

Student - Present Thyself

Gordon Ford College of Business

8/1/2009

Writing and Presentation Reference Manual

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Beginning a Writing or Presentation Project

Intent

The author must have a reason for writing the paper and it must be obvious to the reader. Whether this is an assignment or writing for pleasure, the paper should convey purpose, poise, and good product.

Grade (Substance)

A – Excellent

The paper has a clearly defined topic that may take the form of a question to be answered. It has a strong thesis statement that will answer the question while it maintains the central point in the paper. It uses explicit reasoning to connect the ideas that respond directly to the thesis. It uses valid arguments to explain, convince, inform, or enlighten the reader. It demonstrates consistent clarity of thought, expression, resolve, and focus.

B – Good

The paper has a clearly defined topic. It has a moderately strong thesis statement that will respond to the thesis. It uses valid arguments to convince and inform the reader of the author's intent. It demonstrates clarity of thought and focus.

C – Average

The paper has a topic that may not be clear. It has a thesis but it may not be clear or totally pertinent to the paper's topic. It uses good reasoning but the ideas may be vague and sporadic. It may be organized but is sometimes illogical in its endeavors.

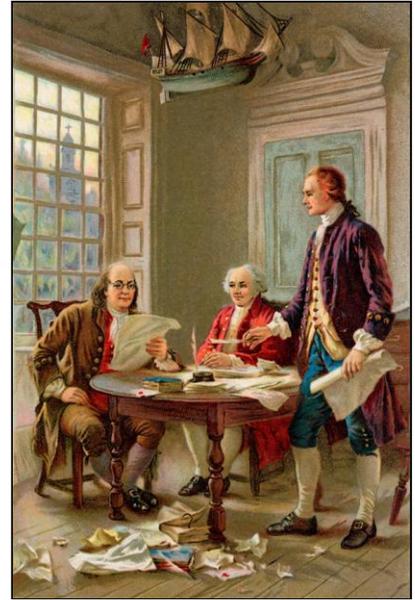
D – Below Average

The paper has a topic but it may not be clear or easily understood by the reader. Its thesis may be weak or even nonrelated to the topic. It uses poor reasoning. Additionally, it lacks clarity, and allows the reader to obtain only a minimal amount of what you are trying to portray.

F – Failing

The paper does not have a topic or the topic does not relate to the information contained within the paper. Its purpose is vague, its content unorganized, and contains poor English usage and/or many grammatical errors.

You can view a sample grade rubric in Appendix C.



Writing

Academic Integrity

With the introduction of the Internet along with an online search engine, it has become an easy task for students to copy and paste others work into their own paper. Even if correct citations are used, the student still learns little about the subject matter that he or she is researching. Therefore, the student should be held to a maximum of ten percent of his or her paper that can contain direct quotes.

Plagiarism

Causes of Plagiarism - In many cases, plagiarism is a result of students not allowing enough time to complete an assignment. Because of time constraints, students might find it easier to plagiarize than to follow the correct steps to create an effective, well-researched, well-written assignment. Two of the most common causes of plagiarism are missing citations for information obtained from a source or missing quotation marks for a direct quotation. See the information about both rules listed below:

- Use a citation for someone else's ideas that are not common knowledge when your words are different from those in the source, even if these words are paraphrased.
- Include a citation for ideas that are not your own.
- Include a citation with a direct quotation.
- Use quotation marks for words or phrases copied directly from a source.

Documenting Sources – This section identifies sources that require documentation within a paper. Documentation must be placed both within the text and at the end of the paper on the reference page. In most cases the in-text citation will agree with the Reference page. However, sources that cannot be retrieved by the reader (e.g., personal communications) are placed only within the text and should not be included in the references at the end of the paper.

All sources used in researching information must be mentioned within the text unless the information obtained from the source is common knowledge. Documenting sources communicates to the reader which ideas are yours and which ideas came from another source. Additionally, documenting sources provides credibility to the reader that the author has increased the field of knowledge in the discipline.

Why should sources be documented? Sources must be documented within a paper so that you can give credit to the author for ideas and quotations that are not your own. If you don't document sources, you have plagiarized another's words or ideas. Plagiarism, whether accidental or intentional, carries serious consequences.

Why document? Sources should be documented for the following reasons:

- So readers understand the ideas in that section of the paper are not your own
- So readers can locate the original source
- So the paper will be credible based on authoritative research
- So plagiarism can be prevented

Be sure to document the following types of sources:

Direct quotes	Books	Periodicals
Movies	Videos	Poems
Songs	Websites	
Personal communications to include interviews		
Anything obtained online to include e-mail, readings, etc.		

Personal Communications - Most personal communication is cited only within the text because it cannot be retrieved by the reader.

Interviews	E-Mail	Letters
Memos	Lectures	Presentations

Self-Plagiarism, Double Dipping, or Dovetailing - Another form of plagiarism that most people do not think of is self-plagiarism, also known as double dipping or dovetailing. This type of plagiarism occurs when you include information from a paper that you had previously written, but you do not include a correct citation. Many believe that since they wrote the paper, it is not necessary to cite their own words.

