

Term Paper Assignment



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This is a writing assignment I provided to my students enrolled in an UGS302: Rocks and Water of the Middle East course taught at UT Austin. The class is a “Signature Course”, geared for entering freshman. The goal is to facilitate first-year students’ transition from high school to college-level learning. The course requires: interdisciplinary and contemporary content, writing, oral communication, information literacy (instruction in basic research and information evaluation skills), a visit to a “gem of the university” (museum, library, theater), listening to a talk given as a formal university lecture, and are taught by distinguished UT faculty (recommended by dept. heads). This course has 18 first-year students enrolled and meets for 3 hours of lecture per week.

Student objectives for the course are:

- To develop an understanding of the geology and geography of the Middle East; identify its geographical boundaries, major fault systems, aquifers and rivers, mountain ranges and oil fields,
- To learn to read geosciences papers that are reviews of important features in the Middle East and the latest breaking news and hot topics for discussion about tectonic features in the region;
- To develop their writing skills by answering short answer questions about specific readings and writing a term paper. They also kept a journal where they blogged about their perceptions of the Middle East.

The end of semester paper is worth 30% of their final grade.

The first assignment: Students were given a choice of topics with a “starter paper” included. The goal was to choose their paper after a lecture by university librarians and active searching using library resources.

The second assignment: Students developed an outline and answer questions regarding references, scholarly sources, and how they envision the role of their paper.

The third assignment: Students completed a draft of their paper and provided it to other students for anonymous peer review. They were required to answer a series of questions regarding the paper they reviewed and provided an option to grade the paper based on the rubric.

The fourth assignment: Students evaluated the peer review and were required to make changes and address the comments and concerns of their reviewer.

The fifth assignment: Faculty read the paper and found common problems (e.g., short paragraphs, improper or missing citations). Students were required to revise their paper with these common problems in mind.

Rubric: A detailed rubric was provided initially and with these assignments throughout the semester. Students had the option to use it to grade papers that they peer reviewed.

Benefits: Students had the opportunity to work on the paper throughout the semester and had the assistance of university librarians, writing center staff, and each other to improve the final product.

Drawbacks: Paper length was likely too long (10 pages), and some topics may have been too complex for entering freshman. The paper topics will change to allow more freedom for students to pursue their own interests, but starter papers will still be provided to assist with the initial research.

UGS302: ROCKS AND WATER OF THE MIDDLE EAST END OF SEMESTER PAPER

This assignment is a minimum 10 page paper due at the end of semester. Choose from 8 topics below:

○ The Importance of Ancient Oceans in the Middle East

The Middle East has experienced a dynamic geologic history over time. Some Middle Eastern countries, like Iran and Turkey, have rocks that document the closure of two major oceans called the Paleotethys and the Neotethys. The discovery of these oceans tells an important story about the development of geology as a science and life that once belonged in these oceans is the source of the Middle East's enormous petroleum reserves. This paper would describe and document the importance of these oceans and outline what is still yet to be learned about them.

- Starter paper: Sengör, A.M.C., Atayman, S. (2009) Chp. 2. Tethys and the Tethyan realm. In: The Permian Extinction and the Tethys: An Exercise in Global Geology. Geological Society of America Special Papers, 448, 5-14.

○ Controversies Regarding the Origin of the Permian Mass Extinction Event

The end of the Permian is a time in Earth's history that has been called the "mother of all extinctions" where 85-95% marine and land fauna, 9 orders of insects, and over 65% of terrestrial vertebrates disappeared. The cause of this mass extinction event is unknown and is a subject of vigorous scientific debate. Rocks in the Middle East contain evidence of the mass extinction. This paper would describe the evidence and potential causes for the Permian mass extinction and argue a position based on research.

- Starter paper: Erwin, D. H. (1994) The Permo-Triassic extinction. Nature, 367, 231-236.

○ The History of Discovery of Middle Eastern Oil

This paper outlines a history of discovery of oil in the Middle East and seeks to answer: Who were the major players who took the first chances to find oil in this region? Where and when was oil first discovered in the region and what made that country promising? What was its impact in the past and today?

- Starter paper: Alsharhan, A.S. and Narin, A.E.M. (1997) Chp 10. Hydrocarbon Habitat of the Middle East: An Overview. In: Sedimentary Basins and Petroleum Geology of the Middle East. Elsevier Science, Amsterdam, the Netherlands, p.467-523.

