

**COURSE GUIDELINES**  
**WRITING, RESEARCH, EXAMS AND PRESENTATIONS**

**INDEX OF GENERAL TOPICS**

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### OLD ADVICE FOR GOOD WRITING

... in the labour of composition, do not burden your mind with too much at once; do not exact from yourself at one effort of excogitation, propriety of thought and elegance of expression. Invent first and then embellish. The production of something, where nothing was before, is an act of greater energy than the expansion or decoration of the thing being produced. Set down diligently your thoughts as they rise, in the first words that occur; and, when you have the matter, you will easily give it form: nor, perhaps, will this method be always necessary; for, by habit, your thoughts and diction will flow together. —Dr. Samuel Johnson, Wednesday, 30 August 1780

Make not your tale of accidents too full  
Too much variety will make it dull  
Achilles' rage alone, when wrought with skill  
Abundantly does a whole 'Iliad' fill.  
—Nicolas Boileau, 17th c French literary critic

### GOOD TV, PERHAPS, BUT BAD WRITING

Bite-sized is best, complexity must be avoided, nuances are dispensable, qualifications impede the simple message, visual stimulation is a substitute for thought, and verbal precision is an anachronism.

—Robert MacNeil (MacNeil-Lehrer News Hour, 1998)

### *ON THE FORM/CONTENT RATIO*

An academic paper whether long or short, should have substance—*i.e.* something important to say—as well as a good presentation—*i.e.* it should be well written. In this way, an essay or term paper is a lot like a good meal in a restaurant: you want a hearty, tasty meal (*content*) that also looks appealing (*form*). Some meals (and academic papers) are too overly garnished to really bite into (the equivalent paper might have a designer font, pink paper and a plastic lavender folder but have nothing at all really to say). Other meals (and papers) are hearty and filling, but rather mucked together. An academic paper, like a meal, should have an equal blend of form and content to make it satisfying. The sage advice on writing quoted above is really all you need to produce a good paper on *any* subject. But for those who need a few more guidelines, especially with regard to *form*, please read on:

### *STYLE GUIDELINES*

This handout is based upon the Style Guide of the American Anthropological Association, which is a modified form of the Chicago Style. For this class, it is expected that students follow this format rather than MLA, APA or other styles of writing. If you need more help with your writing and mechanics than this handout provides—both with regard to form and content—please use the following sources.

See also:

The Allyn & Bacon Handbook by L. Rosen and L. Behrens. Boston: Allyn & Bacon.

*IN-CLASS ESSAYS, MIDTERMS & FINAL EXAM GUIDELINES*THE FOLLOWING GUIDELINES ARE ALSO OF USE FOR  
SHORT OUT-OF-CLASS RESEARCH ASSIGNMENTS

1. Be sure to give your paper a title that reflects the content of your paper. Try to make it interesting and substantive.
2. Only answer the question/s that are being asked. No matter how much you may desire to add or embellish or go off on a tangent—resist the temptation! A wonderful essay that does not answer the assigned question will not receive the credit you may think your essay deserves!
3. Ask yourself: How does this sentence contribute to my point? Only include ideas that enhance your argument.
4. Stay away from sheer description, again, unless it is there to lend support or give evidence for your point (and your point is addressing the question posed). Ask yourself: Do I actually *have* a point, or am I merely trying to fill space? Is this a description leading nowhere at all? Keep in mind that I will be asking myself these questions as well.
5. Do not summarize the book, lecture, speaker, film, theory, etc. You may feel that you need to do this just to begin your essay—but do it on scratch paper, or at home. If you have a limited amount of time/space, spending it on summaries will mean that you never actually answer the question before running out of time.
6. Do not waste your Conclusions summarizing your paper. ‘Conclusions’ mean quite literally: what do you conclude from your analysis? What have you learned about the subject that you wouldn’t have known before doing the analysis?
7. Answer the “So-What?” question. Why should anyone care about the conclusions you have come to? What’s important about what you have to say? Conveying why *you* care helps the reader understand the importance of what you’re saying. Don’t assume it is clear if you have not stated it directly. The reader is not a mind-reader and cannot determine your intent: you need to be explicit.
8. Write legibly—including your name! If you are writing in class, please skip lines and use a pen. Write as clearly as is humanly possible. Unreadable papers will be returned unread, with no credit given.
9. Give yourself enough time to think through and complete your thoughts—whether you’re writing in class or out of class.
10. Try to have fun. A paper that you enjoy writing is much more interesting to read than one that feels like torture.

## RESEARCH TOPICS

Written work in the form of either essay questions, critiques, reviews, or research papers will be required for all students in the class. Writing an original paper gives you the opportunity to explore your own understanding of an issue or problem. Lower division students are frequently asked to write only two short research papers, no longer than five or six pages, on topics assigned in class. Some upper division classes require four or five short analytical essays on a topic assigned by the instructor. Other upper division upper division courses require that students write one well-researched term paper on a topic of their own choice. Upper division research topics may require the approval of the instructor. *REMEMBER TO PICK A TOPIC THAT INTERESTS YOU!*

RESEARCH FOR YOUR PAPER SHOULD COVER ALL THE AVAILABLE LITERATURE THAT YOU CAN FIND ON YOUR TOPIC WELL *BEFORE* YOU BEGIN TO ANALYZE, LET ALONE WRITE, YOUR PAPER.

MOST COMMON QUESTION: How many pages do you want?

MOST LIKELY ANSWER: As many as it takes to do the best job you can. Please do not fiddle with fonts, margins, and spacing to cram material in or pad your paper. If you don't have anything to say, please don't waste paper or your reader's time with nothing but filler to wade through! <sigh>

SECOND MOST COMMON QUESTION: How many sources do you want?

MOST LIKELY ANSWER: All that are available in the time frame allotted.

While term papers are due near the end of the term (and thus students are expected to have done a thorough search of their topics), short papers vary in the amount of allotted time—generally from one to two weeks—and therefore are not expected to be as comprehensive as term papers.

You should use research time as an opportunity to explore your chosen topic in as much depth as time and sources allow and follow it up with your own analysis. Unless otherwise noted in class, all papers must consider and/or apply a particular theory or concept *COVERED IN CLASS* to a specific case, region, or problem relevant to the course material. For term papers, I usually do not assign research topics, but prefer that you select a problem that is not only appropriate to the course but also interests you.

IF YOU ABSOLUTELY NEED A GUIDELINE FOR NUMBER OF PAGES:

When term papers are assigned, aim for no longer than 15-25 pages, typed in 12 point font and double-spaced—with one inch margins to allow for comments (assuming you have something in depth to say).

