

WRITING TUTORS HANDBOOK (revised 9/25/2018)

The Writing Program Mission Statement

The Writing Program supports the academic mission of Eastern Mennonite University by promoting excellent writing across disciplines. The program advances EMU's faith mission by its commitment to building community, promoting cultural awareness, and motivating action through language. Students and faculty work together to develop writing habits of mind and heart that foster creativity and effective communication.

Writing tutors are an important part of EMU's mission as they work with faculty and staff, building trust and respect through relationships with student tutees.

Code of Ethics

All writing tutoring is conducted with the understanding that it is very important to build trust between tutors and tutees by respecting the confidentiality of sessions. We believe that a collaborative relationship among faculty, staff, tutors, and tutees is the most conducive to writing improvement; thus, we have the following guidelines:

The content of each tutoring session is private.

Professors do want to know if their students are coming to the ASC for tutoring, so tutors should always ask the tutee's permission to share the content with the professor or with the Writing Program Director. With the tutee's permission, please send a short report to the tutee's professor stating what took place in the session. Please do not evaluate the session or the tutee's work and progress in the session.

We do not comment to tutees or faculty on the grade a paper has received, nor do we speculate on what grade a paper might/should receive.

Writing tutoring is free, and tutors are not permitted to receive any money from ASC tutees.

Writing Program Director

The WP director trains undergraduate writing tutors in the LARTS 391/2 Peer Tutoring Practicum course. The director works with prospective tutors in training about writing across the disciplines, observing writing tutoring sessions, and co-tutoring sessions and makes the decision, with the writing tutors and the ASC director, when a writing tutor is ready to begin working in the ASC.

The WP director will work with writing tutors about the session content, any relational issues in the writing tutoring session, and any further training. The ASC director will work with writing tutors about their scheduling and payment.

About Our Tutees

Just as there are few hard and fast rules for writing tutoring, there is no such thing as a typical session or a typical tutee.

Sometimes writing tutees may seem to be here under some duress, having come to the ASC only because they have felt compelled by their instructor to do so. The great majority of our tutees, however, are here because they genuinely want our help. Unfortunately, they don't always express that request in the most helpful way.

A number of tutees come in asking to have someone proofread their papers. Writing tutors should avoid the temptation to grant this request or to simply turn away the tutee. Instead, explain that while we cannot proofread, we are here to work with writers, to talk with them about their writing, and to help writers learn to find their own pattern of errors so that they can do their own editing and proofreading.

Returning students are familiar with our procedures and often have high expectations for their sessions. These students tend to be very focused.

A number of students come to the ASC for writing tutoring and need different kinds of attention. Non-traditional students are often very realistic about the work involved in the writing process, but they can also be discouraged if no one takes the time to reassure them that they are on the right track. Tutees with learning disabilities may require tutors to think creatively about how they can best help such tutees with their particular areas of difficulty.

Keep in mind that writing tutors do not diagnose learning disabilities, nor do they suggest the possibility that a tutee might have one.

First-year students may need help initially in brainstorming for a paper. The college-level essay may be daunting, and they may not be accustomed to working inductively to produce a thesis and then writing the paper deductively so that the thesis is on the first page and is following by subpoints using plenty of examples.

A number of our students write and/or speak English as a second (sometimes third or fourth) language. Students whose first language is not English often have a desire for definite answers. They often do not know what to make of what we call “non-directive” tutoring. As a writing tutor, try to resist the urge to “give tutees what they want.” To focus on corrective surface-level errors (editing) is only to give such students the impression that the product is more important than the process.

A writing piece should be seen as a holistic unit, a transaction between writer and reader, not as a series of sites of potential errors. Our job, therefore, is to help the writer recognize error patterns—types of errors that he or she is specifically apt to make, errors that the writer may have been making repeatedly over a number of years. (Remember that those patterns have accumulated over time; don’t expect them to disappear instantly simply because a tutor has helped the writer spot them.) **Above all else, our tutors should remember that their work should always be geared toward a tutee’s overall writing development.**

Writing tutors should, as much as possible, familiarize themselves with writing conventions and discourses in a variety of disciplines. To assist writing tutors in their development in this area, our bookshelves, outside the ASC director’s office, contain a number of helpful books. In addition, we have dictionaries that are especially helpful for students for whom English is not a first language.

Here is a list of helpful resources:

- Online grammar guides-- <http://writingcenter.gmu.edu/writing-resources/wc-quick-guides>
- APA Style--<http://www.apastyle.org>
- Discipline specific guides— <http://writingcenter.fas.harvard.edu/pages/brief-guides-writing-disciplines>
- Strunk & White Online (grammar and mechanics)—<http://www.bartleby.com/141>

Writing Program Website: <http://emu.edu/academic-support/writing/>

Our website is also an excellent resource for both tutors and tutees, especially for writing in a variety of disciplines, how to write a paragraph, develop a thesis, and information on how to cite print, non-print, and electronic sources in a variety of styles. Writing tutors should be familiar with this site so that they can use it in a tutoring session. Writing tutors may take a tutee to a computer and help the tutee navigate our website before they leave the ASC.

Records

The ASC Tutoring software keeps track of our tutee's self-reported demographic information. We use these statistics to compile an annual report and to analyze the demographic breakdown of our tutees. **It is very important that you keep up with writing reports for individual sessions, as the data are compiled based on the number of sessions reported.**

Guidelines

Before writing tutors begin sessions, do some quick research on your tutee appointments for the day. All tutees, if they have already been to the ASC for writing tutoring, have a record in the ASC Tutoring system.

As soon as possible, after the session is over, writing tutors should complete their reporting work on the ASC Tutoring session.

If a writing tutee does not show up for an appointment, be sure to mark the "no show" in his/her online record.

Writing Tutoring Sessions

All students, both undergraduate and graduate, have the option, when making a writing tutoring appointment, to choose a synchronous online appointment using Zoom. Tutors are encouraged to download Zoom to their computers (with cameras) and take responsibility for checking the schedule for Zoom appointments, adding it to the schedule calendar, and sending the Zoom link to the student. Note that Zoom appointments must take place in the ASC during regularly scheduled writing tutoring hours. Also note that all of the advice below for writing tutors using in-person appointments applies to Zoom appointments.

Begin each session by introducing yourself. Tutees, particularly those who have never been to the ASC, may feel nervous and unsure of what to expect. You might try to get acquainted with the writer by finding out something about him or her before you start talking about writing or reading. Students may come for aid in reading comprehension. Refer to Chapter 8 in the Peer Tutoring Practicum text for orienting the student to reading strategies.

Ask first about the assignment or project the tutee is working on and when it is due. Students may also be making appointments with the writing tutor for Speech (both speech and outline) and for Professional Writing about a resume and a cover letter. (The due date can significantly alter the nature of the session.) Then ask what the tutee needs help with. It's important for tutors to address what the tutee came in to the ASC seeking. Many times, students will say they need help with grammar or with "flow." You may find, in reading the paper, more pressing problems to address, such as clarifying a thesis or organizing paragraphs. Be sure to make time for what you think is important and what the tutee asked for.

Ask the tutee to tell you the "story" (the gist) of the paper. Telling the story often helps a writer focus on his or her thesis and main ideas, things that may not have been apparent to the writer before. Listen to the words the tutee uses to describe his or her own writing problems. Keep these words in mind while tutoring the paper, so that you can use terminology the tutee is familiar with.

Before you begin, set the agenda for the session so that the tutee knows what to expect. Try to develop realistic expectations—not of what a piece "ought to look like," but what you can hope to accomplish in a thirty-minute session.