○ Lessons from the 2003 Iranian Bam Earthquake

On Dec. 26, 2003, a magnitude 6.5 earthquake devastated the town of Bam in southeast Iran. The earthquake was destructive, killing over 25,000 people and injuring 30,000. The earthquake originated from a fault that was "blind" or buried, and geologists did not know it existed. This paper would describe the many lessons that were learned from this earthquake.

- Starter paper: Talebian, M. et al. (2004) The 2003 Bam (Iran) earthquake: Rupture of a blind strike-slip fault. Geophysical Research Letters, 31, L11611, doi:10.1029/2004GL020058.

○ The Importance of Water and Oil in the Iran-Iraq War

The Iran-Iraq War (1980 –1988) resulted in the death of millions of people. The war had many origins, but was arguably waged over control of the Shatt al-Arab River. This paper would describe the causes of the war, and argue if water or oil played a more important role in its origin for both sides.

- Starter paper: Starter paper: Sick, G. (1989) Trial by error: Reflections of the Iran-Iraq War. The Middle East Journal, 43, 230-245.

○ What is Evidence For and Against the Messinian Crisis?

The Messinian Salinity Crisis is a geological event during which the Mediterranean Sea partially or completely evaporated. It has been argued by some as the most dramatic episodes of oceanic change ever recorded, but evidence for what caused it is unclear. This paper would explore different causes for and against the Messinian Crisis.

- Starter paper: W. Krijgsman et al. (1999) Chronology, causes and progression of the Messinian salinity crisis. *Nature*, 400, 652-655.

○ What are the Benefits and Problems of the Aswan High Dam of Egypt?

The Aswan High Dam of Egypt was constructed between 1960 and 1970 along the Nile River. Since then, it has provided the people of Egypt of many benefits, but also some unforeseen problems. This paper would describe the dam and take a stand on if its benefits outweigh its problems.

- Starter paper: El-Raey, M et al. (1999) Remote sensing of beach erosion/ accretion patterns along Damietta-Port Said shoreline, Egypt. *International Journal of Remote Sensing*, 20, 1087-1106.

○ Can Groundwater Replace Diminishing Surface Water Supplies in the Middle East?

Both surface and groundwater are important natural resources in the Middle East. This paper would describe the region's major ground and surface water resources, and argue which may play an important role in the future.

- Starter paper: Issar, A.S., and Adar, E. (2010) Progressive development of water resources in the Middle East for sustainable water supply in a period of climate change. *Philosophical Transactions of the Royal Society, Series A*, 368, 5339-5350.



Questions:

1. How long should the paper be? And how much is it worth?

Minimum 10 pages. And it is worth 30% of your total grade.

2. What style of references should I use? And how many do I need?

Chicago style. The UT librarian and the representative from the Writing Center will help you with this reference style. Use as many references as is appropriate for your topic. This will likely range from 5-20.

3. How do I read this paper I found about my topic? It is too confusing.

Use a regular and geological dictionary to look up words you may not know. In some cases, you may only be able to read the introduction of a scholarly paper. This is OK. The table shows a typical order of a scientific article and our recommended order to read them.

Order of a scientific article	Recommended Order to Read Them
Abstract	*Abstract
Introduction	*Introduction (check any interesting References for each section)
Methods	*Conclusion
Data	*Discussion
Results	Results
Discussion	Methods
Conclusion	Data
References	

*=must read

Take notes in your own words about the major ideas from each paper you find about your topic. When you have finished your note-taking and have an idea of an outline for your paper, you can begin writing.

4. Can I use sources I find on the internet, like Google or Wikipedia?

It can be OK to search about your topic using Google and Wikipedia, but keep in mind these are not peer-reviewed and may not be accurate. References in your paper are required to be from peer-reviewed journal or book sources. You cannot cite or use information you find from internet, including Wikipedia or Google.

5. What are the important dates for this paper?

- September 1: Choose a topic.
- October 20: Turn in a complete 1st draft of paper for peer review. Each student will get a paper to peer review. Be constructive in your comments! Not: "I don't like your introduction." Instead: "The organization of the introduction is confusing. I suggest"
- November 10: Turn in 2nd draft of paper for faculty review. We will read the papers and provide suggestions for revision.
- December 1: Final paper due.

6. Can I win an award for this paper?

Yes. We will be nominating the best paper written in this class for the Signature Course Information Literacy Award. The award, a \$500 prize will be judged by panel consisting of librarians, faculty, and members of the Undergraduate Studies staff.

7. Who can help me with this paper?

We will visit the Perry-Castañeda Library on September 1 to learn about library resources. We also will have a 10 minute visit from UT's Writing Center on September 20 to help you begin the writing process.