Self-plagiarism; however, is just as serious as any other type of plagiarism and carries the same consequences. This type of plagiarism occurs in the following instances when you:

- Copy words without citation from a paper you had previously written
- Paraphrase information from your previously written paper
- Submit a paper written for another class (with or without changes)

Team Plagiarism

Issues involving academic dishonesty become especially complex when they involve learning team assignments. Therefore, the following Frequently Asked Questions (FAQs) are intended to clarify online policies and best practices related to handling instances of academic dishonesty in learning team work.

What should the student do if it is determined that part or the entire assigned team project has been plagiarized?

An important point to keep in mind is that the team as a whole is ultimately responsible for the final product it submits. Therefore, team members should check to ensure that the entire project represents original work with appropriate source citations.

Nonetheless, if you determine that part or all of a team project has been plagiarized, it is appropriate to try to determine which specific team member(s) are responsible for the plagiarized material.

This can be done by coordinating with the faculty member and with each other to see if the project can be salvaged. Some faculty members will allow the project to be redone with a grade mark down.

Mechanics

Sentence Structure

The sentence is the basic unit of expression (statement) and includes at least one noun (subject) and one verb (modifier).

The **facilitator directed** the class for the student teams.
Facilitator is the subject, and **directed** is the verb.

The sentence is complete and can stand alone.

The painting stirred emotion in everyone that was present.

The complete sentence has a definable noun, verb and is not part of *only* a subordinate clause.

Painting stirred emotion.
This is a subordinate clause and cannot stand alone as a sentence.

Most sentences fall into one of four categories.

A **simple sentence** consists of one main clause and no subordinate clause.

Today is the beginning of Mardi-Gras.

A **compound sentence** consists of two or more main clauses and no subordinate clauses.

This was a very wet summer, and winter is expected to be unusually cold.

A **complex sentence** consists of one main clause and one subordinate clause.

It finally snowed, and the melting snow will add to the already drenched area.

A **complex-compound sentence** consists of two or more main clauses and one or more subordinate clauses.

Even though a new congress was in place, the damage done by the previous congress was obvious, and it would take many years for positive results.

The sentence should inclusively and exclusively refer to the same verb tense (past, present, or future).

Incorrect – The student **studied** well into the early morning. She **studies** so much that she begins to forget what she has read.

Correct – The student **studied** well into the early morning. She **studied** so much that she forgets what she has read.

In a sentence, the subject and verb should agree in number and person, even if there are words in between them.

The girl plays.

The girls play.

The list of courses requirements often baffles students.

The course requirements often baffle students.

Punctuation

Sentences end with a period, a question mark, or an exclamation point.

The comma should be the most used punctuation mark inside a sentence. While not always the case, the author should say the sentence out loud and see if a natural pause would sound natural. If so, a comma might be needed. Main uses of the comma are:

Commas separate main clauses linked by an opposite word (for, and, or, so, but, nor, yet).

The time has come for the group to get busy, but at the same time they need to ensure that they have a consensus.

Commas set off most [opposite] elements.

Unfortunately, they were not ready to advance to the next level.

Commas separate items in a series.

The business needs employees that are punctual, focused, and not afraid to work.

Commas separate multiple adjectives.

The tall, slender athlete looks like a runner.

Commas separate parts of dates, addresses (city, state), or numbers greater than 999.

August 12, 1973

10 Main Street, Nashville, Tennessee

1,273

Double quotation marks should be used to annotate a quote and single quotation marks should be used to annotate a quote within a quote. However, for quotes greater than 40 words, the quotation marks should be eliminated and the text indented in its entirety.

“It can be said that, ‘Give me liberty or give me death’, is one of the most well-known ultimatums ever said.”

Spelling

Many spelling errors can be found with using a spell checker and/or proofing the paper. Exceptions to this are words that sound the same (homonyms) but are spelled differently.

there, their, or they're	accept or except
affect or effect	all ready or already
ascent or assent	

Some common spelling rules are:

i before e, except after c, or when sounding like "ay" as in neighbor and weigh.

i before e:	rel <u>i</u> eve, beli <u>e</u> ve
Except after c:	perce <u>i</u> ve, conce <u>i</u> ve
or "ay" sound:	<u>e</u> ight, <u>w</u> eight, <u>n</u> eighbor

When adding an ending to a word with a final e, drop the e if the ending begins with a vowel.

Surprise + ing = surprising
help + ful = helpful

Capital Letters

Capitalize the first word of every sentence. If a direct quote does not begin with a capital letter then brackets around the letter [] can be used to annotate this.

It is considered word etiquette to begin all sentences with a capital letter, even in an e-mail. "[T]his is the proper way to annotate the correct letter," replied Phillip.

Capitalize proper nouns and proper adjectives to include days of the week, months, holidays, historical events, government offices, organizations, races, nationalities, and religions.

Monday, Tuesday...
January, February...
Christmas, Easter
Wounded in Desert Storm, the Industrial Revolution
The White House, Department of Justice
The Boys Club, Big Brothers and Sisters Organization
African American, Caucasian, Italian
Christianity, the Bible, God (but the temple contains god-like statues)

Capitalize or italicize most words in titles and subtitles of works. Note that APA will cause some deviation for the reference list.

The Grapes of Wrath or *The Grapes of Wrath*
Management: A New Design

Capitalize titles preceding people's names.

Mr. Jones, Doctor Atkinson, Governor Beshear

Note that it is improper to use all capitalized words in one's writing, even in an e-mail.

