WRITING SERVICES

- Location – Library
- Daytime Hours – Call Library for Times
- Evening Hours
 - Monday – Thursday, 5 – 7:30 p.m.
 - Friday – 5 – 7:00 p.m.
- Email Contact
 - pmurray@ou.edu or
 - hope-harder@ouhsc.edu
- File Format - .doc, docx, or .rft (Word 2003-2010)
- Edit Method – Word's Track Changes
- Draft Delivery – Attachment to an email



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- One-on-one consultation
- Assignment clarification and research preparation
- Draft review for form and organization
- Development suggestions
- Answers to APA and MLA style questions
- Grammar and usage guidelines

Restrictions

- No editing or proof-reading
- No guaranteed or suggested grades
- No reading abnormally long papers in a single meeting
- **No assistance with comprehensive exams ("comps")**



[Contact the Writing Services Coordinator](#) Send an email to the Writing Services Coordinator to ask a question about your paper, or to make an appointment.

[Writing Services Resources](#) Here you'll find resources to help you with your writing assignments, such as online dictionaries, guides to evaluating internet sources, and links to reputable and helpful grammar and paper-writing advice.

Information for Current Students

Academic Resources

- [Desire to Learn\(D2L\) - Norman Students](#)
- [Desire to Learn\(D2L\) - OUHSC Students](#)
- [Blackboard](#)
- [Writing Center](#)



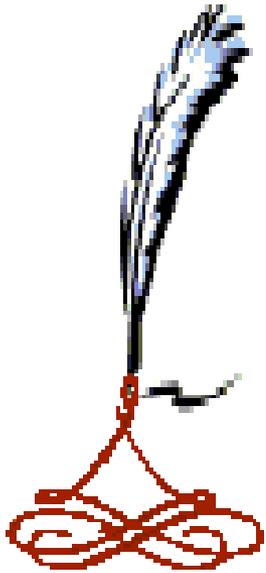
Campus Resources

- [Bill and Ruth's](#)
- [Campus Notices](#)

Student Resources

- [Library](#)
- [Matthews Bookstore](#)
- [Resident and Student Affairs](#)
- [Student Affairs](#)
- [Tulsa Grad College](#)

Notices and Alerts



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Critical Thinking

Definition: Disciplined process of actively and skillfully

Conceptualizing

Applying

Analyzing

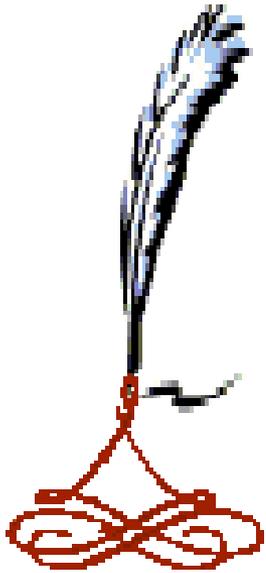
Synthesizing

Evaluating information



You should be here.

- **Demonstrated by asking what is the connection between . . . and . . .**
- **Incorporates Bloom's Taxonomy of learning domains**



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Analysis: Separates material or concepts into component parts so that its organizational structure may be understood.

Distinguishes between facts and inferences.

Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.

Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.

Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Evaluation: Make judgments about the value of ideas or materials.

Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.



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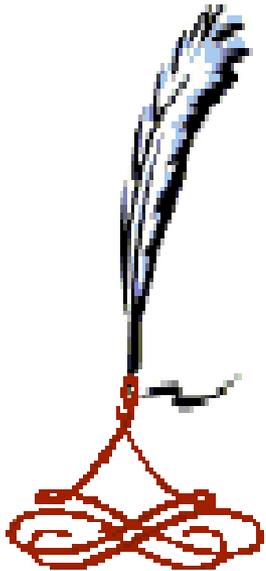
THE CONCEPT OF *PERSON*

- **First Person – I, Me, My**
- **Second Person – You, Your**
- **Third Person – He, She, It, They, Them, His, Her, One**



As a writer, view yourself as a *reporter* of:

- Researched and validated facts
- OR
- Opinions, proposals of others (not your own)



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Most Common Bloopers

● Shifting Pronoun “Person”

Use 1st person in papers only if the assignment requires that you give your personal viewpoint about a topic or asks how you might apply some theory or method in your professional practice.