The Geology librarian will use this example topic:

- Long-term Effects of the Oil Fires from the Gulf War

As Iraqi troops left Kuwait during the Gulf War (1990-1991), they ignited over 92% of the country's total oil wells. Although this caused environmental damage, some scientists believe the effects of this action have been dramatized and exaggerated, especially by the media. This paper would describe the scientific debate regarding the significance of Gulf War pollution and argue a position based on their research into the topic.

- Starter paper: Khordagui and Al-Ajmi (1993) Environmental Impact of the Gulf War: An Integrated Preliminary Assessment. *Environmental Management* 17, 557-562.

8. How will this be graded?

(15 points) FORMAT

- (5 points) Double Spaced, Times New Roman 12 point font, each page numbered at top right. One staple at the upper left hand corner. Title page includes your name.
- (5 points) Title is concise, informative, and original.
- (5 points) Outline is clear and is appropriate for the topic.

(20 points) ABSTRACT

A concise and factual abstract is required. The abstract should state briefly the purpose of the paper, the principal results and lists the major conclusions. Write this last. Read the abstracts from the papers you read this semester and your research to understand how they differ from the introduction.

- (5 points) Appears after the title page. No more than 300 words.
- (5 points) Motivation. Why do we care about the topic you chose.
- (5 points) Factoids about the area. *Example from Sengor et al. (2005) "The North Anatolian Fault (NAF) is a 1200-km-long dextral strike-slip fault zone that formed... in northern Turkey ... approximately 13 to 11 Ma ago in the east and propagated westward."*
- (5 points) Future work. *Example from Sengor et al. (2005) "What is now needed is a more detailed geological mapping base with detailed paleontology..."*

(6 points) KEYWORDS

Immediately after the abstract, provide a maximum of 6 keywords that you used to search for information about topic.

- (6 points) Appears after the abstract. The 6 keywords are appropriate to the paper.

(5 points) REFERENCES

- (5 points) In the correct Chicago Style
- (5 points) Appropriate number of references to cover the chosen topic

(100 points) BODY OF THE PAPER

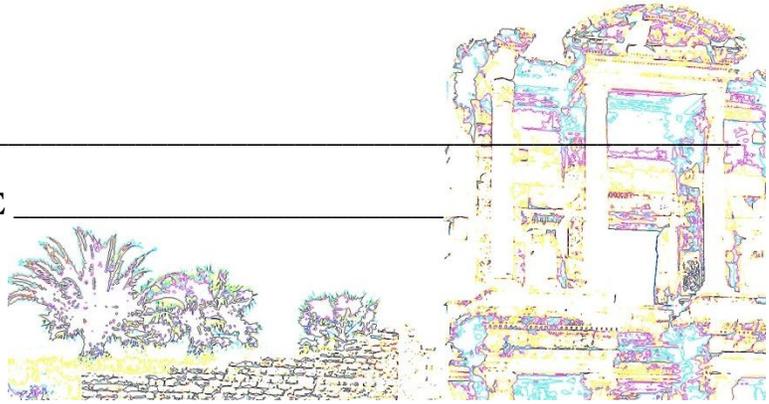
- (30 points) Paper is revised based on previous comments
 - (15 points for student comments/15 points for faculty comments)
- (25 points) Important results are described from primary literature articles and how those results shape our current understanding of the topic is clearly explained.
- (5 points) Mention any types of experiments or data collection done, but does not repeat the experimental procedure step for step (if appropriate for their topic only)
- (30 points) Describes any controversies in the field.
- (10 points) Conclusions Section: Succinctly summarizes major points, outlines the significance of any debate, and discusses questions that remain.

POINTS TAKEN OFF

- (-5) 1 point for every misspelled word up to a maximum of 5
- (-1) Each poorly worded and confusing sentence

NAME _____

DATE DUE _____



UGS302: ROCKS AND WATER OF THE MIDDLE EAST

Assignment #2: Preparing for the Research Paper

- Discussing the Use of Sources in Scholarly Writing
- Roles for Research Writers.

Outline and Title

1. (20 points) What is the title of your research paper? Provide us with a draft of your outline.

References and Bibliography

2. (10 points) Create an account using NoodleBib: <http://www.lib.utexas.edu/noodlebib/>
Using Noodlebib, add 5 scholarly books or papers you have found regarding your research topic in MLA style (either easy or advanced option). Noodlebib will create a citation list. Share your project with Dr. Catlos using this drop box name: Catlos-UGS302 Rocks and Water of the Middle East.