IT IS CONSIDERED POOR ETIQUETTE TO USE ALL CAPS WHEN TYPING. IT GIVES THE IMPRESSION THAT THE SENDER IS SHOUTING AND IS ALSO DIFFICULT TO READ.

Underlining or Italics

In a paper, underlining or italics mean the same thing; an emphasis on the word or words.

She looked totally *ashen* as she read the police report.
One must understand technology to survive in today's society.

Use either, consistently. If you underline a specific item due to professor preference then underline consistently and avoid italics used in the same manner.

The social views *expressed* by the student contradicted what she had said previously.
It was apparent that the dog lacked obedience training when he growled at *everyone* he saw.

Underline or italicize the title of works.

The Iliad and the Odyssey
Schlinder's List
...the Mona Lisa

Underline or italicize the names of trains, ships, aircraft, spacecraft, or TV programs.

Challenger
...the starship Enterprise
The Price is Right

Underline or italicize foreign words.

If you please – s'il vous plaît
Good morning – *Buenos días*

Underline or italicize words or characters named as words.

Typing with your thumbs is known as texting.

Underline or italicize a word or words that you want to emphasize.

His immature explanation, coupled with his youthful looks, caused some consternation with the new boss.

Abbreviations

Use customary abbreviations for titles immediately before and after a proper name.

Dr. Blankenship
John Smith, EdD.
Nelson Rockman, DDS

Use familiar, well known abbreviations without explanation.

Institutions – WKU, BSU
Organizations – FBI, CIA
Corporations – IBM, IHOP
People – JFK, FDR
Countries – USA, GB

Use AM, PM, BC, AD, and \$ with specific dates and numbers.

12:10 PM
1300 BC (note that BC always comes *after* the number)
AD 37 (note that AD always comes *before* the number)
\$12.72

Reserve Latin abbreviations for source citations and information contained in parenthesis.

i.e. = that is
e.g. = for example
et al. = and others
etc. = and so forth

Use Inc., Bros., Co., or & only in official names of businesses.

Incorrect: The Bacon bros. operate a large moving company in Bowling Green.
Correct: Bacon Brothers, the largest moving company in Bowling Green, has moved their offices to the area west of the mall.

Numbers

Generally, use words to identify numbers less than ten, and numbers to identify numbers greater than 10.

One, two, and three
4,567

Use numbers for dates, addresses and other bits of information.

April 15, 2007
457 Boxwood Drive
57%

Generally, spell out numbers that begin sentences.

Three million people responded to the survey.
300 million people live in America.

Style (APA)

The rules published herein are taken from the American Psychological Association, 5th Edition. While this document is not meant to take the place of the APA, 5th Edition, it will include a list of components in a college paper as well as detailing some of the most common formatting errors found in college student writings today.

Additionally, this APA section will include the components for completing a research paper. This will include the chapters (sections) and the relevant components that are included in each chapter.

Components of a Research Paper

Title Page

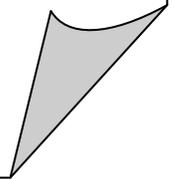
The title page should include the student's name and institutional affiliation. Titles (e.g. Mr., Dr., Professor) should be omitted, as well as degrees (e.g., PhD, EdD). The student's institutional affiliation should be the university where the research was conducted, or in the event of no institutional affiliation, then the city and state should be included. The "Running head" is an abbreviated title that should be used if the paper is to be published. The last component that goes on a title page is the page number. It should be one inch from the right edge of the paper (one inch margin) and one-half inch from the top edge of the paper (header).

Running head: PLAGIARISM EFFECTS ON THE PROGRESS

Plagiarism Effects on the Progress of
College Freshmen

John Q. Student and Jane B. Student

Western Kentucky University



Abstract (Page)

The abstract is a brief, comprehensive summary of the paper. It allows the reader to review the document and establish a reference of what will be read. Several concepts for good abstracts include:

- The abstract should correctly reflect the purpose and content of the paper.
- Eliminate all abbreviations and acronyms. Define unique terms and paraphrase rather than quote contents of the paper.
- Be concise and specific; especially in the first sentence. Keep the entire abstract to 120 words or less.
- Report the paper and don't make an evaluation or review of the contents.

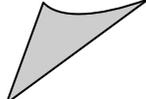
Plagiarism Effects 2

Abstract

The abstract should contain a premise of what is to occur in the paper. Much like "first appearances", the abstract will either set the paper up for success or possibly failure. Also, it will allow the reader to decide if this is what s/he is looking for in their research.

For an empirical study, the abstract should describe the problem under study, the participants, the experimental method, the findings, and the conclusions. For a theoretical article, the abstract should describe the topic, the purpose and the scope, the sources used and the conclusion.

There are other studies that require a brief alteration of the abstract but overall, the author should attempt to capture the attention of the reader with accuracy, succinctness, and comprehensible material that is representative of the paper. Make sure that the paper is not evaluated in the abstract.



Body

Introduction - The introduction should present the problem, discuss its importance, state the hypothesis or research question, and something about the research methodology. Additionally, something should be stated about the previous research conducted in this area.

- State the purpose and rationale for the study. What results do you expect and how and why do you expect to achieve them.
- Develop the background (literature review). Mention something about the scholarly contributions of other authors in this discipline but do not attempt to include an exhaustive list. Assume that the reader is knowledgeable about the material.

Methodology - How was the study conducted? What if any participants, materials, or procedures were involved in the study?

