TO: Student  
FROM: Nancy Hardy  
DATE: 3/30/2019  
SUBJECT: #121060, Lab Report

Congratulations on your progress in writing this assignment for BIOL103. What a cool experiment! You’ve presented your findings well.

My name is Nancy, and it’s my pleasure to work with you today.

Before we begin, let’s review a few important guidelines and resources:

- Students may submit one request for advice (either written feedback or live online advising) every 48 hours.
- You are welcome to come to the Effective Writing Center for help at any stage in the writing process, whether you are just getting started an assignment or want feedback on a rough draft.
- Resources to help you revise your writing assignment are hyperlinked within this letter and in the More Resources section at the end.
- Before reading this advice, please review the writing that you submitted. We’ve pasted your draft at the end of this advice letter.

At the EWC we are attentive readers who help you improve as a writer by explaining and modeling effective writing skills. For a more detailed discussion of our services, please click this link and visit the Effective Writing Center web site.

Are You Interested in More Help?

Schedule a Live Advising Appointment!
- The Effective Writing Center also offers live, online advising via teleconference. You can submit an appointment request through the MyUMGC portal.

Attend an Online Workshop!
- The EWC hosts monthly live workshops in Google Hangouts. Our complete calendar is available here.
We will discuss the following strategies that can help you to strengthen your paper:

➢ I will discuss **tone in academic work**.
➢ I will advise on **developing paragraphs with consistent verb tense**.
➢ I will offer tips on **APA formatting and citations**.
➢ I will also review **proofreading for grammar, mechanics, and punctuation**.

Throughout my advice, you will notice that I copy/paste text from your paper highlighted in yellow, and may then show corrections or suggested alterations in green.

Although we will cover revisions and rules, **your professor's instructions always take precedence over any advice you receive from the EWC**. If you have any questions, refer to your assignment guidelines first and don’t hesitate to ask your professor to clarify any unanswered questions.

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**Assignment Management**

Thank you for submitting your assignment instructions. I’ve included a table below that details your requirements, what you have, and what you may still need to add to fulfill all of the assignment requirements.

<table>
<thead>
<tr>
<th>Assignment Requires</th>
<th>You Have</th>
<th>You Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title page: descriptive title, your name, course name, semester</td>
<td>Included all of the required information laid out here.</td>
<td>Some revision to body paragraphs, but no additional information.</td>
</tr>
<tr>
<td>2. Introduction: general background information about enzymes and specific information about your chosen enzyme, the question(s) that you are asking and a clear hypothesis for your experiment (20 points).</td>
<td></td>
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</tbody>
</table>
### Assignment Requires

<table>
<thead>
<tr>
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<th>You Have</th>
<th>You Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Design an experiment.</td>
<td></td>
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<tr>
<td>4. Conduct the experiment and record your results. Take picture(s) of your results.</td>
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<tr>
<td>5. Use your knowledge of enzymes and pH to interpret and discuss your results.</td>
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<tr>
<td>6. State a specific and accurate conclusion. Is your hypothesis supported by the results? Looking back, how could you have improved your experiment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Include a list of references to all information sources used in APA format.</td>
<td></td>
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</tr>
</tbody>
</table>

In APA citation style

| In APA citation style | Mostly APA formatting/citations | Minor tweaks to APA citations |

For more on understanding and managing writing assignments, check out this great resource from the EWC: [UMGC Effective Writing Center-Managing Assignments](#)

### Thesis & Organization

**Goals:**

- Articulate your thesis, argument, main idea, and/or purpose clearly.
- Organize your document or presentation in a manner that promotes understanding.

### Tone in Academic Writing
**Appropriate tone** refers to the matching of words with the occasion and audience. It's something we do every day in life. For example, you're looking for something and ask several people what they did with it.

*To your best friend or family member, you might say, "Whod ja givit to?"* Your language is quick, to the point, spoken in the intimate dialect you share with this person.

*To a co-worker or colleague you might say, "Who did you give it to?"* This person doesn't speak your intimate language, so you speak in a way that ensures you will be understood.

*To your boss or other authority figure, you might say: "To whom did you give it?"* In a situation where you might be judged, you want to apply all standards of correctness.

