

TYPES GUIDE OR HOW TO STOP ENDLESS REVISIONS

ESSAY / RESEARCH PAPER / RESEARCH
PROPOSAL / ANNOTATED BIBLIOGRAPHY /
BOOK REVIEW / OUTLINE
AND MANY MORE TYPES...

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ESSAY

Definition: A piece of writing that is aimed at making a writer discuss an idea from a specific perspective. Depending on this perspective, there exist informative, argumentative, and analytical essays.

Thesis: *Required*

Outline (5-paragraph essay):

I. **Introduction:** General information about the topic, a reason for a reader to be interested, the context in which it is to be discussed, and a **thesis statement**.

II. **Body:**

Paragraph 1:

- a. **Topic sentence** that supports the thesis statement.
- b. **Evidence #1** supporting the claim (fact, example, statistics, quote, etc.) and **comment** on it.
- c. **Evidence #2** supporting the claim and **comment** on it.
- d. **Evidence #...** supporting the claim and **comment** on it.
- e. **Concluding sentence**.

Paragraph 2 with the same elements.

Paragraph 3 with the same elements.

III. **Conclusion:** Restatement of the thesis statement and a summary of the main points.

Links:

- [5-paragraph essay outline along with detailed explanation](#)
- [A step-by-step guide on 5-paragraph essay writing](#)

A. Informative/Expository Essay

Definition: A piece of writing that requires a writer to choose a specific aspect of an idea/problem, find relevant information, and present it. It is not necessary to convince anyone or formulate an argument. Instead, a writer should **INFORM** the audience by providing definition(s), comparing and contrasting, describing the process, analyzing causes and effects, etc.

Thesis: *Required*

Ex. “The invention of the steam engine initiated a technological revolution, allowed people to travel further than they had ever been before, and became the foundation of globalization” – the author is **TO EXPLAIN** the importance/benefits of a steam engine from three different angles.

Outline: A classic 5-paragraph essay format.

Links:

- [What an expository essay is](#)
- [Structure of an expository essay](#)

Example:

What is Astraphobia	
<p>Storms are natural phenomena that are known to generate mixed emotions. Some people love them while others are desperately afraid of them or, in other words, suffer from astraphobia. Astraphobia is an abnormal fear of thunder and lightning, which affects some humans and animals. The word “astraphobia” is derived from Greek words <i>astrape</i>, which means “lightning,” and <i>phobos</i>, which signifies “fear” (Johnson 85). <u>Astraphobia has a set of symptoms that, however, can be minimized regardless of who fears storms.</u></p>	<p>Introduction with a <u>thesis statement</u></p>
<p><u>When there is a storm, people who have astraphobia exhibit a number of symptoms, which are mostly the same as those of other phobias.</u> According to Johnson, they include crying, sweating, shaking, and even panic attacks (88). However, there are some symptoms that are associated with this fear only, namely seeking reassurance from people around and hiding. If a person is alone, all the symptoms may worsen. He/she may attempt to lessen the noise from a storm or search for additional shelter. It means that he/she might, for example, hide in a closet or go to the basement of the house. Sometimes, astraphobia may even develop to agoraphobia, which is the fear of being outside (Johnson 92). <u>Therefore, the symptoms of astraphobia are diverse and may escalate sometimes.</u></p>	<p><u>Topic sentence (TS)</u></p> <p>Development of the ideas from <u>TS</u> with evidence and examples</p>
<p><u>The victims of astraphobia are various and numerous.</u> Dogs and cats are known to suffer from it to a large extent. Around 30% of dogs show severe anxiety whenever there is a thunderstorm because of cortisol, a hormone that causes this stress (Jackson 25). Cats are also known to experience astraphobia. The prevalence of this fear is lower, but up to 15% of these animals hide during a storm (Jackson 27). With regard to humans, astraphobia mostly afflicts children, who are diagnosed with the condition if the fear persists for more than six months (Sparrow 49). Nevertheless, adults might suffer from the condition as well. <u>Thus, both animals and humans may endure stress during the extreme weather.</u></p>	<p><u>Concluding sentence (CS)</u></p> <p><u>TS</u></p> <p>Development of the ideas from <u>TS</u> with evidence and examples</p>
<p><u>Astraphobia can be treated in adults, children, and even animals.</u> Cognitive behavioral therapy is to be applied (Sparrow 52). It may involve visualization exercises or soothing messages, which are usually helpful for adults. Children should be distracted by either music or a game (Sparrow 56). Besides, talking positively and saying how a storm cannot hurt are important things to do to aid a child in overcoming the fear. Finally, to stop anxiety in animals, special medication and counter conditioning techniques might be used (Jackson 30). <u>Hence, everyone can recover from or learn to handle astraphobia.</u></p>	<p><u>CS</u></p> <p><u>TS</u></p> <p>Development of the ideas from <u>TS</u> with evidence and examples</p> <p><u>CS</u></p>

In conclusion, it is impossible to live in the world without storms, but astrophobia-free life is the reality. Similarly to most phobias, thunderstorm fear is distressing and can lead to dangerous behavior. If the symptoms are not addressed, it may even evolve into other phobias. Therefore, individuals who suffer from astrophobia should seek professional help.

Conclusion

B. Argumentative Essay

Definition: A piece of writing that requires a writer to examine a controversial idea, take a stance, and convince a reader that it is a correct. For example, it might be necessary to agree/disagree that smoking should be banned in public places. A writer should take one side and prove that it is a correct position.

Thesis: Required. It should be arguable, i.e., formulated in a way that a reader could agree/disagree with it.

Ex. “Travelling abroad should be an inseparable part of one’s life because it is a diverse learning experience, the opportunity to become more self-aware, and the possibility to look at own nation from a different angle” – an author is **TO ARGUE/PROVE** that traveling is necessary. A reader may agree or disagree with the statement.

Outline: An argumentative essay may be written in two formats: classic one and Rogerian (See **Links**). Usually, a classic format is required.

I. Introduction: General information about the topic, a reason for a reader to be interested, the context in which it is to be discussed, and a **thesis statement**.

II. Body:

Paragraph 1:

- a. **Topic sentence** that contains a **CLAIM** supporting the thesis statement.
- b. **Evidence #1** supporting the claim (fact, example, statistics, quote) and **comments** on it.
- c. **Evidence #2** supporting the claim and **comments** on it.
- d. **Evidence #...** supporting the claim and **comments** on it.
- e. **Concluding sentence**.

Paragraph 2 with the same elements.

Paragraph 3 with the same elements.

Paragraph 4 with **opposing views**:

- a. **Arguments** that the opponents might have.
- b. **Explanation** of their position.
- c. **REFUTATION**, i.e., proof that they are wrong.

III. Conclusion: Restatement of the thesis statement and a summary of the main points.

Links:

- [Classic format of argumentative essays explained](#)
- [Rogerian format in comparison with the classic one](#)
- [Argumentative essay step-by-step](#)

Example:

Physician-Assisted Suicide	
<p>Many people have complicated medical conditions that are not curable. They endure intense sufferings and live in constant pain. In agony, they may plead doctors to terminate their adversity and lives. In other words, these people wish for physician-assisted suicide. There are those who think that to end the misery of these suffering people is a noble act and, thus, advocate for physician-assisted suicides to be legalized. Others strongly oppose this initiative considering it the form of killing. <u>Nevertheless, a physician-assisted suicide should not be legalized because of legal implications, the likelihood of a desire to die to be irrational, and the advancement of modern technologies.</u></p>	<p>Introduction with an <u>argumentative</u> and <u>arguable thesis statement</u></p>
<p><u>First, an assisted suicide should not be allowed since it will bring many legal complications and lead to the deaths of the innocent.</u> Permitting assisted suicide on the basis of compassion or mercy will make people urge the death of those whose lives they deem undesirable or worthless. They will have an excuse for having killed a person they do not like once the latter has a minor medical complication (Porter, 2015). Moreover, the legalization might spur many people, specifically relatives, to encourage terminally ill patients to ask to be killed. They might simply try to avoid the inconveniences associated with catering for the relative, for example, medical bills, time spent with the patient, and stigmatization (Jeffrey, 2013). <u>Therefore, physician-assisted suicide is likely to become a tool of disposing of people who cannot protect themselves due to a medical condition.</u></p>	<p><u>TS</u> with a <u>claim that supports position</u> taken in the thesis statement</p> <p>Development of the claim from <u>TS</u> with evidence and examples</p>
	<u>CS</u>
<p><u>Second, the desire to proceed with an assisted suicide may not be the result of conscious decision-making that irreversibly affects both the sick and the physicians.</u> Patients might think that they want to die at night when the pain usually enhances but change their minds in the morning, when painful feelings are minimized (De Ville, 2016). However, once having made a request to be killed, one might not have a chance to change the decision later and, therefore, will die unwillingly. Moreover, doctors and nurses will be forced to terminate lives of patients. They might not want to do it but will have to perform their duties. Psychological well-being of these medical practitioners will be negatively influenced since they assist in committing suicide (De Ville, 2016). <u>Hence, although aimed to help, physician-assisted suicides can hurt people instead.</u></p>	<p><u>TS</u> with a claim that supports position taken in the thesis statement</p> <p>Development of the claim from <u>TS</u> with evidence and examples</p>
	<u>CS</u>
<p><u>Finally, an assisted suicide should not be legalized because there is always a little chance that the condition can be mitigated.</u> Rapid developments in the field of medicine and technology allow saving more and more lives each day (Candle,</p>	<p><u>TS</u> with a claim that supports position taken in the thesis statement</p>

<p>2011). A disease that was not curable yesterday may become treatable tomorrow. Even if a disease cannot be cured completely, certain symptoms and pain may be addressed. Additionally, modern medical technology helps people to sustain lives of those whose mental and physical capabilities could not be reinstated. For example, patients with degenerating states, which cannot be reversed, and those whose pain cannot be eased continue to live (Candle, 2011). In other words, the hope should not be abandoned. Thus, waiting for a less radical solution is a better option as compared to physician-assisted suicide.</p>	<p>Development of the claim from TS with evidence and examples</p>
<p>Surely, there are individuals who argue that people should be allowed to end own lives. It would save hospital funds, which become medical expenses, and efforts of doctors who could instead help the patients who are not terminally ill and are willing to live. They say that treating people with incurable conditions is not efficient. However, the aim of hospitals is to preserve human lives, not to end them. An assisted suicide is, thus, against the fundamental purpose of medicine, in general. Furthermore, if adopted, the legalization will greatly contribute to the downfall of medical institutions (Watson, 2013). People will lose hope in efficient medical aid and may not want to seek medical advice, which will lead to even more deaths. Therefore, people should not be able to determine other's time of death even if the sick ask for it.</p>	<p>CS</p> <p>TS</p> <p>Counterargument with the explanation of opposing views</p> <p>Refutation of the opposing views</p> <p>CS</p>
<p>In conclusion, although many consider that physician-aided suicide should not be prohibited, its legalization is not the option. It may lead to a range of legal repercussions. The irrationality of the desire to die and the technological and scientific progress in the field of medicine should be taken into account, too. It will take much time before a right conclusion is arrived at. However, instead of speculating over this controversy, humanity should focus on finding medical solutions to as many diseases as possible.</p>	<p>Conclusion with the restatement of the thesis</p>

C. Analytical Essay

Definition: A piece of writing that requires a writer to make an observation regarding an idea, critically examine/analyze/interpret it, make a conclusion, and present it with supporting evidence and examples. The thesis should show the results of the analysis. It is a persuasive piece of writing.

Thesis: *Required.*

Ex. “New tax reforms in the US are likely to positively influence (= a conclusion made after observation) small businesses, educational system, and healthcare programs” – the author is **TO ANALYZE** the reforms from three perspectives.

Outline: A classic 5-paragraph essay format.

Link:

- [How to write an analytical essay](#)

D. Persuasion Tools/Rhetorical Appeals

LOGOS is the means of persuasion based on evidence and reason. It implies convincing the audience by means of facts, statistics, a reference to authority, and historical/literal analogies.

Example:

- a. There are not only the fingerprints, the lack of an alibi, a clear motive, and an expressed desire to commit the robbery, a video of the suspect breaking in was found as well. = **Facts.**
- b. According to the Humane Society of the United States, nearly 1,000,000 animals are abused or die from abuse every year. = **Statistics/authority** with the reference to a reputable organization.

PATHOS is the means of persuasion based on appealing to emotions, e.g., by drawing pity or invoking anger. Pathos can be developed by using emotion-evoking examples and stories about emotional events.