After finding out what the assignment is (it helps if the student shows you the actual handout from the professor), position the paper so you can both see it, and have the tutee read his/her paper aloud. If the paper is more than 4-5 pages, ask the tutee which pages he/she would like to work on (30 minutes is not enough time to

effectively work on a paper longer than 4 pages). Tell the tutee you may make small checks in the margin as he/she reads. These marks are just to remind yourself of the things you'd like to work on. Keep in mind that it's important to mark what the tutee is doing well as well as what you think needs work. Invite the tutee to do the same. Many times as people read their work aloud, they hear what doesn't sound right. If the tutee has not started the assignment, begin with brainstorming and clustering techniques.

After the tutee is finished reading the work aloud, begin tutoring the paper. Here are some things to think about as you tutor:

Say something positive

Try to find something the writer is doing well in his or her paper and communicate it. Do this as soon as the tutee is finished reading the paper and try to find ways to include specific praise throughout the session. It is just as important for writers to understand what they are doing well as it is for them to understand what they need to work on.

Start a conversation

Ask open questions and listen to your tutee. For example, you might ask, *What part of the paper do you like best? What part do you like least?* This is a way to get students to feel more comfortable talking about their writing and to allow them to participate in their own learning. Though conversation is the basis for our sessions, you should make sure that you are not doing most of the talking. Though many new tutors feel uncomfortable with keeping quiet, it is a skill that can be developed. In fact, research shows that, to be most effective, the tutor should talk 30% or less of the time in any session.

Prioritize

Remember that you want to start with Higher Order concerns (thesis, organization, paragraph structure) and then move into Lower Order concerns (grammar, word choice, punctuation). It is more important for a tutee to grasp the larger or "global" aspects of successful writing, than to focus on small "local" concerns. Try to limit your remarks to two or three kinds of errors or concerns so the writer is not overwhelmed.

Encourage note taking

You might suggest that tutees take notes during the session—making complex revisions in a one-inch margin is usually not the most effective way for tutees to see the changes they are making. Some tutees, however, especially those who feel that one trip to the ASC will "fix" their papers, may not be inclined to take their own notes during the session. This reluctance might stem from a variety of cultural, social or personal reasons. You might consider taking notes for these tutees, and then encouraging them to start making their own notes as you continue to work with them. This way you are modeling an important part of the writing process. Even when using this technique, however, **you should try to avoid writing directly on the students' papers**. Instead write your notes on a piece of scrap paper and encourage the student to make his or her own notes on the paper.

Use intervention rather than correction

Your goal is not to make immediate changes in the writing, but to make permanent changes in the writer. Some immediate changes will take place, but the writer needs to understand that it took time to develop patterns, and it will take time to change them.

Take your tutee's writing seriously

Just as we want our own writing to be taken seriously, our tutees desire the same amount of attention to their work. Try never to be judgmental. Instead, be sensitive and encouraging. Writing is a difficult, and sometimes emotional, process. It is not always easy to show your work to other people. However, we can attempt to break through students fears and confusions and demonstrate that it is possible to enjoy and value writing, even though it may be some of the hardest work any of us will ever do.

Rely on your own good sense

It is perfectly understandable for tutors to feel nervous in their first few sessions, but if you rely on your own sense of how to treat people courteously and your instincts and expertise about writing, both you and your tutees will survive, and

probably thrive. Each session will differ in significant ways from every other session, even those between the same tutee and tutor. Consequently, there is not one “right” way to tutor.

Try to start closing the session about five minutes before the time is up. Review what you have done and ask the tutee what he or she plans to work on. You may work together to create a plan of action, prioritizing their efforts.

After the Session

The tutee may ask for a visit verification form. Often times instructors request confirmation of a student’s visit to the ASC. Write the tutee’s name, your name and the date on the form. You may also write a sentence or two about what you worked on during the session.

Once this is complete, write a session report. In your notes, include the assignment you worked on, the course for which the paper was being written, the topic of the paper, the focus of your session, the tutee’s plans for revision, error patterns, and anything else you think would be helpful for the next tutor or the student’s professor (with student’s permission) to know about this tutee. **Remember to keep your comments professional.**

Should you ever feel frustrated or confused by any situation you encounter as a writing tutor in the ASC, talk to the ASC director and/or the Writing Program director. As appropriate, other writing tutors may be able to help also. Chances are good that they will have had a similar experience or will at least have considered its possibility.

ESL Tutoring

Many tutees in the ASC are Non-Native Speakers. Sessions with such writers can sometimes be frustrating for tutors. If you feel any serious anxiety about tutoring people whose cultures and languages differ from your own, the WP director and ASC director can work with you to overcome your concerns.

Here are some tips to think about before tutoring ESL students.

Be aware of common sentence-level errors in ESL writing

It is somewhat dangerous to attempt to group the kinds of errors that ESL writers make, primarily because the categories are so slippery. Nor is it fair to assume that every ESL speaker will have the same problems. Research, however, has shown that the following are areas in which dialect interference is most common:

- subject-verb agreement
- pronoun-antecedent agreement
- use of prepositions
- collective count, and noncount nouns
- verb endings/tenses
- verbs with particles
- articles (noun markers)

The Writing Program website contains many helpful tips for ESL writing.

Listen carefully and holistically

This applies to all tutees, but especially to ESL tutees who may take a meandering route to get to a point. Some papers that ESL writers produce will exhibit a less linear, more circuitous approach to problem solving than is normally expected in American academia. Introductions in such papers may appear weak, lacking those direct assertions that can quickly catch a reader’s interest. Paradoxically, other papers by ESL writers may be characterized by a degree of exaggerated assertiveness that a native writer would find discomforting. Not all cultures argue in the same structural conventions, tone and voice.

Cultures express ideas using different organizational patterns and types of support, which results, often, in a grammatically correct piece of writing with an idiosyncratic development. Be sensitive to these kinds of cultural differences and try to help the writer understand the differences between American academic expectations for writing and the expectations of his or her own culture. Try to help the tutee shape his or her ideas into what is expected in American academia without changing what the tutee is trying to say.

Ask for clarification

Again, this applies to all tutees. But what might make perfect sense to you as a native speaker might not make sense to a non-native speaker. And vice versa. Sometimes, you may have to ask several times for clarification. You should always try to reword your questions if the tutee is not understanding.

Look for patterns

For example, a Japanese tutee might put a proper article before a stand-alone countable noun (*A book on **the** table*), but might not put an article in front of a modified noun (*Red book on round table*). If you can recognize a pattern of errors, point it out in one or two places and have the tutee find the rest. This way the tutee can find the problem on his or her own in the future. Here is a resource from our Writing Program website: <http://www.emu.edu/academic-support/writing/tutors/esl-tutorials/>

Familiarize yourself with the language of those learning English

In other words, learn how to explain grammar in terms tutees are used to hearing. Many times, native speakers know when something is right or wrong in English by the way it sounds, but they can't explain the problem in grammatical terms. ESL students learning the language are familiar with grammatical terms and many times feel comfortable talking on this level.

Help out with pronunciation

In some cases, you should let the tutee watch you physically make the sound. For example, many ESL tutee have trouble pronouncing /θ/ (*thick*) and /θ/ (*thin*) sounds in English. "English speakers place the tip of the tongue farther back (behind the teeth for thick/thin and on the alveolar ridge for /t/). The sounds represented by the letters "th" in both thick and thin are fricatives, meaning they're made using friction. Specifically, the articulators (tongue and teeth in this case) make a constriction, and air passing through that constriction causes friction. That's the friction that you hear. The two sounds for thick /θ/ and thin /ð/ differ only in that the former is unvoiced, and the latter is voiced (i.e., the vocal cords vibrate when it's pronounced). That's the same difference between /s/ and /z/ (which are alveolar fricatives). The /t/, on the other hand, is a stop, which is a sound where the air is completely blocked. The stoppage is suddenly released with a sort of "explosion" of air. Other sounds like this are /k/ and /p/" (Jeanne Heil).