Short papers should to be about 4-6 typewritten pages and here, too, the research/analysis of your topic should be as thorough as you can make it within the much more limited time frame and space limitations. Be concise—but respond to all parts of the assigned question.

### *THE TIME FACTOR*

MORE IMPORTANT THAN YOUR PAPER'S NUMBER OF PAGES  
IS THE TIME AND THOUGHT SPENT ON YOUR PAPER

WARNING!  
PAPERS WRITTEN AT 3:00 AM  
THE NIGHT BEFORE THEY ARE DUE  
READ JUST LIKE PAPERS WRITTEN  
AT 3:00 AM THE NIGHT BEFORE  
THEY WERE DUE

### *APPROACHING YOUR TOPIC*

Investigate as many different relevant sources as you can possibly find in researching your topic. Try to present your topic objectively and fairly, giving both the conclusions of the authors you have read as well as your own comments and observations. However, be careful not to judge the subject of your inquiry on the basis of your own personal faith alone. If, for example, you feel compelled to conclude that all Jews ought to convert to Christianity or that the Prophet Muhammad could not possibly have been visited by the Angel Gabriel, you must be willing to consider carefully why Jews or Muslims would not agree with you. These kinds of statements are best avoided altogether when writing a paper for this class (*i.e.* do not use your papers or exams as a test of faith!).

Remember, the more sources you study, the more complex and multi-dimensional your topic will become. (That's a *good* thing). Begin with a narrow focus and ENJOY the growth, development and complexity of your selected topic as your research begins to take shape. If you find yourself collecting far more data than you could possibly fit into a single term paper then you are on the right track! Only then might you have an adequate background to approach your delimited topic. Apply your critical thinking skills.

### *WRITING ONE PAPER FOR TWO (OR MORE) CLASSES*

Students wishing to submit one paper to fulfill the writing requirements for two or more classes must first get the written consent of both (or all) instructors. The paper must meet the cumulative requirements for all the classes involved, in terms of form, content, length of assignment, use of sources, etc. Students are advised that actually fulfilling the requirements for more than one class with the same paper is generally more difficult than writing two separate papers. If you are very excited about a topic, you might consider writing two (or more) complementary papers which enhance your own knowledge of a topic of special interest to you without jeopardizing your grade in each class.

Please note that if you quote from another paper that you (or someone else) has written, you still need to cite the reference both in the text and in the bibliography. You are encouraged to build upon your knowledge and interests at the same time that you are careful to fulfill all class requirements.

## WHAT IS RESEARCH? WHAT IS ANALYSIS?

### *RESEARCH*

1. Collect ALL the reliable data you can within the time frame given. For research projects you are often given at least half the term. Begin early enough to be able to order books and/or journal articles not currently available in the library. Use Link + and online services for this.
2. Be sure that you are reading original sources, such as the actual books and articles written by the theorist you are researching. Theorists generally have a whole body of work. Be sure that you are familiar with how particular ideas fit into the larger body of a theorist's work.
3. Online reviews of theoretical concepts might be useful, but they often cannot be authenticated. Do not rely on online sources unless they are scholarly sources, have an author and legitimate source of publication (online journals are fine), and are not excerpts, clips, or quotes.
4. Check the sources of your sources. Look up references given in the bibliographies of the books and articles you are reading. What kind of sources is your author using?
5. Downloading information is not equivalent to doing research. Neither is relying solely on Google, Wikipedia and websites you find referring to your chosen topic. Online sources alone are not acceptable: you need to go to the original written sources, or use primary sources of your own.
6. Never rely on one source alone, including your class notes on a particular lecture topic, even if you think it sufficiently addresses the topic you are writing about.
7. Do not list sources you have not actually read and understood.
8. Avoid giving verbatim 'interview material' as the body of your paper, if it is based on original primary sources. If you need to include interview material, place it in an appendix of your paper.
9. Research implies that you have a research problem you are investigating—not just information you are recounting to fill space. When you include your research in a paper you write or present, be sure you know why it is important and how it fits into the argument you are making.
10. Research must be balanced. Consider multiple points of view, especially when researching controversial topics. Be sure that your research is not propaganda, or based entirely on faith or scripture (unless that is the assigned topic). You are expected to use critical thinking and scholarly analysis—not belief or personal opinion—as your primary approach to your research. If your own faith conflicts with your findings, you are welcome to say so briefly (in your Introduction or Methodology section or Conclusions). You will still be expected to have conducted adequate research from legitimate sources and to have considered your topic fairly, in an objective and scholarly manner.

*ANALYSIS*

1. Description is not analysis. If you use a descriptive example, make sure it is brief and that you demonstrate the point you wish to make by using it. Do not quote at length, unless you feel it is absolutely necessary. Do not ‘tell the story’—say, of a book or film you are analyzing. The only time description will be necessary is when you are conveying, say, ethnographic material that you yourself have collected. You will still need to analyze the data, not just describe them.
2. Analysis requires both depth and reflection. Take your time to consider what happens when you apply a particular lens or theoretical approach to your topic. Do not be superficial, hasty, or simplistic.
3. In applying theory, first determine if the theoretical approach is appropriate for the material at hand. Do not try to cram the data into the theory (or the opposite). If only part of the theory applies, spend some time figuring out where and why the approach works, and where and why it breaks down.
4. Most of the theoretical approaches given in my courses will have society, not the individual, as the unit of analysis. If that is the case, do not be tempted to try to apply the approach to a single individual (say, ‘going through stages’), or as a ‘metaphor’ for something larger. Use the theory the way it was intended to be used.
5. ‘The devil,’ as they say, ‘is in the details.’ Analysis requires consideration of specific conditions (historical, sociological, economic, etc). Be sure you are actually applying the theoretical perspective, not just stating that it ‘fits’ what you are looking at.
6. In a short paper or presentation, do not try to cover everything—but be thorough on what you do cover. It is better to do a thorough analysis of a single element of your topic than to impressionistically skim over five or six ideas you cannot develop.
7. Make sure every sentence you write is in the service of your analysis, and not filler, blather, or personal opinion.
8. Try to apply more than one theoretical approach to your topic to see which approach best suits the material at hand. Know why you are choosing one lens over another, and what the strength and weaknesses are to each approach you test.
9. Always try to answer the ‘SO WHAT?’ question. What difference does the analysis make? What do you learn from one approach that you cannot learn from another? What are the consequences or implications of your analysis? These thoughts belong in your concluding remarks.

## WRITING AN ACADEMIC PAPER

“If it’s good enough for IBM, it oughta be good enough for you.”

—MSR Student a long long time ago

Uh, NO.... read on...