Example:

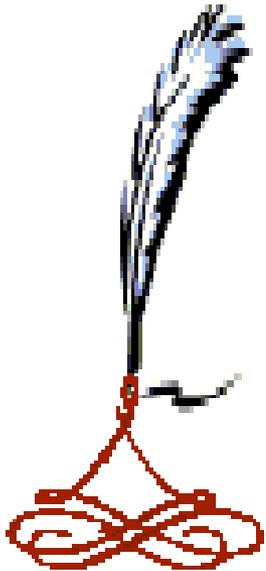
One may consider implementing a new therapy then **you** dismiss the idea in favor of the currently accepted standard for a specific condition.

Solution:

One may consider implementing a new therapy then dismiss the idea...

-OR-

One may consider implementing a new therapy then one dismisses the...



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Most Common Bloopers

● Pronoun Agreement

Gender and number (singular/plural) of the pronoun does not agree with the word to which it refers.

Example:

Frequently, **a patient** reaches a plateau in **their** improvement.

Problem: singular-----**oops**-----plural

Solutions:

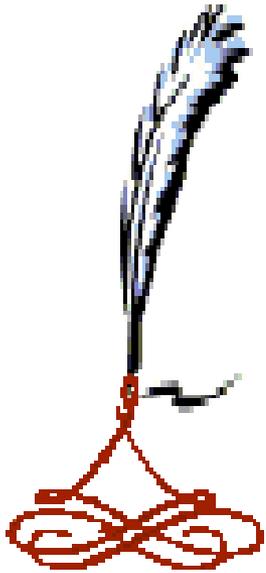
1) Make **patients** plural to agree with their.

Frequently **patients** reach a plateau in their improvement.

-OR-

2) Change their to **him** or **her** to agree with a patient.

Frequently, a patient reaches a plateau in **his** or **her** improvement.



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Who's the actor in this sentence?

● Active Voice versus Passive Voice

An active voice sentence is one in which the performer of the action (verb) is the subject of the sentence.

A passive voice sentence is one in which the performer of the action is either not stated or follows the action (verb), generally in a prepositional phrase.

Example:

Passive voice sentences:

The patients were given a survey to complete. Next, the study participants were given a consent form to sign.

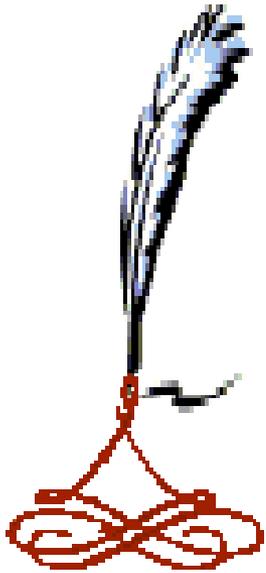
Indicators:

Performer of **were given** is not stated in the sentence. Who gave the participants the consent form? (not stated)

Solution:

State the performer (subject) of the action (verb) in the sentence.

Researchers gave the patients surveys to complete. Next, the **study team** gave the participants consent forms to sign.



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Who's the actor in this sentence?

- **Active Voice versus Passive Voice (cont'd)**

More Indicators:

TO BE VERBS: Verb in the sentence contains some form of the verb “to be”

Example

Form of the verb **to be** – is, are, was, were, been, being was given, had been conducted, was proven, will be tested

PREPOSITIONAL PHRASE AFTER THE VERB: The performer of the action (verb) appears in a prepositional phrase after the verb.