Don't be afraid to laugh at some interlanguage mistakes

ESL students would much rather see their mistakes cause a smile than disapproval.

Use your own knowledge of foreign languages to solve problems

For example, a native Spanish-speaking student might have written the first part of this sentence as "a native Spanish-speaking estudent." In Spanish, words with s and another consonant at the beginning are preceded by e. This example is admittedly a stretch, but it has shown up in writing on more than one occasion. Another example of a situation where this kind of knowledge can help you is with Japanese students. Japanese sentence structure is SOV (subject-object-verb) and a Japanese student may write an English sentence this way.

And lastly . . .

ESL tutees, by the nature of their needs as well as tutors' overwhelming desire to help them write the "perfect" paper, can persuade a tutor to work in a more directive manner, and often they do need a more direct approach than native speakers. After all, you cannot pull out answers from tutees that they simply do not have. Tutors may have to change the way they read the paper in order to tutor more effectively. Instead of looking for that ideal paper that lies beneath the tutee's writing, tutors should work on less ambitious steps that will allow the ESL tutee to really grow and develop his/her writing skills.

(adapted from George Mason University's *Tutor Handbook*, updated Summer 2009)

Sample Language for a Writer's Self-Assessment of the Writing Process and Product¹

	Writing Your Notes and Drafts	Writing Your Final Paper
Audience	Is yourself as you take notes, outline, and learn about your topic and the assignment ²	Is a reader whom you show that you have control over the material and the elements of writing
Purpose	Is to inform yourself about the material and assignment; to begin to persuade or inform a reader	Is to inform your reader about your knowledge of the material or argue/persuade a point convincingly
Thesis	Is a "working thesis" that will start generally and get more specific as you read, draft, and revise	Is a statement or statements of your main point or argument and your method to support your point
Voice	Is casual, tentative, speculative	Is authoritative
Tone	Is informal; may be written in your first language if you are multilingual	Is formal; factual for informative papers; varies for the argument; is written in Standard English
Stance	Is close to the writer as reader	Is professional, distant from reader for informative; varies for argument
Organization	Follows the order of the assignment question or directions	Follows clear introduction' body paragraphs have topic sentences and transitions; conclusion is clear
Development	Follows the specific language of the assignment, e.g. compare, contrast, define, give examples	Each paragraph develops with evidence and relates to the thesis and assignment
Style	Is informal	Sentences are clear; for information transactional; for argument sentence length and rhythm vary to create a clear effect
Diction	Is informal	Shows mastery of the language of the subject and formal writing
Editing	All choices about paragraph organization and development and sentence construction relate to the assignment and to the audience, purpose, and "working thesis"	Every element of organization, development, style, diction, editing and conventions relates to audience, purpose, thesis, and the assignment
Conventions	Adequate enough to draft	APA or other required format

¹ Jernquist, K. Developed in 1985. Revised in 1994, 2003, 2004, 2011; Used by permission.

² The concept of audience is from J. Britton, *Language and Learning*. England: Penguin Books, 1972.

REVISING CONTENT

To revise your essay, ask the following questions:

Introduction

1. Does my introduction provide the context for the controlling idea?
2. Does it make a commitment that I'm obliged to cover?
3. Does it set out the topic and main points (or what I'm going to say about this topic)?
4. Does it refer to the significance of the above controlling idea?
5. Does it define key terms?
6. Does it let the reader know the essay's organizational method?

Body of Essay

1. Is my paper **unified**?
 - Do all my supporting paragraphs truly support and back up my controlling idea?
2. Is my paper **supported**?
 - Are there separate supporting points for the controlling idea?
 - Do I have *specific* evidence for each of the supporting points?
 - Is there *plenty* of specific evidence for each supporting point?
3. Is my paper **organized**?
 - Do I have an effective introduction and a solid conclusion?
 - Do I have a clear method of organizing my essay?
 - Do I use transitions and other connecting words/phrases?

Conclusion

1. Does it provide closure for the essay?
2. Does it discuss the larger implications of the essay (what do you want readers to know or believe as a result of your essay)?
3. Does it let the reader know what to think about?
4. Does it show awareness of the broader issues surrounding the essay's controlling idea?
5. Does it, in some way, highlight the significance of the essay?

Paragraph Revision

Think about **organizing your paragraphs around one clear point**. A point is another name for a reason that supports your main idea/thesis.

When we read, we expect three basic things from any paragraph. We could name these three things **the issue, the point, and the discussion** of the paragraph.

ISSUE: The first section of the paragraph. Sometimes only the first part of the first sentence, sometimes longer than the first sentence, the **issue** introduces your reader to all the characters, themes, and ideas that will be discussed in the paragraph.

POINT: Usually located immediately after the issue but sometimes at the end of the paragraph, the **point** is an explicit, on-the-page statement about how this paragraph is related to the main claim or sub-claim of your discussion. In other words, the point is where you state your reason.

DISCUSSION: The main body of your paragraph, the **discussion** is where readers will look for you to explain the issue more fully and provide evidence (quotations, examples, anecdotes, statistics) to support the point of your paragraph.

(Used with permission, Kevin Seidel)

Provide **transitions** between paragraphs.

Does each paragraph have a main idea (abstract)?

Does each paragraph have supporting sentences (concrete)?

Have you made a clear connection between the main idea of the paragraph and the sentences that support the main paragraph?

Have you included detailed and sufficient support for the main idea of the paragraph?

Have you progressed from one sentence to the next in the paragraph smoothly and logically?

For this paper, what paragraph arrangement have you chosen?

CONTROLLING IDEA OR THESIS

1. What is the topic?
2. What is the central idea about the topic?

The topic and the central idea about it make up your controlling idea. Write the controlling idea in the space below.

1. Is the controlling idea too narrow?
2. Is the controlling idea too vague?
3. Is the controlling idea too broad?

ERROR LOG BY CATEGORY
Grammar

Sentence with Error	Name of Error	Description of Grammar Rule	Corrected Sentence

ON ACADEMIC WRITING: A BRIEF & PRACTICAL OVERVIEW

BY MARK METZLER SAWIN

A Philosophical Prelude:

“In the right state, [a scholar] is, Man Thinking. In the degenerate state, when the victim of society, he tends to become a mere thinker, or, still worse, the parrot of other men’s thinking.... Instead of Man Thinking, we have a bookworm.... I had better never see a book, than to be warped by its attraction clean out of my own orbit, and made a satellite instead of a system.

The one thing in the world, of value, is the active soul.” - Ralph Waldo Emerson “The American Scholar” (1837)

Scholarship in its true form is the natural outgrowth of simple curiosity, which, after all, is the source of all knowledge... curious people seeking answers. This curiosity-based research rarely happens in schools, however, because they are designed to teach students the craft of being a scholar (the curiosity is assumed) and thus run them through exercises to teach them methods of finding answers.

Though assigned, school projects don’t preclude curiosity. Within the context of each assignment students have some degree of latitude to direct their efforts toward something they are curious about, interested in, or at least toward something that doesn’t bore them to tears.