Example:

- a. Better men than us have fought and died to preserve this great nation. Now is our turn to return the favor. For God and country, gentlemen. = **Reference to tradition/common heritage.**
- b. Imagine a small dog sitting in a dark, cold garage. He is skinny and weak from going days without food. There is no water for him to drink, no person to give him love, and no blanket to keep him warm at night. = **Pity.**

ETHOS is the means of persuasion based on showing that the author can be trusted. Ethos is used by choosing language that is appropriate for the audience and introducing own expertise or background.

Example:

- a. As a veterinarian with 30 years of experience, I have seen how even one incidence of abuse can affect an animal for the rest of its life. = **Reference to experience.**
- b. As a doctor, I am qualified to tell you that this course of treatment will likely generate the best results. = **Reference to occupation.**
- c. Being a father, I understand your concerns about the educational reform. = **Reference to a social role.**

Links:

- [Rhetorical appeals explained](#)
- [Examples of logos, pathos, ethos](#)

E. Persuasive Essay

Definition: A piece of writing that requires a writer to persuade a reader to accept a certain point of view or undertake a specific action. As opposed to an argumentative essay, it does not require taking a stand on a controversial issue or consider the opposing viewpoint. These essays are limited to convincing the audience with the help of persuasive tools, namely ethos, pathos, and logos.

Thesis: *Required.*

Outline: A classic 5-paragraph essay format but with the application [persuasion tools/rhetorical appeals](#):

I. **Introduction:** General information about the topic, a hook to grab a reader's attention, and an arguable **thesis statement**.

II. **Body:**

Paragraph 1:

- a. **Topic sentence** that contains a **CLAIM** supporting the thesis statement.
- b. **Evidence #1** supporting the claim (ethos/pathos/logos) and **comments** on it.
- c. **Evidence #2** supporting the claim and **comments** on it.
- d. **Evidence #...** supporting the claim and **comments** on it.
- e. **Concluding sentence**.

Paragraph 2 with the same elements.

Paragraph 3 with the same elements.

III. **Conclusion:** Restatement of the thesis statement and the summary of main points.

Link:

- [A short persuasive essay guide](#)

F. Comparison & Contrast Essay

Definition: A piece of writing that requires a writer to discuss similarities and differences between two people, concepts, objects, places, etc. The comparison and contrasting should be made in terms of 3-4 aspects. For example, if two restaurants are under discussion, they may be compared in terms of service, prices, and food.

Thesis: *Required.*

Outline:

I. **Introduction:** General information about the topic, a hook to grab a reader's attention, and a **thesis statement**. The latter should indicate a **writer's position regarding the two subjects**, e.g., one is better than the other; both are great; both are poor.

II. Body can be organized in either of **two ways**:

Block Approach

- **Paragraph 1:** Aspect #1 is discussed with regard to Subject 1.
- **Paragraph 2:** Aspect #2 is discussed with regard to Subject 1.
- **Paragraph 3:** Aspect #3 is discussed with regard to Subject 1.
- **Paragraph 4:** Aspect #1 is discussed with regard to Subject 2 and comment on similarities/differences with Subject 1.
- **Paragraph 5:** Aspect #2 is discussed with regard to Subject 2 and comment on similarities/differences with Subject 1.
- **Paragraph 6:** Aspect # 3 is discussed with regard to Subject 2 and comment on similarities/differences with Subject 1.

Point-by-Point Approach

- **Paragraph 1:** Aspect #1 of discussed for both subjects.
- **Paragraph 2:** Aspect #2 of discussed for both subjects.
- **Paragraph 3:** Aspect #3 of discussed for both subjects.

III. **Conclusion:** Restatement of the thesis statement and a summary of the main points.

Links:

- [Organizational patterns for the comparison/contrast essay](#)
- [Sample essays of both body formats](#)

RESEARCH PAPER

A. Simple Research Paper

Definition: A piece of writing that requires gathering and systemizing data concerning a specific subject. It does not require conducting research other than reading primary and secondary sources. Then, a writer might be asked to:

- report about what was found about the subject;
- present how the same subject is discussed by different authors;
- make an argument about the subject;
- compare/contrast concepts;
- investigate cause and effect relationship, etc.

Thesis: *Required.*

Outline: The format of a research paper fully depends on the task itself. However, if the assignment is just to research a topic/concept, the structure is as follows:

- I. Introduction:** General information about the topic, a reason for a reader to be interested, the context in which it is to be discussed, and a **thesis statement**.
- II. Body:**
 - Section 1/Subheading: One of the relevant aspects discussed.
 - Section 2/Subheading: One of the relevant aspects discussed.
 - Section 3/Subheading: One of the relevant aspects discussed.
 - Section.../Subheading: One of the relevant aspects discussed.
- III. Conclusion:** Restatement of the thesis statement and a summary of the main points.

Example:

Leadership Styles	
Leadership style is a way of giving directions, implementing plans, and inducing people to work harder in the pursuit of specific objectives. A leader is a team member with an ability to influence others in the group and, thus, in charge of the working process. There are three main styles that leaders may employ in workplace, namely democratic, delegative, and authoritarian. Powerful leaders try to apply all leadership styles in a balanced manner to ensure favorable outcomes for an organization.	Introduction with a thesis statement
Democratic Leadership Having adopted a democratic style, a leader encourages active involvement of other team members in the leading process. The subordinates, in this case, take part in decision-making although the leader remains the one who makes the final choice. It provides much freedom for team members since they do not have to wait for the leader's confirmation when a minor issue is being solved. Moreover, democratic leadership style spurs people to deepen their knowledge in the sphere and makes them interested in the outcome since they see own contribution (Stevens, 2015). Using this style, leaders, in turn, may be sure of employees' loyalty and confidently delegate tasks. It helps to build trustful relationships with the	Section 1* with a subheading, TS, and CS . * A section may and usually should have more than one paragraph. Each paragraph, however, should have the same structure.

<p>subordinates. Many leaders avoid this tactic as it leaves room for the employees to express own dissatisfaction regarding the working process (Stevens, 2015). Such an approach, however, may be detrimental since ignoring the needs of people may result in the loss of valuable team members, high turnover, and even a revolt. <u>Therefore, democratic leadership style is beneficial for both employees and a leader.</u></p>	
<p style="text-align: center;">Delegative Leadership</p> <p><u>Delegative leadership style is based on decision-making that takes place without the participation of a leader while the accountability remains with him/her.</u> It is usually applied when the employees have sufficient knowledge and skills to work on their own. They can make certain decisions without consulting a leader but still be sure that he/she monitors the situation (Gregory, 2014). This style empowers employees, adds confidence, and enhances motivation to make a project successful. If an employee’s decision yields negative results, the problem is explained and reprimanded for. However, the individual is never made fully answerable or blamed for a failure (Gregory, 2014). The delegative style does not oblige a leader to do everything alone and allows relying on a team. In addition, by delegating duties, a leader develops the expertise of the subordinates, which positively influences the organization. Delegation is worth applying after the employees have learned to make decisions collectively, as a democratic style suggests. <u>Hence, delegative leadership style implies the controlled autonomy in a team.</u></p>	<p>Section 2 with a subheading, <u>TS</u>, and <u>CS</u>.</p>
<p style="text-align: center;">Authoritarian Leadership</p> <p><u>The authoritarian style deprives employees of a chance to make an actual contribution and express own ideas.</u> A leader who adopts this style simply assigns duties without listening to their suggestions or advice. Such a style is often associated with the threats as the leader is likely to punish severely if people do not follow the instructions (Clarks, 2013). Even though the style seems inappropriate for contemporary organizations, it may be applied in combination with the democratic and delegative styles sometimes, in particular, in the moments of crisis. When time and resources are limited and drastic measures should be taken, consulting the subordinates might disrupt the process of problem-solving and even deteriorate the situation (Clarks, 2013). It does not mean that a leader is allowed to shout and pressurize people, but giving strict but polite orders is relevant. <u>Thus, although negatively perceived, the authoritarian leadership style may be used along with other approaches to leading people.</u></p>	<p>Section 3 with a subheading, <u>TS</u>, and <u>CS</u>.</p>
<p><u>In conclusion, democratic, delegative, and authoritarian are the major leadership styles, which might be applied in an organization separately or in combination.</u> The former envisages active participation of employees in decision-making. The delegative style implies that a leader is responsible for the choice that the subordinates make while authoritarian style requires full compliance with the orders. Only if properly mixed, the styles will be effective to a maximum extent.</p>	<p>Conclusion with the <u>restatement of the thesis</u></p>

B. Extended Research Paper

Definition: A piece of writing that requires researching what others think about a topic (analyze primary and secondary sources) and, based on the information found, offer a unique perspective. Then, this perspective is to be supported/invalidated using qualitative or quantitative methods.

Thesis: *Required.*

Outline:

I. Abstract (See [Abstract](#)):

- a. Problem statement.
- b. Purpose of the research.
- c. Methods used.
- d. Results.
- e. Conclusion.

II. Introduction:

- a. A problem under discussion.
- b. Purpose of the study.
- c. Significance/Gap in knowledge that is to be filled in.
- d. Research questions.
- e. Hypothesis.
- f. Objectives.
- g. Thesis presenting the structure of the paper.

III. Literature Review: It implies making an overview of sources that concern the topic under discussion. The sources should be discussed in sections distinguished according to common themes, not just one by one (See [Literature Review](#)).

IV. Methodology:

- a. Research design.
- b. Sample/Population.
- c. Procedure.
- d. Method of analyzing the results.

V. Results: It implies telling about the most important findings of the research. No interpretation/discussion of the result should be provided. Figures and tables are advisable in this part.

VI. Discussion/Conclusion:

- a. Findings in the context of what is already known about the topic.
- b. The importance of findings.
- c. Implication of the findings.
- d. Potential ways to continue research.

Links:

- [Sample research paper](#)
- [Detailed explanation of research paper components](#)

RESEARCH TYPES AND COMPONENTS

A. Types of Research

QUALITATIVE RESEARCH is a type of research aimed at gathering qualitative data, i.e., data about relationships, interactions, and constraints related to the problem at hand. This research describes the issue and explores it in general.

The **methods**, which can be used for this research type are, e.g.:

- Direct observation;
- Participants observation;
- Not structured interviews;
- Reviews of personal/public documents;
- Case study;
- Focus group.

A **sample problem** of a qualitative research is a rising number of suicides among teenagers. Therefore, the **attitude** of teenagers to cyberbullying in social networks might be studied.

QUANTITATIVE RESEARCH is a type of research aimed at gathering quantitative/numerical/statistical data to demonstrate the relation between variables, e.g., gender and salary, race and education, academic performance and teaching styles used, etc.

The **methods**, which can be used for this research type are, e.g.:

- Survey;
- Structured interview;
- Analysis of reports/company-related numerical data.

A **sample problem** of a quantitative research is the discrepancy between the salaries of males and females. **Statistical relationship** between gender, academic excellence, and salary might be studied.

MIXED METHODS RESEARCH is a type of research where both quantitative and qualitative data are used because researchers want to see a whole picture, e.g., to find out what people think of a phenomenon and how the validity of their answers is supported statistically. The methods are combined, e.g., a review of public documents and a survey.

Links:

- [A very helpful comparative table of two main research types](#)
- [Detailed explanation of the difference between the types](#)

B. Variables

A VARIABLE is a property of an individual, event, object, process, etc., that can have more than one value. Variables might be demographic, physical or social as well as abstract or concrete, e.g., religion, income, weight, height, language, anxiety levels, age, blood group, etc. Studies are aimed at determining the relations between two or more variables and explaining them. The more variables are involved, the more complex the research will be.

TYPES OF VARIABLES

An **independent variable** is stable and unaffected by the other variables that are measured. It is its condition that is being changed by the investigator.

A **dependent variable** is the one that depends on other factors that are measured. These variables are expected to change as a result of the manipulations with the independent variable.

Example:

In a study of how stress affects heart rate in humans, an independent variable is stress the levels of which a changed by a researcher whereas a dependent variable is heart rate.

Links:

- [Guide on variables and their other types #1](#)
- [Guide on variables and their other types #2](#)

C. Research Questions and Hypothesis

A **RESEARCH QUESTION** is the presentation of the problem that is to be solved in a research paper/proposal/dissertation. It shows a specific area of interest to be addressed and must be formulated before the research.

To formulate a research question, it is necessary to narrow down a topic, e.g.:

Women's health → Women and cancer → Women smokers and breast cancer → Is there an association between cigarette smoking and breast cancer risk?

A sample research question of a qualitative research:

How online users of Facebook and Twitter aged 13-18 suffering from cyberbullying address the issue?

A sample research question of a quantitative research:

Considering the undergraduates of 2010-2015 aged 22-25, do females score higher than males on GRE test?

