

Writing Strategies - UWL 100 - 10/11/18

- Thesis Statement - **Specific & reasoned** response to a question at issue
 - QI: answer is unknown, unproven, up for debate. Has to *matter*.
- Organization/structure/flow - [Outline](#) to help identify areas where transitions and/or topic sentences are needed
- Rubrics - Demand feedback
- Things instructors hate:
 - Overwriting - too wordy: contains excessive detail and repetition, flowery language, convoluted sentence structures

A sentence, overly and perhaps overtly complexified, turgid with rarified language, gains the semblance of scholarship though it may indeed lack the capacity to communicate its import to any but a reader utterly dedicated in his attentions.

A complex sentence may seem scholarly but confuse casual readers.

- Citation/style guide errors - [Purdue OWL](#)
- Grammar/mechanics/proofreading errors - Proofread!
- Unsupported claims - Cite evidence, explain logic
- Passive voice - You say, "I ate pizza." NOT, "Pizza was eaten by me."
- Bad hooks - Avoid generic openings ("Since the beginning of time..."), rhetorical questions ("Have you ever...?"), and (usually) quotations