Actually, if it’s good enough for us, IBM is grateful—but it’s rarely good enough. Scholarly writing bears little resemblance to “tech” writing. Nor, actually, is tech writing very readable, and that’s something that Silicon Valley businesses would dearly like to change. Good writing is important in any field. However, academic writing in the social sciences and the humanities has certain qualities of form and content that are not contained in technical writing.

First, in scholarly writing there is the expectation of reflection—i.e. thinking deeply.

Second, there is an analytical component that must be present. Pure description is insufficient. Instead, there is an emphasis on context, meaning, and multi-vocality. There is generally a hypothesis being proposed and tested or a theoretical perspective being applied to increase understanding of the problem presented.

Third, there is the reader’s expectation of a comprehensive, well-conceived, well-thought-out and well-crafted, well researched final draft. The writing matters.

Focus on a particular idea or problem. Be careful not to wander off on a tangent.

### REMINDERS

If there is an assigned essay question, be sure that you understand what is being asked for in the essay and remember to answer all parts of the question fully.

If you have questions, please ask in class or come to Office Hours for further clarification.

#### THE FIRST DRAFT IS NOT YOUR PAPER!

Expect to write at least three or four drafts of your paper before even considering turning it in.

The assumption here is that every time you re-read your paper you will come up with an expanded understanding of the problem that you are exploring.

While many, many student papers are quite wonderful, it's the (often humorous) mistakes that have ended up in this handout

### *COMMON OVER-GENERALIZATIONS TO AVOID*

Throughout history . . . / Throughout the world . . . / Any situation . . .  
 Everything in life . . . / I think everything in life . . .  
 As one grows older . . . / Scholars have always been interested in . . .  
 Everyone . . . / Most people . . . / Many people believe . . .  
 Though people have their own opinions and thoughts, most people . . .  
 Statistically speaking . . . / In the quote listed above . . .  
 It's just a matter of opinion . . . / It doesn't matter what you believe . . .  
 It's only natural that . . . / Common sense tells us . . .  
 As was said before . . . / Thomas Kuhn's novel/story . . . (!!)  
 Terrorists/ism / Fundamentalists/ism / True [fill-in-the-religion] / Extremists /  
 Evil [as in: "They are just evil."]

### *WHAT DOES THIS MEAN???*

Some of what follows is sheer carelessness, some is sheer gibberish. A good exercise would be to see if you can rethink and rewrite the following sentences:

"Complications were being developed within the theory of the movement of heavenly bodies."

"It has been taught that in the early age the scientific approach to finding answers."

"Though yoga, meditation, tantrum and others, people find a peace within themselves"

"Unthrough the eyes of Ralph Linton, ..."

"Individuality walks on many different paths."

"All societies change over time. Some change for the better, some for the worst."

"Fields believes in an indigenous worldview."

"What they concentrate or their beliefs that they focus on, can help them transform the world into the way they want it, and therefore become satisfied with society through that."

"They transform their society through their organized group by living their life in relation to their beliefs."

"Everything seems to have gotten so bad that everything begins to fall."

"In a post apocoliptic society ..."

"Thus causing allowing a nuclear holocaust to never happen."

"In this case traditional believing scientits who were given a possibility that man came from a lower form of species, the ape."

## STRUCTURE OF A RESEARCH PAPER

### FORMAT

The following style/formatting is one used in academic anthropological writing. Some stylistic pointers follow. You may also look under the American Anthropological Association website for more guidance. All papers should be double-spaced, leaving a one inch margin. Long quotes—those longer than two lines—should be single-spaced and indented on both the left and the right.

ALTHOUGH YOUR PAPER MAY NOT REQUIRE  
ALL OF THE SUBJECTS DESCRIBED BELOW, PLEASE FOLLOW THE ORDER GIVEN  
BELOW FOR THE SUBHEADINGS YOU DO USE

**TITLE/TITLE PAGE:** The title page of a long paper, or the top of the first page of a short paper, should include your name, course number, course name, semester and date, name of the assignment (e.g. Take-Home Midterm #2) AS WELL AS THE TITLE of your paper. Give your paper a title which reflects the major issue, hypothesis or problem addressed in your paper. A well-chosen title sets the tone for all that follows. On a short paper, the title should be centered at the top of your first page. Above the title, the rest of the information (above) should be in the upper right hand corner—single-spaced.

**INTRODUCTION:** Begin with an introduction to your chosen topic. The introduction should include your thesis statement; what the problem is that you are looking at and what the reader can expect to find included in your paper. It is often helpful to prepare the reader for the direction of your argument and even to introduce your conclusions right here. What is your contribution to the subject at hand? Interest your reader to want to read further. If it is clear that you are just going through the motions to come-up-with-something and turn in a paper with the right number of pages it will be immediately apparent! Why should the reader care about the ideas to follow? This is the place to excite/motivate your reader.

**REVIEW OF THE LITERATURE:** Longer studies (e.g. all term papers, research proposals, theses, dissertations) require a literature review early in the paper. This demonstrates that you've essentially done your homework: you have read and reviewed everything that has been written on the subject that is available, followed every line of argument possible, gone back to original sources (rather than taking an author's opinions as truth), and made efforts to ascertain the holes in the literature. A thorough literature review not only demonstrates that you know your field backwards and forwards but also that your own writing makes a contribution to the study of the problem, rather than just repeating what others already have done.

**METHODOLOGY:** In your methodology section discuss the steps you took in the process of your study. The methodology section goes beyond your bibliographic sources. It documents how *else* you conducted your research. Here, interviews, participant-observation (or observation alone), personal experience, experimentation, etc should be discussed. Do not include transcripts of interviews here! If necessary to your argument, verbatim transcription can be included in appendices to your paper. If human subjects are involved—and they usually are in this field—discuss steps taken to insure protection of human subjects. Research proposals should be accompanied by a 'Protection of Human Subjects Protocol,' which will need the approval not only of your advisor but also the university graduate studies office.

CONTENT ANALYSIS: [USE SUBHEADINGS THAT REFLECT THE TOPIC UNDER DISCUSSION]. The body of the paper should be organized by the topics or problems addressed. Here you will do, step by step, what was promised in the introduction. Subtitles help organize your paper in such a way that the reader can quickly follow your argument, find data, and review what you have written. While the first section can simply be subtitled “introduction” and the last section can be called “conclusions,” all other subtitles within the body of your paper should reflect the topics and ideas you discuss—they should not be subtitled “body!” Be sure that the body of your paper includes analysis of your data. Analysis does not constitute your personal opinions on the subject—at least not without a framework of the literature/debates on the matter. Be sure to include more than one way to understand the material, and why you are doing the kind of analysis you are. Being able to look at the material from multiple perspectives is a good thing: it demonstrates your ability to go beyond personal opinion and explore your topic fairly and objectively.

