

HIRAM COLLEGE

Style Sheet

Directions for the Preparation of Research Papers
& Essays at Hiram College



INTIMATE LEARNING. GLOBAL REACH.

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Style Sheet

The Writing Committee, representing various disciplines of the College, has compiled this set of directions for the preparation of student papers. Students in all courses should follow the directions in this style sheet unless a professor provides a different form. All of the references to *Rules for Writers* in this Hiram College Style Sheet refer to the 7th edition (2012), which was adopted by the faculty as the official writing handbook. For further, more detailed information, students should consult the Research Guide of Diana Hacker's *Rules for Writers*. A student companion website complements Hacker's handbook. Go to <http://bcs.bedfordstmartins.com/rules7e>.

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Foreword

Students writing papers at Hiram College ought to read their sources carefully, think about what has been read, assimilate the material, report it in their own words, and achieve as great a measure of originality as their knowledge, imagination, and intellectual maturity will permit. The purpose of source papers is not just to provide information but to offer educated opinions, to raise important questions, to assert a position, and to participate in an ongoing conversation with other scholars.

I Plagiarism

Before proceeding with any kind of paper involving the use of source materials, or another writer's work or ideas, published or unpublished, it is imperative that Hiram students fully understand what plagiarism is.

The verbatim use of any passage or phrase lifted from a published or unpublished source and presented as the student's own writing without acknowledging indebtedness is dishonest. Hacker says, "Your research paper is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of those sources. If you don't, you commit plagiarism, a serious academic offense" (464). The submission of another student's paper as your own is plagiarism; repeating someone else's phrases or words or presenting another person's ideas as your own is plagiarism.

For example, compare the following passage from Barzun's *The House of Intellect* with the passage from a student's paper.

Barzun: Even in the great days of militant liberalism it was decreed that politics and religion should be excluded from general conversation. This is a tribute to the power of words, in that people take them as the signs of instant action, of treason, rape, sacrilege.

Student: As a nation we Americans have always been reluctant to discuss in polite conversation certain important issues. Even in the great days of militant liberalism it was decreed that politics and religion should be excluded from general conversation.

In this dishonest student paragraph, the second sentence has been lifted verbatim from Barzun's book. Hacker explains, "To indicate that you are using a source's

exact phrases or sentences, you must enclose them in quotation marks” (466). Quotation marks should surround this student’s sentence, and the page number where the sentence was found in Barzun’s book should be given in parentheses. Not to cite the source of a borrowed passage, phrase, or idea of another is an offense against scholarship; it withholds potentially valuable information from the reader. Not to use quotation marks around borrowed material is an offense against intellectual integrity; it attacks the very heart of our academic enterprise.

II Paraphrasing

The rewording of a sentence or passage taken from a published source and passed off as the student’s own writing may also constitute plagiarism. A paraphrase of another’s ideas with the occasional use of some of the same words is dishonest. Sometimes called “patchwork plagiarism,” this kind of plagiarism can result from careless note taking and last-minute haste to get a paper done on time (a reason, perhaps, but not an excuse). Here is a passage from a research paper written by a senior English major several years ago:

A sensitive man and poet, Alexander Pope was acquainted with many people. His relations with women were affected by two things. The first of these was his deformed body: he was humpbacked and extremely thin, and his legs were spindles. He was only four and a half feet tall, and although he had a fairly handsome face, and he had a fine wit, he was unsuited for the role of a gallant. (Thornton 103)

Although the student **did** cite the source for the paraphrased material, the student **did not** put quotation marks around the actual words and phrases which were borrowed. Here is the actual passage Thornton consulted, with the phrases Thornton used verbatim italicized to indicate where plagiarism has occurred:

His relations with women were conditioned *by two things*. *The first of these was his* misshapen *body: he was humpbacked* and emaciated, *his legs were spindles*, and he had to be laced into a canvas corset every day of his life. *He was only four and a half feet tall*, and although his face was fine, as Joshua Reynolds attests, and his comments on life showed a devastating wit, yet almost everything about this person unfitted him for affairs of gallantry.

Even the sentence structure of the student’s passage imitates the source. Obviously, the student violated the spirit of honest research, despite a partial attempt to

paraphrase the source. As Hacker explains, in a paraphrase of another’s words “you must restate the source’s meaning using your own language” (466). She continues, “To avoid plagiarizing an author’s language, resist the temptation to look at the source while you are summarizing or paraphrasing. After you have read the original passage, set the source aside. Ask yourself, ‘What is the author’s meaning?’ In your own words, state the author’s basic point. Return to the source and check that you haven’t used the author’s language or sentence structure or misrepresented the author’s ideas.” (467).

Paraphrased material is usually introduced by a phrase which shows that you are going to use another person’s work. For example, if you were paraphrasing a section from Thoreau’s *Walden*, you might introduce it with a phrase such as, “Thoreau argued that...” (109). Note that you still give the page number from the source, even though you are restating Thoreau’s comment.

Careful note taking, including paraphrasing material from the sources and writing summaries of your reading, will help you avoid accidental plagiarism. Always take down full bibliographical information about each source you use; always put the page numbers in your notes when you paraphrase or quote your source; always put quotation marks in your notes around the words and phrases you use from the source. Don’t forget to also include *your* reactions to your sources as you read and take notes; perhaps put your own thoughts in parentheses so there is no confusion when you go to write. But you want to think while you’re reading so that your own opinions begin to form.