HOW TO BEGIN:

- 1. Understand the Assignment:** Understanding the assignment is critical because it determines the scope of your topic and the style of your writing. This sounds obvious, but people often forget it.
- 2. Find a Topic:** Search your deep inner soul and find something you are interested in that fulfills the assignment. If your soul is silent, try the web. Google and Wikipedia are handy for this; so too are the stacks of the library.
- 3. Survey your Topic.** This is where Google and Wikipedia have revolutionized research. With a half hour of clicking and wandering you can quickly access tons of general, reasonably reliable information about your topic.
- 4. Limit your Topic:** a good research project will delve deeply into its topic. This means, of course, that if one is writing a short paper, one’s topic must be highly focused. Your initial topic idea will almost always be too broad, but as you survey your topic, you should work to narrow it to something workable for the scope of the assignment. For example: Jazz -Harlem Renaissance-Cotton Club-Duke Ellington-Impact of his 1927 Radio Broadcasts.
- 5. Initial Thesis:** Once you have a focused topic, write an initial thesis. For the above example, a good thesis for a 10-page paper could be: *“Duke Ellington’s broadcasts from the Cotton Club in 1927 made Jazz music a national phenomenon because it exposed large portions of the US population to the sounds, styles and ideas that became emblematic of the Jazz age.”* This is a good thesis because it addresses a broad topic (the Jazz Age) but does so via a focused example (Ellington’s 1927 broadcasts).
Note that a good thesis usually includes a “because” statement that explains Why or How you are going to argue your thesis.

HOW TO RESEARCH:

Research is the art and science of finding sources that provide concrete evidence to inform and prove your thesis. It is necessary to understand that there are three types of sources:

- **Primary** (best): these are sources produced as part of an event, person’s life, experience, etc. . . They include letters, diaries, pictures, documents, interviews, as well as the cultural creations of an era (music, novels, films, ads, etc.) The web, properly used, is a great source for primary documents. Many archives have put up scanned versions of primary sources that are quickly accessible. Note also that YouTube now has millions of clips and even full films and TV episodes, as well as songs, advertisements, etc. that can be great pop-culture primary sources.
- **Secondary** (most used): these are scholarly works about a subject that synthesize and explain primary sources; these sources include scholarly books, articles, websites, and any scholarly research done on a topic.
- **Tertiary** (reference only): these sources (Dictionaries, Encyclopedias, WIKIPEDIA!) are wonderful places to start research projects as they provide general information to help you focus your research and guide you toward better sources. You do not cite them in your paper or your bibliography because they are NOT academic sources. Since the advent of the internet and electronic databases, research methods have changed radically. Begin your research by using the very powerful and very accessible (it’s free!) general scholarly search engine...

- **Google Scholar:** <http://scholar.google.com/> This is an excellent tool to help you find & access books and articles related to your topic. It provides general bibliographic information for millions of sources. After Google Scholar, move on to the following...
- **Archiv.org:** <http://archive.org> This site gives access to video, music, texts & (amazingly) past web information. Hugely helpful.
- **On-Line History Research Tools:** <http://chnm.gmu.edu/research-and-tools/> Great site full of sites for research & data collection
- **JSTOR, Academic Search Complete, WorldCat & other Article Search Engines:** JSTOR and the other article search engines allow you to quickly and easily pull down articles from thousands of journals. WorldCat is a database of *every research library in the United States*. If you find a book on WorldCat and you'd like to use, just click on the "ILLiad" (Inter-Library Loan) button and they'll mail the book to you for free. You can access all these search engines through the EMU library [website](#): Note the History specific resources at: <http://libguides.emu.edu/history> which include powerful newspaper search engines: Early American Newspapers, African-American Newspapers, NYTimes, etc. Other periodicals can be searched online, such as TIME (www.time.com) and www.books.google.com gives access to millions of books and the "Magazine" sections provides full-texts of hundreds of magazines, searchable by date, topic, etc.
- **The EMU Library:** Walk through the rows of shelves and browse the collections—stalk serendipity. This is a great way to find interesting sources (as well as topics). The general library web site is: <http://www.emu.edu/library/>
- **The JMU Library:** Your EMU ID works at JMU's Libraries too; JMU is just across town, a 10 minute bike-ride away. You can search JMU's libraries online at: <http://vufind.lib.jmu.edu/>
- **The Massanutten Regional Library:** This is our local library and it too is quite good, especially for local history and DVDs of documentaries. It's right across the street from Clementine's & Dave's downtown, a seven minute bike ride away. You can search their catalog at: <http://www.mrlib.org/catalog.php>

How To BEGIN WRITING:

After you've constructed a working thesis and done some initial research it is probably best to start writing a first draft. Begin by expanding your thesis sentence into a Thesis Paragraph and using it to construct an Outline.

- **Thesis Paragraph:** this should flesh out your original thesis, noting several sub-points and laying out the general tone and structure of your paper.
- **Outline:** this should be a general map of your argument. For most shorter papers, a good outline will have five general sections: Introduction, Development sections I, II, & III, and a Conclusion. The outline is helpful because it will guide the rest of your research, letting you know what you need to research further, and equally importantly, what you do NOT need to research, preventing you from wasting time on tangential information that isn't needed.

As you write, remember the following:

What a Research Project IS NOT...

- *an article from the web cut and pasted into a word document with your name on top of it*
- *a series of articles cut from the web, rearranged and pasted into a word document with your name on top of it*
- *a series of articles, loosely reworded, connected by some extraneous thoughts with your name on top of it*
- *lots of good, unique information, in your own words but without citation of sources with your name on top of it*
- *a finely structured, five-paragraph essay with lots of pretty words and phrases that states the obvious*
- *a charming work of prose, guided by a central idea that is repeated over and over again with no concrete examples*
- *a lovely series of paragraphs, full of information pulled entirely from Encyclopedias, Dictionaries, & Websites*
- *a simply wonderful clump of knowledge, all pulled from one source, but accompanied by a big bibliography*

The italicized examples above are all forms of plagiarism and will get you into a lot of trouble.

The other examples are basic BS. Sadly, they are quite common but should also be avoided.

What a Research Project IS...

- **Creative Thought:** a "new" idea, angle, take, or point of view on an interesting topic, expressed in a provocative way.
- **Strong Research:** the use of a wide range of sources, including articles, books, strong websites, & primary documents.
- **Logical Argument:** a strong thesis clearly stated, a series of sub-points that use concrete examples to flesh out & prove the thesis, and a logical conclusion.

- **Elegant Prose:** proper grammar is a given. Also avoid clichés, wordiness, repetition, and passive voice. Remember... clarity, brevity & precision make for the best prose.
- **Proper Attribution of Sources:** use MLA, APA, or Chicago style for all citations and the bibliography.

GENERAL NOTES ON STYLE:

- **Clarity First:** Above all else, good writing is clear. “Jane runs with Spot” is far superior to “The young woman whom many refer to as Jane was seen running all about with a dog whose name is Spot.” This latter sentence is over five times as long (21 words instead of 4) yet provides no additional information. The best writing uses only the words it needs to best convey meaning—no more and no less. This is why you should avoid passive voice, excessive adjectives, and too many clauses. They add words without adding significant content. When in doubt, stay simple. Short, common words are generally clearer than long, obscure words. Technical jargon and poetic language are great when they enhance meaning or provide artistic color; most of the time, however, they just obscure meaning and annoy intelligent readers. Using unnecessarily complex verbiage is the literary equivalent of wearing a black turtleneck and beret—everyone can see you’re trying too hard. Just be clear—that’s far more impressive.
- **Scholarly Voice:** “I” should not be used in formal writing, nor should “We,” “Our,” or “One.” When making a statement, you do not need to say “I think...” You are the author and thus anything written that isn’t in quotes must be your thoughts. Also avoid: calling attention to yourself (“As I will now argue”); clichés (“Since the beginning of time”); ironic or snarky comments (“Clinton personally ‘handled’ his Whitehouse interns”); conversational language (“So then the next thing that happened was”), overt reference to the paper (“The paper will now conclude”), and excessive contractions (“He would’ve gone if he’d had the time but he didn’t.”)