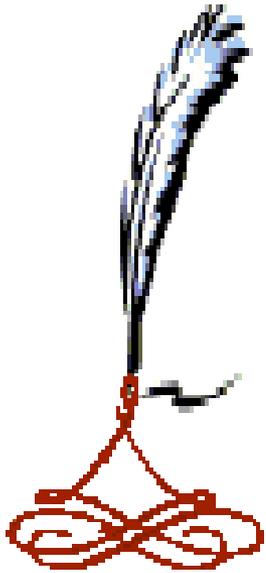
Example:

A consent form was given to each study participant **by the control group test team.**

Solution:

Move the performer of the action to the subject position:

The control test team gave each study participant a consent form.



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Most Common Bloopers

● **Implying a Comparison**

If you use comparison words like more, greater, better, and worse, you imply a comparison between two things, concepts, results, etc.

Therefore, your sentence must state the items being compared versus stating that something is more successful, valuable, etc. without telling the reader more successful or valuable than what.

Example: *This type of therapy has become **more** widely used.*

Problem: More widely used **than what?**

Solution: State the other half of the comparison implied by “more.”

This type of therapy has become more widely used than that commonly prescribed as recent as five years ago.



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Most Common Bloopers

● Non-Sentences

Phrases or clauses punctuated as sentences.

Example:

Frequently patients reach a plateau in their improvement. An indicator to some physical therapy facilities that the patient may be discharged.

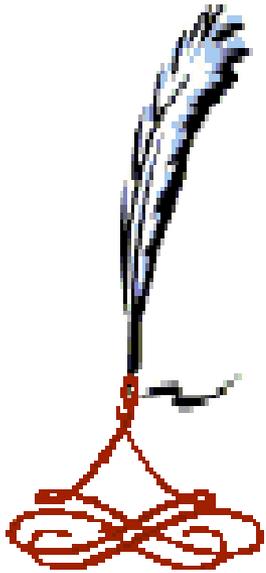
Problem:

*An indicator to some physical therapy facilities that the patient may be discharged **is not a sentence.***

Solution:

Connect the non-sentence onto the previous sentence to which it relates.

Frequently patients reach a plateau in their improvement, **an indicator to some physical therapy facilities that the patient may be discharged.**



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Most Common Bloopers

● Run-on Sentence

Two complete sentences run together as one.

Example:

The research group that underwent daily therapy sessions realized steady improvement throughout the research period although the group that underwent three-times-per-week therapy sessions improved their mobility, they did so at a much slower rate.

Problem:

Two complete sentence “jammed” together as one. The second sentence begins at “**although the group...**”

Solution:

Punctuate each sentence as a single sentence. Place a period after “research period,” capitalize “Although,” and place a period at the end of the second sentence.

The research group that underwent daily therapy sessions realized steady improvement throughout the research period. **Although** the group that underwent three-times-per-week therapy sessions improved their mobility, they did so at a much slower rate.



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Citation Guidelines

● APA Parenthetical (In-Text) Citations

Standard syntax (recipe) for APA citations is the author's last name and year of publication.

Format (not a direct quote): (Author's last name, publication year)

Example: (Jones, 2003)

Format (for a direct quote): (Author's last name, publication year, **page number**)

Example: (Jones, 2003, **p. 45**)

Follow the same format whether the cited work is a book, journal, Internet site, *providing the work has an author state.*



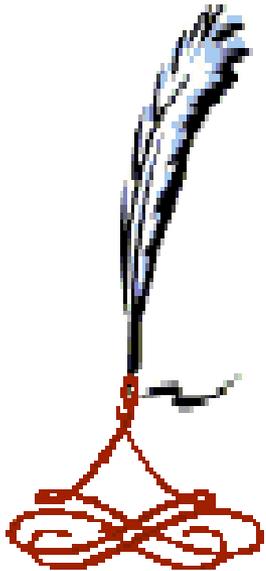
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Only No-Exception Rule in English

- **Commas & Periods + Quotation Marks**

Commas and periods **always go inside quotation marks** in sentences.

Exception: Periods go **after parenthetical (in-text) citations**.