CONCLUSION: In the conclusion your task is to not only summarize your findings but also to end with your interpretation of the material presented. Here, if you haven’t done so earlier, you should address the “so what?” question. The conclusion, therefore, is most likely going to be the more important section of your paper. Don’t just summarize but be sure that you have already analyzed your material. The last section of your paper will consist of a list of sources (*e.g.* interviews, films, archives) and/or a bibliography (*e.g.* books and articles) which will list, single-spaced, all sources you have referred to in the essay. The student is encouraged to read additional material in researching a chosen topic. However, you must remember to state clearly throughout your essay whose ideas are being expressed (*e.g.* the ethnographer’s, a particular theorist’s or your own).

SOURCES/REFERENCES: Always, always list your sources, both bibliographic and ethnographic. If you have only written sources, title the list BIBLIOGRAPHY. If you have mixed sources, separate them out under a general heading of SOURCES with subtitled sections for each category (*e.g.* I. Bibliography II. Interviews or Presentations III. Unpublished manuscripts IV. Archives V. Websites, etc). Single space each entry and leave a full space between entries.

See section on Citations for format of individual sources

One example of organizing references from different types of sources:

SOURCES

I. BIBLIOGRAPHY

[list books and articles here]

II. INTERVIEWS

[list interview sources here]

III. CLASS PRESENTATIONS

[list class presentations here]

IV. UNPUBLISHED MANUSCRIPTS/DOCUMENTS

[list unpublished manuscripts, documents here]

V. ARCHIVES

[list archival material here]

(con’t next page)

VI. WEBSITES  
[list websites here]

VII. FILM, VIDEO OR MUSIC SOURCES  
[list sources here]

## *ON SOURCES*

### *PRIMARY AND SECONDARY SOURCES*

Keep an eye out for whether your sources are ‘primary’ or ‘secondary’ sources. Primary sources are directly from the original source. This could include 1) interview material that you have collected in the course of your research or that has been published or made public in some way, 2) original archives, manuscripts, texts and documents, 3) observed phenomena that are empirically verifiable, and 4) experiential phenomena that you are investigating.

Secondary sources are those which others have observed and are reporting, recording, describing or analyzing. Secondary sources are filtered through the eyes of a secondary observer (i.e. not *you*) and it is important to ascertain the accuracy or validity of the treatment of the material. Most sources are likely to be secondary sources. Think carefully about the goal(s) of the author. Is there ample evidence to come to your own conclusions? Can the author’s results be verified or invalidated? Is only selective evidence included—evidence which supports the author’s point of view.

If at all possible use both primary and secondary sources in your research.

### *PROBLEMATIC RESEARCH “METHODOLOGIES” (STUDENT QUOTES)*

“This research took me a whole half hour . . .”

“The internet is the greatest of all sources . . .”

“The internet does all the dirty work of finding the few sentences in each book about your topic and summarizes it. It’s an easy way to get what you want — fast.”

“Interview sources work best because the interviewer is able to keep asking questions until getting the answer they want.”

“I was able to find a few books on my topic, but unfortunately, they were reference books so I couldn’t take them home. This included the most important books on my subject. So I didn’t use them.”

“I only found two books, so I was forced to use inter-library loan . . .”

### USE OF THE INTERNET IN RESEARCH

The internet is a good place to explore ideas, find references, and on rare occasion, to collect data. In short, the web is uneven, ephemeral and unreliable. It is often difficult or impossible to assess the veracity, reliability and authenticity of data published on the net.

As with all sources, do not rely wholly on any single source of information. All internet sources must be backed up with corroborative written bibliographic sources that you have actually read, and should be followed up by additional field research, if applicable. For example, a study of gender roles on the internet does not allow you to verify the gender or gender-identity of the individual you are ‘chatting’ with, nor to ascertain whether you are indeed talking to a single individual rather than a whole group of people just fooling around online. The internet is a good place for people to experiment anonymously without repercussions, or with reduced repercussions in their ‘real’ life. While this may be the case in other media as well, it appears to be particularly true online.

## CITATIONS

### DIRECT QUOTES

A direct quote must be followed by a reference (see below). Paraphrasing must also be followed by a reference. Plagiarism (*i.e.* taking someone else’s ideas or words as your own) is followed by a failing grade in the course. We live in a country which values private property—and people’s written words are part of that property. They cannot be quoted or paraphrased without adequate compensation. When it comes to research papers, that compensation consists of a proper internal citation and reference in the list of sources or bibliography.

Quotes from people/interviews must also be attributed to them and listed at the end of the text under the heading Sources. In some instances, it may be necessary to disguise the actual identity of an individual in order to preserve his/her anonymity. If this is necessary, a note to this effect must be stated either in the text of your paper or in your list or sources. Be sure to list the date(s) of the interview(s) and the number of hours spent in the process. You should state whether your information was gathered in person, by telephone, through written correspondence, computer billboard networking, questionnaires, etc. Each of these have different methodological implications. It might be important to your topic to have a section of your paper devoted to Methodology. This is generally found after the Introduction, or—in longer term papers or Master’s Degree theses—after the section entitled Review of the Literature. This last is not necessary in short lower division research papers. Try to keep proper notes when interviewing so that you are careful to quote your sources accurately. Tape recordings are useful in this regard but should not be depended upon as a sole source of note-keeping.

In summary, all ideas expressed which are not your own should be referenced. In my classes, please do not use footnotes for this purpose. Instead, use internal citations, that is, references imbedded directly in the text. These citations allow the reader to get a quick look at your source without fishing it out of the small print at the bottom of the page or scrambling in the back to find interminable endnotes. Internal citations insure that your paper gets the reading that it deserves. Two examples follow:

A lengthy direct quote should be single spaced and indented. Always cite your sources. In the example given below, the source is a political speech and the date is given. In the case of a written source, the author’s name, date of publication and page number should be listed. Do not list the name of the book or article within the internal citation.

From a written source:

I have come to believe that virtually everyone of us has experienced, and that everyone of us can cultivate, moments when the ordinary becomes extraordinary, when mind and body are graced by something beyond themselves. (Murphy, 1992:6)

From a speech or interview:

In this republic of 4 million people, how can we leave family units, which are states in miniature ruled by autonomous chieftains, to fend for themselves? The state which sees beyond the individual, must intervene for the sake of national solidarity.

(Bourguiba, June 11, 1961)

### PARAPHRASING

Paraphrasing is giving an account using different words than in the original source. The statement will appear as part of the text and need not be single-spaced or indented, however, it will still require a proper citation:

Tunisia's first president, Habib Bourguiba, reminded both nomadic tribesmen and settled rural people of their allegiance and obligations to the newfound state (Bourguiba, 1961).

