

PAPER TITLE: Paper Subtitle

Your Full Name
Academic Quarter and Year

Course Identification
(e.g. Soc. 3745)
Section Number:

--- New Page ---

Introduction

In this first section you want to get your reader interested in your topic by telling them why it is important, how it might affect them and what they need to know in order to fully understand and appreciate your presentation. The introduction should be short and to the point. You should also tell briefly how your paper is organized and what is your major thesis.

Steps to Doing the Paper

The steps in doing a research paper are the following. 1) Do not wait until the last minute to get to work. 2) Select a topic that you are genuinely curious about and want to know a lot about. Your topic should be something that you would like to investigate if you had the time and circumstance regardless of the necessity to do a class assignment. 3) Then develop as thorough a bibliography as you can. There are a number of computer reference databases conveniently available through in the library website: <http://www.library.csuhayward.edu>. USE IT!! Additional references can be gotten from class reading bibliographies and from in-class discussions. 4) Do as much reading from books and research journal articles on your bibliography as possible -- become an expert on your topic. Do not use general periodical magazines such as *U.S. News and World Report*, *Time*, *Ebony*, or *News Week*. They are "papers" themselves and not original sources. Attempt to get original studies and reports generally published in recent books and research journal articles. 5) As you are reading, begin to develop your own theses (set of ideas and reactions to the material). 6) Keep good notes of important points so that you can use them as references. A good first system is to use index cards. Always record the full citation in your notes and the page numbers for each referenced idea. The reason for doing this is so that you will remember where you got your information later when you are writing your paper. Also someone who reads your paper may want to go back to your sources and also read them.

You have done sufficient research when new sources start citing work you have already read. Then 7) it is time to do your paper outline. The outline is the heart of doing a term paper. It is where and when you plan to present your thoughts based on the researched materials. It is the

paper's blueprint. You should develop two or three drafts of the outline before you are satisfied that you have organized the kind of presentation you want. Any short-comings in the outline will be magnified in the actual writing much like someone who drew up plans for a house and then realized the shortcomings in the plans while building. Such an error would be expensive and time consuming. It is equally expensive in writing a paper. The outline is a way of doing the paper in your mind before actually writing it.

Finally, your outline cannot be rushed. Give yourself time to refine and improve it. The better the outline and the more comfortable you are with it, the easier it will be to actually write your paper. 8) Revise and expand your outline. A good outline will show you how you will present your ideas point-by-point. It will present movement from the introduction through each section until you reach the summary and/or conclusion.

9) Begin writing your paper. Use double spacing and one inch top and bottom margins. Write as if you care and are communicating with friends and classmates (other peers) who are interested in what you have to write. After giving sufficient and detailed planning in the outline and enough thought to what you plan to say, you should be able to focus totally on writing. Always keep in mind that you are writing to communicate your ideas and concerns to the reader. It is not sufficient that you understand what you are saying. *You have to make yourself clearly understood by your readers.*

An important note: Never present long tracks of writing without logical breaks. Run on sentences and paragraphs seriously reduce the readability of your paper. Also use section titles and subtitles. Your reader should be able to see the organization and major themes of your paper by simply looking at titles and subtitles.

Tables and Illustrations

Illustrations and tables are always useful since they provide your reader with graphics of your ideas. They also help you to better explain your topic and make your argument. Whenever you present illustrations or tables discuss them in your text. Explain the major findings and implications. A table or illustration that just appears in your paper without explanation is worthless.

Do Your Own Typing

10) Do your own typing. Finally, it is not the responsibility of girl-friends, wives, husbands, fiancés, mothers, uncles or the person you paid to "type" your paper and have it ready for you on time. It is not their paper. It is yours. So you have to do it and that includes typing.

The Paper's Content

Paraphrasing: Doing a term paper does not mean paraphrasing from the readings. Paraphrasing

means to re-write the authors work without adding to, critiquing, or changing perspective in some way. You may find a particular book, article, or pages that you agree with entirely. Avoid lengthy paraphrasing. The reason you are doing this paper is to add something to what has already said about your topic. Paraphrasing is also evident when there are long strings of footnotes citing the same source time after time.