WRITING AIDS:

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/search.php>

The Nuts & Bolts of College Writing: <http://web.archive.org/web/20100218211958/http://nutsandbolts.washcoll.edu/nb-home.html>

TWO FINAL NOTES:

1. **Think.** It’s amazing how much this helps.
2. **Be Curious.** If you aren’t fascinated by (or at least interested in) what you are studying, then you are probably researching the wrong thing and may be in the wrong place all together.

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Eastern Mennonite University
Department of Nursing
APA Guidelines for Undergraduate Papers - 2012

The following is a brief outline of the requirements used to write an undergraduate paper, using the guidelines of the American Psychological Association (APA), the required style for papers written in the Nursing Program. Most of the information provided below was taken from the APA manual, 6th edition (2010) as well as from several websites which are listed below. Many of these provide more detailed information as well:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.vanguard.edu/Home/AcademicResources/Faculty/DougDegelman/APAStyleEssentials.aspx>
- <http://webster.comnet.edu/apa/index.htm>
- <http://www.apastyle.org>
- <http://writing.wisc.edu/Handbook/DocAPA.html>

For a more detailed description of how to write an undergraduate-level paper as well as APA documentation conventions, please consult the appropriate sections of *The Longman Handbook, 4th edition* or whatever reference textbook was used in your College Writing course. Students for whom English is a second language are advised to make use of the section in *The Everyday Writer* that is titled “For Multilingual Writers.” (A copy of this book is available in the EMU library for your reference.)

GENERAL DOCUMENT FORMAT GUIDELINES (guidelines may be modified by individual instructors) Students are encouraged to format their papers at the time of beginning their paper.

- A. **Title Page:** A title page is required for essays and formal papers.
- B. **Margins:** One inch on all four sides
- C. **Font Size and Type:** 12-pt. font using Times New Roman
- D. **Spacing:** Double-space throughout the paper, including title page, abstract (if required), body of document, references, appendixes, tables and figure captions. Avoid extraneous gaps between paragraphs. When using Word 2007, under *Line spacing* icon click on *Options* then set the *before* and *after* paragraph spacing at “0” and *Line spacing* at double.
- E. **Alignment:** Flush left (creating uneven right margins) – NOT right justified or centered
- F. **Paragraph indentation:** 1 tab over from left margin. Equal to one half inch
- G. **Running Head:** The Running Head is an abbreviated title printed at the top of all pages to identify the article. It should have no more than 50 characters, appear flush left in all UPPERCASE letters at the top of the title page and all subsequent pages. It should be inserted as a header using most word processing software. Running headers are helpful if the paper is separated in the editorial process. Use the automatic functions of your word-processing software to generate running headers and page numbers. *Running Heads may be optional for some professors.*
- H. **Page numbering:** Number all of your pages with the number in the upper right hand corner.
- I. **Spell Check & Grammar Check:** You are expected to utilize the spelling check function of your word processing software. However, this does not take the place of proofreading the paper, because words spelled correctly may be used incorrectly.
- J. **Order of pages:** Title page, Abstract (if required), Body, References, Appendixes (if indicated)

- K. **Reference Page:** A separate reference page (not a Bibliography!) is necessary if other sources are used in the body of the paper. Two rules of thumb apply: First, if a resource is cited in the document, it must be listed on the reference page. Second, no documents should be listed on the reference page that are not cited in the document. Be sure the reference page is in alphabetical order. Use the label **References** at the top of the page.
- L. **Headings:** Determine how many **headings** your paper will require. Headings function as street signs which tell the reader where you are going in the paper. They help the writer stay focused and concise. The introduction of a paper is never given its own section name (e.g. Introduction). You may only need one level of basic headings (i.e. Methods, Results, etc.). However, you may require sub-headings within those basic headings and sub-headings below those sections. Most undergraduate papers will use three levels of headings or less – often times only one level of headings. After determining how many headings your paper will require, follow these guidelines as illustrated:

Level 1 Headings Are Centered, Boldface, Capitalize All Words In The Heading

Level 2 Headings Are Flush Left, Boldface, Capitalize All Words In The Heading

Level 3 headings indented, boldface, capitalize only first word, and ending with a period.

Level 4 headings indented, boldface, italicize, capitalize only first word, and ending with a period.

Level 5 headings are indented, italicized, capitalize only first word, and end with a period.

Text follows immediately.

GENERAL DOCUMENT STYLE GUIDELINES

- A. **Be sure to follow the Guide** for content, style, and format!
- B. **Paragraphs:** The topic sentence is the thesis statement of the paragraph. Every paragraph needs a topic sentence. It describes what is important about the neighborhood. The rest of the sentences in the paragraph fill in the details. All other sentences in the paragraph support or argue against this sentence. If they do not, they **should not be** in the neighborhood. The topic sentence can be anywhere in the paragraph, although many writers place it early in the paragraph.
- C. **Introductions:** The introduction is the road map to the paper. It tells the reader where you are going. State clearly what you are going to talk about. Use a thesis statement which tells the reader what you will do in the paper and why.
- D. **Summary:** This tells your reader where you have been. It should not include new information. It is like summarizing ‘the trip’ to your reader. In essence it is a summary of the high points of the paper and should reflect what was said in the introduction.
- E. **Active voice:** As a general rule, use the active voice rather than the passive voice. For example, use “We predicted that ...” rather than “It was predicted that...”
- F. **Verb tense:** Use the past tense to express an action that occurred at a specific time in the past such as when discussing an author’s research results. For example, use “Sanchez (2000) presented similar results.” rather than “Sanchez (2000) presents similar results.) Use the present perfect tense to express a past action that did not occur at a specific time, or to describe an action beginning in the past and continuing to the present. For example, use “Since that time, several investigators have used...” rather than “Since that time, several investigators used...”
- G. **Person:** Unnecessary shifts between first-person point of view (I, we) second person (you), and third person (he, she, it, or they) can be confusing to the reader. For academic papers, writers are encouraged to write in either first- or third- person unless the article is being written directly to the reader.

- H. Indefinite use of you, it, we, us and they:** While used on a regular basis in daily conversation, in academic papers avoid their use as much as possible. Often times, use of such words creates confusion for the reader, who wonders to whom the words are referring to.
- I. Pronouns:** Pronouns have the potential for confusing readers unless the pronoun clearly refers to its subject. The pronoun should agree with the subject in number and gender. The reader should not have to search the previous text to determine the subject of the pronoun. Pronouns such as this, that, these, and those can be especially troublesome. To avoid confusion, utilize pronouns as little as possible, and be as specific as possible.
- J. Contractions:** Contractions are common in conversation and informal writing. However for papers being graded, more formality is expected, thus AVOID the use of contractions!

IN - TEXT CITATIONS

Source material must be documented in the body of the paper by citing the author(s), date(s), and page numbers (if a direct quote or similar paraphrase) of the sources. The underlying principle is that ideas and words of others must be formally acknowledged. You must provide a source for ANYTHING that is not common knowledge (anything that your friends and neighbors do not know about the neighborhood). To not list your source, is to plagiarize!

When using APA format, follow the author-date-page number method of in-text citation. **APA does not use footnotes or endnotes, APA citations are incorporated into the text.** This means that the author's last name and the year of the publication and the page number for the source should appear in the text; and a complete reference should appear in the Reference list at the end of the paper.

- A. Indirect quotes:** This is a paraphrase of what authors actually wrote. It is most clear to identify the source in the first sentence of a paragraph when paraphrasing. If you are directly quoting from a work, you always need to also include the page numbers as well. If you are paraphrasing or citing a specific idea from another work, you have to make reference to the author, publication date, and sometimes page number. However, if you are summarizing an entire article or book, you are only required to give the author and year. Your faculty will tell you if you are required to use a page number for paraphrases. See the examples below:

Most nurses believe spirituality is a private affair (Brown & Martin, 1999)

- B. Direct Quotes:** When using the author's exact words, you need to use quotation marks! Avoid long quotes as much as possible, because often times their use can be perceived as filler. When using quotes, be sure to discuss their significance to your paper. In regard to formatting, always give the page number where the quote was located. For example:

Patients receiving prayer had "less congestive heart failure, required less diuretic and antibiotic therapy, and had fewer cardiac arrests" (Byrd, 1988, p. 829).