If you cannot figure this software out, write citations in MLA style for 5 sources you have found about your paper topic and attach it to this homework assignment.

3. (25 points) For each source you have found for your paper, answer this question: how do you think this source will be useful? Does it review the topic? Did it present an interesting idea?

Discussing Scholarly Sources

4. (10 points) Read example 1 in the handout “Discussing Scholarly Sources.” What is missing from this example? What questions do you still have after reading this paragraph?
5. (10 points) Read example 2 in the handout “Discussing Scholarly Sources.” Is this better than example 1? Why or why not?
6. (10 points) Read example 3 in the handout “Discussing Scholarly Sources.” Is this better than examples 1 and 2? Why or why not?
7. (5 points) Which example do you think we would prefer? Why?

Roles for Research Writers

8. (10 points) Read the handout titled “Roles for Research Writers”. The handout lists 7 roles a research writer may play in writing a manuscript or term paper. Which one do you think best fits your topic? Why? Keep in mind, we may want you play another role, and will let you know if we choose a different one for you.

Discussing the Use of Sources in Scholarly Writing

EXAMPLE 1

Identity theft is a very big problem. Billions of dollars of fraudulent checks are written every year. Credit card fraud is rampant and affects many people and businesses. Clearly, identity theft is an issue that demands our attention. What is being done to prevent it? Mostly, consumers are being told to protect themselves. We all hear advice about guarding our personal information and not giving out account numbers or passwords. But maybe the real problem is that the banks and credit card companies are just careless.

EXAMPLE 2

Identity theft is a very big problem. America's check-related fraud losses in 1999 were \$2.2 billion. Fraud losses from credit card fraud for Mastercard and Visa were over \$1 billion in 2000. Clearly, identity theft is an issue that demands our attention. What is being done to prevent it?

Mostly, consumers are being told to protect themselves. The FTC tells consumers how to minimize their risk of identity theft. Some of their advice is obvious, like "Keep your purse or wallet in a safe place at work." Some tips are more obscure: "Treat your mail and trash carefully." But some experts disagree with this approach, saying, "The underlying cause of identity theft is an architecture that makes us vulnerable to such crimes and unable to adequately repair the damage."

EXAMPLE 3

Identity theft is a very big problem. In a report to Congress, the General Accounting Office of the United States estimated that check-related fraud losses in 1999 were \$2.2 billion (GAO, 2002). Fraud losses from credit card fraud for Mastercard and Visa were over \$1 billion in 2000 (GAO, 2002). Clearly, identity theft is an issue that demands our attention. What is being done to prevent it? Mostly, consumers are being told to protect themselves. The Federal Trade Commission has an entire Web site devoted to telling consumers how to minimize their risk of identity theft (FTC, 2006). Some of their advice is obvious, like "Keep your purse or wallet in a safe place at work." Some tips are more obscure: "Treat your mail and trash carefully" (FTC, 2006). But Daniel J. Solove, in his book *The Digital Person: Technology and Privacy in the Information Age* argues: "*The underlying cause of identity theft is an architecture that makes us vulnerable to such crimes and unable to adequately repair the damage.*" (Solove, 2004).

Works Cited

Identity Theft: Minimizing Your Risk. Federal Trade Commission. 9 April 2006.

Identity Theft is a Crime. US Government, n.d. Web. 9 July 2013. <<http://www.idtheft.gov/>>.

Solove, Daniel J. *The Digital Person: Technology and Privacy in the Information Age*. New York: NYU P, 2004.

General Accounting Office. *Identity Theft: Prevalence and Cost Appear to be Growing*.

Washington, D.C.: Report to Congressional Requesters, March 2002.