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Acronyms & Abbreviations

- **Full Name 1st; Acronym Thereafter**

The first time you use an acronym, use the full name of the entity followed by the acronym in parentheses. This rule also applies to acronyms used in citations.

Example:

American Medical Association (AMA)

You may use AMA when referring to that organization in your paper in all subsequent references.

APA 6th Edition Running Head Instructions for MS Word

Objective: Create a cover page header that is different from the header on the subsequent pages of an APA style document.

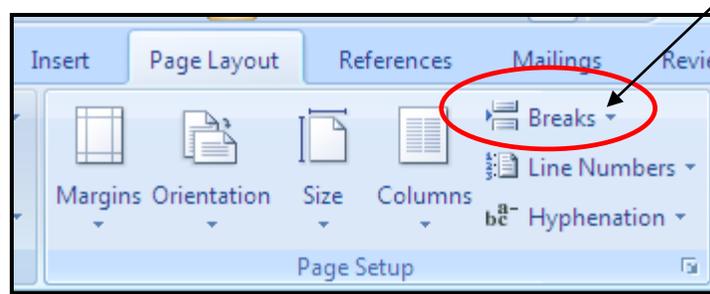
In order to have the phrase “Running head” in the header of a cover page of an APA document but not in the header of the subsequent pages, one uses Word’s section break function. Inserting a section break enables the author to change page attributes without changing those of the previous pages. **Note:** A section break is unlike a page break that simply inserts a new page at the cursor position. Page attributes such as margins, paragraph spacing, header, and footer of the inserted page remain the same as the previous page.

How to Create an APA Cover Page and Page 1 with Different Headers

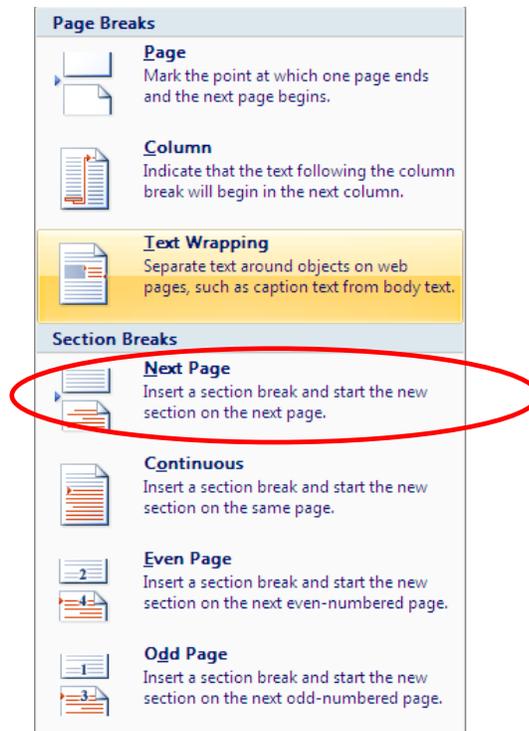
1. Create your cover page in the APA 6th edition format.



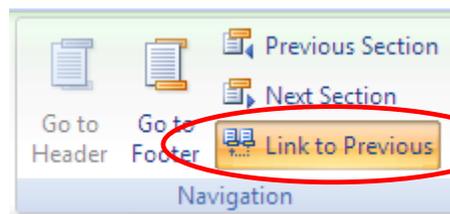
2. Insert a couple of lines after the university line.
3. Click the **Page Layout** tab on the ribbon at the top of the screen.
4. Click the down arrow beside **Breaks**. The Page Break window displays.



5. Click **Next Page**. Word inserts a blank page after the cover page with your cursor at the top right margin.



6. On the blank page, double click on the header to open it. The header opens and the ribbon opens the Design tab.
7. In the Navigation section, click **Link to Previous** to deactivate it. (**Note:** If you did not do this step, any changes you make to the header will also be made in the header of the cover page.)



8. In the header, delete the *Running head:* phrase.
9. Double click outside the header to close it.
10. Enter the title of your paper on the 1 in. line, centered, and continue with the body of your paper.