- What results were obtained from the study? This section should report enough results so that conclusions can be drawn on your study.

Discussion - This section should discuss your evaluation and interpretation of the results. Was your hypothesis or research question supported? You should end your research paper with a commentary on the importance of your findings or lack of findings. How did your paper contribute to the body of research in this discipline? Finally, what additional research, in your opinion, should be conducted? Be as explicit as possible.

In-Text Citations

One work by one author

Simpson (2008) validated the data.
The data obtained by Jones proved to be valid (Simpson, 2008).

One work by multiple authors

Two authors-Simpson and Carter (2008) began the study...
Three or more authors (first name) –Simpson, Carter, and Walker evaluated the data with...
Three or more authors (subsequent) –Simpson et al. began their study...
Six or more authors (first time and subsequent) –Wilson et al. found

Groups as authors

(First Time) Western Kentucky University (2009) identifies the faculty mentors...
(Subsequent) WKU (2009) began to evaluate the student's progress...

Works with no authors

No Author – Use the first few words of the work's title
...finished their adventure ("A Place," 2008)

Anonymous (multiple anonymous authors should be annotated with number)
...focused on disbelief (Anonymous, 2009).

...what would eventually be their demise (Anonymous1, 2008).
Anonymous2 (2008) found that the sheer number of...

Two or more works within the same parentheses

The references should appear in the in-text citation in the same order as the reference list (alphabetically by author's last name.)

...indicated that the effort was not close to the cost (Jones, 2008; Love, 2004; Posey, 2007).

Several studies (Anonymous, 2003; Braintree, 2007; Close, 2005) followed the endeavors of...

Specific parts of a source

(Briggs and Young, 1992, p. 234)

(Asakuri, 2004, chap. 2)

Electronic sources that do not provide page numbers

(Butterfield, 2003, ¶ 4) or (Butterfield, 2003, para. 4)

(Crews, 2004, Section 1, ¶ 2)

Personal communications – Personal communications may include letters, e-mail, interviews, telephone conversations or memos. Do not include these in the reference list as they are not recoverable by the reader.

B. C. Smith (personal communication, April 11, 2005) indicated that she...

...told me that it would end in chaos (C. A. Carpenter, personal communication, July 21, 2006).

Reference Page

- The reference page should be a complete listing of all references used in the body of the paper with the exception of sources that cannot be located e.g. private communications, interviews and e-mails.
- References, both in the paper and on the Reference Page should be chosen and used judiciously and cited accurately.
- The order of references should be as follows:
Alphabetize by the surname of the author

Brown, C. A. (2008).

Clay, A. D. (2007).

Alphabetize same author by oldest year first

Biscayne, D. (2004).
Biscayne, D. (2006).

One author proceeds multiple-author

Brown, C. A. (2007).
Brown, C. A. & Tatum, W. A. (2004).

Different authors with the same last name.

Blankenship, I. B. (2003).
Blankenship, S. A. (1992).

Group Authors or no authors

American Cancer Society. (2000)
Anonymous. (2003)
Better Years. (1992)
Exec. Order No. 1345, 2 C.F.R. Page (2009)
FTC Credit Practices Rule, 22 C.F.R. §218
Taylor, I.B. (1982). *U.S. Patent No. 12,345*. Washington, DC:U.S. Patent and Trademark Office.

Electronic sources - type followed by example.

Internet article based on a print source

Plato, F. (2000). Role of the Tsetse fly [Electronic Version]. *Journal of Insects Research, 4*, 113-116

Article in an Internet only journal

Picker, D. E. (2001, August). Cultivating positive relationships in a co-ed dorm room. *College Basics, 2*, Article 456a. Retrieved April1, 2009 from <http://journals.ups.org/college/volumn2/posrel.html>

Multipage document created by private organization, no date

American Cancer Society Live Healthy Community (n.d.). *Stop smoking immediately*. Retrieved November 16, 2005 from <http://www.americancancersociety.org>

Chapter or section in an Internet document

Wilson Charity Group. (2004) or (n.d.). The incredible shrinking dollar. In *World Financial Report* (chap. 4) or (§ 2) or (¶ 4). Retrieved August 12, 2008 from <http://www.worldfinance.org>

Stand alone document, no author noted, no date

Kentucky's Ethnicity Report. (n.d.). Retrieved August 2, 2009 from <http://www.ruralky.gov>

Abstract of a technical report

Collins, G.D. & Barter, S. D. (2000). *Parodies of a bargaining tool for democracy*. Abstract retrieved September 3, 2003 from <http://www.governbbk.org>

A journal article retrieved from a database

Cash, S. D., Fellows, I. B, & Tensing, J. S. (1992). Ah, the life of a college student today. *Journal of Post Secondary Education*, 77, 345-356. Retrieved August 1, 2000 from the Proquest database.

Daily newspaper article

Merit, D. (2008, February 14). The tower finally collapses. *Washington Sentinel*. Retrieved August 15, 2009 from <http://www.washingtonsentinel.com>

As multimedia sources continue to increase, there will be other sources that do not fall into one of the categories above. A good rule of thumb is to cite the author if one is given or the title of the work. Follow this by the date and then let the reader know how s/he can access the entire work.

Appendix

- An appendix should be used if warranted by creating a distraction to the reader if found in the paper's body.
- An example might be a survey that was administered to gather data or a map that identified the locations of where the survey was conducted.