Writing Office— School of Undergraduate Studies

University of Texas at Austin

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Roles for Research Writers

1. Synthesizer of Current Best Thinking on a Problem. In this role, the student researches the thinking of experts regarding some problem or issue in the discipline. The student reports, in either an academic or a popular style to a lay audience, what the experts currently think
(Examples: *What is the current thinking on the value of US intervention in the Syrian crisis? According to recent experts, what role does Middle Eastern oil and gas play in global politics? What is the current view of experts on the causes of unrest in Egypt?*)
2. Problem-Solving Detective or Critical Analyst. Here the student acts like a detective to find the answer to a problem. The paper has a brief synthesis of current views on a cutting-edge problem, but mainly focuses on a question. Sometimes the writer finds information that answers the question directly; at other times, the writer must apply rigorous analysis to primary sources or other data.
(Examples: *To what extent has the governance of the Muslim Brotherhood caused problems in Egypt? What was it like to be an Ottoman Turk?*)
3. Original Field or Laboratory Researcher. Here the writer poses a field or laboratory research problem, designs and conducts an experiment or study, and reports the results in scientific format. Library research will be used primarily for the “review of the literature” section.
(Examples: *What was it like to be a Turkish student on the UT Austin campus? What is the economic effect of the Aswan dam in Egypt? What is the role of commercials in influencing consumer purchases of alcohol in Turkey?*)
4. Reviewer of a Controversy. In this role, the writer reports the arguments on various sides of a controversy inside the discipline or field.
(Examples: *What are the current arguments for and against keeping Mohamed Morsi in power in Egypt? What are the arguments for and against creating the Ilisu Dam in Turkey?*)
5. Analyzer and Evaluator of a Controversy. This role is like the preceding one except that the writer must now evaluate the strengths and weaknesses of the various voices in the controversy. This extra spin makes the task challenging.
(Examples: *Examine the arguments for and against keeping Mohamed Morsi in power in Egypt. Which do you find most convincing and why? Examine the arguments for and against creating the Ilisu Dam in Turkey. Who’s side do you favor, Turkey or Syria, and why?*)
6. Advocate in a Controversy. Here the writer shifts from an informative or evaluative purpose to a persuasive purpose; the paper now becomes a researched argument. Only a brief review or summary is provided, and it is usually slanted towards a single perspective.
(Examples: *Here are arguments for the Egyptian people returning Mohamed Morsi to power. Turkey needs to build the Ilisu dam immediately and here are arguments why this should occur.*)
7. Analytical Thinker Positioned in a Critical Conversation. Here writers do their own analytical thinking about a disciplinary problem but must relate their views to others who have addressed the same or similar questions. These essays may use few primary sources but carry on a lively conversation with secondary sources.
(Examples: *What role does the US play in politics in Saudi Arabia? Should Turkey restrict shipping through its straits? How do earthquakes in Iran change its political relationships? Do women in Saudi Arabia have rights?*)

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UGS302: ROCKS AND WATER OF THE MIDDLE EAST

Short Answer Assignment #3 Peer Review

You will be given a paper to peer review in this class. Please feel free to edit the paper given to you and TYPE your answers to the questions below. To learn more about peer review, you can visit the library website: <http://blogs.lib.utexas.edu/undergraduates/?p=922>. This blog contains a 3 minute video that discusses peer review.

Be sure to complete the last page and turn this assignment in with your review. Your review should be anonymous and constructive.

1. (10 points) *Writing*. Do you think the writing clear, concise, and in proper English? Please point out misspellings, unclear sentences, failures of logic, or poor sequencing of ideas in the paper.
2. (10 points) *References*. How many references were used? Are more used than necessary? Are fewer used than necessary? Do the references reflect an adequate research effort? Are they properly cited and used in the paper? Add “ref” in the paper where you think a reference is needed.
3. (10 points) *Tables and figures*. IF the paper contains tables or figures, can they be simplified or condensed? Should any be omitted? Are they artistically appropriate and sharp in contrast? Are legends complete so that the meaning of the figure is clear?
4. (10 points) *Abstract* Does the abstract in one paragraph define the topic and state its importance in a clear and concise manner? Remember, an abstract is worth 20 points in the overall grade. It should be no more than 300 words and should include motivation, facts about the area, and option(s) for future work.
5. (10 points) *Format*. Does the paper conform to the instructions that were handed out in the beginning of class? (Is it Double Spaced, Times New Roman 12 point font, each page numbered at top right. One staple at the upper left hand corner?)
6. (10 points) *Content*. Does the subject of the paper address the questions and requirements of the chosen topic? The topics are reproduced at the end of this assignment

for your reference. Has the author addressed the questions associated with each topic? If so, what has been done well? If not, what is missing?

7. (10 points) *Length*. Was the paper of adequate or excessive length? Should the topic be expanded or narrowed in scope? What more needs to be done? What could be shortened if the paper is too long?
8. (10 points) The “Roles for Research Writers” handout is reproduced in this assignment. Which role do you think best fits this paper? Is it appropriate? Do you think another role would be better?
9. (20 points) *Intellectual content*. Did the paper reflect understanding of the material on the author’s part? Did the information exceed that of the principle reference (if applicable), or was it a simple reiteration? Did you, as a reviewer, learn something from reading this paper or would your peers?
10. (Optional) What grade would you give the paper based on the rubric?

