

In this writing lab activity sheet, you can find tools to help support you as you start writing, which is referred to as the drafting phase in the writing process. **Activity 1** guides you through reverse outlining your paper, to check for flow and organization. **Activity 2** gives structure to revising transitions between paragraphs. **Activity 3** provides structure to making sure your paper is ready to be turned in.

# Activity 1 - Reverse Outlining

Using the structured chart below, for every paragraph in your paper, summarize the content in 1-2 sentences. Then, reflect on how this paragraph relates to your overall goal (thesis statement, main idea, guiding question).

| **Paragraph Number** | **Summary** | **How does this paragraph support your overall argument?** |
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# Activity 2 - Transitioning Between Paragraphs

In the chart below, write the last sentence of your first paragraph. Then write the first sentence of the following paragraph. Repeat this process for all next paragraphs. Lastly, think about the following questions and use the last column to revise the first sentence to strengthen flow and organization.

* What is the connection between these two sentences?
* Could it be useful to repeat any of the last words from the previous sentence in the beginning of the first sentence?
* Do you use standard transitions like “Another way to illustrate this,” “A counterpoint to this idea,” “However,” “This relates to,” etc. Would the addition of these make the connection stronger?

| **Last Sentence** | **First Sentence** | **Revised First Sentence** |
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# Activity 3 - Proofreading

Reviewing your own paper before turning it in is often difficult for most writers. When we have spent so much time with an assignment, we do not always see small errors or places to improve. For that reason, we suggest you visit us at the writing center at a later time, speak to an available tutor during a writing lab, or ask a classmate to read your paper; otherwise, this activity walks you through some basic questions to help you proofread your paper on your own.

These questions are not a complete list of common areas of concern when students are in the final writing stage–think of this as a list that can help polish your paper before you turn it in.

| Have you read the paper out loud to yourself or had someone else proofread it? |  |
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| Time permitting, have or will you attend office hours to get instructor feedback? |  |
| Do you have any incomplete sentences? |  |
| Have you re-read the first sentence of each paragraph? The last sentence? |  |
| Are all facts and supporting information cited? Is there any common knowledge that might be better attributed to a reliable source? |  |
| Does your conclusion meaningfully provide a takeaway for your whole paper, without word-for-word repetition? |  |
| Have you used software to check your paper for grammar mistakes? (We recommend [Office Word](https://support.microsoft.com/en-gb/office/check-grammar-spelling-and-more-in-word-0f43bf32-ccde-40c5-b16a-c6a282c0d251), [which is free for UCI students](https://www.oit.uci.edu/services/end-point-computing/microsoft-365/).) |  |