A **HYPOTHESIS** is a declarative sentence with a **prediction of the answers to the research questions**. It shows connection between the variables and preliminary conclusion regarding the findings of the research. After research is conducted, the hypothesis might be confirmed or dismissed. One research question may have several corresponding hypotheses.

Main types of hypotheses:

- **Null hypothesis** is the statement that there is no relationship between the variables, i.e., one variable does not affect the other.
- **Alternative hypothesis** is the statement that there is relationship between the variables, i.e., one variable affects the other.

Hypothesis should contain:

- Variables;
- Population;
- Relationship between the variables.

Hypothesis should be:

- Testable, i.e., verifiable or falsifiable;
- Not a moral or ethical question;

- Not too specific or too general;
- A prediction;
- Valuable even if proven false.

Qualitative research is aimed at generating hypotheses, so it cannot be formulated before the study is conducted. Specifically, first, it is necessary to collect data from research participants concerning a phenomenon of interest. Then, the gathered information should be applied to develop hypotheses. Thus, qualitative research tends to answer research questions only.

Quantitative research is aimed at testing hypotheses. A **sample** hypothesis of a quantitative research: Students experiencing anxiety prior to an English exam will get higher scores than those who remain calm. Here:

- Students who experience anxiety = **population**.
- Anxiety and exams scores = **variables**.
- Experience anxiety vs. getting higher scores = **relationship between variables**.

Links:

- [Research questions vs. hypotheses](#)
- [How to formulate a research question + examples](#)
- [Null vs. alternative hypothesis + examples](#)

D. Literature Review

Definition: A literature review is one of the stages/parts of a research paper. It requires searching the sources that discuss the problem/topic at hand. It serves as a background/basis for own research. The gap in the literature/necessity to extend the scope of what literature covers is the reason for conducting research.

Thesis: **Required** if a separate task and **NOT required** if a part of a research paper/proposal.

Outline: A literature review as a separate paper:

I. Introduction:

- a. A problem under discussion.
- b. Purpose of the study.
- c. Explanation of the structure.
- d. Scope of the review/Explanation of what sources will be covered.

II. Body: It implies making an overview of sources that concern the topic under discussion. The sources should be discussed in sections distinguished according to common themes, not just one by one.

III. Conclusion:

- a. Summary of main points.
- b. Evaluation of the current state of literature in relation to the topic.
- c. Flaws or gaps in existing knowledge.
- d. Ideas for future study.

Links:

- [How to examine a specific source + structure of literature review](#)
- [Sample literature review as a part of a research paper](#)

- [Sample literature review as a separate paper](#)

RESEARCH PROPOSAL/THESIS PROPOSAL

Definition: A piece of writing aimed at showing the interest in a specific problem, reasons why it should be studied, and methods, which a researcher is to adopt to approach the issue under consideration. In other words, it is a draft/plan of an extended research paper. **These papers should be written in a future tense.**

Thesis: *Required*

Outline:

I. Abstract (See [Abstract](#)):

- a. Problem statement.
- b. Purpose of the research.
- c. Methods used.
- d. Results.
- e. Conclusion.

II. Introduction:

- a. A problem under discussion.
- b. Purpose of the study.
- c. Significance/Gap in knowledge that is to be filled in.
- d. Research questions.
- e. Hypothesis.
- f. Objectives.
- g. Thesis statement.

III. Literature Review: It implies making an overview of sources that concern the topic under discussion. The sources should be discussed in sections distinguished according to the common themes, not just one by one (See [Literature Review](#)).

IV. Methodology:

- a. Research design.
- b. Variables.
- c. Sample/Population.
- d. Instruments/Materials.
- e. Procedure.
- f. Method of analyzing the results.
- g. Limitations.

V. Results (*Rarely required*): It implies explaining what findings are expected to be obtained, how they will be arranged and analyzed unless it is mentioned in the methodology part.

VI. Discussion/Conclusion (*Rarely required*).

- a. Summary of main points.
- b. Importance of the study.
- c. Potential implications of the study.

Links:

- [How to write a research proposal](#)

- [Parts of a research proposal explained](#)
- [Sample research proposal](#)

DISSERTATION/THESIS

Definition: An extensive piece of writing that is based on an in-depth examination of a problem.

Dissertations are written to obtain a Ph.D. degree while theses give a chance to become Master. These papers must have a debatable claim and evidence supporting the position. The evidence should be collected using qualitative and/or quantitative methods. A unique perspective on the topic should be offered.

Thesis: *Required*

Outline: I. **Abstract** (See [Abstract](#)):

- a. Problem statement.
- b. Purpose of the research.
- c. Methods used.
- d. Results.
- e. Conclusion.

II. **Introduction:**

- a. A problem under discussion.
- b. Purpose of the study.
- c. Significance/Gap in knowledge that is to be filled in.
- d. Research questions.
- e. Hypothesis.
- f. Objectives.
- g. Thesis presenting the structure of the paper.

III. **Literature Review:** It implies making an overview of sources that concern the topic under discussion. The sources should be discussed in sections distinguished according to the common themes, not just one by one (See [Literature Review](#)).

IV. **Methodology:**

- a. Research design.
- b. Variables.
- c. Sample/Population.
- d. Instruments/Materials.
- e. Procedure.
- f. Method of analyzing the results.
- g. Limitations.

V. **Results:** It implies telling about the most important findings of the research. No interpretation of the result should be provided. Figures and tables are advisable in this part.

VI. **Discussion/Conclusion:**

- a. Findings in the context of what is already known about the topic.
- b. The importance of findings.
- c. Implication of the findings.
- d. Limitation of the research.
- e. Potential ways to continue research.

Links:

- [Dissertation outline](#)
- [Components of a dissertation explained](#)

ANNOTATED BIBLIOGRAPHY

Definition: A summary and evaluation of sources that are to be used for further research. It is limited to the reference of the source and 1-2 paragraphs of the actual annotation. Annotated bibliography might be a component of a larger paper or a stand-alone assignment.

Thesis: *Not required*

Outline:

- I. **Reference of the source** formatted in style requested by the customer (= **not included** in the word count).
- II. **A paragraph(s) that:**
 - a. summarizes the main points of a book or article;
 - b. evaluates the authority or background of the author;
 - c. comments on the intended audience;
 - d. discusses the relevance of the source to the research
 - e. compare or contrast this source with other sources, if applicable.

Links:

- [Sample annotated bibliography in MLA and APA #1](#)
- [Sample annotated bibliography in MLA and APA #2](#)

Example:

An Annotation of a Book (Adapted from Purdue OWL)	
Lamott, Anne. <i>Bird by Bird: Some Instructions on Writing and Life</i> . 2nd ed., Anchor Books, 2015.	A reference in MLA style
<u>Lamott's book offers a unique view of the nature of a writer's life, which is full of insecurities and failures. Relying on own experience in creative writing, she discusses everything from plot development to jealousy, from perfectionism to struggling with one's internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing. The project seems to reveal a reality regarding writing, publishing, and fighting with own imperfect nature. Being more than just a practical handbook on producing and/or publishing books, this text is indispensable because of its honest perspective, down-to-earth humor, and encouraging approach.</u> Chapters of the book might be included in the curriculum of a writing class and generate discussion on students' drafting and revising processes.	<u>A summary of the source</u> along with the <u>author's background</u>
	<u>Evaluation</u> with the comments on the <u>intended audience</u>
	Reflection on the utility of the source

SYNOPSIS

Definition: A synopsis is a summary or a shortened version of a chapter, book, article, or other pieces of writing. It requires a writer to read the source, select the ideas that are the most important, and write a brief summary. It should be written **in present tense**.

Thesis: *Required*

Outline:

SYNOPSIS OF A FICTION BOOK

I. Introduction:

- a. Title and author.
- b. Placing the piece of writing in the context.
- c. Central conflict of the story.
- d. Thesis statement.

II. Body: Multiple paragraphs presenting the main events/characters in a chronological order, i.e., as they happen/appear in the book/chapter, etc.

III. Conclusion: Restatement of the thesis statement and explanation of how the conflict has been resolved.

SYNOPSIS OF A RESEARCH ARTICLE

IV. Introduction:

- a. Title and author.
- b. The topic under discussion.
- c. Thesis statement.

V. Body:

- a. Research Problem.
- b. Research Theory.
- c. Methodology.
- d. Hypotheses.
- e. Instruments.
- f. Sample.
- g. Findings.
- h. Implications.

VI. Conclusion: A summary of the main points and the ideas for future research.

Links:

- [Sample synopsis with the explanation](#)
- [How to write synopsis](#)
- [Example of the summary of non-fiction text](#)

BOOK REPORT

Definition: A descriptive/informative piece of writing. In it, a writer should tell about the plot, characters, main themes (fiction books) or main topics discussed, thesis, arguments, conclusions (non-fiction books). It is an objective piece of writing that does not require opinion or evaluation of the author's ideas.

Thesis: *Required*

Outline:

I. Introduction:

- a. Title/Author.
- b. Genre.
- c. A brief introduction of the book.
- d. Thesis allowing a reader envisage how the report will be organized.

II. Body:

For a fiction book:

- a. Setting.
- b. Who narrates the story.
- c. Comments on the tone and mood of the story.
- d. Protagonist and other characters.
- e. Plot summary (major events, climax, resolution).

For a non-fiction book:

- a. General topic of the book.
- b. Intended audience.
- c. Purpose.
- d. The author's thesis.
- e. Mains points and arguments.
- f. Conclusions the author arrives at.

III. Conclusion: Restatement of the thesis statement and a summary of the main points.

Link:

- [What book report is and how it is different from a book review](#)

BOOK REVIEW

Definition: A critical/evaluative discussion of a book. It provides a brief summary of the content, but its main part is the assessment of the book's value as well as its strengths and limitations. It is a subjective piece of writing that requires taking a stance and supporting it with evidence.

NOTE: A book review may concern both fiction and non-fiction pieces of writing. In this guide, however, a book review is explained for non-fiction books only. See [Literary Analysis](#) to find out how to write a review for a fiction book.

Thesis: *Required*

Outline:

I. Introduction:

- a. Title and the author.
- b. Genre.
- c. A brief introduction of the book.
- d. Thesis statement with the stance outlined.

II. Body:

Summary (1-2 paragraphs max.):

- a. General topic of the book.
- b. Intended audience.
- c. Purpose of the book.
- d. The author's thesis.

Analysis:

- a. Credibility of the author/Background/Credentials.
- b. Author's principal claims and argument.
- c. Conclusions the author arrives at.
- d. Evidence the author employs.
- e. Methods of analysis the author uses.
- f. Contradiction with the alternative interpretations of the problem.
- g. Information that was left out.

Evaluation:

- a. Is the author's goal achieved? Was the thesis proved? Why/why not?
- b. Is the book convincing? Why/why not?
- c. Is the author biased? Why/why not?
- d. Is the usage of evidence adequate/accurate/convincing? Why/why not?
- e. Is there distortion, exaggeration, or diminishing evidence?
- f. Is the structure/tone/organization of ideas appropriate? Why/why not?
- g. What are the strengths and weaknesses of the book?
- h. Should the book be read? If yes, who should read it?

III. Conclusion: Restatement of the thesis statement and a summary of the main points.

NOTE: The list of aspects presented in this outline is not exhaustive. Other points may also be discussed. Moreover, not all of the listed ones should be obligatory addressed.