Fink and Charles (2004) asserted that "all health providers are uncomfortable with spiritual talk" (p. 56).

A number of authors have discussed how uncomfortable health care providers feel in regard to addressing the spiritual needs of hospitalized patients (Fink and Charles, 2004).

- C. Citing Multiple Authors in the text:**

1-2 authors: list in every use with an ampersand. However, if the authors are mentioned in the body of your paper, use "and" instead of the ampersand:

(Brown & Smith, 2004) versus
According to Brown and Smith (2004)...

3-5 authors: list all the first time, and in subsequent uses in the paper use “et al.”

(Brown, Smith, & McKensie, 2007) then later (Brown et al., 2007)

6 or more authors: list only the first author with et al. the first time you cite the resource and each time thereafter

(Kim et al., 2004)

Multiple sources in a citation – place them in alphabetical order and use a semicolon to separate them
(Browne, 2003; Jones, 2001; Smith, 2010)

EXAMPLES OF SOURCES FOR REFERENCE PAGE (Items should only be included if cited in body of paper.)

1. Journal article

Choo, J., Hutchinson, A., & Bucknall, T. (2010). Nurses' role in medication safety. *Journal Of Nursing Management, 18*(7), 853-861. doi:10.1111/j.1365-2834.2010.01164.x

NOTE: - Include the doi – Digital Object Identifier – if it is given.
 - Also, include the issue number in parentheses after the volume number if pages start at 1 with each issue.

2. Journal Article with no DOI available but retrieved online

Sillick, T.J., & Schutte, N. (2006). Emotional intelligence and self-esteem. *E-Journal of Applied Psychology, 2*(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>.

NOTE: If no DOI is assigned and the reference was retrieved online, give the URL of the journal home page (not the URL based on the library database system). Retrieval dates are not necessary

3. Article from a Web-based only Professional Journal

Shaner-McRae, H., McRae, G., Jas, V. (May 31, 2007) "Environmentally safe health care agencies: Nursing's responsibility, Nightingale's legacy" *OJIN: The Online Journal of Issues in Nursing, 12*(2). Manuscript 1. Retrieved from:
www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume122007/No2May07/EnvironmentallySafeHealthCareAgencies.aspx

4. Book

Berman, A. & Snyder, S.J. (2012). *Kozier & Erb's Fundamentals in nursing: Concepts, process, and practice* (9th edition). Boston: Pearson.

5. Article or chapter in an edited book

Haybron, D.M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R.J. Larsen (Eds.), *The science of subjective well-being* (17-43). New York, NY: Guilford Press.

6. Web document on a university or agency Website

Degelman, D., & Harris, M.L. (2000). *APA style essentials*. Retrieved from Vanguard University, Department of Psychology website at http://www.vanguard.edu/faculty/ddegelma/index/cfm?doc_id=796.

7. Stand-alone Web document

Mitchell, S.D. (2000). *The import of uncertainty*. Retrieved from <http://philsci-archive.pitt.edu/acrchive/00000162/>

8. Stand-alone Web document (no date, no author)

Trinity University (n.d.) *Gender and society*. Retrieved from <http://www.trinity.edu/mkearl/gender.html>.

NOTE: In this case Trinity University, who sponsored the website, becomes the author.

DT 7/12

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(Used with permission: Don Tyson)

Writing Standards –Graduate Level (revised 2/22/2017)

<u>Criteria</u>	A excellent	B adequate expectations	C below expectations	<u>Comments</u>
<p>Content</p> <p><i>(quality of the information, ideas and supporting details)</i></p>	<ul style="list-style-type: none"> • shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content 	<ul style="list-style-type: none"> • shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content 	<ul style="list-style-type: none"> • shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content 	
<p>Structure</p> <p><i>(logical order or sequence of the writing)</i></p>	<ul style="list-style-type: none"> • shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion 	<ul style="list-style-type: none"> • shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> • shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion 	
<p>Rhetoric and Style</p> <p><i>(appropriate attention to audience)</i></p>	<ul style="list-style-type: none"> • is concise, eloquent and rhetorically effective • effectively uses correct, varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose 	<ul style="list-style-type: none"> • is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose 	<ul style="list-style-type: none"> • shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés 	
<p>Information Literacy</p> <p><i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i></p>	<ul style="list-style-type: none"> • uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> • uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> • lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper 	
<p>Source Integrity</p> <p><i>(appropriate acknowledgment of sources used in research)</i></p>	<ul style="list-style-type: none"> • correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments 	<ul style="list-style-type: none"> • correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments 	<ul style="list-style-type: none"> • provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments 	

<p>Conventions</p> <p><i>(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)</i></p>	<ul style="list-style-type: none"> • makes virtually no errors in SEE conventions • makes accurate word choices 	<ul style="list-style-type: none"> • makes some errors SEE conventions • almost always makes accurate word choices 	<ul style="list-style-type: none"> • makes many errors in SEE conventions • makes many inaccurate word choices 	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when one presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>				

Writing Standards – Undergraduate Level (revised 2/22/2017)

<u>Criteria</u>	A excellent	B good	C emerging skills	D to F <i>below expectations; may be unacceptable</i>	<u>Comments</u>
<p>Content</p> <p><i>(quality of the information, ideas and supporting details)</i></p>	<ul style="list-style-type: none"> • shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content 	<ul style="list-style-type: none"> • shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content 	<ul style="list-style-type: none"> • shows minimal clarity of purpose • offers minimal depth of content • applies minimal insight and original thinking • somewhat follows guidelines for content 	<ul style="list-style-type: none"> • lacks clarity of purpose • lacks depth of content • lacks insight and original thinking • does not follow guidelines for content 	
<p>Structure</p> <p><i>(logical order or sequence of the writing)</i></p>	<ul style="list-style-type: none"> • shows coherence and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion 	<ul style="list-style-type: none"> • shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas and sections • shows some construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> • shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> • lacks coherence and logically developed paragraphs • lacks transitions between ideas and sections • lacks construction of appropriate introduction and conclusion 	
<p>Rhetoric and Style</p> <p><i>(appropriate attention to audience)</i></p>	<ul style="list-style-type: none"> • is concise, eloquent and rhetorically effective • effectively uses correct, varied, and concise sentence structure • is engaging to read • writes appropriately for audience and purpose 	<ul style="list-style-type: none"> • is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose 	<ul style="list-style-type: none"> • shows minimal conciseness, eloquence, and rhetorical effectiveness • uses little correct, varied, and concise sentence structure • is minimally engaging to read • somewhat writes appropriately for audience and purpose 	<ul style="list-style-type: none"> • is not concise, eloquent, or rhetorically effective • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés 	