In academic writing, you generally want to maintain a more formal tone, unless the piece is creative in nature. Here are a few tips to keep an “academic” tone in your paper:

- Avoid first- or second-person point-of-view: I, you, we, us. Use third-person instead: the reader, the students, etc.
- Avoid slang/colloquialism: kids, guys, fam (instead of family) and the like.
- Avoid “text” speak and abbreviations: phrases like “do u understand” or “c u later” are not appropriate for college writing.
- Eliminate contractions. “It’s” and “He’d” and the like are fine for less formal communications. In academic writing, spell out all the words: “It is” and “He had” for example.

**As you revise...**

Avoid using first- and second-person language (I, me, we, us, our) whenever possible. Here is a paragraph with lots of “I” language:

I was correct in my hypothesis. At first, I thought this would have been similar to the catalase in the yeast experiment. That experiment turned out to form more oxygen in the cold test tube than in the hot test tube. I changed my mind because food dissolves quicker in hotter temperatures. In this experiment, it was the opposite.
Here’s a revision:

The hypothesis was correct. Initially, expectations were similar to the catalase in the yeast experiment. That experiment turned out to form more oxygen in the cold test tube than in the hot test tube. However, the hypothesis changed because food dissolves quicker in hotter temperatures. In this experiment, it was the opposite.

Here’s another paragraph with this type of language:

The results of my experiment proved that there is catalase in avocados and the rate of oxygen formed is formed quicker in hot temperatures than in cold temperatures. The avocadoes dissolved quicker in the hot test tube which helped speed up the reaction. I noticed that it took a little bit longer for the avocado to dissolve in the other two test tubes because the temperatures were not high enough. Looking back, I could have improved the experiment by trying something different. I could have tested two different fruits to see which one contains a catalase enzyme. If they both contain catalase, I could see which one forms oxygen quicker than the other in the balloons. This experiment could have been something different to test than the one I did. The conclusion of this experiment is that higher temperature helps speed the process of the catalase enzyme decomposing the hydrogen peroxide.

How could you revise it? You’ll want to make changes like these whenever you use the following:

- I
- Me
- My
- Our
- We
- Us
- You

It can help to use the ctrl + f/search function in MS Word; this will help you ensure that you find each one in need of revision. To read more on maintaining the proper tone in your writing, check out these two links:

[Appropriate Tone from the UMGC EWC](#)
[Considering Style, Tone, and Word Choice from Broward College](#)
Development & Research

Goals:

• Develop coherent paragraphs, points, and/or sections so that each is internally unified and functions as a part of your entire document or presentation.
• Tailor your communications to the audience.
• Provide sufficient support for your ideas
• Integrate material from research (if required) smoothly into your own content.

Consistent Verb Tense

You typically want to keep verb tense consistent throughout the report. That means there shouldn’t be shifts from present tense to past tense and back again. Since this experiment has already occurred, and you’re writing about an event that began and ended in the past, I suggest using past tense. Here is one part of a paragraph written in present tense:

The experiment that will be conducted is putting the fruit interior of an avocado into hydrogen peroxide to see if there is catalase present. The materials will be three glass test tubes, 30mL 3% hydrogen peroxide, 20cm string, three balloons, one 250mL plastic beakers, 10mL graduated cylinder, test tube rack, ruler, thermometer, measuring spoon, timer, microwave safe bowl, hot water bath, microwave, refrigerator and the interior fruit of an avocado. The independent variable is the time, the temperature, and the type of avocado.

Here’s how we can revise this into past tense:

The experiment design consisted of putting the fruit interior of an avocado into hydrogen peroxide to observe for a catalase. The materials used were three glass test tubes, 30mL 3% hydrogen peroxide, 20cm string, three balloons, one 250mL plastic beakers, 10mL graduated cylinder, test tube rack, ruler, thermometer, measuring spoon, timer, microwave safe bowl, hot water bath, microwave, refrigerator and the interior fruit of an avocado. The independent variables were time, temperature, and type of avocado.

I suggest changing any present tense verbs to past tense as you revise. Again, using ctrl+f and searching for words like are, is, and be will help. See the following for more information: The University of North Carolina Writing Center
APA

APA papers need to consistently cite their sources via in-text citations and in the references list. You will most commonly use APA style for research papers in PSYC classes and other sciences, however as it is so common, many professors will ask for APA style papers across a wide variety of curriculum. 😊

General Formatting

I suggest using headings to break up the sections of the paper. APA formatting requires specific styles for headings, as shown on the following table.

<table>
<thead>
<tr>
<th>APA Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

I advise shortening the title of the paper in the header, so it’s all on one line like this:
I highly recommend checking out this video for detailed instructions on how to set-up and format a paper with APA-style formatting:
http://polaris.umgc.edu/ewc/apa6th/apa6th.html

In-Text Citations

The in-text citation comes at the end of a sentence with the author’s name, year of publication, and page number inside the parentheses.