Since this reference is from a speech, put the date and place of the quote in your list of Sources at the end of your paper. The place, or context, or the quote should not be given in the main text. Oral sources, including interviews during field research, should be listed separately from your Bibliography. In the case of written, rather than oral sources, be sure to give page numbers. Please remember that if what you are referring to is quoted in another article or book, *both* should be cited. An example follows:

The importance of such non-agricultural enterprises has been underscored by Fei in *Peasant Life in China* with the conclusion that "it is thus evident that life cannot be supported by agriculture alone" (Fei, 1939:202 quoted in Wolf 1966:46).

Sources and/or Bibliography should be listed alphabetically at the end of your term paper. Your research visits and interviews should be listed under Sources. The Bibliography includes all written sources, including web citations and unpublished writing—as well as your own if you have previously written on the topic at hand. Book titles should be capitalized as seen in the first example below, and no longer need be italicized (or underlined). Articles should be in quotation marks and should be followed by the name of the book, journal, newspaper, pamphlet, *etc.* in which it was published. Quotes from one source found in another must also be referenced.

## BIBLIOGRAPHIC FORMAT

Single space your entries, but leave a space between the entries.

Some examples follow:

### SOURCES

The following is how to list a Book in your bibliography:

Berque, Jacques  
1967 French North Africa. New York: Praeger and Sons. [note single-spaced within citation]  
[note skipped line between citations]

The following is how to list an Article in a book:

Cancian, Frank  
1980 "Risk and uncertainty in agricultural decision-making," in P. Barlett, ed.,  
Agricultural Decision Making. New York: Academic Press. pp. 161 - 176

The following is how to list an Article in a journal:

Gilmore, Lee  
1998 "The Whore and the Holy One: Contemporary Sacred Prostitution and Transformative  
Consciousness," in Anthropology of Consciousness, Vol. 9, No. 4, pp. 1-14.

The following is how to list Archives/Ancient Texts:

dé Murúa, Fray Martin  
1922 [1613] Historia de los Incas: Reyes del Perú, Colección de Libro y Documentos Referentes  
a la Historia del Perú. Horacio H. Urteaga, ed. 2nd series. Vol. 4. Lima, Peru.

The following is how to list an Edited volume:

Young, D. and J. Goulet, eds.  
1994 Being Changed by Cross-Cultural Encounters: The Anthropology of Extraordinary  
Experience. Ontario: Broadview Press.

The following is how to list an Unpublished Document:

USAID.  
1976 "Building an economic analysis organization in Tunisia," in The Ministry of Agriculture  
Project. St. Paul: University of Minnesota.

The following is how to list a Website:

Ransdell, Joseph  
1993 (Fri, 20 Sep 1996 08:47:49). Electronic paper on Pierce and Phenomenology (2 of 2).  
<http://pierce-l@ttacs6.ttu.edu>.

The following are samples of how to list a Film

Barker, Joel, Prod.  
1989 The Business of Paradigms. Charthouse Learning Corp.

Fincher, David, Dir.  
1999 Fight Club. 20th Century Fox.

Rouch, Jean, Dir/Prod.  
1957 Les Maîtres Fous. Documentary Educational Resources (DER).

## ORAL SOURCES

The following is how to list an Interview:

Interview with [Name/Title] [Topic] [Amount of Time Spent]  
[Date]

The following is how to list a Speech:

Bourguiba, Habib  
1961 Inaugural Address of the First President of the Republic. Tunis, Tunisia June 11, 1961.

The following is how to list a Lecture/Class Presentation:

Chapman, Larisa  
2006 "Orisha Based Religions—From West Africa to the Americas." Lecture presented to MSR  
Fall Semester—9/20/06.

## ANNOTATED BIBLIOGRAPHY

The following is how to do an Annotated Bibliography

First list the bibliographic reference.

Skip a line, and begin your Annotation, single spaced.

The Annotation should include what YOU have to say about the book—not what the back cover, publisher or reviewers have to say about it.:

Example:

de Saint-Exupéry, Antoine  
1943 The Little Prince: New York: Reynal & Hitchcock.

This book, beautifully illustrated by the author, is a tale told in a deceptively simple allegorical style. It has been translated into hundreds of languages and has, over the years, taken on an almost mythic or mystical persona of its own: Before the Euro, the image of the Little Prince appeared on French franc notes, and continues to be ubiquitous throughout France in souvenir shops on every imaginable piece of merchandise. The tale considers what it is that makes life worth living—from a multitude of perspectives. It is essentially an exercise in cosmology (or worldview) and pits 'objective reality'—the world of rationality, quantification and materialism—against 'subjective reality'—in which unquantifiables and intangibles such as love, beauty, and responsibility (i.e., relationships) take precedence. The tale was translated into Tamazight, using the Tifinagh script by Father Charles de Foucault in the late 1940s, in the shack in which he lived, deep in the Sahara Desert's barren Hoggar Mountains. The priest hoped the tale would help convince the indigenous Tuareg nomads of the Sahara to convert to Christianity (he was subsequently murdered by a different set of nomads he was trying to convert, and may be canonized for his martyrdom). Ironically, the Imazighen, the peoples of the region, use de Foucault's work as the basis of their nativistic movement to restore their indigenous written language.

Note that the Annotation does not 'tell the story'—and it includes what the writer of the Annotation thinks is important, although not necessarily what someone else might think important regarding the same work. The Annotation is idiosyncratic: the above Annotation, for example, does not call this book a "children's story" nor "fiction" nor a "novel" as some other writer might do. In this case, the writer cares more about the place of the story in North African colonial and post-colonial identity. The above Annotation may be a bit longer than one someone else might write for the same book. Length will be a reflection of just how much YOU have to say.

IT IS UP TO YOU TO FIND SUFFICIENT SOURCES TO ADEQUATELY INVESTIGATE, UNDERSTAND AND ANALYZE YOUR CHOSEN TOPIC.