(15 points) FORMAT

- (5 points) Double Spaced, Times New Roman 12 point font, each page numbered at top right. One staple at the upper left hand corner. Title page includes your name.
- (5 points) Title is concise, informative, and original.
- (5 points) Outline is clear and is appropriate for the topic.

(20 points) ABSTRACT

A concise and factual abstract is required. The abstract should state briefly the purpose of the paper, the principal results and lists the major conclusions. Write this last. Read the abstracts from the papers you read this semester and your research to understand how they differ from the introduction.

- (5 points) Appears after the title page. No more than 300 words.
- (5 points) Motivation. Why do we care about the topic you chose.
- (5 points) Factoids about the area. *Example from Sengor et al. (2005) “The North Anatolian Fault (NAF) is a 1200-km-long dextral strike-slip fault zone that formed... in northern Turkey ... approximately 13 to 11 Ma ago in the east and propagated westward.”*
- (5 points) Future work. *Example from Sengor et al. (2005) “What is now needed is a more detailed geological mapping base with detailed paleontology...”*

(6 points) KEYWORDS

Immediately after the abstract, provide a maximum of 6 keywords that you used to search for information about topic.

- (6 points) Appears after the abstract. The 6 keywords are appropriate to the paper.

(5 points) REFERENCES

- (5 points) In the correct Chicago Style
- (5 points) Appropriate number of references to cover the chosen topic

(100 points) BODY OF THE PAPER

- (30 points) Paper is revised based on previous comments
 - (15 points for student comments/15 points for faculty comments)
- (25 points) Important results are described from primary literature articles and how those results shape our current understanding of the topic is clearly explained.
- (5 points) Mention any types of experiments or data collection done, but does not repeat the experimental procedure step for step (if appropriate for their topic only)
- (30 points) Describes any controversies in the field.
- (10 points) Conclusions Section: Succinctly summarizes major points, outlines the significance of any debate, and discusses questions that remain.

POINTS TAKEN OFF

- (-5) 1 point for every misspelled word up to a maximum of 5
- (-1) Each poorly worded and confusing sentence

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UGS302: ROCKS AND WATER OF THE MIDDLE EAST

Assignment #4 Revision and Short Answer Questions

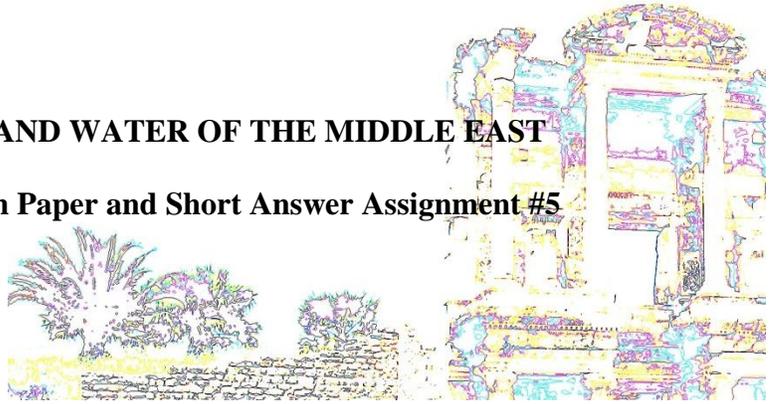
November 10. Turn in your paper for review by the faculty in this class. You must address the peer review questions below:

Revision.

1. (10 points) What did your peer reviewer think of your writing? Did you incorporate and address the suggestions to improve your writing?
2. (10 points) Did the reviewer think you adequately referenced your sources? How do address the suggestions to improve your references?
3. (10 points) Did the reviewer like your figures? Did he/she think they were adequately described and used in the paper?
4. (10 points) Did the reviewer like your abstract? Did he/she think it conveyed information in the paper?
5. (10 points) Does your paper conform to the instructions that were handed out in the beginning of class? You do not need to put your name on each page.
6. (10 points) Did your reviewer think the subject of the paper address the questions and requirements of the chosen topic? Do you agree? Why or why not?
7. (10 points) Did your reviewer think your paper was too long? Too short? What suggestions were given regarding length?
8. (10 points) What role did your reviewer think best fits your paper? Do you agree?
9. (20 points) Did the reviewer think your paper reflect understanding of the material? Did the reviewer learn something from reading this paper? How do you ensure this does happen?