Links:

- [Useful tips on writing book review](#)
- [Book review example](#)

Example:

Man's Search for Meaning by Viktor E. Frankl (Adapted from https://goo.gl/O3ab53)	
<p><u>In <i>Man's Search for Meaning</i>, Viktor E. Frankl tells a personal story of own experience as a prisoner in a concentration camp Auschwitz during the Holocaust. The story has a form of an essay in which he shares his arguments and analysis of the situation from three perspectives, namely as a doctor, psychologist, and the former prisoner. Frankl's story, as well as his main arguments, is convincing and allows a reader to relive the worst moments of the 20th century, but it has a range of weaknesses that spur to question the validity of claims and distract readers' attention.</u></p>	<p>Introduction with the presentation of the book and a thesis statement</p>
<p><u>Frankl begins his book by stating that his purpose is not to present facts and details of the Holocaust but to provide a personal account of the everyday life of a prisoner living in a concentration camp to the public.</u> He states, "This tale is not concerned with the great horrors, which have already been described often enough (though less often believed). It will try to answer this question: How was everyday life in a concentration camp reflected in the mind of the average prisoner?" (Frankl 21). <u>The author claims that there are three stages of a prisoner's psychological reactions to being held captive for no reason.</u> The first phase, which occurs just after a prisoner is admitted to the camp, is shock. The second phase is apathy that appears as the person gets used to the routine. This condition is described as "the blunting of the emotions and the feeling that one could not anymore" (Frankl 42). The third phase, which follows the liberation from the camp, is a period of "depersonalization," in which "everything appears unreal, unlikely, as in a dream" (Frankl 110). <u>Frankl describes each of these phases using psychological theories and provides personal experiences to exemplify each of the stages.</u></p>	<p style="text-align: center;"><u>TS</u></p> <p style="text-align: center;">Summary</p> <ul style="list-style-type: none"> * <u>purpose and a general topic of the book</u> * <u>intended audience</u> * <u>the author's thesis</u> <p style="text-align: center;"><u>CS</u></p>
<p><u>As described above, Frankl's main purpose for writing this book is to present and analyze the average prisoner's psychological reactions to the everyday life of a concentration camp.</u> His main argument is that each prisoner goes through the same psychological stages, specifically shock, apathy, and depersonalization. He made such assumption based on the <u>actions of prisoners and own thoughts, reactions, and experiences</u> in Auschwitz. Such background makes the book credible and persuasive. All claims are consistently supported with examples. For instance, Frankl argues that the second phase of apathy forces "the prisoner's life down to a primitive level" in which "all efforts and all emotions were centered on one task: preserving one's own life and that of the other fellow" (47). The author relies <u>on psychological</u></p>	<p style="text-align: center;"><u>TS</u> with a claim about the book</p> <p style="text-align: center;">Analysis</p> <ul style="list-style-type: none"> * <u>argument</u> * <u>kind of evidence used</u> * <u>comment on credibility</u> * <u>methods used</u>

<p>instinct theory and own observations to prove the validity of the claim. Frankl says,</p> <p>It was natural that the desire for food was the major primitive instinct around which mental life centered. The majority of prisoners working near each other and were, for once, not closely watched, they would immediately start discussing food (48).</p> <p>In other words, the evidence supports that basic needs are what matters for the most people living in such conditions. Therefore, all arguments throughout the text are illustrated and strengthened with the examples and personal experiences.</p>	<p>A direct quote to support the claim + comments on/interpretation of the direct quote</p> <p style="text-align: center;"><u>CS</u></p>
<p>Overall, <i>Man's Search for Meaning</i> creates a positive impression and captivates a reader's attention with the uneasiness of the themes discussed, but there are still some weaknesses that compromise the quality of the book. First, the author is a survivor of the Holocaust and was a prisoner of a concentration camp himself, which gives him the personal insight to be able to comment on the psychological conditions of an average prisoner and makes the book convincing. However, it also leads to the bias because the author is unable to be entirely objective in the analysis. Even Frankl acknowledges the presence of bias at the beginning of his book by stating, "Only the man inside knows" (24). This slight partiality serves as a minor weakness of the book as it might mean that some events are exaggerated.</p> <p>The second weakness in Frankl's book is the assumptions he sometimes makes to prove his point. Occasionally, he makes generalizations that although may have been true for himself and those around him, might not have been true for every prisoner in the concentration camp during the Holocaust. For example, he says, "A prisoner in the first phase of shock, did not fear death" (Frankl 37). It is bold to say that no prisoner of Auschwitz, one of the most well-known and deadly concentration camps of the Holocaust, did not fear death. Surely, the author might not have feared death during his phase of shock. Nevertheless, it does not mean that no prisoner was afraid of death at all. The assumptions like this one are the weakness undermining the overall quality of the book.</p> <p>Finally, Frankl sometimes becomes too technical and verbose in his writing style, which makes a reader confused. There are quite a few instances of complicated vocabulary. Frankl states, "I remember an incident when there was an occasion for psychotherapeutic work on the inmates of a whole hut, due to an intensification of their receptiveness because of a certain external situation" (102). This sentence, which is overly wordy and complex, makes it difficult for an average reader to understand the point. The necessity to decipher what the author means is the third weakness of Frankl's writing.</p>	<p style="text-align: center;">Evaluation</p> <p>Presentation of the section + strengths and weaknesses</p> <p style="text-align: center;"><u>TS</u></p> <p>* comment on persuasiveness *comment on bias and distortion of facts</p> <p style="text-align: center;"><u>CS</u></p> <p style="text-align: center;"><u>TS</u></p> <p>* comment on assumptions and evidence + explanation</p> <p style="text-align: center;"><u>CS</u></p> <p style="text-align: center;"><u>TS</u></p> <p>* comments on language and style + explanation</p> <p style="text-align: center;"><u>CS</u></p>
<p>Persuasive writing of Frankl allows plunging in the history, specifically the dark times of the Holocaust. The psychological theory about the three phases or prisoners' condition that the author presents is compelling and consistently supported. He managed to illustrate the theories with his personal experiences and observations. However, Frankl's writing is weakened by the presence of bias, the overarching assumptions, and sometimes overly technical and verbose language.</p>	<p style="text-align: center;">Conclusion</p>

ARTICLE REVIEW

Definition: A piece of writing that implies providing a brief summary, critical evaluation of the content and presentation. It is a subjective piece of writing that requires taking a stance and supporting it with evidence. An article review is very similar to a book review.

Thesis: *Required*

Outline:

I. Introduction:

- a. Title and the author.
- b. A brief introduction of the book.
- c. Thesis statement with the stance outlined.

II. Body:

Summary (1-2 paragraphs max.):

- a. Issue discussed in the article.
- b. Purpose of the article.
- c. Intended audience.
- d. The author's thesis.
- e. Brief summary of methods, sample, and main findings.

Analysis and Evaluation:

- a. Credibility of the author/Background/Credentials.
- b. Is evidence properly employed?
- c. Is evidence adequate/accurate/convincing?
- d. Is the methods used are appropriate?
- e. Was something left out? Is any information missing?
- f. Is the structure/tone/organization of ideas appropriate?
- g. Is the author biased? Is language objective?
- h. If illustrations or charts are used, are they effective in presenting information?
- i. Is the author's goal achieved? Why or why not?
- j. Recommendation for improvement.

III. Conclusion: Restatement of the thesis statement and a summary of the main points.

NOTE: The list of aspects presented in this outline is not exhaustive. Other points may also be discussed. Moreover, not all of the listed ones should be obligatory addressed.

Links:

- [What makes a good article review](#)
- [A helpful template for book/article review](#)

LITERARY ANALYSIS

Definition: A critical/evaluative discussion of a *fiction* book/poem/any other literary work. It should provide a brief summary of the content, but its main part is the interpretation of the text. It is a subjective piece of writing that requires taking a stance regarding the interpretation and supporting it with evidence.

Thesis: *Required*

Outline:

I. Introduction:

- a. Title and the author.
- b. Genre.
- c. A brief introduction of the literary work.
- d. Thesis statement about what the author is trying to say with this literary work.

II. Body:

Paragraph 1:

- a. **Topic sentence** that contains a **CLAIM** supporting the thesis statement.
- b. **Evidence** supporting the claim #1 (fact, example, statistics, quote) and **comments** on it.
- c. **Evidence** supporting the claim #2 and **comments** on it.
- d. **Evidence** supporting the claim #... and **comments** on it.
- e. **Concluding sentence**.

Paragraph 2 with the same elements.

Paragraph ... with the same elements.

III. Conclusion:

 Restatement of the thesis statement and a summary of the main points.

NOTE: The evidence used to support claims should concern different aspects of a literary work. These aspects are:

- | | |
|---------------------|-----------------------------|
| ○ Characters | ○ Dialogues |
| ○ Plot | ○ Genre |
| ○ Setting | ○ Conflict |
| ○ Theme | ○ Symbols |
| ○ Motifs | ○ Tone, mood, and language |
| ○ Imagery | ○ Rhyme/rhythm (for poems). |
| ○ Figures of speech | |

Links:

- [A sample literary analysis with explanation](#)
- [Elements of literary analysis explained](#)

COURSEWORK

Definition: A piece of writing aimed at checking one's knowledge gained over the entire course. Unlike other academic assignments, coursework usually requires practical application of knowledge rather than doing theoretical research. Coursework might imply writing an essay, providing simple answers to questions, analyzing company activity, etc.

Thesis: *Required*

Outline: The format fully depends on the task. Usually, however, a traditional essay format should be applied.

TERM PAPER

Definition: A piece of writing aimed at checking the knowledge gained over the entire course. The paper requires in-depth theoretical research and review of literature. A term paper might imply writing an essay, research paper, providing simple answers to questions, analyzing company activity, etc.

Thesis: *Required*

Outline: The format fully depends on the task. Usually, however, a traditional essay format should be applied.

Link: [A term paper example](#)

QUESTIONS-ANSWERS (Q-A)

Definition: A piece of writing that requires answering questions provided by a customer. Each answer should be written in a paragraph form. Introduction and conclusion are not needed. **Questions are not the part of the word count.**

Thesis: *Not required*

Outline: Introduction and conclusion are not needed. Even though a Q-A is not an essay, paragraphs in it still must have topic and concluding sentences while ideas should be supported with evidence from sources.

DISCUSSION BOARD POST (DBP)

Definition: A straight-to-the-point discussion entirely focused on the question asked. It is similar to Q-A to a certain extent. In addition to writing a DBP, it might be necessary to compose a response to the posts of other students. **Post response** is a reaction to the ideas of another person, which requires relying on the text of his/her DBP, which customers provide. A writer may need to agree/disagree, offer additional arguments, present counterargument, etc.

Thesis: *Not required*

Outline: Introduction and conclusion are not needed. Even though a DBP is not an essay, paragraphs in it still must have topic and concluding sentences while ideas should be supported with evidence from sources.

Link: [Sample discussion board post](#)

CASE STUDY

Definition: Usually, a case study assignment requires answering a set of questions about a specific situation in Q-A format. However, there might be a task to write an own **case study research**. It is similar to the usual research paper but has a narrower scope, i.e., focuses on a specific person, place, event, phenomenon, company, etc. As a rule, case studies are written in the fields of education, psychology, sociology, and healthcare.

Thesis: *Required*

Outline:

I. Introduction:

- a. Presentation of a problem.
- b. Importance of studying this problem.
- c. Research question/Main argument (See [Research Question](#))
- d. Thesis statement allowing to predict how the problem will be discussed.

II. Literature Review: It implies making an overview of sources that concern the topic under discussion. The sources should be discussed in sections distinguished according to the common themes, not just one by one (See [Literature Review](#)).

III. Methodology:

- a. Research design and rationale for using it.
- b. Participants, if any.
- c. Procedure.
- d. Limitations.

IV. Findings and Discussion:

- a. Presentation of main findings.
- b. Conclusions drawn from findings and their connection with the research question.
- c. Importance of findings.
- d. Connections of finding to similar studies.

V. Conclusion:

- a. Restatement of the main argument and indication whether it was supported or not.
- b. Summary of main points.
- c. Importance of the study.
- d. Recommendations for future research.

Links:

- [Parts of case study research explained #1](#)
- [Parts of case study research explained #2](#)

CASE BRIEF

Definition: A case brief is a summary of court opinion regarding a specific case. It presents the basic components of the decision.

Thesis: *Not required*

Outline: Usually, **IRAC method** is used to write a case brief. Other formats of case briefs are only slightly different. All the components mentioned below would have to be covered regardless of the format.

I. **Citation** of the court case in *Bluebook* format.

II. **Facts** of the case (if required)

III. **Issue** in the form of a question.

IV. **Rule** of the court.

V. **Application.**

VI. **Conclusion.**

Links:

- [IRAC method explained](#)
- [Sample case brief](#)
- [Bluebook citation of court cases](#)

CASE STUDY ANALYSIS

Definition: A piece of writing that requires applying the knowledge gained to real-life situations. It is usually necessary to do the analysis of the situation, distinguishing a problem and finding a solution by considering several alternatives and their ramifications.

Thesis: *Required*

Outline:

I. Introduction:

- a. Short presentation of a case.
- b. Key problems.
- c. Thesis statement representing the results of the analysis.

II. Body:

Background:

- a. Background information and relevant facts.
- b. The major problem of the case.

Case:

- a. Possible alternatives (not necessarily all of them).
- b. Feasibility of alternatives.
- c. Limitations of alternatives/Reasons for rejecting them.

Solution:

- a. The presentation of one realistic solution.
- b. Reasons for choosing this solution.
- c. Support of the choice with evidence.

III. Recommendations:

- a. Strategies to apply the solution.
- b. Recommendation for further actions.