<p>Information Literacy</p> <p><i>(locating, evaluating, and using effectively the needed information as appropriate to the assignment)</i></p>	<ul style="list-style-type: none"> • uses academic and other reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> • uses mostly academic and other reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> • uses a few academic or unreliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper 	<ul style="list-style-type: none"> • lacks academic and other reliable sources • chooses sources that are not varied, mostly from one type of source • chooses many resources with inappropriate dates • uses disconnected references and quotations and does not support ideas 	
<p>Source Integrity</p> <p><i>(appropriate acknowledgment of sources used in research)</i></p>	<ul style="list-style-type: none"> • correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments 	<ul style="list-style-type: none"> • correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments 	<ul style="list-style-type: none"> • provides sources for all quotations without correctly citing them • sometimes cites paraphrases correctly and credibly • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • incorporates little feedback given in previous written assignments 	<ul style="list-style-type: none"> • lacks sources for all quotations • lacks correctly and credibly cited paraphrases • shows little to no evidence of source usage • includes no reference page or an extremely weak one • entirely lacks correct documentation style • lacks correct formatting • lacks incorporation of feedback given in previous written assignments 	
<p>Conventions</p> <p><i>(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)</i></p>	<ul style="list-style-type: none"> • makes virtually no errors in SEE conventions • makes accurate word choices 	<ul style="list-style-type: none"> • makes some errors in SEE conventions • almost always makes accurate word choices 	<ul style="list-style-type: none"> • makes many errors in SEE conventions • makes some inaccurate word choice 	<ul style="list-style-type: none"> • lacks appropriate SEE conventions • makes many inaccurate word choices 	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when a person presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>					<p><u>Grade</u></p>



Eastern Mennonite University Student Academic Integrity Policy

Eastern Mennonite University fosters a culture where faculty, staff, and students respect themselves and others. In this culture, faculty, staff, and students gain confidence in their desire and ability to discover their ideas, construct new knowledge, and think critically about their own ideas and the ideas of others. In doing so, EMU community members grow as competent thinkers and writers.

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God.

A. At EMU, academic integrity means

1. honesty in producing one's own work.
2. use of documented course information and aids.
3. submission of work that is one's own.
4. honesty in representation of research results, one's credentials, and facts or opinions.
5. honesty in use of technology, including cell phones and the Internet.
6. honesty in acknowledging sources used in research and presented in papers and other assignments.
7. honesty in establishing and maintaining the appropriate parameters of collaborative work.

B. Academic integrity includes

1. **using accurate quotations.** When used, quotations are exact, word-for-word as they appear in the original document. Every quotation, including a short phrase or a single word if it is unusual, includes the required citation and quotation marks.
2. **using appropriate paraphrasing with documentation.** Paraphrasing is more than rewording the original material. It must be nearly entirely in the writer's own words, using new phrases and synonyms. The writer may repeat technical terms. Place quotation marks around any exact words that are retained. The sentence structure should not be the same as in the source. In the paraphrase, do not add interpretations, ideas, and assessment that are not in the original source.
3. **documenting and citing work** that was created for a previous assignment or prior work, whether for the current course or for another one.
4. **using appropriate documentation** when using words from a class speaker, including the class instructor, in an assignment, i.e. cite professors' lectures.
5. **using common knowledge appropriately.** Common knowledge is information that is easily observed, commonly reported facts (George Washington was the first president of the United States.), or proverbs. Common knowledge does not need to be cited, but be certain that these words are in the public domain. When in doubt, ask the professor.
6. **using a dictionary to produce original work in a second language.** When using software, like Google Translate, to translate words, sentences, or paragraphs from one's native language to the second language, the student is copying and not learning the language or applying skills learned in the classroom. Use a translation dictionary (e.g. English-Spanish, English-Bulgarian) to find

the precise word or idiom needed to construct a sentence. Entries in a dictionary are more accurate than software that translates phrases and paragraphs. Professors would like to see your original work, not the work of a machine.

EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators, 2005, <http://www.wpacouncil.org>).

- C. Academic integrity violation for students may be evidenced as a
1. **Minimal Violation:** A minimal violation of academic integrity codes includes doing the following without appropriate documentation. (adapted from "Westmont College Plagiarism Policy," 2002, <http://www.westmont.edu/academics/pages/provost/curriculum/plagiarism>)
 - a) using a minimal number of distinguishing words from a source.
 - b) rearranging the word order of a sentence.
 - c) producing a similar sentence or style from a source.
 - d) using an idea or argument from a source.
 - e) reproducing one's own work from a previous work.
 2. **Substantial Violation:** A substantial violation of academic integrity codes includes (but is not limited to) the following.
 - a) cheating on a quiz, test, or exam.
 - b) copying or attempting to copy someone else's work, including paraphrasing or quoting a professor's classroom lectures, handouts, and presentations without appropriate documentation.
 - c) falsifying results and credentials, withholding data, misrepresenting facts.
 - d) using someone else's work as one's own work.
 - e) using quotations with no documentation.
 - f) using an online source by copying and pasting with no documentation. Online sources may appear free. In this case, free means economically free. While a source may not be paid for, it is to be used only for its specified use. A citation must be given if words, graphics, or ideas are used.
 - g) presenting material as one's own from a site that sells essays. Some of the papers-for-sale sites do have disclaimers that state the work must be cited. Remember, if a source can be found, the professor can also find it.
 - h) frequently committing minimal violations within a single document or repeatedly over time.
 - i) assisting another student to cheat or to copy one's own or someone else's work without appropriate documentation.
 - j) using Google Translate or other software to translate work from one's native language to the language of instruction and submitting the work as one's own work.

Undergraduate academic departments and graduate units are responsible for establishing right-of-use parameters for non-print materials (e.g. presentations).

- D. **Procedures** (Graduate, Seminary, and Undergraduate): When a student violates academic integrity values, the student and professor/advisor will work together to restore the student to community.
1. **Procedures for Minimal Violations:** When a first-time minimal violation is noted, the professor will use this as an opportunity to teach the student/s explicitly about academic integrity. A minimal violation should be reported to the 3 respective dean's office using the

Academic Integrity Violation form. When a second minimal violation occurs, either within the same class or in multiple classes with the same instructor, faculty will document this as a substantial offense using the Academic Integrity Violation form.

2. **Procedures for Substantial Violations¹:** At EMU, when academic integrity codes are violated to this level, the following procedure will be followed.

a) The professor will:

1. notify the student of the violation.
2. determine whether the student is guilty of the violation.
3. contact the respective chair or program director's office to check on previous student violations in order to determine first, second or third offense.
4. document the finding and the action either taken (First-time offense) or repeated (Second and Third-time offenses) on the Violation of Academic Integrity Record.
5. meet with the student to obtain the student's signature, either acknowledging her/his violation or acknowledging discussion in which the professor explained the charges to the student. In the event that a student refuses to sign, the professor will document that the violation was discussed with the student and the student refused to sign. (Under some circumstances, the professor may want to request another professor present as witness. Students have the option to include a faculty or staff member, e.g. academic advisor, student life personnel, coach.)
6. submit the Violation of Academic Integrity Record to the respective chair or program director. Copies are forwarded to the dean.

b) The dean will:

1. for undergraduate students, inform the Vice President for Student Life of violations and actions taken.
2. for all students, follow steps described below for Second and Third-time offenses.

c) The student will either:

1. accept the decision or
2. submit an appeal to the respective dean in writing within five (5) working days following notification of the Academic Integrity Violation report. Reasons for the appeal must be clearly stated and based on one of the following.
 - a. Significant and relevant new evidence,
 - b. Alleged procedural error that may have affected the decision, or
 - c. Unduly harsh and arbitrary consequences of the academic integrity violation.

On the basis of these factors, the dean will review the appeal and, in consultation with the course professor, make a decision to uphold or modify the academic integrity violation record. This decision will be communicated to the student in writing within five (5) days after the receipt of the appeal. The decision is final.

Each dean will maintain a database recording all violation of academic integrity reports. Reports of substantial violations will be kept as part of the student's permanent record, unless a report is withdrawn following appeal.

