

## Activity-1

<p>Q 1: How to tackle a research project? P: 1</p> <ol style="list-style-type: none"> <li>1. Tackling a research project is, in many ways, like preparing to run a race.</li> <li>2. You have no hope of finishing among the leaders if you have no idea where the finishing line is or how to get there.</li> <li>3. Vast majority of research projects that end in failure do so because the writer proceeded with no clear idea of what was expected and delivered something off the mark</li> </ol>
<p>Q 2: What do you mean by interpreting the assignments? P: 2</p> <ol style="list-style-type: none"> <li>1. Knowing precisely what you need to produce is the first step to producing a perfect paper.</li> <li>2. Not only will it spare you the frustration of assembling material that may not be appropriate to the assignment, but also it will assure you of a better grade.</li> <li>3. One of the first questions on an instructor's mind is: <i>Did this student understand the assignment?</i></li> <li>4. A student's ability to deliver what the assignment requests shows the teacher or professor that the student possesses the skills to properly interpret instructions and identify expectations.</li> <li>5. Research papers typically begin with an assignment that identifies your teacher's expectations and provides the information you need to know to complete the assignment.</li> </ol>
<p>Q 3: What you should know before you start? P: 2-3</p> <ol style="list-style-type: none"> <li>1. What is the purpose of the assignment? What does your instructor expect you to learn?</li> <li>2. Is there an assigned topic? Can you choose your own?</li> <li>3. What kinds of sources should you use?</li> <li>4. How many sources should you use?</li> <li>5. Are print and online sources equally acceptable?</li> <li>6. When is the paper due?</li> <li>7. How long should it be?</li> <li>8. How should the paper be formatted?</li> <li>9. How should bibliographic information be presented?</li> <li>10. What are the qualities of a paper that gets an A, B, C, or D?</li> </ol>
<p>Q4.1: What make research paper (Assignment) to get "A" Grade</p> <p>Grade of A: An essay that merits an A demonstrates a generally high degree of competence and control of language. Typically, such an essay meets all of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Responds to the assignment thoroughly, thoughtfully, and with insight or originality.</li> <li>2. Demonstrates strong reading comprehension of the assigned texts.</li> <li>3. Is well developed and supports analysis with effective textual evidence, reasons, examples, and details.</li> <li>4. Is well-focused and well-organized, demonstrating strong control over the conventions of analytical writing.</li> <li>5. Demonstrates facility with language, using effective vocabulary and sentence variety.</li> <li>6. Demonstrates strong control of grammar, the rules of usage, and mechanics of standard English but may have minor errors.</li> </ol>
<p>Q4.2: What make research paper (Assignment) to get "B" Grade</p> <p>Grade of B: An essay that receives a B is written in a clearly competent manner and displays generally consistent control of language. Typically, such an essay meets all of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Responds to all elements of the assignment competently and thoughtfully.</li> <li>2. Demonstrates an adequate understanding of the readings.</li> <li>3. Is adequately developed, using appropriate textual evidences, reasons, examples, and details.</li> <li>4. Is focused and effectively organized, demonstrating control of the conventions of analytical essay writing.</li> <li>5. Demonstrates strong language competence and uses appropriate vocabulary and sentence variety.</li> <li>6. Shows good control of grammar, the rules of usage, and mechanics of standard English, although it may have some errors and minor lapses in quality.</li> </ol>
<p>Q4.3: What make research paper (Assignment) to get "C" Grade</p>

Grade of C: An essay that earns a grade of C demonstrates some competence but is limited in one or more of the following ways:

1. Does not address all parts of the writing assignment.
2. Does not demonstrate an adequate understanding of the readings.
3. Is thinly developed, often relying on assertions with little textual evidence or few relevant reasons, examples, and details.
4. Is adequately focused and/or adequately organized, but connections between the parts could be more explicit.
5. Demonstrates limited facility with language and minimal sentence variety.
6. Demonstrates inconsistent control of grammar, usage, and the mechanics of writing.

Q4.4: What make research paper (Assignment) to get “D” Grade

Grade of D: An essay receives a grade of D if it has one or more of the following flaws:

1. Is unclear and/or seriously limited in its response to the writing assignment.
2. Demonstrates a limited reading or misreading of the texts.
3. Is unfocused and/or disorganized, demonstrating little control of the conventions of analytical essay writing.
4. Demonstrates serious errors in the use of language, which may interfere with meaning.
5. Demonstrates serious errors in grammar, usage, and mechanics, which may interfere with meaning

Q4.5: What make research paper (Assignment) to get “F” Grade

Grade of F: An essay receives a grade of F when it:

1. Demonstrates little or no ability to develop an organized response to the writing assignment.
2. Contains severe writing errors that persistently obscure meaning

Q5: What is University level Assignment? P-8-10

At the university, a great deal more is expected. Assignments become more complex. Instead of simply asking you to summarize or describe something, the assignment typically will present you with a challenge. The path to producing a perfect paper begins with understanding what those goals are and how to identify them in the assignment. Below is a list of terms that professors often use in writing prompts and what they mean:

1. *Analyze* relationships among facts, trends, theories, and issues. Point out their significant likes and differences and tell why they are meaningful.
2. *Argue* in defense of (or against) a concept, opinion, position, thesis, or point of view. Strong arguments apply logic and point out fallacies, errors, and “fuzzy” thinking.
3. *Categorize* or *classify* items, concepts, or events by sorting them in sets of predefined qualities or conditions according to their similarities.
4. *Compare and contrast* two or more events, ideas, or opinions by identifying their similarities and/or differences. (Look for similarities when you compare two things; look for differences when you contrast them.)
5. *Define* the meaning of an unfamiliar term, phrase, or concept by describing the concept behind it.
6. *Discuss* the implications of your research or various points of view on your topic by looking at different sides of the issue and pointing out their merits.
7. *Examine* a topic in minute detail by describing it as if it were under a microscope.
8. *Illustrate* a concept by using many significant details to describe it.
9. *Interpret* a set of facts or events by explaining their significance and importance to your reader, or to other audiences with other needs or interests.
10. *Give your opinion* by telling what you think about the topic and provide an explanation about why you think it
11. *Reason* (the verb, not the noun) by presenting the logical thought process required to support a specific conclusion.
12. *Synthesize* information from a variety of sources to support a single thesis, opinion, or conclusion.
13. *Theorize* by presenting your own hypothesis, or best guess, about why things are the way they are.