Link:

- [Case study analysis example](#)

REFLECTION PAPER

Definition: A piece of writing that requires writing own thoughts on a specific idea, topic, situation, or experience. The usage of the singular first-person pronouns (I, my, me) is allowed in such papers. Reflection papers usually should be connected to the concepts learned in class. So, materials from the customer should be requested.

Thesis: *Required*

Outline:

I. Introduction:

- a. What is reflected on (own experience, a situation, etc.).
- b. What course materials are relevant/contribute to the deeper understanding of experience/situation, etc.
- c. Main lessons learned from/conclusion made about the experience/situation. = thesis.

II. Body: Several body paragraphs each supporting a thesis and containing one CLAIM regarding the lessons learned/conclusions made. The claims are supported with evidence from the experience/articles, etc. The connection with course materials should be clearly visible.

III. Conclusion:

- a. Restatement of the thesis statement, i.e., lessons learned/conclusions made.
- b. The importance of the experience/situation, etc., within the context of learning.
- c. Reference to the future/opportunities to learn from the experiences/situations.

Links:

- [Sample reflection essays #1](#)
- [Sample reflection essay #2](#)

JOURNAL

Definition: A piece of writing that requires to reflecting on a course, learning process, reading experience, key issues discussed in the class, etc. It is often necessary to respond/react to class lectures/readings. The usage of singular first-person pronouns (I, my, me) is usually allowed in such papers.

Thesis: *Not required*

Outline: Since writing a journal is a semi-formal task, there are no specific format requirements. The only demand is to separate entries with dates. The questions that might be covered in a journal entry are:

- a. What are the insights gained from the experience/reading?
- b. What are the possible interpretations of the experience/reading?
- c. Are there any changes of perspectives/views on a specific subject?
- d. How does the experience/reading relate to other things that are already known?
- e. How will the insights gained be useful?

Link:

- [Journal entry sample](#)
- [Reflective journal writing explanation](#)

RESPONSE/REACTION PAPER

Definition: A piece of writing that requires focusing on a certain text. It might be necessary to show the connections between some texts, evaluate the authors' ideas, or analyze the way the author makes his/her point. The usage of the singular first-person pronouns (I, my, me) is usually allowed in such papers.

Thesis: *Required*

Outline:

I. Introduction:

- a. The author, title, and source of the text.
- b. Brief presentation of the text.
- c. Thesis statement including own reaction/response to the text.

II. Summary of the text (1-2 paragraphs max.; optional).

III. Body: Several body paragraphs each supporting a thesis statement and containing one CLAIM regarding the response/reaction to the paper. The claims are supported with evidence from the own experience or the text under consideration. Questions that might be answered in the body are:

- a. How is the text related to problems in the present-day world?
- b. How is the text related to your life, experiences, feelings, and ideas?
- c. Did the text change your perspective/opinion regarding something?
- d. How important are the points discussed in the text?
- e. Does the text exhibit accuracy/completeness of ideas, appropriateness of tone/language?
- f. Were your views challenged anyhow?
- g. Do you agree/disagree with certain points of the text?

IV. Conclusion:

- a. Restatement of the thesis statement.
- b. Main points summarized.
- c. Recommendation to read/not read the text.

Links:

- [Sample response paper with the explanation of its parts](#)
- [Sample reaction paper #1](#)
- [Sample reaction paper #2](#)

MEMORANDUM (MEMO)

Definition: A short message used for internal communication in different organizations with an aim to either inform or persuade a reader of something. It should be written in a formal style and highly organized and focused manner.

Thesis: *Required*

Outline:

I. Heading:

TO: (reader's names and job title)

FROM: (writer's name and job title)

DATE:

SUBJECT: (what the memo is about)

II. Opening Part:

a. Context of the problem (Why did it arise?)

b. Task (What a writer does to solve the problem?)

c. Purpose (Why the memo is being written?) = **thesis statement**.

III. Summary of the Problem (*optional; included in long memos only*).

Recap of all the issues discussed in the memo and key recommendations reached.

IV. Discussion:

Presentation of the findings/recommendations concerning the problem in question from the least to the most important.

V. Closing statement:

A polite formal ending stating what action a reader should take, e.g., "Should you need more information about this recommendation, do not hesitate to contact me."

Links:

- [Parts of memo explained](#)
- [Sample memo #1](#)
- [Sample memo #2](#)

BUSINESS REPORT

Definition: an evaluation of a particular issue or situation connected with the performance of a business. It is usually written upon request of a senior employee of a company. The report should contain the analysis of the problem and offer recommendations. It should be written in a formal style and focused manner.

Thesis: *Required*

Outline:

I. Executive Summary (See [Executive Summary](#)).

II. Introduction:

- a. The problem and its context (Why did it arise?)
- b. Purpose (Why the report is being written?)
- c. Structure of the paper = ***thesis statement***.

III. Methodology (*optional*).

Explanation of the way the problem under consideration was investigated. The process of data collection should be described.

VI. Discussion/Findings:

Structured presentation of the findings from the least to the most important. Characteristics, causes, and consequences of the problem might be discussed. The usage of descriptive headings is recommended.

VII. Conclusions:

A summary of findings from the least to the most important in present tense. Bullet points might be used.

VIII. Recommendations:

A list of concise, clear, and realistic recommendations in future test. One recommendation should refer to one problem identified in the list of conclusions. The benefits of their implementation should be explained. Bullet points might be used.

Links:

- [Parts of business report explained](#)
- [Sample business report](#)

MOTIVATION LETTER

Definition: A piece of writing that presents one's qualifications and motivation for applying for a certain academic program. In this letter, it is necessary to provide academic and professional grounds for the desire, choice, and suitability for the establishment and the program. The letter is to be focused on plans and goals, i.e., **future**.

Thesis: *Required*

Outline:

I. Introduction:

- a. Name and short self-presentation of an applicant.
- b. Name of the program of interest.
- c. Name of the university offering the program.
- d. **Thesis statement** including reasons for applicant's suitability.

II. Body:

Paragraph 1. Academic Background.

- Knowledge and skills gathered previously in school/college/summer school, etc., that will be useful in this program.

Paragraph 2. Professional Background.

- Knowledge and skills gathered in jobs/internships that will be useful in this program.

Paragraph 3. Other Activities.

- Relevant experience gained as a member of some organization, for instance, students association, NGO, political party, or a volunteer service, etc.
- The way the applicant may contribute to the student community and university in general.

III. Conclusion:

- a. Expression of the interest in the program.
- b. Restatement of reasons for the applicant's suitability, i.e., **thesis statement**.
- c. Closing statements.

Links:

- [Sample motivation letters and personal statement](#)
- [Sample motivation letter](#)

PERSONAL STATEMENT

Definition: A piece of writing that requires an applicant to explain who he/she is to the admission committee. In this paper, it is not necessary to talk about qualification, professional experience, and plans. It should be focused on personality and events that shaped it, i.e., the ***past***. The personality should be presented in a way that shows one's suitability for an establishment and program.

Thesis: *Required*

Outline:

I. Introduction:

- a. Expression of interest in the subject.
- b. Explanation what this interest is grounded on.
- c. **Thesis statement**, including explanation how previous experiences prepared the applicant for studying the subject.

II. Body:

It should consist of paragraphs presenting personal experiences and supporting the interest in the subject. Events should be presented either chronologically or from the least to the most important. Questions that might be answered:

- a. What are the details of the applicant's life (personal or family problems, people or events) that have shaped his/her goals?
- b. When did the interest in the subject appear?
- c. How did the applicant learn more about the field/subject? Classes, reading, work, or conversation with people involved in the field?
- d. Has the applicant overcome any unusual obstacles or hardships (e.g., economic, familial, or physical)? What was learned from the experience?
- e. What personal traits and skills does the applicant possess? How can they be useful?
- f. How is the applicant better than others? How can he/she contribute to the university?

III. Conclusion:

- a. Expression of the interest in the subject.
- b. Restatement of how previous experiences prepared the applicant for studying the subject, i.e., **thesis statement**.
- c. Closing statements.

Links:

- [Before you start handout](#)
- [Personal statement samples](#)
- [Guidelines on how to write personal statement](#)

PARTS OF PAPERS

A. Outline

Definition: An outline is a general plan of the paper. It shows the order of arguments, materials, subject matters that are to be included and demonstrates the structure of the paper. There exist simple and extended (full-sentence) outline:

- **Simple outline** illustrates the sections of the paper and their subdivision/subtopics through headings.
- **Full-sentence or extended outline**, in turn, requires using full sentences at each level and present ideas rather than subtopics that will be discussed. They are often accompanied with a reference list on a separate page and in-text citations.

Thesis: *Not required* in a simple outline/*Required* in an extended outline.

Links:

- [Main components](#)
- [General format and the explanation of an extended outline](#)
- [Extended outline sample](#)
- [Formatting outlines in APA](#)

Examples:

Simple Outline

Introduction

Body:

- a) Early Life
 - i) Family
 - (1) Father
 - (2) Mother
 - ii) Marriage
 - (1) Life of Anne Hathaway
 - (2) Reference in Shakespeare's Poems
- b) Works
 - i) Plays
 - (1) Tragedies
 - (a) *Hamlet*
 - (b) *Romeo and Juliet*
 - (2) Comedies
 - (a) *The Tempest*
 - (b) *Much Ado About Nothing*
 - (3) Histories
 - (a) *King John*
 - (b) *Richard III*
 - ii) Sonnets
- c) His Later Years
 - i) Last Two Plays
 - ii) Retired to Stratford
 - (1) Death
 - (2) Burial

III. Conclusion.

Extended Outline

Title: Technical High Schools: To Be or Not to Be?

Thesis: Technical high schools should be established in every county in Georgia because they can provide the technical training that companies need, get young people into the workforce earlier, and reduce the number of drop-outs.

I. Introduction:

- A. Statistics of drop-outs and unemployment among inexperienced young people is growing.
- B. There are few options to stop the tendency, but only one is indeed viable.
- C. **Thesis:** Technical high schools should be established in every county in Georgia because they can provide the technical training that companies need, get young people into the workforce earlier, and reduce the number of drop-outs.

II. Technical high schools can provide the training that companies in Georgia need.

- A. Businesses can provide input regarding jobs needed in specific technical fields.
 - 1. Education can focus on these specific technical fields.
 - 2. Education can work with the business to fill these positions.
- B. Businesses can provide apprenticeship programs.
 - 1. Apprenticeship programs can be a vital part of a student's education.
 - 2. Apprenticeship programs are integral to Germany's educational program, providing a realistic model for technical high schools in Georgia.

III. Technical high schools can prepare students to enter the workforce earlier.

- A. Students not interested in college can enter the workforce upon high school graduation.
 - 1. Students train during their high school years for their chosen profession.
 - 2. Students begin to work in a profession or trade when there is a need.
- B. Students can begin to earn a living upon graduation.
 - 1. Students will become independent and self-supporting at the age of eighteen when many of their peers are still dependent on their parents.
 - 2. Students can make more money over the course of their lifetimes.

IV. Technical high schools can reduce the number of drop-outs.

- A. Students would stay in school because they take courses that they enjoy.
 - 1. Students are more motivated to take courses in which they have an interest.
 - 2. Students will find both core and specialized classes more interesting and valuable when they can see the practical application of the subjects.
- B. Students would no longer need to drop out to support their families.
 - 1. Students would be able to earn a living wage while still taking classes that would eventually lead to full-time employment.
 - 2. Students would learn financial skills through experience with money management.

V. Conclusion:

- A. Georgia craves for technical high schools being established in every county since only they can effectively provide the technical training, create young workforce, and reduce the number of drop-outs.
- B. The initiative is beneficial not only for companies but also the American population and economy.

B. Abstract

Definition: A brief summary (150-250 words) of a research paper/proposal/thesis/dissertation that discloses the main points and results of the research. It should not be another introduction or a list of sections present in a research paper. It is a summary of the essence of a research, i.e., the findings. Abstract is **NOT** the part of the word count.