ALLOW YOURSELF AMPLE TIME TO COMPLETE YOUR RESEARCH

*OTHER VERY OBVIOUS SUGGESTIONS AND REMINDERS*

- Leave only a *one inch margin* around the perimeter of each page and keep your print size and style reasonable. Double-space the text.
- Put your name and page numbers on every page. Staple paper behind the Cover Sheet, if one is provided.
- *Print dark enough* for legibility in *black* type on *white* paper. No handwritten papers will be accepted. Keep your paper neat, unadorned and clearly legible.
- Make a *copy* of your paper. A lost paper can mean a lot of rewriting at the end of the term or it can mean simply xeroxing another copy.
- Term papers should include a title page but *not* an additional empty page for comments. Be sure that your *name* is on the title page and subsequent pages.
- *Proof read* your paper before you turn it in and correct all mistakes.
- Remember, *no folders* will be accepted. Your paper should not need “frills” to liven it up—just focus on a balance between good form and content.
- *This is your paper!* It’s a chance for you to expound on ideas important to you and to analyze and interpret material as you understand it. Treat the paper as a forum for expressing ideas important to you, not as pages to fulfill just one more course requirement. Expect the reader to learn something new and insightful from what you have written.

*REMINDER: WHAT IS “ADEQUATE” RESEARCH? (SEE PAGES 6-7)*

Research implies that you have a problem that you are investigating and that you have explored and examined ALL available sources pertaining to this problem. What does “available sources” mean? It means that you have tracked down every lead; that you have explored every library, bookstore, expert and archive possible, given the allotted time (for term papers, this period is about three months). It means that you have read bibliographic sources and pursued important citations; that you have used Link Plus to retrieve sources not available in the library. Downloading from the internet does not constitute adequate research.

Adequate research also means presenting a balanced view of your chosen topic, and that all sides of an argument or dispute have been seriously considered, whether you agree or disagree with a given point of view.

- Using dictionaries, encyclopedias and websites does not constitute adequate research.
- Using sacred texts as the sole authority on any given topic is insufficient even if the text is the subject of your study. Other scholarly sources must be brought to bear on the topic.

Another obvious Warning:

DO NOT DOWNLOAD MATERIAL CLAIMING IT AS YOUR OWN!

THIS IS PLAGIARISM

AND SUBJECT TO ACADEMIC DISCIPLINARY ACTION.

EVERY CASE IS EXPECTED TO BE REPORTED.

*HOW MANY SOURCES ARE ENOUGH?*

When you find that the authors you have read or individuals you have interviewed repeatedly are referring to sources that you are already thoroughly familiar with—then you know that you have familiarized yourself with the topic at hand.

Keep in mind that you can never adequately research any topic—you can only attempt to be as thorough as possible.

Do not discount or ignore “old” sources! Earlier works provide important context to contemporary issues and are often more thorough than more recent pieces.

Keep in mind, too, that journalistic sources are much more schematic than scholarly works, and that both can be imbued with a great deal of author’s bias. Journalists write to the “bottom line” and do not have the luxury of providing background and context to their stories, even if they would like to. Books by journalists, on the other hand, are more likely to contain contextual sources.

Be sure to consider as many alternative perspectives as appropriate to the topic.

## *CLASS PRESENTATIONS*

Some classes require presentation of one's paper(s) to the class. This may consist of reading a short paper aloud for discussion, or presenting orally research conducted. All presentations must be prearranged and approved by the instructor. Be sure that you show up for your presentation. No shows lose points, and rescheduling puts a burden on everyone in the class.

Powerpoint, DVD, or Videotape presentations are not acceptable for this class. Nor is it acceptable to bring a guest speaker in as an 'expert' to give your presentation for you! In some cases, students may present their research together. In this event, students will be given the same grade for the presentation.

Successful innovative presentations combine knowledge of the subject, some degree of passion regarding the topic, skill in performance, and the ability to convey an analytic understanding of the material presented.

Generally, do not read from your notes, or texts. However, in some classes you WILL be asked to read your completed paper aloud.

### *READING A PAPER ALOUD*

Short paper only: no longer than 8 pages double-spaced.

When you write your paper, make it readable.

Practice reading it aloud a number of times until you have it down smoothly.

Be sure you understand what you are reading, and that the listener (or another reader) will be able to understand it too fast.

Mumbling or speed reading might get you through a presentation faster, but they will convey next to nothing to your audience, except that you have wasted everyone's time.

Look your audience in the eye: are they glazed over, or following you? Do they seem interested and involved? Slow down (or speed up) to make sure you are actually communicating. Check in with your audience (visually or verbally) to make sure that you are all, quite literally, on the same page.

### *PRESENTING A RESEARCH PAPER*

When a paper is too long to read aloud, it is time to 'present' the paper, rather than reading it aloud.

Talk about what is important and exciting about the topic.

You will be graded upon how well you convey your topic, how organized your presentation is, how well you maximize the allotted time, and on your ability to focus your presentation enough to adequately cover the material.

Best to develop a single idea within your research than to try to cover too many ideas superficially. The latter is frustrating for both the speaker and the audience.

SEE PAGE ON THE EVALUATION OF CLASS ORAL PRESENTATIONS.

## GRADING CRITERIA

(Now that you have read these pages thoroughly)

### I. WRITTEN WORK

Papers will be graded on the following criteria. No more than twenty points will be taken off for each category. In some classes, you may rewrite the first short paper. Rewrites may earn up to an additional twenty points. Only one rewrite will be acceptable per paper. Try to follow paper requirements the first time around. Late papers are graded off ten points per week late.

1. \_\_\_\_\_ *FORM:* Papers should be neat, well written, and comprehensible. Please proof read carefully for spelling, grammatical and syntactic problems. Form should follow the guidelines set out in this handout.
2. \_\_\_\_\_ *PROBLEM/  
CONTENT:*

Short Papers: Please be sure that you are actually addressing the question at hand rather than going off on a tangent of your own—or answering a question that you wished had been asked. Be concise and to the point. Please do not simply reiterate what you heard in lecture, read in your book or saw in a film. Be sure that you are making a point, not just filling space.

Term Papers: Content should be relevant to the assignment. Short essay questions should only the question(s) asked. Be sure to answer all parts of the question. Do not digress!
3. \_\_\_\_\_ *ANALYSIS:* All papers must have an analytical component. Your argument should be clearly presented, with adequate supporting evidence, as well as arguments that could be used to refute your analysis (if appropriate). Why should your interpretation be accepted? Address relevant theoretical concepts, and make sure that there is depth to your analysis. Keep in mind that personal judgment does not constitute analysis.
4. \_\_\_\_\_ *CONCLUSIONS:* The generalizations you make in your concluding remarks should address the “*So WHAT?*” question. Why might this be an important or compelling problem? Why should anyone care? What have you learned as a result of your analysis that you might not have come to otherwise? And what are the implications of the problem (or your assessment of the problem) to others who have remained unaware or unmoved by the issues you address?
5. \_\_\_\_\_ *SOURCES:* Be sure to have considered more than one perspective. Your paper should be based upon sources well beyond your own belief, opinion, or the opinion of a single author, individual, or religious/ethnic/or national point of view. Sources should be clearly cited within the body of your paper using internal citations (not footnotes). List all bibliographic and other sources at the end of your paper following format in these Guidelines.
6. \_\_\_\_\_ *LATE:*

Less than one week late	10 points
Over one week late during the term	15 points
Last week of regularly scheduled classes	18 points
After last day of class and/or during Final Exams Week	20 points
Thereafter (primarily for Incompletes)	25 points
Winter and Summer Sessions adjusted to be equivalent to the above.	