Content

Depending on the purpose of the assignment there are many items to consider when developing a paper. Many students confuse creative writing and scientific prose and attempt to either mix the two or simply just write creatively. This publication assumes that the writer is attempting to write scientific prose. Consider the following for scientific prose:



- Use only the words needed to express an idea, solve a problem, or convey information to the reader. A good rule of thumb is to sit down and write exactly what comes to mind and then return later and edit it. When editing, the author may remove over 50% of what is written, so if the assignment requires 2,000 words, then the author may consider initially writing 3,500 to 4,000 words as a minimum.
- Consider using transitional words or expressions to move through the paper from the introduction to the conclusion. Much like a map, the reader needs a starting place and a place to draw a conclusion on what is read and understood. Some authors begin with an outline that logically displays the route they want to conduct and then go back and fill in the gaps.
- Remember that in creative writing, the author may attempt to move the reader through a different tense, mood, or topic but in scientific prose, the author must be careful to avoid confusing the reader. The paper must be written in a clear and logical point of view.
- Avoid idioms, slang, and technical jargon that may confuse or otherwise interrupt the reader's understanding. Also, avoid duplications or word conflicts. Examples include "absolutely essential" for a word duplication and "centered around" for a word conflict.
- Be careful creating paragraphs that are either too long or too short. Even if the author chooses to have a long sentence, a paragraph is a minimum of two sentences and paragraphs should be less than a page.
- There are several schools of thought on whether to write in first person or third person. While APA specifically states that manuscripts should be written in third person to avoid a familiarity, "this paper" or "this author" sounds awkward. Additionally, the APA is ambiguous, as in another section, it instructs the author to use a "we" pronoun instead of, "the experimenters." Either way, the professor issuing the assignment will have a preference on how s/he prefers the assignment to read.

Tips to improve scientific prose writing

- Be able to write some and then walk away. Some authors must "feel" to write and others can sit down and complete the assignment in one sitting. However, the author can generally improve his or her writing by not being rushed and writing in a relaxed atmosphere.
- The author should proof his or her paper many times. Also, it is a good idea to have others evaluate your work and we tend to write like we talk and miss obvious errors. It should be noted that either a self-proof or a proof



from a colleague will take time so this should be conducted as early as possible.

- The author should write in an active voice instead of a passive one. Most word processors will annotate this but the passive voice is generally left in the paper. An example includes, “The book was written by Sawyer” as a passive voice instead of, “Sawyer wrote the book.”

The author should try to reduce discrimination in writing:

- Scientific prose should eliminate any bias or prejudices in writing while maintaining the author’s intention.
- If the author is writing about a certain group, then the author should include himself or herself in the material and see how it feels. If discrimination exists then the paper should be rewritten or reworded in that section that offends.
- It is better to be more specific when referring to certain groups of people such as Asian Americans or African Americans. Also, gender is cultural and refers to men and women in the context of social groups; whereas, sex is biological and should be used when referring to specifics about men or women.
- Avoid labeling people when possible or feasible unless it is in the intent of one’s paper. When conducting research it is advisable to allow people to keep their individuality.
- Recognize the contribution that people have made in your paper. Replace the word, “subjects”, with participants or respondents.

APA Editorial Style

In order to avoid duplication of the examples presented above, there will not be redundant examples printed in this section unless it is a specific APA item.

Punctuation establishes the rhythm of a sentence, allowing the reader to pause, stop, or deviate within a sentence to make a sentence flow well.



- **Period:** A period ends a complete sentence.
- **Comma:** A comma is used as a pause, to separate items in a sentence, to set off the year in exact dates, and to separate groups of numbers of three digits or more.
- **Semicolon:** A semicolon is used to separate two independent clauses that are not joined by a conjunction and to separate elements in a series that already contains commas.
- **Colon:** A colon is used between an introductory clause and a final phrase or clause, in ratios and proportions, and in a reference between publication and publisher.
- **Dash:** A dash is used to indicate a disruption in the continuity of a sentence.
- **Quotation Marks:** Double quotation marks are used to introduce a word or phrase as a slang comment. These should only be used once to introduce the particular word or words. Additional uses include annotating the title of an article or chapter in a periodical or book when the title is mentioned, and to reproduce material from verbatim instructions or a test item.
- **Parenthesis:** The parenthesis should be used to annotate structurally independent elements, to annotate reference citations in text, to introduce an abbreviation, to annotate letters that annotate

items in a series within a sentence or paragraph, to group mathematical expressions, to enclose the citation or page number of a direct quotation, and to enclose degrees of freedom $F(3, 123) = 4.22$

- **Brackets:** Brackets are used to enclose parenthetical material that has already been placed in parenthesis. Additional uses include enclosing material inserted in a quotation by someone else other than the original author.
- **Slash:** A slash is required to give meaning to a relationship in a hyphenated compound, to separate numerator from denominator, to indicate “per”, and to cite a republished work in text.

Spelling - The paper should be spell checked. However, spell checkers will not detect correctly-spelled words that are used incorrectly in a sentence.

Incorrect: The boy used his knowledge to fix there wagon.

Correct: The boy used his knowledge to fix their wagon.

