

# Physics 280

Writing Lab 10

## Updated Course Policies (posted to [Announcements](#) page)

### Lectures

- Lectures will continue to be live via Zoom or recorded and posted. Zoom lectures are not recorded, but slides will be posted.
- Top Hat questions will no longer be used to review lecture material. The number of dropped Top Hat grades (five) from lecture remains the same.

### Writing Labs

- Attendance will continue to be taken in writing lab, in which attendance is required. Attendance is not required for lectures (when live Zoomed), but is strongly encouraged.
- Quizzes will continue to be administered in writing lab and in the same way as in the past.

# Substantial Revision

See the [Purdue OWL](#)  
for more on these  
revision steps.

## ***higher-order issues***

1. analyze your readers and purpose (with a fresh “eye” to the writing task/situation)
  2. adopt a reader-centered point of view (vs. a writer-centered point of view)
  3. find your main point (on the page)
  4. evaluate your reasoning and evidence in support and development of your main point  
*helpful technique: [reverse outline](#), then cut and move chunks of text*
1. evaluate and incorporate higher-order feedback from peer reviewers, instructor, etc.

## ***lower-order issues***

1. copyedit: revise paragraphs and sentences for unity, transitions, accuracy, phrasing, style, conciseness, jargon, grammar, spelling, punctuation
2. proofread: eliminate minor text and formatting errors
3. evaluate and incorporate lower-order feedback from peer reviewers, instructor, etc.  
*helpful technique: any time you make changes to the document, proofread the affected section again*

# Paragraph Workshop

## Workshopping For Unity

(1) applying functional labels

*objective: to understand the purpose of each sentence in stating or developing/detailing the main topic of a paragraph*

- states the main topic (i.e., what the paragraph is about -- the claim it makes, the information it covers -- usually expressed as a phrase rather than as a single word)
- provides a transition from or to the main topic (i.e., relates new ideas to old ideas or old ideas to new ideas)
- makes a point about the main topic (i.e., explains why what has been said about the topic in the paragraph is important)
- follows a rhetorical pattern to develop/provide details about the main topic (e.g., definition, compare/contrast, description, process/method, exemplification/illustration, classification/division, narration through telling a story, cause/effect, argumentation/persuasion through reasoning and evidence) -- so, the functional label would be, for example, “defines the main topic” and “contrasts this definition with Dr. X’s definition”

# Reverse Outlining

## Abridged Reverse Outlining Instructions ([Purdue OWL](#))

1. In the *left-hand* margin, write down the topic of each paragraph. Try to use as few words as possible.

When revising your own work, these notes should tell you if each paragraph is focused and clear.

1. In the *right-hand* margin, write down how the paragraph topic advances the overall argument of the text. Again, be brief.

When revising your own work, these notes should tell you if each paragraph fits in the overall organization of your paper. You may also notice that paragraphs should be shifted after completing this step.

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Be brief, particularly when rereading your own work. If you can't complete each step in 5-10 words, the paragraph may need to be altered. You should be able to summarize the topic and the manner of support quickly; if you can't, revise the paragraph until you can.

# Class Survey

If you haven't yet had a chance to do so,  
please complete this short survey before Tuesday's class.

[Survey Link](#)

Your feedback on the midterm and online changes  
will help to improve the class!