UGS302: ROCKS AND WATER OF THE MIDDLE EAST

Issues with the Term Paper and Short Answer Assignment #5



1. Citing References in the Body (Intro and Discussion) of the Paper

Throughout the body of your paper, whenever you refer to outside sources of information, you must cite the sources from which you drew information.

- The simplest way to do this is to parenthetically give the author's last name and the year of publication (**Clarke 2001**). In this case, the only author of the paper or book is Clarke.
- For two author papers, give both authors' last names (**Click and Clack 1974**).
- Articles with more than two authors are cited by the first authors last name followed "and others" or "et al.", and then the year (**Click et al., 2001**).

I have **bolded the references** just to draw your attention to it. You **do not need to bold** your references in the paper.

Notice the names are NOT IN ALL CAPS (Click et al., 2001) not (CLICK ET AL. 2001).

Notice the placement of the period AFTER the parenthetical citation – the citation, too, is part of a sentence, e.g., "...courtship behavior (Gumwad 1952; Bugjuice 1970)."

Typically, only the last name of the author(s) and the year of publication are given. Your Literature Cited section will contain the complete reference, and the reader can look it up there.

When citing information from another's publication, be sure to report the relevant aspects of the work clearly and succinctly, IN YOUR OWN WORDS. Provide a reference to the work as soon as possible after giving the information.

- Example if found two different sources, list them with the earliest year first, and add a semicolon to separate them:

It has been found that male mice react to estrogen treatment by a reduction in phase three of courtship behavior (**Gumwad 1952; Bugjuice 1970**).

- Example if using the source at the beginning of the sentence:

Click and Clack (1974) demonstrated that mice treated with estrogen analogs react similarly.

- Example if a reference to a book has a page number (**Gumwad 1952:209**).

This is to facilitate a reader's finding the reference in a long publication such as a book. You can do this if you want, but it is not necessary.

- Example when a book, paper, or article has no identifiable author, cite it (**Anon. 1996**). In this case, Anon. is the abbreviation for anonymous.
- Example if you want reference a paper found in another article, do so as follows: (**Driblick 1923, in Oobleck 1978**).
- Example of a string of citations should be separated by semicolons, e.g., (**Gumwad 1952:209; Bugjuice 1970; Bruhahauser et al 1973**).

Notice that these references are in correct chronological order.

For Web citations, you can give either a section or paragraph number (if those exist in the document) or simply the author's last name or the website's title. Here are examples:

- If you can find the author's name, use it (**Clarke**). The reader will find out this is an internet source by going to the reference list.
- If there is no author named, use a short title from the article in the parenthetical reference and optionally refer to the organization in the text:

In geology, a mélangé is a mappable body of rock characterized by a lack of continuous bedding and the inclusion of fragments of rock of all sizes, contained in a fine-grained deformed matrix. ("**Wikipedia, Melange**").

- If there are no page numbers, as is usual with Web documents, do not make up a page number or use the number one (as in "Jones 1") to cover the whole document. Use a number only when there is a number present in the document.

DO NOT DO THE FOLLOWING:

- DO NOT USE DIRECT QUOTES from published material. In 99.99% of the cases, the information you want from a research article is an objective result or interpretation. How the author stated this information is of little importance compared to the results or interpretations themselves. Take the information and put it into your own words; avoid paraphrasing since this can potentially lead to plagiarism.
- DO NOT USE FOOTNOTES: Footnoting, although commonly done in books and other literary writing, is only rarely done in journal style papers. Cite references in the flow of the text as shown above.

2. When to Make a New Paragraph

If your paragraphs are longer than 1 page

or are just 1 sentence,

you need to read this section.

New paragraphs are important for the reader. They tell when you're switching time, place, topic or speaker, and they help break the page up so it is not just a solid block of writing. Seeing an entire block of writing can be discouraging to a reader. Having a paragraph of just 1 sentence is not typical in academic writing.

How to do make a new paragraph: There are a few standard times to make a new paragraph:

- When you start in on a new topic
- When you skip to a new time
- When you skip to a new place
- When you want to produce a dramatic effect

When faced with a paragraph that feels too long consider these questions.

- Is there a natural transition point in this process or narration?
- If the paragraph were read aloud, would the audience "hear" it end before it does on paper?
- Can some repeated ideas be struck?
- Could a "missing" statement be inserted to create the beginning of a new paragraph?

When faced with a paragraph that feels too short consider these questions.

- What else does the reader need to know?
- Can this paragraph be attached to the previous/next paragraph?
- What would happen if the paragraph were eliminated?