Italics-Italics should be used judiciously. It should be considered:

- Titles of books, periodicals, and microfilm publications
- Genera, species and varieties
- Introduction of a new, technical or key term
- Letter, word, or phrase cited as a linguistic example
- Words that are possibly misread
- Letters used as statistical symbols or algebraic variable

Abbreviations, like italics, should be used judiciously and only when required.

A good rule of thumb is to use them only after the words that they indicate have been written out.

General Motors (GM)

American Psychological Association (APA)

Generally, abbreviations that are common knowledge i.e. IQ, REM, and ESP do not need to be initially written out.

A common abbreviation used on the reference page is the first and middle name initials of cited authors.

Wilson, T. M.

Bell, A. G.

Headings - Inexperienced authors tend to make up their own (level) headings with bold, italics, and different placement. The heading is vital as it gives the reader break points, outline levels, and areas that are subjective to others. The following headings are in accordance with APA and should be used. See Appendix 5-7 for examples.

Level 5 – CENTERED UPPERCASE HEADING

Level 1 – Centered Uppercase and Lowercase Heading

Level 2 – *Centered, Italicized, Uppercase and Lowercase Heading*

Level 3 – *Flush Left, Italicized, Uppercase and Lowercase Side Heading*

Level 4 - *Indented, Italicized, lowercase paragraph heading ending with a period.*

Quotations

- Any material (pictures, words, graphs, etc.) quoted from another author’s previously published work should be indicated as such with a quotation.
- A short quotation (less than 40 words) should be enclosed in double quotation marks.
- Long quotations (more than 40 words) should be *completely* indented, on a new line without the quotation marks. In the event of additional paragraphs, then indent the first line of each paragraph, ½ inch.
- The long quotations should be used sparingly on papers that are less than 10-12 pages. Many professors have rules that allow a percentage of the paper to contain direct quotes.
- Direct quotes must be accurate. Misspelled words, grammatical errors, and all the other “mistakes” must be annotated as the original author wrote them. In the event that the reader could become confused with a misspelled word, then insert the word *sic*, italicized and bracketed immediately after the misspelled word.



Citation of Sources

- As indicated above, the original author must be quoted regardless of whether his or her work is paraphrased or directly quoted.
- For printed sources, the author, year written and page number must be used for direct quotes. For electronic sources, use the author, year written and paragraph number (annotated as ¶ or para.).
- While APA compliance will permit up to 500 words without a written permission letter from the author, this should be used extremely sparingly. Rather, refer to the document along with its source.

Numbers

Use figures to express numbers 10 and above and words to express numbers below ten. However, there are a few exceptions along with other number uses:

- All numbers below 10 that are grouped for comparison with numbers 10 and above (2 of 15 experiments but 13 apples found in four pies).
- Numbers that immediately precede a unit of measurement (5-lbs of potatoes in a 10-lb bag).
- Numbers that represent statistical or mathematical functions (divided by 3).
- Numbers that indicate time (1 hour 13 minutes).
- Numbers that annotate a place in a numbered series and each number in a list of four or more numbers (page 13, Print pages 3, 5, 7, and 9).
- Only numbers used in the abstract of a paper (there are 3 items in this experiment...)



Tables

Tables should be considered whenever the author would like to present a large amount of *organized* data in a small space. However, the author must not use tables just for the sake of using them. They should be carefully and strategically placed in the paper, and with reason. Also, tables should never stand alone. The data contained within the tables should be completely explained, and if necessary, the source of the data should be provided. Some of the other rules of using tables are:

- Discuss only the table highlights and not all the data sets contained therein.
- Each table should be a means into itself. It must be allowed to stand alone (with explanation) and not need other table(s) to support it.
- The tables should be numbered consecutively in the order they appear in the document beginning with Table 1, Table 2...
- The table must be referred to by the table number and not the table above or below or even the page number.
- Each table should have a brief title.
- Each column in a table should have a heading.
- While tables normally contain quantitative (numerical) data, tables can contain qualitative or word data. When word data is used, the author must be careful to not post sentences but just a few words so that the intent is lucid to the reader.
- One exception to the word table above is a 2-dimensional matrix where short sentences are used with only minimal (1-3) columns are used.
- Tables should be left in their portrait orientation instead of having the reader turn their paper 90 degrees to read a table in landscape orientation.
- Copying tables in their entirety requires the author's permission along with the reference. Extracting data from a table to support a theme only requires a reference.
- The entire table, including the title, headings and notes should be double-spaced.

Figures

Like tables, there must be a reason to use a figure. Figures should supplement text and not duplicate it. Some of the rules associated with figures are:

- The figure must express the author's thoughts when words would not be sufficient due to their complexity and sheer amount that it would take to explain the author's ideas.
- Keep the figure (chart, graph, picture, etc.) simple. It should only be complex enough to explain the author's intentions.
- Again, like tables, permission from the source should be obtained when graphics are copied. In lieu of copying the figure, the author can simply reference it and then discuss it if prior permission is not obtained.
- Figures should be correctly proportioned within the paper so that they are not misleading. For instance, if a picture of a truck next to a bicycle is used, then the truck should be several times larger than the bicycle.

Appendix

The appendix should be located at the end of the paper, after the reference page(s). The purpose of an appendix is to include additional materials within one's paper that would distract the reader if the material was included in the body of the paper.