Thesis: *Not required*

Outline: It should be ***one paragraph*** that contains:

- a. ***Problem statement.***
- b. ***Purpose of the research.***
- c. ***Methods used.***
- d. ***Results/Findings.***
- e. ***Conclusion/Recommendation.***

Link:

- [Sample abstracts](#)

Example:

Abstract	
<p>The HIV is currently destroying all facets of African life. It, therefore, is imperative to implement a new holistic form of health education and accessible treatment in African public health policy since it might improve the dissemination of prevention and treatment programs while maintaining the cultural infrastructure. The aim of this paper is to assess the viability of this initiative. <u>Drawing on government and NGO reports and other documentary sources</u>, the nature of current efforts and the state of health care practices in Africa were evaluated. The access to modern health care and factors that inhibit local utilization of these resources as well as traditional African beliefs about medicine, disease, and health care were investigated. The study shows that there is the lack of a collaboration between western and traditional medical care and philosophy, which could help slow the spread of HIV in Africa. In this regard, the acceptance and financial support of traditional health practitioners and their cultural compatibility with the community should be encouraged.</p> <p><i>Keywords:</i> HIV, Africa, traditional health care</p>	Problem statement
	Purpose of the research
	Method
	Results/Findings.
	Conclusion/Recommendation
	Keywords (optional)

C. Executive summary

Definition: A brief summary (usually 300 words) of a business plan, report or any other business-related paper that discloses the main points and recommendations. It should not be another introduction or a list of sections present in the paper. It is a summary of the essence of a paper, i.e., its main points and recommendations. Executive summary **IS** the part of the word count.

Thesis: *Not required*

Outline: It should contain:

- a. **Background** (1-2 opening sentences to place the paper in context).
- b. **Problem statement.**
- c. **Purpose of the paper.**
- d. **Scope of the paper.**
- e. **Methods used.**
- f. **Results/Findings.**
- g. **Conclusions/Recommendations.**

Link:

- [Good and bad executive summary examples](#)

POWERPOINT PRESENTATION (PPT)

Definition: A PowerPoint Presentation may be ordered as a stand-alone project or a visual support of already written paper.

PowerPoint presentation should have:

- a. text and images (pictures, photos, tables, graphs, etc.) combined;
- b. title and a reference page;
- c. only main points on the slides;
- d. bullet points, not paragraphs;
- e. not more than 6 bullet points per slide;
- f. phrases, not full sentences;
- g. properly formatted in-text citations;
- h. headings formatted according to the ordered style.

If ***speaker notes*** are ordered, they should be:

- a. under each “body” slide;
- b. 100-150 words long;
- c. original, not just the text copied from the slide.

Sample Slide

The slide features a title in green, five bullet points in black, and a citation at the bottom. Callout boxes highlight specific formatting elements: a heading in APA, parallel structure for bullet points, the use of phrases instead of full sentences, and an in-text citation in APA.

Heading in APA

How to End Relationships Amicably

- ▶ Explain the reasons for the decision
- ▶ Express understanding of partner’s feelings
- ▶ Take responsibility
- ▶ Respect partner’s feelings
- ▶ Stress on moving on and better future (Potter, 2015).

Five bullet points with parallel structure, i.e., each starts with a verb.

No full sentences, only phrases.

An in-text citation in APA

BLOG ARTICLE (BLOG POST)

Definition: A blog article (blog post) is a story (usually an article) that is written and published on a blog website. It is similar to *Personal Statement* where first person singular “I” is used. It is usually written in an informal way and is rather personal (author tells his/her own story, shares experience/own point of view, etc.)

Thesis: *Not required*

Blog post should be:

- a. easy and interesting to read (eye catching topic that attracts the audience);
- b. persuasive (short essay where you make your audience believe in what you are saying);
- c. narrowed and focused on the topic;
- d. personal reflection on some experience(s) related to the topic you choose.

Outline: (similar to a simple essay), BUT not a must. It should contain:

- a. **Headline/Title.**
- b. **Publish Date.**
- c. **Author.**
- d. **Introduction.**
- e. **Main Body (pictures/images/media are allowed).**
- f. **Conclusion.**
- g. **Comments Section.**

Link:

- [Samples](#)

INTERVIEW ESSAY

Definition: An interview is a conversation between the interviewer (person who asks questions in order to get the needed information) and the interviewee (person who responds). Usually, customers order Interview Essay where you need to analyze the interview you had before (Using first person singular is allowed). Still, everything depends on the instructions provided.

Thesis: *Not required*

Outline:

- I. **Introduction (preparing for an interview).**
 - It should contain general information about the topic/interviewee (depends on the instructions).
- II. **Main Body (overview or summary of the interview).**
 - Questions and answers can be included here or attached as a separate file (depends on the instructions).
- III. **Conclusion (your own reflection).**

Link:

- [Sample interview essay](#)

ARTICLE CRITIQUE

Definition: A piece of writing aimed to evaluate the article. It is not a summary of the article. A writer should critically analyze/evaluate/interpret the text. It is an objective piece of writing that must be supported with clear evidence rather than emotions. Article critique should be evaluated not only negatively but also positively.

Thesis: *Required*

Outline:

I. Introduction:

- a. Title and the author.
- b. A brief introduction of the article.
- c. Thesis statement with the stance outlined.

II. Body:

Identification:

- a. Background of the article.
- b. Purpose of the article.
- c. The main idea/argument of the article.

Evaluation:

- a. Is the argument convincing? Why/why not?
- b. Is this article applicable/useful? Why/why not?
- c. Comparison of the article with other current researches/theories.

Response:

- a. What is your assessment of the article?
- b. What are the strengths and weaknesses of the article?
- c. What issues does the article raise?
- d. What issues does the article avoid?

III. Conclusion: Restatement of the thesis statement and re-emphasis of opinion.

Links:

- [Article critique guide](#)
- [Article critique example](#)

LAB REPORT

Definition: A piece of writing that describes and analyzes a laboratory experiment exploring a scientific concept. Laboratory reports are commonly used in sciences and psychology.

Thesis: *Objective/expected outcome of the experiment.*

Outline:

I. Abstract (See Abstract):

II. Introduction:

The main purpose of this section is to justify writer's hypothesis:

- a. Identify the experiment to be taken.
- b. What are the objectives of the experiment?
- c. The importance and overall background of the experiment (theoretical predictions of the possible results).

III. Methods/Procedures:

This section is relatively formulaic. It usually consists of three sub-sections:

1. Participants.
2. Materials/Apparatus.
3. Procedure.

IV. Results and Discussion:

Sometimes, "Results" and "Discussion" can appear as separate sections. A writer should analyze the results of the experiment/findings and discuss their implications. One should either support or disconfirm the hypothesis based on the results.

V. Conclusions: (Optional)

This section can appear in the longer laboratory reports. The section "Results and Discussions" covers the results individually. Here, the results should be considered in the context of the entire experiment. Was the hypothesis accepted or rejected? Why?

VI. Appendices

This section includes graphs and figures.

Links:

- [Writing guidelines for laboratory reports](#)
- [Sample lab report](#)

MOVIE REVIEW

Definition: A critical discussion of a movie, NOT a summary. As a reviewer, you should incorporate analytical skills with a strong personal response. A good movie review should entertain giving fresh and original opinion without retelling too much of the plot.

Thesis: *Required*

Outline:

I. Introduction:

- a. Name of the movie and the director.
- b. Genre.
- c. A brief introduction of the movie.
- d. Thesis statement with the stance outlined.

II. Body:

Summary (1-2 paragraphs max.):

- a. General description of the movie.
- b. Intended audience.
- c. Purpose of the movie.
- d. The director's thesis.

Analysis:

- a. Credibility of the director/Background/Credentials.
- b. Director's principal claims and argument.
- c. Conclusions the director arrives at.
- d. Evidence the director employs.
- e. Methods of analysis the director uses.
- f. Contradiction with the alternative interpretations of the problem.
- g. Information that was left out.

Evaluation:

- a. Is the director's goal achieved? Was the thesis proved? Why/why not?
- b. Is the movie convincing? Why/why not?
- c. Is the movie entertaining or not? Why/why not?
- d. Is the usage of evidence adequate/accurate/convincing? Why/why not?
- e. Is there distortion, exaggeration, or diminishing evidence?
- f. Is the structure/tone/organization of ideas appropriate? Why/why not?
- g. What are the strengths and weaknesses of the movie?
- h. Should the movie be watched? If yes, who should watch it?

III. Conclusion: Restatement of the thesis statement and a summary of the main points.

NOTE: The list of aspects presented in this outline is not exhaustive. Other points may also be discussed. Moreover, not all of the listed ones should be obligatory addressed.

Links:

- [Movie Review Sample](#)

MOVIE CRITIQUE

Definition: While movie review reveals a personal feeling of the viewer, movie critique is more about criticizing the way the movie was produced, giving handy advice on what could be adjusted to attract a wider audience/raise the quality of the movie.

Thesis: *Required*

Outline:

I. Introduction:

- a. Name of the movie and the director.
- b. Genre.
- c. A brief introduction of the movie.
- d. Thesis statement with the stance outlined.

II. Body:

Summary (1-2 paragraphs max.):

- a. General description of the movie.
- b. Intended audience.
- c. Purpose of the movie.
- d. The director's thesis.

Analysis:

- a. Credibility of the director/Background/Credentials.
- b. Director's principal claims and argument.
- c. Conclusions the director arrives at.
- d. Evidence the director employs.
- e. Methods of analysis the director uses.
- f. Contradiction with the alternative interpretations of the problem.
- g. Information that was left out.

Evaluation:

- a. Is the director's goal achieved? Was the thesis proved? Why/why not?
- b. Is the movie convincing? Why/why not?
- c. What could have been done in order to attract a wider audience?
- d. Is the usage of evidence adequate/accurate/convincing? Why/why not?
- e. Is there distortion, exaggeration, or diminishing evidence?
- f. Is the structure/tone/organization of ideas appropriate? Why/why not?
- g. What are the strengths and weaknesses of the movie?
- h. Should the movie be watched? If yes, who should watch it?

III. Conclusion: Restatement of the thesis statement and a summary of the main points. Offers a final appraisal of the movie.

NOTE: The list of aspects presented in this outline is not exhaustive. Other points may also be discussed. Moreover, not all of the listed ones should be obligatory addressed.

Links:

- [Movie Critique Sample](#)

CAPSTONE PROJECT

Definition: A variable culminating project that helps students to apply their skills to the development of a practical project. It is similar to a thesis, but usually results in a presentation, a product or a performance. A thesis addresses a generalized, wide issue, whereas a capstone project focuses on a narrow, explicit topic. The length of the paper should be 20-25 pages, excluding references and appendices.

Thesis: *Required*

Outline: I. **Abstract** (See [Abstract](#)):

- a. Problem statement.
- b. Purpose of the research.
- c. Methods used.
- d. Results.
- e. Conclusion.

II. **Introduction:**

- a. A problem under discussion.
- b. Purpose of the study.
- c. Significance/Gap in knowledge that is to be filled in.
- d. Research questions.
- e. Hypothesis.
- f. Objectives.
- g. Thesis presenting the structure of the paper.

III. **Literature Review:** It implies making an overview of sources that concern the topic under discussion. The sources should be discussed in sections distinguished according to the common themes, not just one by one (See [Literature Review](#)).

IV. **Methodology:**

- a. Research design.
- b. Variables.
- c. Sample/Population.
- d. Instruments/Materials.
- e. Procedure.
- f. Method of analyzing the results.
- g. Limitations.

V. **Results:** It implies telling about the most important findings of the research. No interpretation of the result should be provided. Figures and tables are advisable in this part.

VI. **Discussion/Conclusion:**

- a. Findings in the context of what is already known about the topic.
- b. The importance of findings.
- c. Implication of the findings.
- d. Limitation of the research.
- e. Potential ways to continue research.

Links:

- [Capstone project and paper guidelines](#)

SPEECH

Definition: A piece of writing aimed to convey a certain message to the target audience. Depending on the purpose, speeches may be of different types, such as informative, instructional, persuasive, entertaining, special occasion, etc.

Prewriting: Prewriting stage is essential for writing a good speech as the listeners have only one chance to comprehend the message while they are listening to the speaker.

Prewriting strategies:

- Purpose establishment (What is your main message you are trying to convey? Why do you want your audience to agree with your argument? How can your audience benefit from what they will hear?)
- Audience analysis (Who are the listeners? Age? Gender? Interests? Ethnicity? How to appeal to your listeners? What tone would be the most effective?)
- Outlining a speech (Defining the critical elements of the speech, such as the title, purpose, thesis statement, main points, transitions, conclusion)
- Creating a “Hook” to catch the audience’s attention (How can you relate the listeners to the topic and grab their attention from the very beginning? It may be an interesting fact, an anecdote, a rhetorical question, shocking statistics, an interesting quote, etc.)

Thesis: *Required*

Outline:

I. Introduction:

- a. Opening statements
- b. “Hook”
- c. Thesis statement including the topic, stance and main points of a speech.

II. Body – several main points about the central idea being presented:

- a. **Opening point** – start with the strongest point to grab the listeners’ attention
- b. **Subsequent points** – make a new paragraph for each of your following points, which are usually weaker than the opening and the closing ones.
- c. **Final point** – come back with another strong point.