Logic: Do not panic. It is not required to do formal logic. A common problem with student papers is that each section does not logically lead to the next section and that each paragraph in each section does not logically lead to the next paragraph. Good logical flow is evident when your reader can anticipate what should be the next thought or paragraph. A good term paper is also evident when the reader can get caught up in the flow of ideas and forget that he or she is reading a term paper. To do this, you have to have transition statements that direct your reader's attention and get them ready for the next point. Each paragraph is devoted to developing a single thought or idea. Once the paragraph is developed and presented, write a transition and then move on to the next paragraph. Each section of your paper is then a series of logically flowing thoughts with a common subtopic and/or theme or thesis.

Doing Footnotes

11) Provide foot-notes. Footnotes can make or break your paper. The purpose of footnotes is the following. When you use ideas and information found in your readings, you have to acknowledge the author and source and provide a way for your reader to go to the exact source and read them for themselves. If you use someone else's work and do not cite them, it is stealing their work. To take someone else's work and use it as if it is your own is called *plagiarism*. This is a serious offense in the academic world and can get you investigated and suspended from the university or worst. So if you use someone else's work, cite them. Once you cite them, do it completely enough so that your reader can find the author, title and page in the work cited. Use the bibliography page(s) at the end of the paper to present the full citation (see last section for the bibliography outline). Remember, if you write a paper and do not include footnotes, your paper is "creative fiction" and anyone can say that you just made it all up.

By using a word-processor, you can put your footnotes either at the bottom of the page they are cited on or gathered at the end of the paper. For this class, have footnotes printed at the bottom of the page they are cited on so that I can easily read them.

Example of bottom-page footnote:

This is an example of a footnote at the bottom of the page: Author's last name, book title, pages (e.g. Drake, *The World*, pp. 12-24.). If the reference is a journal article, use author's last name, title in quotation marks, pages (e.g. Allen, "The Trees," pp. 243-250.). If the information is on a single page write "p" for page and the number (e.g. p. 350). You see now why it is important to keep up with page numbers of ideas from your readings.

Summary or Conclusion

Here is where you make your closing remarks. 12) Write a closing section. You may want to summarize your major points. You may want to present a summary argument to better explain your topic. You may want to suggest what should be done to improve a situation or solve a problem. Here is where you are at liberty to deviate from the research to make a final point.

Reference Section

Just because you have footnotes, does not mean that you do not need a reference section. 13) List in alpha order all of the references used in your paper. It is of no value to add references that were not used as footnotes. This is called "padding" and doing so buys you nothing. Take each work used in your paper and write a complete citation.

There are several reference formats. I have modeled for you the most common, called the University of Chicago reference style. The following are models and examples:

For an Article in a Collection: Anzaldua, G. (1990). "Haciendo caras, una entrada." In G. Anzaldua (Ed.), *Making Face, Making Soul Haciendo Caras*. (pp. 40-55) San Francisco: Aunt Lute Foundation book.

For a Book: Bannister, R.C. (1979). *Social darwinism: science and myth in anglo-american social thought*. Philadelphia: Temple University Press.

For a Journal Article: Bowser, B.P. (1986). "Community and economic context of black families: a critical review of the literature." *The American Journal of Social Psychiatry*. Winter, 6:1, 17-26.

For an Edited Book: Bowser, B.P. (ed.) (1991). *Black male adolescents: parenting and education in community context*. Lanham, Md.: University Press of America.

For a Foundation or Government Report: Lurie, T. (1992). "What it means to be a hyphenated American." *Ford Foundation Report*. Winter, 16-19.

For a more complete guide to the APA style go to the following web-site:

<http://www.wooster.edu/psychology/apa-crib.html>

Your Work Is Not Over!

Once you have written the final section and bibliography, congratulate yourself, take a break and then come back to your paper. Your work is not over. You have a "diamond in the rough ... the

house is built, but it is not ready to live in!" This means that the paper is not ready to be handed in! You cannot stop now. To stop would be like running a race, trying your best and then giving up with the goal and the win in sight. Why come to class or go to work, get all the way to the door and then stop? That is like throwing away your hard work at the end?