Model 1:

(Author’s Last Name, Year of Publication, p. #)

When punctuating a sentence with an in-text citation, remember that your sentence will still only have one period. It is held for after the citation and placed on the outside of the closing parenthesis.

Velociraptor was a fierce predator, however not as fierce as its North American cousin Deinonychus (Grant, 2011, p. 50).

In APA format, the date of publication can appear after the author’s last name in parentheses if the author’s name appears within the sentence. The page number still has to be included at the end of the sentence within parentheses.

Model 2:

Author’s Last Name (Year of Publication) blah blah blah (p. #).
When using a signal phrase like this, it is usually best to simply introduce the info using the author’s last name (rather than a title, publication, or organization.) Since the author’s name is something you must cite anyway, working it into your sentence eliminates wordiness.

Example:

According to Grant (2011), “the viciousness of the Velociraptor is overstated in comparison to its North American counterpart Deinonychus” (p. 50).

As you revise...
The in-text citations look good!

References List

The list of full citations at the end of an APA style paper is simply titled “References” (rather than “Works Cited,” or “Bibliography.)

Books in the References List:
Model (from APA References List: Books):

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Electronic Sources in the References List:
Model (from APA References List: Electronic Sources):


Websites in the References List:

Websites will depend on the kind of website and the available info. Typically, what you want to include, however, is . . .

Model:

Author Last Name, First Initial [Organization Name. (Date of Publication). Title of Document. Retrieved from FULL URL

As you revise...
The references list looks good. Nice work!
NOTE: The formatting, structure, and content of your APA paper will in part depend on the kind of class you are taking and your instructor’s preferences. If there should be a guideline of APA formatting that your instructor’s wishes contradict, favor your instructor’s preference. 😊

Please use the following links and videos for more information:

1. APA: General Format
2. APA In-text Citations: The Basics
3. APA Reference List: Books
4. APA Reference List: Electronic Sources

Grammar & Mechanics

Goals:

- Use sentence structure appropriate for your task, message, and audience.
- Follow conventions of Standard Written English.

Proofreading

Always proofread carefully. Sometimes it helps to read your paper out loud to yourself or switch papers with a friend to try and catch as many mistakes as possible. Another useful technique is to change the font of your paper; the difference can help you identify typos, missing words, extra words, and other typos.

I found some word choice issues, detailed in the table below:

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>Issues to Consider . . .</th>
<th>Potential Revision . . .</th>
</tr>
</thead>
</table>

[^1]: APA Model
[^2]: APA 6th Edition
[^3]: APA Intro
...being in the fridge...

“Fridge” is casual, so I suggest spelling out the word.

...being in the refrigerator...

Some wonders about the catalase enzyme is if it is present in the fruit interior of avocados and if it is affected at different temperatures.

“Wonders” isn’t really a good word to use as it connotes something fantastical or amazing. Let’s stick to the basics here.

Questions that arise about the catalase enzyme include: 1) is it present in the fruit interior of avocados? and 2) is it affected at different temperatures?

Be sure to review the rest of the paper for typos and other issues. See the special invitation below for more tips!

**SPECIAL INVITATION:**

If you want more excellent tips on proofreading and revision, check out this EWC Google Hangouts presentation:

"10 Proofreading Tricks They Don't Teach in School!"

[https://plus.google.com/events/ce08lhmodeifk1ea1ien2aif82o](https://plus.google.com/events/ce08lhmodeifk1ea1ien2aif82o)

This brief lecture covers pointers on:

- Developing good proofreading habits
- Getting the most out of the tools and resources at your disposal
- Making revision a smooth, painless operation
- And *more*!

**Summary**

Good luck! As you continue your work on this project, be sure to:

1. Replace any first-person point of view language with third-person point of view.
2. Use consistent verb tense.
3. Review APA formatting and citations.
4. Proofread carefully for grammar, mechanics, and punctuation.

**Writing Advisor:**
Here is an excellent, and thorough, overview of APA formatting for various sources and situations: All About APA - A Complete Guide
http://polaris.umgc.edu/ewc/web/all_about_apa.html

Here is a great breakdown of the most common uses for commas in a sentence: Commas: Three Sentence Uses
http://polaris.umgc.edu/ewc/web/commas_sent.html