E. Consequences for Students

1. **First-time substantial violation:** If a student cheats on a quiz, test, or exam or plagiarizes material in an assignment, the quiz, test, exam, or assignment receive an F or 0 grade at faculty discretion. For an extreme first time offense, a professor may give the student an F for the course (e.g. essay taken from Internet, test answers from another source). At the discretion of the professor, educational and restorative outcomes could include enrolling in an Academic Integrity

workshop, provided by EMU's Writing Program Director, revising and re-submitting the assignment.

2. **Second-time substantial violation:** If the student repeats the above violation in the same or 4 another course or commits another violation in the same or another course, a professor may give the student an F for the course, and the student may receive a Letter of Probation. (See Student Handbook, University Policies, <http://www.emu.edu/studentlife/studenthandbook/>.)
3. **Third-time substantial violation:** If the student commits the violation for the third time, the professor may give the student an F for the course, and the student may receive a Letter of Indefinite Suspension/Disciplinary Withdrawal. (See Student Handbook, University Policies.)
4. Upon re-enrollment and a subsequent violation, the professor may give the student an F for the course, and the student may be subject to a Letter of Dismissal at the discretion of the university. (See Student Handbook, University Policies, <http://www.emu.edu/studentlife/studenthandbook/>)
5. When a professor gives a student an F for the course, the student will not be allowed to withdraw from the course. The student is prohibited from attending class after the professor assigns the F grade. The course continues to apply towards the number of credits the student is pursuing that semester.

Faculty and staff who violate academic integrity codes are subject to review by the Provost's office.

The graduate, seminary, and undergraduate units use this policy for processing academic integrity violations with the exception of student appeal. (See above.) This policy appears in yearly course catalogs; the Student Handbook; on graduate, seminary, and undergraduate websites; and at <z://provost/policies>. The Academic Integrity Policy flow chart is also available at <z://provost/policies>.

Reviewed by Undergraduate Council, Graduate Council, and Faculty Senate
Approved by Academic Cabinet, March 25, 2009 and revised October 6, 2010
Revised by Academic Cabinet, February 26, 2013
Revised by Academic Cabinet, November 19, 2014
Revised by Provost's Council, December 16, 2015

Responsible party

The provost is responsible for this policy.

Policy Review

This policy is to be reviewed annually.

¹ Adapted from American Association of Collegiate Registrars and Admissions Officers (2007) Academic Dishonesty: Developing and Implementing Institutional Policy

Eastern Mennonite University Policy on Inclusive, Community-Creating Language

Preamble:

Language use is a social practice that can include or exclude people. At EMU, we recognize that all human beings are persons of infinite worth created equally in the image of God. Accordingly, we recognize that the language we use to speak about each other is no negligible matter but one of crucial importance. The words by which we name and address each other are used to recognize each other mutually and to empower each other to live out our potential.

Policy:

Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Considerations:

This policy does not attempt to cover all social practices that can create openness and hospitality or alienation and closing off of community. The focus of the policy is on language use within the EMU community of teaching, classroom discussions, research design and worship.

This policy does not apply to personal conversations, although we encourage attentiveness to inclusive language use there as well.

This policy does attempt to demonstrate current best academic practices; we recognize that acceptable academic language, living and continuously changing, includes some practices (e. g., the use of professional titles) that are locally contested. For examples, see the Best Practices for Inclusive Language in the Faculty Procedures for specific ways to utilize this policy.

Language should emphasize the agency of those who are being discussed. Even prior to writing, academic research needs to include reliable and valid data and the voices and perspectives of the groups or individuals under consideration. Best academic practices are defined as ones that include diverse individuals and groups, enabling us to see people as full humans without drawing attention to irrelevant or stereotypical differences.

Responsible party: Provost's Council

Approved by Provost's Council April 26, 2017

Approved by President's Cabinet May 10, 2017

Best Practices for Inclusive Language (revised 9/15/17)

We are called to be aware of our own social locations and what they enable us to see—but also what we are likely to miss. Language usage outside of the academy may vary, as may usage according to whether the arena is public or private, formal or informal. The examples below assume the use of English.

Try to keep a person’s full identity as a human being in the forefront, rather than reducing an individual to one characteristic or part of that person’s identity. Avoid redundant or irrelevant use of gendered, or racial or other referents. For example, speak of persons with disabilities rather than disabled persons or the disabled. Speak of undocumented persons rather than illegal persons. Avoid labeling a person with an illness or a mental illness. A person is not an illness. Speak to the person first, and then the illness. For example, speak of persons with mentally ill experiences or challenges or diagnosis; not a bipolar person, but persons living with bipolar disorder; not drug/alcohol abusers but persons with substance use challenges; not a diabetic but persons with diabetes

Draw attention to a person’s gender, race, occupation, age, sexual orientation or other identifying characteristic only if it is relevant to the situation at hand. Typically discussion of an individual’s physical characteristics tends to reinforce stereotypes or turn groups into sexualized beings rather than fully human persons. For example, avoid emphasizing women’s physical features or reproductive capacities outside of relevant contexts. Do not assume that women function primarily as caregivers (or that men do not). In all cases, ask: Are the characteristics described truly relevant to the situation under discussion?

Use the terms that those you are discussing will use to describe themselves to others, recognizing that such terms may change over time. For example, use Inuit rather than Eskimo. However, be aware of euphemistic language that individuals and groups use to hide realities. For instance, use genocide rather than ethnic cleansing.

Use symmetry when discussing pairs of groups. For example, when referring to adult humans, use women and men rather than girls and men (This example is given to show how women are often described in language that confers childlike, rather than adult characteristics. However, this example also assumes binary gender characteristics and therefore human is preferred to women and men). Use Ms. Janet Chao and Mr. Thomas Jones, or Chao and Jones, not Janet and Jones.

Avoid assuming that men are the norm or standard, and others are exceptions. Typically, use humankind rather than mankind, human rather than man, and artificial or unnatural rather than manmade. Use chairperson rather than chairman, First-year student rather than freshman. Take note of when and how statistics and standards were created. For example, height and weight charts used to measure obesity are often based on an average of men taken in the 1950s. Is it then fair to measure women as obese or overweight using these measures?

Avoid assuming that white people are the norm or standard, and others are exceptions. For example, be aware of terms like real Americans or the use of we, us and our when only white people are meant.

Use gender-neutral pronouns. Gender-neutral pronouns (s/he, her/him, zie, hir) are preferred to he when talking about a group of people that includes men, women and non-gender-identifying persons. Often using a plural rather than a singular sentence construction will enable a smoother read. Use plural gender-neutral pronouns (they, them, their) instead of singular forms to avoid awkward constructions.

Does the language used retain agency for the persons you are talking about? Survivors is preferred to victims. Use “uses a wheelchair” rather than “is confined to a wheelchair” and only if wheelchair use is relevant to the topic.

Use titles, or not, based on the culture of the society in which a person is living or visiting.

Formal titles may be proper in a society or setting that is more structured, and titles may be viewed as unnecessary in a society that is less formal.

“Communicate across cultures: Recognize what you consider ‘normal.’ Examine your own customary behaviors and assumptions, and think about how they may affect what you think and say (and write). Listen closely to someone from another culture, and ask for clarification if necessary. Carefully define your terms. Think about your audience’s expectations. How much authority should you have? What kind of evidence will count most with your audience? Organize your writing with your audience’s expectations in mind. If in doubt, use formal style” (Lunsford, TEW, 2017, p. 276).*

“Consider other kinds of difference: Age, Class, Geographical area, Physical ability or health, Religion, and Sexual orientation” (see Lunsford, TEW, 2017, pp 284-285 for explanations).*

Refer to the “Language” section of The Everyday Writer (EMU’s writing handbook) for additional discussion.

Use materials from groups who experience marginalization...in teaching, classroom discussions, research design and worship.

Due to the rapidly changing nature of best practices, please contact the Provost’s Office with suggestions for revisions to this document.

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