Please read the comments written throughout your paper.

## GRADING SCALE

Essays will only have a numerical score given as the assigned grade, however, a breakdown of points will be given on the Cover Sheet of your paper. In addition, comments and grammatical problems will be noted throughout the paper. Please read both the comments and the correction!

Scores are equivalent to letter grades as follows:

94	-	100	=	A
90	-	93	=	A-
87	-	89	=	B+
84	-	86	=	B
80	-	83	=	B-
77	-	79	=	C+
74	-	76	=	C
70	-	73	=	C-
67	-	69	=	D+
64	-	66	=	D
60	-	63	=	D-
below 59			=	F

You are welcome to come in to Office Hours to discuss your papers. This is more helpful if you come in before you've finished the paper, than if you come in after it has been graded. Come in with a first or second draft completed, or just to discuss the direction you're planning on going. Please do not use Office Hours to discuss *points* awarded on a paper, but rather to discuss *ideas* to help improve your writing and research.

Both the Counseling Office and the English Department are places you can go to get help with how to communicate your ideas effectively.

## II. ORAL PRESENTATIONS

All class presentations must be prearranged and approved by the instructor. Successful innovative presentations combine knowledge of the subject, student passion regarding the topic, skill in performance, and the ability to convey an analytic understanding of the material presented. Unless the assignment is otherwise, please present your paper: do not read from your notes, texts or completed paper. Just get right to the point about what is important and exciting about the topic. You will be graded upon how well you convey your topic, how organized your presentation is, how well you maximize the allotted time, and on your ability to focus your presentation enough to adequately cover the material. Best to develop a single idea within your research than to cover too many ideas superficially. Mixed media presentations should be avoided unless they are *VERY* well done. To date, with one notable exception, powerpoint, DVD and/or videotape presentations have been quite unsuccessful (*i.e.* simplistic, uninformative and just plain boring, especially considering all the effort that they take to produce).

### GRADING

IMPORTANT: Generally, it is very difficult to reschedule a presentation unless you can switch with another student. Since there is no way to re-do a talk in class, students should be well prepared in advance of their presentation date. If you do not show up for your scheduled presentation time, you will receive a zero (no points) for the assignment. If you ask to be reassigned a date at the last minute, 20 points will be taken off your total score for the presentation. It is exceedingly rude to other students to try to squeeze in an extra talk on an already fully scheduled class meeting.

Presentations will be graded on the following criteria. No more than twenty points will be taken off for each category.

1. \_\_\_\_\_ *FORM*: Presentations should be well prepared, clear, organized, articulate and communicative. Generally, the time is exceedingly limited, and therefore your ideas must be succinct and concise. How you organize your time is important.
2. \_\_\_\_\_ *CONTENT*: You should choose an appropriate, focused topic which addresses the assignment, compelling issues dealt with in class and/or the readings assigned for the course. Your argument should be clearly presented, with adequate data to support it, as well as arguments that could be used to refute your analysis. Why should your understanding and interpretation be accepted?
3. \_\_\_\_\_ *DISCUSSION*: Your presentation should be thought provoking, generating discussion within the class. The key here is that you have sparked enough interest in the topic that students would like to discuss it further and that you have allotted some time for that discussion to take place.
4. \_\_\_\_\_ *CONCLUSIONS*: The generalizations you make in your concluding remarks should address the “*SO WHAT?*” question. Why is this an important or compelling problem? Why should anyone care? What are the implications and consequences of the problem (or your assessment of the problem) to others who have remained unaware or unmoved by the issues you address.
5. \_\_\_\_\_ *SOURCES*: Your presentation should be based upon sources well beyond your own opinion or the opinion of a single author. Be sure to have considered more than one perspective.
6. \_\_\_\_\_ *LATE*: If presentation has been rescheduled at the last minute, 20 points will be deducted from your total points. If you do not show up for your talk, you will receive a 0 for the assignment unless there has been some kind of emergency. It is very difficult, and sometimes impossible to make up oral presentations.

## GROUP ORAL EXAM GRADING SCALE

Circle a number that honestly represents how you feel the group did as a whole

1. BRILLIANT, PERFECT AND INSIGHTFUL BEYOND IMAGINATION
2. BRILLIANT, PERFECT AND EXTRAORDINARILY INSIGHTFUL
3. BRILLIANT, EXTRAORDINARILY INSIGHTFUL, AND FILLED WITH UNCOMMON DEPTH
4. EXTRAORDINARILY INSIGHTFUL, AND FILLED WITH UNCOMMON DEPTH
5. EXTRAORDINARILY INSIGHTFUL, WITH PEAKS OF UNCOMMON DEPTH
6. EXTRAORDINARILY INSIGHTFUL, WITH MOMENTS OF UNCOMMON DEPTH
7. UNUSUALLY INSIGHTFUL, WITH AT LEAST ONE MOMENT OF UNCOMMON DEPTH
8. UNUSUALLY INSIGHTFUL, WITH DEPTH, BALANCE AND GOOD WILL
9. QUITE INSIGHTFUL, SURPRISINGLY ENGAGED, AND WITH ACTIVE PARTICIPATION BY ALL
10. INSIGHTFUL, SURPRISINGLY ENGAGED, AND WITH ACTIVE PARTICIPATION BY ALMOST ALL
11. WE REALLY DID IT! WE COVERED THE MATERIAL, WORKED TOGETHER, AND ALMOST EVERYONE HAD SOME GOOD AND USEFUL THINGS TO SAY AND I LEARNED A LOT FROM THE PROCESS
12. WE REALLY DID IT! WE COVERED MOST OF THE MATERIAL, WORKED TOGETHER, AND ALMOST EVERYONE HAD SOME USEFUL THINGS TO SAY AND I LEARNED A LOT FROM THE PROCESS
13. WE DID IT! WE COVERED MOST OF THE MATERIAL, WORKED PRETTY MUCH TOGETHER, AND A LOT OF PEOPLE HAD AT LEAST SOMETHING TO SAY. I LEARNED A LOT FROM THE PROCESS
14. WE GOT THROUGH IT! AND FOR A MOMENT THERE, I WASN'T SURE WE'D REALLY BE ABLE TO DO IT! WE PRETTY MUCH COVERED THE MATERIAL BUT I KNOW WE MISSED SOME MAJOR POINTS HERE AND THERE. I WAS SCARED AT THE BEGINNING, BUT I'M PROUD OF US
15. WE DESERVE BRAVERY POINTS! WE GOT THROUGH IT! I WAS REALLY SCARED AT THE BEGINNING. WE GOT A BIT OFF TOPIC FROM TIME TO TIME. STILL, I LEARNED A LOT FROM DOING THIS