In summary, although the line between honest borrowing with suitable acknowledgment of indebtedness and dishonest borrowing is sometimes thin indeed, each student will always know whether he or she is consciously violating the spirit of intellectual integrity. A student’s writing should sound like himself or herself; mere rearrangement of another’s phrases will not confer originality. The paraphrasing of book reviews for book reports, the loose stitching together of an encyclopedia article for a brief research paper, the sprinkling about of phrases and sentences copied from a journal article on the Internet—these practices are dishonest. All students know this, as do their teachers.

III Treatment of Library Resources

Students should treat books, journals, and other library materials with care and respect. Library resources belong to all of us in the Hiram College community; any defacing, cutting, or stealing of these resources hurts all of us, not only because we can no longer use them but also because we all must pay to replace damaged or stolen materials (often they cannot be replaced). The library is the central resource for the academic life of the College. Honor it well.

IV General Rules for Acknowledgment

Normally, a student need not indicate the source of undisputed facts (such as the population of a city) or the student's own opinion. But the student must acknowledge:

- a. sources of direct quotation;
- b. sources of specific ideas or opinions, even when paraphrased;
- c. sources of passages digested into the student's own words;
- d. sources followed when two or more references disagree;
- e. sources of experimental data or statistics.

V Documentation Styles

Although some professors may request the traditional footnote form, Hiram College professors most often require students to use documentation styles of the Modern Language Association (MLA) and the American Psychological Association (APA). Detailed explanations and sample papers in both styles appear in Hacker, sections 56-60 (MLA) and sections 61-65 (APA). A brief outline follows:

MLA Style

Place citations in parentheses directly in the text of the paper. Give the author's last name and the page number of the material you are citing. (If a signal phrase containing the author's name is used, provide only the page number.)

For example: "Men have become the tools of their tools" (Thoreau 132).

At the end of the paper, include a list of Works Cited, using correct bibliographical form (see Hacker 59b, p. 490).

APA Style

Place citations in parentheses directly in the text of the paper. Give the author's last name, the year of publication, and the page number. (If a signal phrase containing the author's last name and date of publication is used, provide only the page number.)

APA continued

For example: "Prisons can be divided into specific social groups organized by types of crime" (Liptz, 1979, p. 235). [Note the different punctuation and use of page abbreviation.]

At the end of the paper, include a list of References (see Hacker, 64b, p. 556).

Science Citation Styles

Name and Year System

Author's last name and date of publication given in the text.

For example: Suto and Sugiyama (1960) describe sex expression and determination in spinach.

List all references at the end of the paper in alphabetical order of the authors' last names.

Alphabet Number System

List all sources in alphabetical order by authors' last names.

Number the list.

Then, in the text of the paper include only the number of the listed reference.

For example: Streptomycin was first used in the treatment of tuberculosis in 1945 (18). [In the numbered references at the end of the paper, 18 would be the source of this information.]

Citation Order System

This is basically an endnote system that lists the notes in numerical order at the end of the paper, following the same order as the superscript note numbers that appear in the paper. An alphabetized bibliography may also be required.

VI Documenting Resources on the Internet

In-Text Citations

Both MLA and APA have adopted a definite form and style for Internet documentation. As Hacker points out, “The MLA system of in-text citations, which depends heavily on authors’ names and page numbers, was created with print sources in mind. Although many online sources have unclear authorship and lack page numbers, the basic rules are the same for both print and online sources” (480). Unknown authors and absent page numbers are common challenges to documenting online sources. Hacker provides proper in-text citation for these situations in MLA style (59a, p. 480-82) and APA style (64a, p. 555).

Works Cited and Bibliography Pages

Hacker provides proper formats for citing electronic sources in both MLA and APA style for such materials as works from a database service, online books, online articles, CD-ROMs, entries in a Weblog, entries in a wiki, and e-mail (see 59b p. 504-523, and 60b p. 502-509). However, she advises users of her handbook to go to the MLA and APA Web sites for future updates.

VII Standard Formats for Student Papers

Student papers should be computer-printed, double spaced, on one side of the paper.

Use standard margins, fonts, spacing, and indentation. Avoid elaborate styles and sizes. Generally, professors will require Times New Roman and 12-point font.

If you are using MLA format, place your last name and page number at the top right-hand corner of each page; if you are using APA format, place a short title and page number at the top right-hand corner of each page. For additional information on manuscript format, see Hacker, sections 60a (MLA) and 61a (APA).

Essays prepared in MLA format do not require a title page, but those prepared in APA generally do. For information about placement of name, paper title, course title, date, and other identifying information, see page 463 (MLA) or page 511 (APA).

Unless your professor provides a different model, follow either the MLA model paper in Hacker 56b or the APA model paper in Hacker 61b. Some professors in sciences and social sciences may require an abstract at the beginning of the paper.

Finally, always give yourself enough time to revise and proofread your paper before you turn it in. Follow Hacker’s recommendations for revision in section 3 of *Rules for Writers* and use the Writing Center as often as you can. If you get assistance from a friend or writing assistant, you should acknowledge that help in a comment at the beginning or end of your paper. Remember that writing is a *process*—and it’s best to begin an essay well in advance of the day it’s due.