Now you have to 1) edit the draft, 2) proof-read the paper, 3) complete any points that are not clear, and 4) make certain that your footnotes are done properly. Re-read your paper three times without being attached to your wonderful prose and look for the following:

1. In the first reading, ask yourself as you are reading along "does this paper make sense organizationally?" If you have doubts, re-organize it, make changes, re-do some of the transitions. Make it work.
2. In the second reading, go paragraph by paragraph. Smooth points, rephrase for better clarity, use fewer words to say the same thing better.
3. Make certain that you do not have sentence fragments and run on paragraphs. Put appropriate verbs in sentence fragments and break up the run-on paragraphs.
4. Then run your text through the word-processor's spell check to catch misspellings. Also look for correctly spelled words that are inappropriate or out of place.
5. Finally, have someone else read the paper who will give to you honest critical comments on what you have said and how you have said it. Does it make sense? Is it informative? Were there any obvious mistakes you did not catch?

This is a lot of work, but you learned a lot, advanced your writing and completed a major class assignment. The quality of your paper should be a source of pride and achievement for you.

A Recommendation:

I would strongly recommend that you get a manual on writing term papers and thesis. It will be as valuable to you as a dictionary. I recommend Kate Turabian's *A Manual for Writers*. (Chicago: The University of Chicago Press).

A Final Check List:

1. Your name.
2. Have you checked for mis-spellings.
3. Is the paper in the prescribed format.
4. Checked sentences for run-ons.
5. Checked paragraphs for run-ons.
6. Checked for sentence fragments.

7. Footnoted all major points.
8. References for all footnotes.
9. Has someone else read your paper for readability.

How Will Your Paper Be Graded?

The following are evaluations of your term paper based upon the above outline. You will find all of the following points mentioned above.

GENERAL PRESENTATION

1. Your paper title was accurately reflected by the text: _____
2. Your paper was done according to the prescribed format: _____
3. Your paper was appropriately paged (Pagination): _____
4. Your Paper was done on computer with word-processor: _____
5. The paper's text was completely spell-checked: _____

INTRODUCTION

6. You make an attempt to get your reader interested in your topic by telling why it is important and how it might affect them: _____
7. Your reader was given enough information to fully understand and appreciate your presentation: _____
8. You provided your reader with a brief outline of how your paper is organized: _____
9. You stated clearly your major thesis: _____

SCHOLARLY BACKGROUND AND ORGANIZATION

- 10) You expressed genuinely curious about topic: _____
- 11) You developed a thorough bibliography appropriate in scope of your topic and thesis: _____

- 12) You demonstrated that you had read sufficient numbers of books and journal articles to make expert comment: _____
- 13) You used primary, rather than secondary sources: _____
- 14) You developed your own ideas regarding your topic: _____
- 15) You used one of the prescribed footnoting format: _____
- 16) Your paper shows evidence that a detailed and specific outline was used: _____
- 17) You gave proper credit to authors of read materials: _____
- 18) Your paper is double-spaced with one inch margins top and bottom: _____.

WRITING

- 19) Your writing was easy to read and had clearly expressed ideas: _____
- 20) Sentences expression was good (lack of run-ons): _____
- 21) Paragraph expression was good (lack of run-ons): _____
- 22) You used section sub-titles: _____
- 23) Any tables and illustrations were explained in text: _____
- 24) There was efficient and appropriate use of words: _____
- 25) You used written rather than spoken words throughout: _____
- 26) You used your own words (lack of paraphrasing): _____
- 27) Your ideas were well developed in each paragraph: _____
- 28) You provided a convincing summary and conclusion: _____

FOOTNOTES AND REFERENCES

- 29) The footnotes were presented at the bottom of the page that they were cited on: _____
- 30) Important points were sufficiently footnoted: _____

- 31) Your footnotes were in the prescribed format: _____
- 32) There was a complete reference section of only work cited in your paper: _____
- 33) Your references were in the prescribed format: _____

VALUE ADDED TO TOPIC

- 34) This paper is an important summary of the written material on this particular topic: _____
- 35) This paper makes innovative points and added another perspective to the topic: _____
- 36) This paper offers important solutions to pressing social problems: _____
- 37) This paper is well worth reading again: _____

RECOMMENDATIONS

- 1) Purchase a guide to writing term papers, study it carefully, and use it: _____
- 2) You must write as much as you can to develop a command over your writing: _____
- 3) You must read a lot more and more thoroughly to get mastery of future topics: _____
- 4) Get help in sentence expression and in footnoting: _____
- 5) Learn to use electronic reference data bases: _____