16. WE DESERVE BRAVERY POINTS! THIS WAS TERRIFYING, AND SOME PEOPLE SHOWED OFF, AND THAT MADE THE REST OF US WANT TO RUN AND HIDE. WORSE THAN THAT, THERE WAS AT LEAST ONE PERSON WHO NEVER SAID A WORD.
17. WE ARE DULL-WITTED, BANAL, AND FAIRLY BORING. I AM SO EMBARRASSED. I REALLY WISH I HADN'T VOLUNTEERED TO TAKE A CHANCE ON THIS.
18. YOU SUCK! NOBODY SHOULD OFFER THE POSSIBILITY OF AN EXAM LIKE THIS. I STUDIED MUCH HARDER FOR THIS THAN I WOULD HAVE IF I'D JUST WRITTEN SOME CRAP AT 3:00 AM FOR THE TAKE-HOME EXAM OPTION
19. WE SUCK! PLEASE JUST MAKE US MEMORIZE STUFF AND SPIT IT BACK OUT, AND NOT HAVE TO THINK SO HARD OR HAVE TO DISCUSS STUFF
20. I SUCK! PLEASE JUST MAKE US MEMORIZE STUFF AND NOT HAVE TO THINK AT ALL, OR HAVE TO MAKE DECISIONS ABOUT WHAT KIND OF EXAM TO TAKE

Write the number that best represents how you feel the group did as a whole.



## LATE PAPERS, REWRITES AND MISSED QUIZZES

### *LATE PAPERS*

Note that assignments are given way in advance of their due dates. There is really no good excuse for a late paper unless something prevents you from arriving in class on the due date. Given the enormous lead-time, class time allocated for questions, and office hours, you are encouraged to begin assignments as soon as they are assigned. Papers written 3AM the night before (or a month after) they are due, read exactly like papers written hastily: they are generally lacking in analysis, critical thinking, adequate research, and comprehensible language!

The work itself—reading, research, analysis, and a draft or two or three—should be completed well in advance of the due date so that you can ask useful questions and revise your work long before the due date.

If you know you will be away when a paper is due, you are welcome to turn it in early. If for some reason you are unable to come to class to turn in your work, please submit it the next day or deliver it to my department mailbox as soon as possible, with documentation for why the work was late. Simply deciding to write your paper and turn it in at the end of the semester is unacceptable. In other words, try to avoid procrastination as best you can.

Only one late paper will be accepted during the course of the semester.

Unless you are requesting an Incomplete for the semester, subsequent missing assignments will be marked with a failing grade (no points will be awarded).

Late points will be deducted from papers submitted late as follows:

Less than one week late	10 points
Over one week late during the term	15 points
Last week of regularly scheduled classes	18 points
After last day of class and/or during Final Exams Week	20 points
Thereafter (primarily for Incompletes)	25 points

Bottom line: Late papers are a nuisance for all. Try to avoid them.

*REWRITES*

Note that no Rewrites or Resubmissions will be allowed in this class for any reason, including in order to add forgotten material to your paper (for example, if you've forgotten to include your Bibliography or list of Sources). Get it right the first time!

Be sure right from the start that you have responded to all parts of the question, that you have included all your reference citations within the body of your paper and that you have included all of your Bibliographic and other Sources at the end of your paper in the format given in this Writing Guidelines.

*MISSED QUIZZES*

You may make up one missed quiz only, and only if you can document in writing a good reason for having missed the original quiz. You will have one week only to make up a given quiz. After a particular graded quiz has been returned to students, no make up will be allowed for any reason.

## SAMPLE OF COMMON WRITTEN COMMENTS

seperate	Circled words indicate a spelling error. You can lose as much as twenty points over careless mistakes such as these. Proof read and clean them up before turning in your paper.
awk	Awkward expression. There has got to be a clearer or more concise way to express this.
“ . . . possessed”	The period goes before the quotation mark, as in: “I was really possessed.”
ww	Wrong word. This indicates that the word you are using does not mean what you think it does, or does not fit what you seem to be trying to convey.
kind of like...	Circled slang or idiomatic expression indicates language that is inappropriate for a research paper. This language would only be appropriate if you are quoting a written or oral source.
<u>importance</u>	Underlined words or phrases indicate ideas or passages that I think are important. If nothing is underlined or marked in the margin, there are three possibilities: 1) the whole paper conveys important ideas, 2) there are no important ideas conveyed in the text, or 3) a completely unmarked paper indicates that for some reason your paper has not yet been read. You will be able to tell which of the three applies by looking at your grade (or lack thereof).
<u>develop this</u>	Give evidence or documentation for what you are saying. Comments such as “develop this” indicate a good idea that really needs a lot more explanation. Generally, it is written toward the end of a short paper. The author is finally getting to the point, hints at some interesting ideas, and then concludes the paper. This leaves the reader wishing the author had read over what had been written, thrown out everything before the key phrase, and begun from that point to develop the important ideas that were about to emerge. Do not let page limitations stop your creative flow. Allow yourself enough writing time to be able to discard the first few pages of a first draft.
ref	References need to be cited here. What is the source of your idea, statistics, quotations, etc.? This may also indicate a source improperly cited.



An arrow down indicates that your paper really begins at this point and that everything leading up to that point is unnecessary and/or tangential. Be sure to think out/sketch out your ideas before committing them to paper. Only include what is essential to make your point.

*too many quotes*

Quotes should be used sparingly. Use only really powerful quotes which express ideas powerfully and concisely. Your paper should not be made up of scores of quotes, even of the best authorities. If you're unclear how to go about talking about other people's ideas without quoting them, come to office hours and we'll work on it.

twp

This indicates that the writing is simplistic and/or concrete. Be sure that you have an analytical component to your paper and that you have developed it in depth, given the time and space available.



Delete this. Usually used for repetitive or purely descriptive sentences taken directly from lecture notes, readings, or downloaded internet sources. In some disciplines pure description is what is expected. This is not one of them. Any descriptive passages in your text should be illustrative of some larger point.

*Desc ≠ Analysis*

Description is not the same thing as analysis! Be careful that you don't veer into 'telling a story' rather than looking at patterns.