- Each appendix should be labeled alphabetically, beginning with the letter A and continuing until all mentioned appendices in the body of the paper are exhausted.
- Each appendix should have a title but the title is not referred to in the body of the paper, only the word, Appendix, followed by the letter.

Collaborative (Team) Writing

Team writing is an exercise in both team dynamics and team participation. At times though, some papers appear to have several authors, each having his or her own style. Consider the following for the entire paper:

- The paper should appear to have been written by one person. Watch that the mood, theme, and subject intent is not changed when using multiple authors.
- For teams of 3 or more individuals, there should be an editor that performs a grammar check, writing style, and even the theme to make sure that the paper still addresses the intent of the assignment.
- The paper should be written in one font and the same spacing between lines.
- The paper should be checked that it is written in the same tense (past, present or future).
- The paper should be checked for accuracy with respect to in-text citations. While there is some leeway in how the author, year, and page/paragraph number for direct quotes are used, there should be consistency.



Team writing should convey the team's design and not reflect only one personality or style. This is tough to do, especially with inexperienced writers. While each person should contribute equally, one person will have to pull all the information together as annotated above.

- Each person may not necessarily receive the same grade. While it is difficult at times to tell who did what in the paper, most students will let the faculty member know if a student is not completing his/her share of the work.
- A peer evaluation should be submitted by each student after each team paper is submitted. The confidentiality of each student should be preserved; however, the students should know that part of their grade is based on this evaluation.
- If the team paper takes more than a week to complete, then the team should submit progress reports that include any difficulty in working with other students. These progress reports should be honest and forthright towards your peers. Failure to properly report all instances will only hurt the team grade as well as the individual team grades. In other words, you are not doing anyone any favors by remaining silent when all members are not doing equal work.

Presenting

Content

Most of the time PowerPoint will be used but with today's technology, YouTube, as well as other short videos are being considered. One item of importance, possibly the most important item is for the presenter to rehearse his or her presentation before the actual delivery is given. If possible, this should be done with a critic that will provide honest feedback to include timing, unnatural mannerisms and any other items that may distract from a good, well-planned presentation. Please see Appendix 4 for a sample evaluation form.



Quantity

The appropriate number of slides depends on the intricacy of the topic, the method of delivery, and the amount of time that is set aside for the delivery. Obviously, the more detailed that a topic becomes requires a greater number of slides, but the presenter must be careful not to overwhelm the audience with too many slides in the time period given for the presentation. A good rule of thumb is 1 slide for every three minutes of presentation without discussion and 1 slide for every 5 minutes with discussion.

Quality

The quality of the slides includes the PowerPoint theme, the amount of words on each slide, and the overall slide appearance. The PowerPoint theme should correspond to the topic of the presentation. It should not distract from the content but should supplement and support it. The presenter should be careful to not put too many words on a slide. The slide is there as a reminder of the bold items that the presenter would like to cover; not a lot of narrative that is read. The presenter can have notes that only s/he can see but the notes should not be read to the audience. This can be prevented by having a good working knowledge of the presentation and by having one or more rehearsals. Even note cards can be distracting if they are referred to often. The slide should be laid out well without becoming busy. The presenter should determine what is required and what can be removed. Also, it is better to change slides as ideas change. If models that are quite detailed are required then the presenter can build on the model by introducing a progressive 3, 4, or 5 slide show similar to a map overlay with roads, waterways, power lines, etc. Then, by the time the detail is exposed to the audience, they are ready for that amount.

Organization

The organization (theme and slide position) is important for a slideshow.

Theme - The slides should compose a thematic approach by transitioning in a smooth manner from idea to idea. It is vital that each idea or sub theme is exhausted before transitioning to the next one.

Hyperlink - If a reference is needed back to a chart or graph then the author can simply add another copy of the graphic or insert a hyperlink that will quickly reference the previous slide.

Rehearsal - It is also important that the author rehearses this point so that it is a smooth seamless transition and s/he is not *looking* for slides.

Bells and Whistles-The presenter should refrain from the sights and sounds that PowerPoint offers. While a “blinds” or transition may be okay, some of the twisting and turning or corkscrew text and/or the many sounds (whistles, bells, and train) have no place in a classroom or business presentation. They do not present a professional delivery.

Delivery

The delivery is probably the most important element in a presentation.

Method - Depending on the content, the presenter may chose to have a participatory delivery or if the assignment dictates otherwise, the delivery can be more formal. The presenter should be careful to gage his or her audience’s understanding with the rate of delivery. Some of the visual cues that the presenter should look for in the audience are wondering eyes, a look of confusion, and a too-relaxed poise from the majority of the audience. An audience that is engaged has an earnest concern for what is being presented and will participate by asking questions, nodding their heads, or making comments.

Poise – The presenter should not be statuesque nor should s/he move about the room so much that attention is drawn away from the presentation. The presenter should be positioned so that s/he can progress the slides without walking in front of the screen. If this is impossible, then the presenter should consider having an assistant to progress the slides. Generally, a look or head-nod should be used instead of the verbal, “next slide please.”

Articulation – The presenter should not speak in a loud monotone voice, but instead one that is varied in both pitch and volume so that the audience can sense the presenter’s tone. The presenter should remember that some audience members may have trouble understanding the presentation if the speech is not spoken distinctly and purposeful.