III. Conclusion:

- a. Restatement of the thesis statement.
- b. Summary of the main points and ideas presented.
- c. Compelling remark or call to action.

Links:

- **Types of speeches:**
 - [Informative](#)
 - [Persuasive](#)
 - [Special occasion](#)
- [Famous speeches special characteristics](#)
- [Samples](#)

MARKETING PLAN

Definition: A comprehensive document that describes company's marketing effort and business advertising for the coming year and outlines how a company will implement its marketing strategy. It should contain a statement of the marketing situation, an analysis of target markets and a description of business activities a company intends to use to reach its marketing goals. The components and structure of a marketing plan may vary depending on the type of business and the objectives.

Thesis: *Required*

Suggested Outline:

I. **Executive Summary** (Optional. See [Executive Summary](#)).

A brief overview of the main elements and the company description. It precisely and shortly presents the main points of a marketing plan, i.e. product description, market analysis, competitive analysis, business goals and strategies.

II. **Situational Analysis**

a. **Product/business description:**

- Company name, address, phone number, owners, what does the business do/sell?
- Core values of the business (How the product is unique and superior to the competition?)
- Business vision and beliefs, mission statement, positioning statement = **thesis statement** (What distinguishes the business from the competition?)

b. **Market Review:**

- Trends overview (How big is the potential market? Is it growing?)
- Competitive analysis (Competitors? Who offer a similar product with similar attributes? How can the business improve on what they offer?)
- Target market (Who are potential customers?)

c. **SWOT Analysis** (List of Strengths, Weaknesses, Opportunities and Threats of the business and activities you will consider to reduce/address each and the date of expected completion)

III. **Marketing Objectives:**

- a. sales objectives (specific timetable and expected profit)
- b. marketing objectives (i.e. increase existing customers buying rate)

IV. **Marketing Strategy** (What steps or activities will you undertake to achieve your goals/objectives? Specific marketing programs: product, place, promotion, price)

V. **Action Plan and Implementation** (Schedule of key tasks, resource allocation, contingency, budget?)

VI. **Evaluation** (How will it all be tracked and measured?)

- a. assumptions made
- b. critical success factors
- c. financial forecasts

Links:

- [Elements of marketing plan explained](#)
- [Sample marketing plan](#)

QUESTIONNAIRE

Definition: A set of written or printed questions aimed at gathering statistical data from a group of individuals on the topic to be analyzed in a survey or study. Questionnaires are typically used to receive information concerning one's attitude and opinion. There exist different types of questionnaires depending on the questions being used (open/close-ended, multiple/single responses, rating, ranking etc.).

Thesis: *Not required.*

Outline: The format of the questionnaire has to be visually appealing and easy to follow.

I. Title.

II. Introduction: A clearly stated purpose of the questionnaire as well as full contact information of the administrator/researcher in case respondents have questions.

III. Informed consent: Information on how the data collected can/will be used, as well as assurances that personal information will not be released publicly.

IV. Directions: Clear and concise explanations of how to respond to each group of questions.

V. Questionnaire: The order of questions should ensure that respondents are motivated to complete the questionnaire:

- a. Easy, neutral, and 'friendly' questions at the beginning.
- b. Sensitive and difficult questions in the middle.
- c. Shorter questions at the end.

VI. Additional comments (optional).

Links:

- [Types of survey questions](#)
- [Questionnaire guide](#)
- [Sample questionnaire](#)

ARTICLE WRITING

Definition: A piece of writing usually aimed at publication in a journal, magazine or newspaper. Its goal may be news propagation, discussion of research results, debate or academic analysis. It is crucial to retain the readers' attention since an article is targeted at a wide audience. The style required in the article is less formal than in a report.

Thesis: *Required.*

Outline: An article employs a heading and subheadings, and usually follows a 5-paragraph essay structure:

I. Title: Short and to the point, using no more than about 10 words. It should be action-oriented and should convey why the topic is important.

II. Introduction: General information about the topic, a reason for a reader to be interested, the context in which it is to be discussed, and a **thesis statement**.

III. Body:

Paragraph 1:

- a. **Topic sentence** that supports the thesis statement.
- b. **Evidence #1** supporting the claim (fact, example, statistics, quote, etc.) and **comments** on it.
- c. **Evidence #2** supporting the claim and **comments** on it.
- d. **Evidence #...** supporting the claim and **comments** on it.
- e. **Concluding sentence**.

Paragraph 2 with the same elements.

Paragraph 3 with the same elements.

IV. Conclusion: Restatement of the thesis statement and a summary of the main points.

Links:

- [Writing an article](#)
- [Writing a scientific research article](#)
- [Example of a popular article](#)
- [Sample research article](#)

IB EXTENDED ESSAY

Definition: A piece of independent investigation/research into a topic selected from the list of approved Diploma Program subjects. It is presented as a formal academic study not exceeding 4,000 words. It is aimed at promoting academic writing and research skills, enabling students to conduct personal study on a topic of their own choice, under the supervisor of a qualified member of staff within the educational establishment.

Thesis: *Required.*

Outline: There are six required sections of the final paper to be submitted. The main task is to format the body of the essay as a **reasoned argument**. Although its form may vary depending on the subject of the essay, the reader should clearly comprehend what relevant evidence has been discovered and how it supports the argument.

I. Title Page:

- a. Essay title.
- b. Research question.
- c. Subject.
- d. Word count.

II. Abstract (not exceeding 300 words):

- a. Research question under investigation.
- b. Scope of the research.
- c. Conclusion(s) drawn from the extended essay.

III. Contents Page.

IV. Introduction:

- a. Discussion of the topic under research (avoid providing a particular opinion or personal experience).
- b. Background information, including a clearly stated **research question** and supporting ideas.
- c. **Thesis statement** allowing a reader to predict how the problem will be discussed.

V. Body:

- a. Development.
- b. Methods.
- c. Results.

VI. Conclusion:

- a. Restatement of the thesis statement and a summary of the main points.
- b. Importance of the findings.
- c. Implication of the findings.
- d. Limitation of the research.

Links:

- [Sample IB Extended Essay 1](#)
- [IB Extended Essay Guide](#)

WHITE PAPER

Definition: An authoritative document aimed at informing the reader on a particular topic, conveying policy, presenting technical information, or proposing a problem and solution. Owing to a considerable amount of research and data, white papers have a formal tone.

Thesis: *Required.*

Outline:

I. Title Page: Title has to convey the purpose of the paper and grasp the audience's attention.

II. Table of Contents.

III. List of Figures (if applicable).

IV. Abstract: Information on the purpose of the paper, including the problem being discussed and the solution.

V. Introduction: General background information on a particular issue, including enough evidence; pose only those problems to which you can provide solutions.

VI. Problem Statement:

- a. Discussion of the problem.
- b. Explanation of the problem's importance.
- c. Explanation of the solution's effect on the audience.

VII. Proposed Solution:

- a. Discussion of the solution/s.
- b. Description of the ways to implement solution/s.
- c. Information about the associated costs.

VIII. Conclusion:

- a. Summary of the major findings.
- b. Recommended solution to the problem.

Links:

- [Sample white papers 1](#)
- [Sample white papers 2](#)

PPT/PDF POSTER

Definition: A piece of writing aimed at presenting the main sections of a research (i. e. abstract, introduction, objectives, background, discussion, methods, results, and conclusions). Most of posters require conducting research, presenting discussion/evaluation of the topic, etc. It is a **single extended PPT slide/ PDF page** with several sections, charts, and pictures on it.

Word Count: According to our policy, 1 PPT poster implies **300 words**. If instructions ask for a 600-900-word poster, the number of pages respectively **increases**.

If **speaker notes** are ordered, they should be:

- a. located under the PPT slide;
- b. 150 words per 1 ordered page;
- c. original (not the text copied from the slide).

Links:

- [Making posters with PowerPoint](#)
- [Poster presentation examples](#)

BUSINESS LETTER

Definition: A piece of writing that presents a formal type of communication between professionals/organizations. In such documents, it is preferable to use a personal pronoun “I” when expressing own opinion and a personal pronoun “we” when formulating the organization’s policy. There are two ways of formatting the letters: the unblocked format and the full block format, with the latter being more common.

Thesis: *Not required*

Outline:

I. Sender's address:

- Street address
- City, state, zip

II. Date:

- Use the month, day, year format.

III. Receiver's address:

- Addressee name
- Addressee title
- Company name
- Street address
- City, state, zip

IV. Salutation:

- Address a specific person instead of Sir/Madam and put a comma at the end of the name.

V. Body paragraphs:

- Indicate the purpose of the letter.
- State relevant information depending on the task.
- Call to action.

VI. Signature

VII. Closure

Links:

- [Letter formats, samples and useful phrases](#)
- [Business letter templates](#)

SCHOLARSHIP ESSAY

Definition: A piece of writing aimed at persuading an educational entity to give applicant a scholarship. The essay requires speaking directly to the organization's goals and mostly involves writing about personal experience. As this essay is personalized, the use of a first person "I" is allowed.

Thesis: *Required*

Outline:

I. Introduction: General information about the topic, a reason for a reader to be interested, explanation of choosing career or major, and a **thesis statement**.

II. Body:

Obstacle:

- a. Life challenges and their overcoming.

Educational and professional goals:

- b. Major and present educational goals.
- c. Long-standing career goals/future plans.

Community participation:

- d. Volunteer work, hobbies, and other activities.
- e. The influence of education on a local community.

III. Conclusion: Restatement of how a scholarship will help make a difference and a summary of the main points.

Links:

- [Scholarship essay template](#)

POEM

Definition: A piece of writing that requires using poetic lines and line breaks. Rhythm and the length of lines are regulated in accordance with the standard poetry forms rules. The length of lines and rhythm may differ, if the poem is written in free verse. This type of paper permits writers to use imagination to express reaction to a certain topic.

Thesis: *Not required*

Outline: The structure depends on the type of a poem.

Word Count: According to our policy, 1 page equals to 100 words (unless order instructions state precise details about the rhythm and length of lines).

Links:

- [Poetry forms](#)
- [Poem examples](#)

GRANT PROPOSAL

Definition: A piece of writing aimed at persuading a governmental entity or a private organization to give funding to the project. It includes a detailed scope of aims, methodology, and plans and should convince the audience why it is the best approach to an issue.

Thesis: *Required*

Outline:

I. Abstract (See [Abstract](#)):

- a. Problem statement.
- b. Purpose of the research.
- c. Methods used.
- d. Results.
- e. Conclusion.

II. Introduction:

- a. A problem under discussion.
- b. Purpose of the study.
- c. Research goals/objectives.
- d. Research significance.
- e. Thesis statement.

III. Needs assessment:

- a. Analysis of the problem using the data.
- b. Weaknesses and strengths.

IV. Theoretical framework/rationale. This section comprises professional experience and literature reviewed (See [Literature Review](#)), and states how the proposal addresses the needs mentioned in the previous section.

V. Methodology:

- a. Research design.
- b. Sample/Population.
- c. Procedure.
- d. Method of analyzing the results.

VI. Work plan. It specifies objectives, how they will be met, and who will perform each task.

Tables and a graphic timeline are advisable in this part.

VII. Evaluation plan: This section demonstrates how goals will be measured and estimated. It may comprise introductory text but is usually presented in a table.

VIII. Management plan: This section shows labor division, stating the roles and responsibilities of a supervisor and people in charge of specific tasks/aspects. It may comprise introductory text but is usually presented in a table.

IX. Conclusion (*Rarely required*):

- a. Thesis restatement.
- b. Summary of the main points.
- c. Potential implications of the proposal.

Links:

- [Grant proposal template](#)

NEW(!) TYPES

BOOK/E-BOOK

Definition: **Book** is a well-structured piece of writing containing some information, stories or poetry. There are fiction and non-fiction books. **E-Book** is an electronic non-editable version of a traditional print book that is available in a digital format.

Front Matter:

- Title/Cover page
- Copyright page
- Acknowledgements (optional)
- Table of contents
- Foreword (optional)
- Preface (information about the author and the grounds for writing this book)
- How to use this book (optional)

Body Matter:

- Actual content consisting of Chapters, sometimes also Parts.

End Matter:

- Appendices (optional)
- Index (optional)
- Bibliography (optional)
- Glossary (optional)
- Information about the author(s)

Body Outline:

For a fiction book, the outline differs depending on the literature genre.