Modified from: <http://www.saidsimple.com/content/When-to-Make-a-New-Paragraph> and <http://EzineArticles.com/775735>

3. When to Cite a Source

If your peer reviewer, Drs. Catlos and Bennett have all called attention to your poorly cited sentences, you need to read this section.

For your latest research assignment, you consulted books, journal articles and web sites, viewed a film pertinent to your topic, and even interviewed your roommate. Now, you are ready to write. **Do you really need to cite all these sources? The short answer is yes.**

If you are incorporating an author's ideas into your paper, or if the work of another has influenced your thinking on a topic, then the source must be cited.

It doesn't matter what the source is. It could be a book, journal article, web site, message from a listserv, television program, speech or a government document.

Just remember, if you are using another's words or ideas, cite them.

Citing Facts

- Facts that are considered 'common knowledge' - those that a reasonably well-educated person could be expected to know – do not need to be documented with a citation in your paper.

Example: “The Earth revolves around the Sun.” Does not need to be cited

- Facts or statistics that are more obscure or pertain directly to your argument will need to be documented with a citation.

Example: “In the 1950’s, the Jordan River, at its mouth, transported 1,285 million cubic meters per year of water into the Dead Sea.” This sentence needs a citation.

Example: “The annual evaporation rate of the new dam was not projected; the rate today stands surprisingly at about 19 billion cubic yards per year, which is half of the water collected by the dam.” This sentence needs a citation.

Paraphrasing

How do you include references to ideas expressed by others without using direct quotations?

Paraphrase – and include a full citation.

- A paraphrase of a sentence in an article will usually be about the same length as the original sentence – just in your own words.
- As with quotations, paraphrases should be used sparingly – a paper should be a balance between thoughts of other scholars and your original ideas.
- A paper composed mostly or entirely of paraphrases from other authors is very likely to be described as 'patchworking'. Even if you have cited every paraphrase correctly, you've forgotten to include your own analysis!

Example:

Original: However, although humans are comparatively poor sprinters, they also engage in a different type of running, endurance running (ER), defined as running many kilometres over extended time periods using aerobic metabolism. Taken from: Bramble DM, Lieberman DE. 2004. Endurance running and the evolution of *Homo*. *Nature* 438:345-52.

Paraphrase: Having limited success in sprinting compared to other mammals, humans perform better in endurance running, which is a form of aerobic running over extended distances and periods of time (Bramble and Lieberman 2004).

Summarizing

Summarizing is something that we do on a daily basis, but what differentiates it from paraphrasing?

- With summaries, you restate **the author’s idea** in your own words.
- Think brevity! Unlike paraphrasing, you are striving to restate **the author’s idea or ideas** in fewer words.
- Avoid interjecting your own analysis or opinions. If you choose to summarize, stick to restating **the author’s idea**. A summary can then be followed with your opinion or analysis of **the author’s idea**.

You need to provide a citation every time you summarize.

Example:

Original: In the current paper, we examine responses to a particular type of imposter; the vegetarian who eats meat. From: Hornsey, M.J. & Jetten, J. (2003). Not being what you claim to be: impostors as sources of group threat. *European Journal of Social Psychology*, 33, 639-657.

Summary: In their study to investigate responses to imposters, Hornsey and Jetten (2003) studied vegetarians who eat meat because their deviant behavior is easily recognized.

If you find you cite the same source continuously after every sentence in a paragraph, it is a warning flag that:

- You may need more sources or different sources that confirm your original source.
- You need to add you own ideas.
- You need to rewrite the paragraph or add a sentence to call attention to the source.

Example: “The following facts are from Alasharhin and Narin (1997)...”

Modified from: <http://library.duke.edu/research/plagiarism/cite/index.html>

4. Citing and Using Figures

If you include a figure in your paper, you must cite where you obtained it. You need to mention the figure in the text of your paper.

Example:

In the text: Figure 1 shows the oil corridor, which includes Iran, Iraq, Syria, and Turkey, among other nations. Or, the oil corridor includes Iran, Iraq, Syria, and Turkey, among other nations (Figure 1).



Figure 1. The Oil Corridor. Taken from

http://www.worldproutassembly.org/archives/2006/11/the_corporate_a.html.

Make sure the figure is big and clear enough that the reader can see the small print. This has not been done in the example. I like to center the figure caption, but you can do this anyway that appeals to you. The caption can also be double-spaced and 12-point font, which is within the guidelines of the paper. Each figure should have a number and be consecutively cited in the paper. Cite Figure 1 before Figure 2.