Confidence – Nothing can take the place of confidence in a presentation. Confidence is a product of practice and knowing every detail of the presentation. At no time should the presenter read the slides or notes, unless s/he is presenting a direct quote and then the audience should be informed that a quote is being delivered. The presenter must be enthusiastic but not to the point that it distracts the audience and the purpose of the presentation is lost in the excitement.

Appendix A – Team Charter

Learning Team Charter

Course Title		Did all team members participate in the creation of this charter and agree with its contents? Yes or No _____
INSTRUCTOR		
Course Dates		
Team Letter (A, B, C, D, or E)		

Team Member Information

Name	UOP Email Address	State (or country, if outside U.S.)	Phone

Team Member Strengths Inventory

Skills, characteristics, and/or knowledge individual members can contribute (list by team member):

Conflict Management

What are potential conflicts that might arise among or between team members during this course? How will team members deal with these conflicts?

Ground Rules

Do you agree to use the **Learning Team** forum for your communications? Will you exchange phone numbers, and are calls OK? What days will all team members check into the team forum? Will you appoint weekly team leaders, or will you all contribute to each week's assignment without having a leader, etc.?

Appendix C – Grade Rubric

Grading Rubric

Content and Organization	Points Earned	Comments:
65 Points		
All key elements of the assignment are covered in a substantive way. <ul style="list-style-type: none"> • Paper word count • Components of the specific assignment are included. 		
The content is comprehensive, accurate, and /or persuasive.		
The paper develops a central theme or idea, directed toward the appropriate audience.		
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly. <ul style="list-style-type: none"> • Paper is a combination of <i>theoretical</i> and <i>applied</i> approaches. 		
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically. <ul style="list-style-type: none"> • The paper flows well topically. • The paper flows well logically. 		
The introduction provides sufficient background on the topic and previews major points. <ul style="list-style-type: none"> • The introduction should be enticing to the reader. 		
The conclusion is logical, flows from the body of the paper, and reviews the major points.		
Readability and Style	Points Earned	Comments:
15 Points		

Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise. Additional filler words, sentences and/or paragraphs are not added.		
Sentences are well-constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain the flow of thought.		
Mechanics	Points Earned	Comments:
20 Points		
The paper, including the title page, reference page, tables, and appendices, follow APA Version 5 guidelines for format.		
Citations of original works within the body of the paper follow APA Version 5 guidelines.		
The paper is laid out with effective use of headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed in accordance with APA Version 5.		
Spelling is correct.		
Total	Points Earned	Comments:
100 Points		

Appendix D – Oral Presentation Evaluation Form

ORAL PRESENTATION EVALUATION FORM

NAME: _____ DATE: _____

CLASS: _____

	ADMIRABLE	ACCEPTABLE	AMATEUR
COHERENCE AND ORGANIZATION: SCORE: _____	Information presented in a logical sequence; Specific examples are appropriate and support the conclusions. Smooth transitions from idea to idea	Concept and ideas are loosely connected. Lacks clear transitions; flow and organization are sometimes choppy	Presentation is choppy and disjointed; does not flow; development of a thesis is vague; no apparent logical order of presentation
DELIVERY: SCORE: _____	Poised, clear articulation, proper volume; steady rate; Good posture and eye contact; enthusiasm and confidence. Almost free of errors in grammar, spelling, or pronunciation. Speaker was appropriately dressed and well-groomed for a professional presentation.	Clear articulation generally but some mumbling; little or no expression. Some grammatical and related errors. Some items of the speaker’s dress or grooming were distracting	Inaudible or too loud; no eye contact; rate too slow or too fast; speaker seemed uninterested or used monotone. Persistent grammatical and spelling errors. Speaker was dressed and groomed for another occasion.
MATERIAL AND MECHANICS: SCORE: _____	Balanced use of multimedia materials properly used to develop thesis. Accurate visual aids supported, focused, clarified, and reinforced presentation	Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis	Little or no multimedia used or ineffective use of materials. Allowed materials to dominate rather than support the presentation

Appendix E - Title Page Sample 1

Running head: THE SYSTEMS OF DESIGN

The Systems of Design in a Brief

Textual Process

John A. Student

Western Kentucky University

Note-this title page is recommended by APA for publishing. The running head is used by the publisher for paper identification. All words following the colon are in CAPS. The page number uses the first three or four words of the title. Some publishers want the first page number and some do not. The full title and the author's name and school affiliation are located in the top half of the title page.

Appendix F - Title Page Sample 2

The Systems 1

The Systems of Design in a Brief

Textual Process

John A. Student

Writing 101

Dr. Faulkner

May 1, 2009

Note - this title page used by a student submitting a paper to a professor in an academic setting. It may be altered by the professor according to his or her wishes.

Appendix G - Heading Levels and Explanations

CENTERED UPPERCASE HEADING

Centered Uppercase and Lowercase Heading

Centered, Italicized, Uppercase and Lowercase Heading

Justified Left, Italicized, Uppercase and Lowercase Side Heading

Indented, italicized, lowercase paragraph heading ending with a period.

Note - the CENTERED UPPERCASE HEADING is mainly used for titles. The Centered Uppercase and Lowercase Heading as well as the remainder of the headings above are used for topics and sub-topics. An example is listed below.

THE SYSTEMS OF DESIGN IN A BRIEF

TEXTUAL PROCESS

Methods

Data Analysis

Categorizing and Coding

Situation codes of the participants.