A traditional narrative contains the following elements:

- I. **Setting** (some background, where and when the story takes place)
- II. **Characters** (usually there are two central characters: protagonist and antagonist)
- III. **Plot** (a sequence of events happening around the main characters)
- IV. A strong plot has a **Narrative Arc**:
 - *Setup*
 - *Rising tension*
 - *Climax*
 - *Resolution*
- V. **Conflict** (creates tension and suspense to engage the reader)
- VI. **Theme** (there may be a major theme repeated throughout the story and a minor theme appearing more subtly)

For a non-fiction book:

- I. **Introduction**
 - *main purpose of the book*

- *ideas which will be covered*
- *what the reader will learn by the end of the book*
- II. Body of the book** is divided into chapters and sections having logical progression
 - Recommended outline structure of a single chapter:**
 - *Setup (a personal story, an event, a question, a statement, etc. that draws readers attention to what the chapter is about)*
 - *Chapter thesis (a main idea or what will be discussed in the chapter)*
 - *Supporting content (evidence for argument and factual content which may be organized by sections, key points, etc.)*
 - *Stories (may be integrated into the supporting content)*
 - *Chapter summary (main points discussed in the chapter)*
 - *Callback and setup (optional section which ties the end of the chapter back to the setup)*
 - *Sequel to the next chapter telling the reader what the next chapter will be about*
 - III. Conclusion** (can be in the form of a final chapter)
 - *summary of the main points presented in the book*
 - *call-to-action (optional)*

Links:

- [Book Example 1](#)
- [Book Example 2](#)

STORY WRITING

Definition: A piece of narrating that discusses imaginary or real events and involves imaginary or real characters. When there is no given format for writing the story, here is a simple structure that should be followed.

Thesis: *Required*

Outline:

- I. **Introduction:**
 - Characters and their goals.
 - A brief introduction of the situation (conflict) in which characters appear.
 - Thesis that grabs readers' attention.
- II. **Body (Plot):**
 - Events.
 - Description of the situation.
 - Conflict that is the focus of the story.
- III. **Conclusion:** Restatement of the thesis statement and resolution that ends the story in an interesting manner. You may include a plot twist here.

Links:

- [Examples of short stories](#)
- [Writing a fairy tale](#)

SCRIPT/SCREENWRITING

Definition: A piece of writing for a television program, film, or video game. It contains the movement, actions, expressions and dialogues of the characters.

A script should be strictly formatted: the right, top, and bottom margins should be 1", while the left margin should be 1.5"; the Font should be Courier 12pt; page numbers should be indicated on the upper header, right-aligned and followed by a period (a page number should not be indicated on the Title page and the first page of the script).

Thesis: *Not required*

Outline:

- I. **Scene Heading:** It tells the readers where the scene takes place. The first line should be FADE IN: that should be left-aligned. One should then state whether we are indoors (INT.) or outdoors (EXT.), name the location (CINEMA, BEDROOM, FOOTBALL FIELD etc.), and might specify the time of the day (DAY, DAWN, NIGHT etc.).
Ex: EXT. LAS VEGAS CASINO – NIGHT

- II. **Action:** It is a narrative description of the scene, setting, characters; it is always written in Present Time.
- III. **Character Name:** A character's name should be capitalized and always indicated above their lines of the dialogue. It can be a real name (MARY), a description (SMART GUY) or an occupation (PSYCHIATRIST).
- IV. **Dialogue:** These are lines of speech for every character. Dialogue should be used every time a character is speaking (even for off-screen & voice-overs).
- V. **Parenthetical:** It is a remark that can resemble direction, action, or attitude. It should be short, to the point and used only when really necessary.
- VI. **Extensions:** It is an abbreviated technical note that is placed after the character's name in parentheses denoting how the voice of the character will be heard by the audience (e.g. if one is speaking as a voice-over, it will be indicated (V.O.)).
- VII. **Transition:** These are a film editing instructions; one should avoid them unless there is no other way to indicate a story element (e.g. DISSOLVE TO: indicates that much time has passed, TIME CUT: indicated passage of time).
- VIII. **Shots:** It tells that the focal point within the scene has changed; one should use it to make the reader see something not obvious or when one wants to achieve a particular emotion/build a climax etc. (e.g. ANGLE ON, EXTREME CLOSE UP, PAN TO etc.).
- IX. **Interruptions/Page Breaks:** If a dialogue is interrupted by an action, before the continuing dialogue one should mark the abbreviation CONT'D next to the character's name. If a dialogue will continue on the next page, one should add the word 'MORE' to the end of the first page and "CONT'D" to the beginning of the next one. "MORE" should be centered and placed below the dialogue.

Margins for each element of a script:

- a) Scene heading – Indent: Left: 0.0"
- b) Action – Indent: Left: 0.0"
- c) Character – Indent: Left: 2.0"
- d) Dialogue – Indent: Left: 1.0" Right: 1.5"
- e) Parenthetical – Indent: Left: 1.5" Right: 2.0"
- f) Extension – indicated after the character's name
- g) Transition – Indent: Left: 4.0"
- h) Shot – Indent: Left: 0.0"

Links:

- [Sample script](#)

COPYWRITING

Definition: A piece of writing that is aimed at promoting a product or idea that requires a careful selection, construction, and editing of the text to call the reader for a certain action. Depending on

specific instructions, the type may differ from email to the text on the site. It should be creative with the title/headline encouraging readers to click on it.

Thesis: *Not required*

Links:

- [Copywriting techniques](#)
- [Copywriting samples](#)

SEO/CONTENT WRITING

Definition: An article created with the goal of enhancing web page visibility and traffic. It should be well-written, informative and engaging. A SEO article should contain **key phrases or keywords** (usually given by the customer), which will boost the readership of a certain web page. The key phrases should not be overused, but naturally diversified throughout the text. The most important key words should be used as early in the text as possible; preferably in the first sentence. The recommended density of the key phrases is 1-3%.

Thesis: *Not required*

Outline: Usually goes in a form of introduction, body and conclusion.

Link: [SEO article sample](#)

BUSINESS PLAN WRITING

Definition: A written description of the business, including its goals and the strategies to attain them. Depending on the business's aims and the intended audience, the content and format of a business plan can vary.

Thesis: *Required*

Outline:

- I. **Executive Summary:** A description of a business, including its achievements as well as financial requirements.
- II. **Company Description:** General information about the company, its mission statement, goals and objectives, the business's strengths and competencies as well as the main features of the industry in which it will operate.
- III. **Industry, Market and Opportunity Description:**

The Industry:

- Barriers to entry into the industry.
- Customers.
- Suppliers.
- Existing substitutes for the product or service.
- Analysis of current competitors.

The Market:

- Size of the market.
- Possibilities of market growth.
- Major trends in target market (consumer preferences, product development etc.).

Opportunity:

- Existing gap in the market.
- Reasons behind this gap.
- Ways to fill this gap.

IV. Strategy: Description of how the business is going to succeed, why this business is unique and how it is better from the one of competitors, what value it will bring to customers etc.

V. Business Model: Costs involved, profitability of the business, the required investment, major success factors etc.

VI. Management and Organization: Founders as well as their experience and qualifications, the duties performed by the management team, total number and type of employees required.

VII. Marketing Plan: Value of the product to customers, description of the target market, positioning of the product, pricing strategy, sales and distribution channels, the promotion strategy.

VIII. Operational Plan: Description of the steps the company will take to create & sell its product or deliver the service, the place the needed materials will be sourced, cash receipts and cash payment cycle of the business.

IX. Financial Plan: Start-up expenses, a 12-month profit and loss projection & a 3-year profit and loss projection, a 12-month cash-flow projection & a 3-year cash-flow projection, a projected balance sheet, a break-even calculation.

X. Appendices.

Links:

- [A detailed example of a Business Plan](#)
- [Writing a Business Plan](#)

PRODUCT DESCRIPTION

Definition: A Product Description is an advertisement copy that explains what the product is and why it is worth buying. The main purpose of Product Description is to explain the product in a way, the buyer will

want to purchase it immediately. All advantages of the product should be listed and emphasized. Product Description should not be too long (approximately 200 words for each product), but eye-catching, easy to understand and interesting to read.

Thesis: *Not required*

Link:

- [Sample product description](#)

Portfolio Description can also be used while describing the product completed (i.e. the company introduces and provides description of the products it developed/worked on). For instance, the company developed the design to the website and Portfolio Description provides the results of the work done.

REFERENCE LIST

Definition: A Reference list is the arrangement of all sources used and cited in the paper that is presented as a list. It provides information on the author/s, publication year, publisher etc. that will help the reader to retrieve the source. Each entry indicated on the Reference page must be cited in the body of the paper and vice versa.

Often, Customers ask to find and format sources suitable for the research topic. Usually, Clients provide specific requirements as to which types of sources they want to employ in their research. Thus, the Writer's task might be to either format the already provided list of sources or first collect and then format them according to the requested formatting style.

Thesis: *Not required*

Links:

- [A guide to finding sources](#)

CONCEPT MAP

Definition: A graphical representation of the relationship between one's knowledge/ideas or concepts. Concept maps can be presented in the form of tables, flowcharts, charts, timelines, graphic organizers, T-charts, or Venn Diagrams. There is no wrong or right way of creating a concept map; the main thing is to represent how concepts or ideas are related to each other.

Thesis: *Not required.*

The main characteristics of concept maps:

1. Ideas are presented following a hierarchical structure: from general concepts to specific ones or logically.
2. Ideas are inserted in nodes that may vary in size: more general concepts will be placed in bigger nodes, while ones that are more specific will be represented in smaller nodes. Nodes are connected to each other by cross-links that may have the form of arrows or lines.
3. Concepts are connected with the help of linking words/phrases that define their relationship.
4. Propositional structure: the two ideas that are connected by 1 linking word/phrase constitute a solid statement.
5. Concept map should be centered around one focus question, thereby providing a solution to that particular problem/issue.

Links:

- [Types of concept maps](#)
- [Concept mapping software](#)

REPORT WRITING

Definition: A piece of writing that provides data/information on the specific problem or situation.

Laboratory reports are commonly used in sciences and psychology. The presented data/information may come from the reading, experiment one conducted, one's experience, and research. The two main types of reports are analytical and informational. Analytical reports are used for general topics, while informational ones are utilized for lab report analysis.

Thesis: *The description of aims and objectives.*

Outline:

I. Abstract (See [Abstract](#)) or **Executive Summary:**

II. A Table of Contents:

III. Introduction: It will include:

- a. Background information on the topic.
- b. Aims and objectives of the report.
- c. The scope (as well as limitations) of the report.
- d. Key terms/concepts that need to be defined/clarified.
- e. Methodology overview (ways of data obtainment).
- f. A preview of the main sections (optional).

IV. Literature Review (if required): The section will provide a brief summary and evaluation of major research findings related to the field of investigation.

V. Methods: This section provides information on the methods used to conduct the research and rationale on their utilization. One might also describe the conditions under which the research was undertaken as well as outline any limitations in the methodology.

VI. Findings/Results:

- a. Presentation of the findings.
- b. Discussion of the findings' possible implications.

VII. Conclusion: The section provides the summary of the report's purpose, methods/theories utilized, key findings and their significance.

VIII. Recommendations: The section will offer possible ways to resolve problems identified in the report.

IX. Appendices: This section includes graphs and figures.

Links:

- [Sample report](#)
- [Report writing tips](#)

PROBLEM SOLVING

Definition: Problem solving is the process aimed at defining a problem; learning the cause behind the problem; analyzing and devising alternative solutions; and executing a solution. In order to find a suitable solution, one is required to follow the basic four-step model explained below.

Thesis: *Not required.*

Outline:

- I. Determine the problem:** It is necessary to not simply focus on the 'symptoms' of the problem, but the problem itself. In order to diagnose the whole situation, one can utilize flowcharts (which will aid in establishing the likely steps of the process) in addition to cause-and-effect diagrams (that will help to identify and analyze the highest-level causes of the problem). The main tasks here are to comprehend the problem, list important details, and identify which knowledge is needed to solve it.
- II. Plan alternative solutions:** It is necessary to offer several solutions until selecting the final one. The most important goal here is to evaluate all possible solutions and not simply choose the first option that seems to best fit. Having analyzed multiple solutions, one will be able to reach the one that will bring the most value.
- III. Select the final solution:** To reach the best solution, it is necessary to consider whether:
 - a. The chosen solution will not trigger additional unexpected problems.
 - b. The alternative will be accepted by all participants.
 - c. There is high likelihood the solution will be implemented.
- IV. Execute the plan.** In order to carry out the plan, one has to clearly explain each step that will address the root cause. In order to ensure that the problem was resolved, one has to collect and

monitor data: did one reach the set goal and were there unforeseen consequences. It is recommended to consider some possible extensions or variations of the implemented solution to ensure that the problem will not occur again.

Links:

- [Hints on problem solving](#)
- [Problem solving techniques](#)